Technical Training Program

430.A0

Hotel Management

Training Sector

3

Food Services and Tourism

Québec

Technical Training Program

430.A0

Hotel Management

Training Sector

3

Food Services and Tourism

Formation professionnelle et technique
et formation continue

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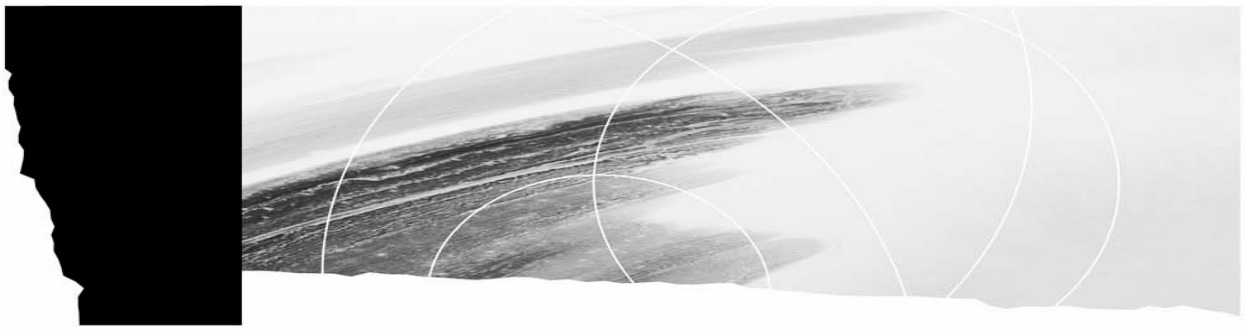


430.A0 **Hotel Management**

Year of approval: 2005

Certification:	Diploma of College Studies
Number of credits:	91 2/3 credits
Total duration:	2 850 hours of instruction

General education components:	660	hours of instruction
Program-specific component:	2 190	hours of instruction

Admission Requirements:

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

- Mathematics 426

Starting in the fall of 2010, candidates for admission must also have passed the following secondary-level course:

- CST 4^{e}: Mathematics, Cultural, Social and Technical Option, Secondary 4

Introduction to the Program

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

The *Hotel Management* program includes a general education component common to all programs (16 2/3 credits), a general education component adapted to this program (6 credits), a complementary general education component (4 credits) and a program-specific component of 91 2/3 credits.

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

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

Particulars

General Education Component Common to All Programs (16 2/3 credits)

0004 To analyze and produce various forms of discourse.

0005 To apply a critical approach to literary genres.

0006 To apply a critical approach to a literary theme.

00B2 To apply a logical analytical process to how knowledge is organized and used.

000G To apply a critical thought process to world-views.

0017 Appliquer les notions de base de la communication en français courant.

or

000A Communiquer en français avec une certaine aisance.

or

000B Communiquer avec aisance en français.

or

000C Traiter d'un sujet culturel et littéraire.

0064 To establish the role that being physically active plays amongst the lifestyle behaviours which promote health.

0065 To improve one's effectiveness when practising a physical activity.

0066 To demonstrate one's responsibility for being physically active in a manner which promotes health.

General Education Component Adapted to This Program (6 credits)

000L To communicate in the forms of discourse appropriate to one or more fields of study.

000U To apply a critical thought process to ethical issues relevant to the field of study.

0018 Appliquer des notions fondamentales de la communication en français, liées à un champ d'études.

or

000Q Communiquer en français dans un champ d'études particulier.

or

000R Communiquer avec aisance en français dans un champ d'études particulier.

or

000S Disserter en français sur un sujet lié au champ d'études.

Complementary General Education Component (4 credits)

000V To estimate the contribution of the social sciences to an understanding of contemporary issues.

000W To analyze one of the major problems of our time using one or more social scientific approaches.

000X To explain the general nature of science and technology and some of the major contemporary scientific or technological issues.

000Y To resolve a simple problem by applying the basic scientific method.

000Z To communicate with limited skill in a modern language.

0010 To communicate on familiar topics in a modern language.

0067 To communicate with relative ease in a modern language.

0011 To recognize the role of mathematics or informatics in contemporary society.

0012 To use various mathematical or computer concepts, procedures and tools for common tasks.

0013 To consider various forms of art produced by aesthetic practices.

0014 To produce a work of art.

Program-Specific Component **(91 2/3 credits)**

047D To analyze the job function.
047E To communicate in the workplace.
047F To carry out work-related activities in a second language (French).
047G To process information related to hotel management.
047H To adopt a customer-oriented approach.
047J To see to the application of rules and regulations specific to the hotel industry.
047K To implement management techniques specific to the hotel industry.
047L To suggest food and beverage products and services to customers.
047M To ensure food and beverage service.
047N To sell products and services.
047P To carry out activities related to personnel management.
047Q To carry out accounting operations.
047R To carry out activities related to material resources management.
047S To control the quality of hotel products and services.
047T To manage activities related to reservations, front-desk and guest services.
047U To manage housekeeping activities.
047V To manage a hotel's food and beverage services.
047W To manage a hotel's marketing activities.
047X To coordinate hotel and restaurant group activities.
047Y To act as an interface between departments.

Glossary

Program

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

Competency

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

Objective

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

Statement of the Competency

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

Elements of the Competency

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

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

Standard

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

Achievement Context

In the program-specific component of a technical program, the achievement context corresponds to the situation in which the competency is exercised at entry level on the job market. The achievement context does not specify the context for learning or evaluation.

Performance Criteria

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

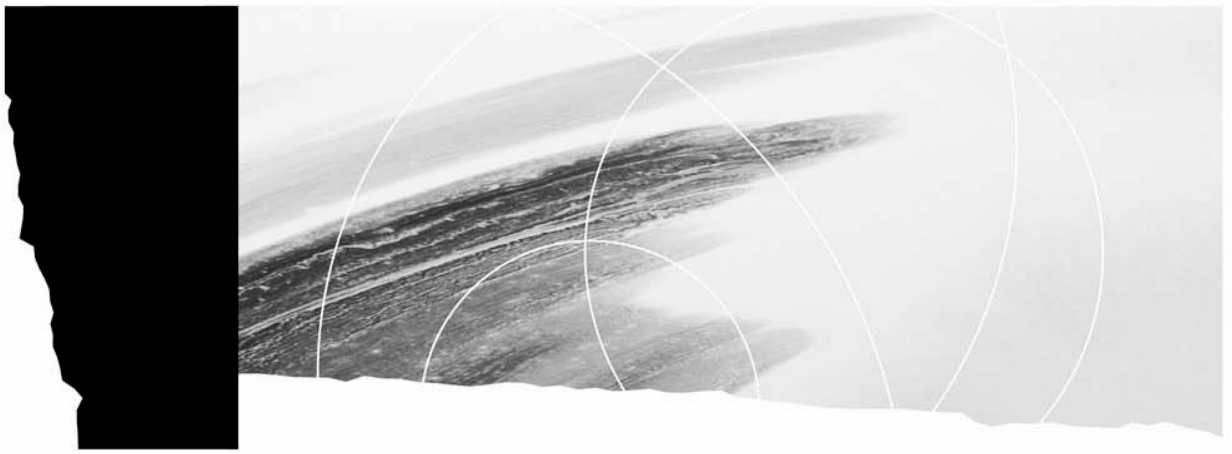
In the general education components, the performance criteria define the requirements for recognition of the attainment of the standard.

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

Learning Activities

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

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



Part I

Goals of the General Education Components

Educational Aims of the General Education Components

Objectives and Standards of the General Education Components

Goals of the General Education Components

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

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

Common Cultural Core

The common cultural core is intended to help students:

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

Generic Skills

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

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

Desirable Qualities and Attitudes

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

- autonomy
- a critical sense
- awareness of their responsibilities toward themselves and others
- open-mindedness

- creativity
- openness to the world

These goals apply to the three general education components:

- General education component common to all programs, which is allotted 16 2/3 credits distributed as follows:

  – language of instruction and literature: 7 1/3 credits
  – humanities or *philosophie*: 4 1/3 credits
  – physical education: 3 credits
  – second language: 2 credits

- General education component adapted to programs, which introduces tasks or learning situations that are relevant to the program-specific component of a program. The breakdown of credits, for a total of 6, is as follows:

  – language of instruction and literature: 2 credits
  – humanities or *philosophie*: 2 credits
  – second language: 2 credits

- Complementary general education component, which provides students with learning activities chosen to balance their training and complement the program-specific component. Students may choose courses for a total of 4 credits in the following areas:

  – social sciences
  – science and technology
  – modern languages
  – mathematics and computer literacy
  – art and aesthetics

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

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

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

Educational Aims of the General Education Components

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

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

English, Language of Instruction and Literature

General Education Common to All Programs

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

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

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

General Education Adapted to Programs

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

Expected Outcomes

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

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

Humanities

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

Principles

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

Expected Outcomes

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

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

Sequence of Objectives and Standards

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

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

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

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

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

Français, langue seconde

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

Principes

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

Résultats attendus

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

- que, sur le plan des connaissances, il ou elle :
  - sait faire une présentation orale structurée;
  - connaît les différentes formes du discours;
  - connaît les différentes techniques de lecture et d'écriture;

- que, sur le plan des habiletés, il ou elle :
  - est capable de questionner, d'analyser, de juger, et d'argumenter en français;
  - est apte à entretenir des rapports sociaux et à partager la vie culturelle du Québec;
  - est apte à établir, à poursuivre et à pratiquer des rapports professionnels en français;

- que, sur le plan des qualités et des attitudes à développer, il ou elle :
  - fait preuve d'ouverture par rapport aux différents aspects de la culture québécoise;
  - a conscience des différences et des similitudes entre sa culture d'origine et la culture québécoise francophone;
  - a la préparation voulue pour s'insérer dans la vie sociale et économique.

Séquence des objectifs et des standards

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

La formation générale en français, langue seconde, comporte deux ensembles prévus en séquence. Le premier, qui fait partie de la formation générale commune à tous les programmes, a pour objet de consolider les connaissances linguistiques déjà acquises et de les développer pour amener les étudiants et les étudiantes à communiquer de façon plus précise sur le plan tant du vocabulaire et de la syntaxe que de l'organisation textuelle.

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

Physical Education

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

Principles

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

Expected Outcomes

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

- their knowledge of:
  - the relationship between physical activity, lifestyle and health based on the findings of scientific research
  - the scientific principles for improving or maintaining physical fitness
  - ways to assess their abilities and needs with respect to activities that can improve their health
  - the rules, techniques and conditions involved in different types of physical activity
  - a method for setting goals
  - the factors that help make physical activity part of their lifestyle

- the skills that will enable them to:
  - choose physical activities on the basis of their motivation, abilities and needs
  - establish relationships between lifestyle and health
  - apply the rules, techniques and conditions involved in different types of physical activity

  - set goals that are realistic, measurable, challenging, and situated within a specific time frame
  - improve their mastery of the basic techniques, tactics and strategies associated with sports, outdoor and expression-oriented activities
  - use their creative and communication skills, particularly in group activities
  - evaluate their skills, attitudes and progress with respect to different forms of physical activity
  - maintain or increase their level of physical activity and fitness on their own
  - manage a personal physical activity program and assume responsibility in the organization of physical activities

- the attitudes and qualities that will enable them to:
  - understand the importance of taking responsibility for their health
  - be aware of the need to evaluate and respect their abilities and the conditions for carrying out an activity, before undertaking the activity
  - recognize the importance of self-confidence, self-control, respect for others and cooperation, through knowledge they have acquired and through participation in physical activity
  - respect the environment in which the activities are held
  - appreciate the aesthetic and play value of physical activity
  - promote a balanced and active lifestyle as a social value

Sequence of Objectives and Standards

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

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

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

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

Complementary General Education

Social Sciences

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

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

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

Science and Technology

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

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

Modern Languages

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

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

Mathematics and Literacy Computer Science

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

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

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

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

Art and Aesthetics

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

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

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

Language of Instruction and Literature	Code: 0004

Objective *Standard*

Statement of the Competency

To analyze and produce various forms of discourse.

Elements of the Competency	**Performance Criteria**
1. To identify the characteristics and functions of the components of discourse.	• Accurate explanation of the denotation of words • Adequate recognition of the appropriate connotation of words • Accurate definition of the characteristics and function of each component
2. To determine the organization of facts and arguments of a given discourse.	• Clear and accurate recognition of the main idea and structure • Clear presentation of the strategies employed to develop an argument or thesis
3. To prepare ideas and strategies for a projected discourse.	• Appropriate identification of topics and ideas • Adequate gathering of pertinent information • Clear formulation of a thesis • Coherent ordering of supporting material
4. To formulate a discourse.	• Appropriate choice of tone and diction • Correct development of sentences • Clear and coherent development of paragraphs • Formulation of a 750-word discourse
5. To edit the discourse.	• Thorough revision of form and content

Learning Activities

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

Language of Instruction and Literature	Code: 0005

Objective	*Standard*

Statement of the Competency

To apply a critical approach to literary genres.

Elements of the Competency	Performance Criteria
1. To distinguish genres of literary discourse.	• Clear recognition of the formal characteristics of a literary genre
2. To recognize the use of literary conventions within a specific genre.	• Accurate recognition of the figurative communication of meaning • Adequate explanation of the effects of significant literary and rhetorical devices
3. To situate a discourse within its historical and literary period.	• Appropriate recognition of the relationship of a text to its period
4. To explicate a discourse representative of a literary genre.	• Selective use of appropriate terminology • Effective presentation of a 1000-word integrated response to a text

Learning Activities

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

Language of Instruction and Literature	Code: 0006

Objective	*Standard*

Statement of the Competency

To apply a critical approach to a literary theme.

Elements of the Competency	Performance Criteria
1. To recognize the treatment of a theme within a literary text.	• Clear recognition of elements within the text which define and reinforce a theme and its development • Adequate demonstration of the effects of significant literary and rhetorical devices
2. To situate a literary text within its cultural context.	• Appropriate recognition of a text as an expression of cultural context • Adequate demonstration of the effects of significant literary and rhetorical devices
3. To detect the value system inherent in a literary text.	• Appropriate identification of expression (explicit/implicit) of a value system in a text
4. To explicate a text from a thematic perspective.	• Selective use of appropriate terminology • Effective presentation of a 1000-word integrated response to a text

Learning Activities

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

Humanities	Code: 00B2

Objective	*Standard*

Statement of the Competency

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

Elements of the Competency	Performance Criteria
1. To recognize the basic elements of a field of knowledge.	• Appropriate description of the basic elements • Appropriate use of terminology relevant to fields of knowledge
2. To define the modes of organization and utilization of a field of knowledge.	• Adequate definition of the dimensions, limits and uses of fields of knowledge
3. To situate a field of knowledge within its historical context.	• Accurate identification of the main components in the historical development of fields of knowledge • Accurate description of the effects of historical development and societal milieu on the limitations and uses of a field of knowledge
4. To organize the main components into coherent patterns.	• Coherent organization of the main components
5. To produce a synthesis of the main components.	• Appropriate analysis of the components • Coherent synthesis of the main components • Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the organization and uses of knowledge

Learning Activities

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

Humanities	Code: 000G

Objective	*Standard*

Statement of the Competency

To apply a critical thought process to world-views.

Elements of the Competency	Performance Criteria
1. To describe world-views.	• Accurate description of a society or group with a distinctive world-view • Appropriate use of terminology relevant to these societies or groups
2. To explain the major ideas, values and implications of a world-view.	• Adequate explanation of the salient components of a world-view
3. To organize the ideas, values and experiences of a world-view into coherent patterns.	• Coherent organization of ideas about a world-view • Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of world-views
4. To compare world-views.	• Comparative analysis of these world-views • Appropriate inclusion of central elements, relationships and organizational principles of the societies or groups in the analysis

Learning Activities

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

Langue seconde (niveau I) Code: 0017

Objective	*Standard*

Statement of the Competency

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

Elements of the Competency	Performance Criteria
1. Dégager le sens d'un message oral simple.	• Repérage précis des difficultés de compréhension du message. • Utilisation pertinente des techniques d'écoute choisies. • Distinction précise du sens général et des idées essentielles du message. • Description précise du sens général et des idées essentielles du message.
2. Émettre un message oral simple.	• Repérage précis des difficultés d'expression. • Utilisation pertinente des techniques d'expression orales choisies. • Emploi pertinent du vocabulaire courant. • Expression intelligible du propos.
3. Dégager le sens d'un texte.	• Repérage précis des difficultés de compréhension du texte. • Utilisation pertinente des techniques de lecture choisies. • Distinction claire des principaux éléments du texte. • Description précise du sens général et des idées essentielles d'un texte de 500 mots.
4. Rédiger un texte simple.	• Repérage précis des difficultés d'écriture. • Utilisation pertinente des techniques d'écriture choisies. • Emploi pertinent du vocabulaire courant. • Formulation claire et cohérente d'un texte de 100 mots.

Learning Activities

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

Langue seconde (niveau II) Code: 000A

Objective	*Standard*

Statement of the Competency

Communiquer en français avec une certaine aisance.

Elements of the Competency	Performance Criteria
1. Interpréter un texte oral simple de trois minutes en français courant.	• Distinction claire des principaux éléments du texte oral. • Explication précise du sens des mots dans le texte. • Repérage précis des idées et des sujets traités dans le texte.
2. Produire un texte oral planifié de cinq minutes en français courant.	• Emploi pertinent du vocabulaire courant. • Respect du niveau de langue, du code grammatical et des règles de la prononciation. • Formulation claire et cohérente du propos.
3. Interpréter un texte écrit en français courant.	• Distinction claire des principaux éléments du texte. • Explication précise du sens des mots dans le texte. • Repérage précis des idées principales et de la structure d'un texte de 700 à 1000 mots.
4. Rédiger un texte simple en français courant.	• Respect du code grammatical et orthographique. • Utilisation judicieuse des principaux éléments du corpus. • Formulation claire et cohérente des phrases. • Articulation cohérente des paragraphes. • Rédaction d'un texte de 200 mots.

Learning Activities

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

Langue seconde (niveau III) Code: 000B

Objective	*Standard*

Statement of the Competency

Communiquer avec aisance en français.

Elements of the Competency	Performance Criteria
1. Produire un texte oral planifié de cinq minutes de complexité moyenne.	• Emploi pertinent du vocabulaire courant. • Adaptation à l'interlocuteur ou à l'interlocutrice • Respect du niveau de langue, du code grammatical et des règles de la prononciation. • Formulation claire et cohérente du propos. • Agencement pertinent des idées.
2. Commenter un texte écrit de complexité moyenne.	• Distinction claire des principaux éléments d'un texte comprenant entre 2 500 et 3 000 mots. • Explication précise du sens des mots dans le texte. • Distinction précise des idées principales et secondaires, des faits et des opinions. • Formulation d'éléments implicites.
3. Rédiger un texte de complexité moyenne.	• Respect du code grammatical et orthographique. • Adaptation au lecteur ou à la lectrice. • Utilisation judicieuse des principaux éléments du corpus. • Formulation claire et cohérente des phrases, dont au moins trois sont complexes. • Articulation cohérente des paragraphes. • Rédaction d'un texte de 350 mots.

Learning Activities

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

Langue seconde (niveau IV)	Code: 000C

Objective *Standard*

Statement of the Competency

Traiter d'un sujet culturel et littéraire.

Elements of the Competency	**Performance Criteria**
1. Analyser un texte culturel ou littéraire.	• Formulation personnelle des éléments principaux du texte. • Inventaire des thèmes principaux. • Relevé d'indices qui permettent de situer le texte dans son contexte socioculturel et historique. • Repérage des valeurs véhiculées. • Repérage juste de la structure du texte. • Articulation claire d'un point de vue personnel.
2 Rédiger un texte sur un sujet culturel ou littéraire.	• Respect du sujet. • Respect du code grammatical et orthographique. • Adaptation au lecteur ou à la lectrice. • Utilisation judicieuse des principaux éléments du corpus. • Formulation claire et cohérente d'un texte de 500 mots. • Articulation claire d'un point de vue personnel.

Learning Activities

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

Physical Education	Code: 0064

Objective — *Standard*

Statement of the Competency

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

Elements of the Competency	Performance Criteria
1. To establish a relationship between their lifestyle and their health.	• Appropriate use of documentation • Appropriate connections between their lifestyle and their health
2. To be physically active in a manner that promotes health.	• Observance of the rules involved in physical activities, including safety standards • Respect for their abilities when engaging in physical activities
3. To recognize their needs, abilities and motivational factors with respect to regular physical activity.	• Appropriate use of quantitative and qualitative physical data • Statement of their main physical needs and abilities • Statement of their main motivational factors with respect to regular physical activity
4. To propose physical activities that promote health.	• Appropriate and justified choice of physical activities according to their needs, abilities, and motivational factors

Learning Activities

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

Physical Education	Code: 0065

Objective	*Standard*

Statement of the Competency

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

Element of the Competency	Performance Criteria
1. To use a process designed to improve their effectiveness during a physical activity.	• Initial assessment of their skills and attitudes in relation to a physical activity • Statement of their expectations and needs with respect to their ability to carry out the activity • Appropriate formulation of personal objectives • Statement of the means selected to achieve their objectives • Observance of the rules involved in the physical activity, including safety standards • Periodic evaluation of their skills and attitudes in relation to the activity • Meaningful interpretation of the progress achieved and the difficulties experienced during the activity • Appropriate, periodic adjustments of their objectives or the means used to achieve them • Appreciable improvement of the motor skills required by the activity

Learning Activities

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

Physical Education	Code: 0066

Objective	*Standard*

Statement of the Competency

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

Elements of the Competency	Performance Criteria
1. To make physical activity part of a healthy lifestyle.	• Practise of a physical activity while maintaining a balance between effectiveness and the factors promoting health
2. To manage a personal physical activity program.	• Statement of their priorities according to their needs, skills, and motivational factors in relation to regular physical activity • Proper formulation of the objectives for their personal programs • Appropriate choice of activity or activities for their personal programs • Appropriate planning of the conditions in which the activity or activities in their personal programs are carried out • Appropriate choice of criteria for measuring the attainment of their personal programs • Periodic assessment of the time invested and the activities carried out during the program • Meaningful interpretation of the progress achieved and difficulties experienced during the activities • Appropriate, periodic adjustment of their objectives or the means used to attain them

Learning Activities

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

Language of Instruction and Literature	Code: 000L

Objective	*Standard*

Statement of the Competency

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

Elements of the Competency	**Performance Criteria**
1. To identify the forms of discourse appropriate to given fields of study.	• Accurate recognition of specialized vocabulary and conventions • Accurate recognition of the characteristics of the form of discourse
2. To recognize the discursive frameworks appropriate to given fields of study.	• Clear and accurate recognition of the main ideas and structure • Appropriate distinction between fact and argument
3. To formulate a discourse.	• Appropriate choice of tone and diction • Correctly developed sentences • Clearly and coherently developed paragraphs • Appropriate use of program-related communication strategies • Formulation of a 1000-word discourse • Thorough revision of form and content

Learning Activities

Discipline:	English
Hours of instruction:	60
Credits:	2

Humanities	Code: 000U

Objective	***Standard***

Statement of the Competency

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

Elements of the Competency	**Performance Criteria**
1. To situate significant ethical issues in appropriate world-views and fields of knowledge.	• Accurate recognition of the basic elements of ethical issues • Appropriate use of relevant terminology • Adequate identification of the main linkages with world-views and fields of knowledge
2. To explain the major ideas, values, and social implications of ethical issues.	• Adequate description of the salient components of the issues
3. To organize the ethical questions and their implications into coherent patterns.	• Coherent organization of the ethical questions and their implications • Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the issues
4. To debate the ethical issues.	• Adequate development of substantiated argumentation including context and diverse points of view • Clear articulation of an individual point of view

Learning Activities

Discipline:	Humanities
Hours of instruction:	45
Credits:	2

Langue seconde (niveau I)	Code: 0018

Objective	*Standard*

Statement of the Competency

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

Elements of the Competency	**Performance Criteria**
1. Dégager le sens d'un message oral simple lié à un champ d'études.	• Repérage précis des difficultés de compréhension du message. • Accurate identification of des caractéristiques du message. • Repérage juste du vocabulaire spécialisé. • Utilisation pertinente des techniques d'écoute choisies. • Distinction claire des principaux éléments du message. • Description précise du sens général et des idées essentielles du message.
2. Dégager le sens et les caractéristiques d'un texte lié à un champ d'études.	• Repérage précis des difficultés de compréhension du texte. • Accurate identification of des caractéristiques du texte. • Repérage précis du vocabulaire spécialisé. • Utilisation pertinente des techniques de lectures choisies. • Distinction claire des principaux éléments du texte. • Description précise du sens général et des idées essentielles du texte.
3. Émettre un message oral simple lié à un champ d'études.	• Repérage précis des difficultés d'expression orale. • Utilisation pertinente des techniques d'expression orale choisies. • Utilisation pertinente du vocabulaire courant et spécialisé. • Expression intelligible du propos.

Langue seconde (niveau I)	Code: 0018
4. Rédiger un court texte lié à un champ d'études.	• Repérage précis des difficultés d'écrire. • Utilisation pertinente des techniques d'écriture choisies. • Utilisation pertinente du vocabulaire courant et spécialisé. • Formulation claire et cohérente du texte.

Learning Activities

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

Langue seconde (niveau II) Code: 000Q

Objective	*Standard*

Statement of the Competency

Communiquer en français dans un champ d'études particulier.

Elements of the Competency	Performance Criteria
1. Distinguer les types de textes propres au champ d'études.	• Distinction précise des caractéristiques formelles de chacun des principaux types de textes et des conventions utilisées.
2. Interpréter des textes représentatifs du champ d'études.	• Distinction claire des principaux éléments du texte. • Interprétation claire du vocabulaire spécialisé. • Repérage précis des idées et des sujets traités. • Utilisation pertinente des techniques de lecture et d'écoute.
3. Utiliser des techniques de production de textes appropriées au champ d'études.	• Emploi pertinent du vocabulaire spécialisé et des conventions. • Respect du niveau de langue et du code grammatical. • Formulation claire et cohérente du propos. • Utilisation pertinente des techniques d'expression.

Learning Activities

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

Langue seconde (niveau III)	Code: 000R

Objective	***Standard***

Statement of the Competency

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

Elements of the Competency	**Performance Criteria**
1. Commenter des textes propres au champ d'études.	• Distinction précise des caractéristiques formelles des principaux types de textes et des conventions utilisées. • Explication précise du sens des mots dans le texte. • Repérage précis de la structure du texte. • Reformulation juste des idées principales et secondaires, des faits et des opinions. • Emploi juste du vocabulaire spécialisé.
2. Produire un texte sur un sujet lié au champ d'études.	• Respect du sujet. • Emploi pertinent du vocabulaire spécialisé et des conventions. • Respect du niveau de langue et du code grammatical. • Formulation claire et cohérente du propos. • Agencement pertinent des idées. • Adéquation entre forme et fond.

Learning Activities

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

Langue seconde (niveau IV)	Code: 000S

Objective	*Standard*

Statement of the Competency

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

Elements of the Competency	Performance Criteria
1. Analyser un texte lié au champ d'études.	• Distinction précise des caractéristiques formelles des types particuliers de textes. • Formulation personnelle des éléments principaux. • Inventaire des thèmes principaux. • Repérage juste de la structure du texte. • Relevé d'indices qui permettent de situer le texte dans son contexte. • Articulation claire d'un point de vue personnel, s'il y a lieu. • Association juste des éléments du texte au sujet traité.
2. Rédiger un texte sur un sujet lié au champ d'études.	• Respect du sujet. • Emploi pertinent du vocabulaire spécialisé et des conventions. • Choix judicieux des principaux éléments du corpus en fonction du type de texte. • Formulation claire et cohérente du texte. • Respect du code grammatical et orthographique. • Articulation claire d'un point de vue personnel, s'il y a lieu.

Learning Activities

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

Social Sciences	Code: 000V

Objective	*Standard*
Statement of the Competency	**Achievement Context**
To estimate the contribution of the social sciences to an understanding of contemporary issues.	• Working alone • In an essay of approximately 750 words on the contribution of the social sciences to an understanding of contemporary issues • Using documents and data from the social sciences

Elements of the Competency	**Performance Criteria**
1. Recognize the focus of one or more of the social sciences and their main approaches.	• Formulation of the focus specific to one or more of the social sciences • Description of the main approaches used in the social sciences
2. Identify some of the issues currently under study in the social sciences.	• Association of these issues with the pertinent areas of research in the social sciences
3. Demonstrate the contribution of one or more of the social sciences to an understanding of contemporary issues.	• Presentation of contemporary issues by emphasizing the interpretation of the social sciences • Illustration of the interaction between certain social changes and the contribution of the social sciences

Learning Activities

Hours of instruction: 45
Credits: 2

Social Sciences	Code: 000W

Objective	***Standard***
Statement of the Competency	**Achievement Context**
To analyze one of the major problems of our time using one or more social scientific approaches.	• Working alone • In an essay of approximately 750 words on a topic related to human existence • Using reference materials from one or more disciplines in the social sciences

Elements of the Competency	**Performance Criteria**
1. Formulate a problem using one or more social scientific approaches.	• Presentation of the background to the problem • Use of appropriate concepts and language • Brief description of individual, collective, spatiotemporal and cultural aspects of the problem
2. Deal with an issue using one or more social scientific approaches.	• Clear formulation of an issue • Selection of pertinent reference materials • Brief description of historical, experimental and survey methods
3. Draw conclusions.	• Appropriate use of the selected method • Determination of appropriate evaluation criteria • Identification of strengths and weaknesses of the conclusions • Broadening of issue studied

Learning Activities

Hours of instruction: 45
Credits: 2

Science and Technology	Code: 000X

Objective	*Standard*
Statement of the Competency	**Achievement Context**
To explain the general nature of science and technology and some of the major contemporary scientific or technological issues.	• Working alone • Given a written commentary on a scientific discovery or technological development • In an essay of approximately 750 words
Elements of the Competency	**Performance Criteria**
1. Describe scientific thinking and the standard method.	• Brief description of the essential characteristics of scientific thinking, including quantification and demonstration • Organized list and brief description of the essential characteristics of the main steps in the standard scientific method
2. Demonstrate how science and technology are complementary.	• Definition of terms and description of the primary ways in which science, techniques and technology are interrelated: logical and temporal connections, and mutual contributions
3. Explain the context and the stages related to several scientific and technological discoveries.	• Pertinent and coherent explanation of the relationship between the determining contexts of several scientific and technological discoveries • List of the main stages of scientific and technological discoveries
4. Deduce different consequences and questions resulting from certain recent scientific and technological innovations.	• Brief description of important consequences (of different types) and the current major challenges resulting from several scientific and technological discoveries • Formulation of relevant questions and credibility of responses to the questions formulated

Learning Activities

Hours of instruction: 45
Credits: 2

Science and Technology	Code: 000Y

Objective	***Standard***
Statement of the Competency	**Achievement Context**
To resolve a simple problem by applying the basic scientific method.	• Working alone or in groups • Given a simple scientific and technological problem that can be resolved by applying the standard scientific method • Using common scientific instruments and reference materials (written or other)

Elements of the Competency	**Performance Criteria**
1. Describe the main steps of the standard scientific method.	• Organized list and brief description of the characteristics of the steps of the standard scientific method
2. Formulate a hypothesis designed to solve a simple scientific and technological problem.	• Clear, precise description of the problem • Observance of the principles for formulating a hypothesis (observable and measurable nature of data, credibility, etc.)
3. Verify a hypothesis by applying the fundamental principles of the basic experimental method.	• Pertinence, reliability and validity of the experimental method used • Observance of established experimental method • Appropriate choice and use of instruments • Clear, satisfactory presentation of results • Validity of the connections established between the hypothesis, the verification and the conclusion

Learning Activities

Hours of instruction: 45
Credits: 2

Modern Languages	Code: 000Z

Objective	*Standard*
Statement of the Competency	**Achievement Context**
To communicate with limited skill[1] in a modern language.	• For modern Latin-alphabet languages: – during a conversation consisting of at least eight sentences of dialogue – in a written text consisting of at least eight sentences Or • For non–Latin-alphabet languages: – during a conversation consisting of at least six sentences of dialogue – in a written text consisting of at least six sentences • Based on learning situations on familiar themes • Using reference materials
Elements of the Competency	**Performance Criteria**
	Learning a modern language requires becoming aware of the culture of the people who use the language.
1. Understand the meaning of a verbal message.	• Accurate identification of words and idiomatic expressions • Clear recognition of the general meaning of simple messages • Logical connections between the various elements of the message
2. Understand the meaning of a written message.	• Accurate identification of words and idiomatic expressions • Clear recognition of the general meaning of simple messages • Logical connections between the various elements of the message
3. Express a simple message verbally.	• Appropriate use of language structures in main and subordinate clauses • Appropriate application of grammar rules • Use of verbs in the present indicative • Appropriate use of basic vocabulary and idiomatic expressions • Comprehensible pronunciation • Coherent sequence of simple sentences • Spontaneous, coherent sequence of sentences in a dialogue

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

Modern Languages	Code: 000Z
4. Write a text on a given subject.	• Appropriate use of language structures in main and subordinate clauses • Appropriate application of basic grammar rules • Use of verbs in the present indicative • Appropriate use of basic vocabulary and idiomatic expressions • Coherent sequence of simple sentences • Acceptable application of graphic rules for writing systems that do not use the Latin alphabet

Learning Activities

Hours of instruction:	45
Credits:	2

Modern Languages	Code: 0010

Objective — *Standard*

Statement of the Competency

To communicate on familiar topics in a modern language.

Achievement Context

- During a conversation consisting of at least 15 sentences of dialogue
- In a written text consisting of at least 20 sentences for Latin-alphabet languages
- In a written text consisting of at least 10 sentences for non–Latin alphabet languages
- Based on:
  - situations in everyday life
  - simple topics from everyday life
- Using reference materials

Elements of the Competency	Performance Criteria
	Learning a modern language requires becoming aware of the culture of the people who use the language.
1. Understand the meaning of a verbal message.	• Accurate identification of words and idiomatic expressions • Clear recognition of the general meaning and essential ideas of messages of average complexity • Logical connection between the various elements of the message
2. Understand the meaning of a written message.	• Accurate identification of words and idiomatic expressions • Clear recognition of the general meaning and essential ideas of messages of average complexity • Logical connection between the various elements of the message
3. Express a simple message verbally, using sentences of average complexity.	• Appropriate use of language structures in main or subordinate clauses • Appropriate application of grammar rules • Use of verbs in the present indicative • Appropriate use of enriched basic vocabulary and idiomatic expressions • Comprehensible pronunciation • Coherent sequence of sentences of average complexity • Coherent dialogue of average complexity

Modern Languages	Code: 0010
4. Write a text on a given subject, using sentences of average complexity.	• Appropriate use of language structures in main or subordinate clauses • Appropriate application of grammar rules • Use of verbs in the present and past indicative • Appropriate use of enriched basic vocabulary and idiomatic expressions. • Coherent sequence of sentences of average complexity • Acceptable application of graphic rules for writing systems that do not use the Latin alphabet

Learning Activities

Hours of instruction**:** 45
Credits: 2

Modern Languages	Code: 0067

Objective

Statement of the Competency

To communicate with relative ease in a modern language.

Standard

Achievement Context

- Working alone
- During a conversation consisting of at least 20 sentences of dialogue
- In a written text of medium length (at least 25 sentences for Latin-alphabet languages and 15 sentences for other languages)
- Given documents of a sociocultural nature
- Using reference materials for the written text

Elements of the Competency	Performance Criteria
	Learning a modern language requires being aware of the culture of the people who use the language.
1. Understand the meaning of a verbal message in everyday language.	• Accurate explanation of the general meaning and essential ideas of the message • Clear identification of structural elements of the language
2. Understand the meaning of a text of average complexity.	• Accurate explanation of the general meaning and essential ideas of the text • Clear identification of structural elements of the language
3. Have a conversation about a subject.	• Appropriate use of the structural elements of the language according to the message to be expressed • Appropriate use of everyday vocabulary • Accurate pronunciation and intonation • Normal flow in a conversation in everyday language • Coherence of the message expressed • Pertinent responses to questions
4. Write a text of average complexity.	• Appropriate use of the structural elements of the language according to the text to be written • Accurate vocabulary • Coherence of the text as a whole • Observance of presentation and writing rules

Learning Activities

Hours of instruction: 45
Credits: 2

Mathematics Literacy and Computer Science — Code: 0011

Objective	*Standard*
Statement of the Competency	**Achievement Context**
To recognize the role of mathematics or informatics in contemporary society.	• Working alone • In an essay of approximately 750 words • Using several concrete examples selected by the student demonstrating the competency
Elements of the Competency	**Performance Criteria**
1. Demonstrate the acquisition of basic general knowledge in mathematics or informatics.	• Identification of basic notions and concepts • Identification of main branches of mathematics or informatics • Appropriate use of terminology
2. Describe the evolution of mathematics or informatics.	• Descriptive summary of several major phases
3. Recognize the contribution of mathematics or informatics to the development of other areas of knowledge.	• Demonstration of the existence of important contributions, using concrete examples
4. Illustrate the diversity of mathematical or informatics applications.	• Presentation of a range of applications in various areas of human activity, using concrete examples
5. Evaluate the impact of mathematics or informatics on individuals and organizations.	• Identification of several major influences • Explanation of the way in which mathematics or informatics have changed certain human and organizational realities • Recognition of the advantages and disadvantages of these influences

Learning Activities

Hours of instruction: 45
Credits: 2

Mathematics Literacy and Computer Science — Code: 0012

Objective	*Standard*
Statement of the Competency	**Achievement Context**
To use various mathematical or computer concepts, procedures and tools for common tasks.	• Working alone • While carrying out a task or solving a problem based on everyday needs • Using familiar tools and reference materials
Elements of the Competency	**Performance Criteria**
1. Demonstrate the acquisition of basic functional knowledge in mathematics or informatics.	• Brief definition of concepts • Correct execution of basic operations • Appropriate use of terminology
2. Select mathematical or computer tools and procedures on the basis of specific needs.	• List of numerous possibilities available with mathematical and computer tools and procedures • Analysis of concrete situations and recognition of the usefulness of mathematical or computer tools and procedures • Appropriate choice according to needs
3. Use mathematical or computer tools and procedures to carry out tasks and solve problems.	• Planned, methodical process • Correct use of tools and procedures • Satisfactory results, given the context • Appropriate use of terminology specific to a tool or procedure
4. Interpret the quantitative data or results obtained using mathematical or computer tools and procedures.	• Correct interpretation, given the context • Clear, precise formulation of the interpretation

Learning Activities

Hours of instruction: 45
Credits: 2

Art and Aesthetics — Code: 0013

Objective	*Standard*
Statement of the Competency	**Achievement Context**
To consider various forms of art produced by aesthetic practices.	• Working alone • Given a specified work of art • In a written commentary of approximately 750 words.
Elements of the Competency	**Performance Criteria**
1. Develop an appreciation for the dynamics of the imagination in art.	• Precise explanation of a creative process connected to the construction of an imaginary universe
2. Describe art movements.	• Descriptive list of the main characteristics of three art movements from different periods, including a modern movement
3. Give a commentary on a work of art.	• Coherent organization of observations, including identification of four basic elements of form and structure related to the language used as well as a justified description of the meaning of the work of art

Learning Activities

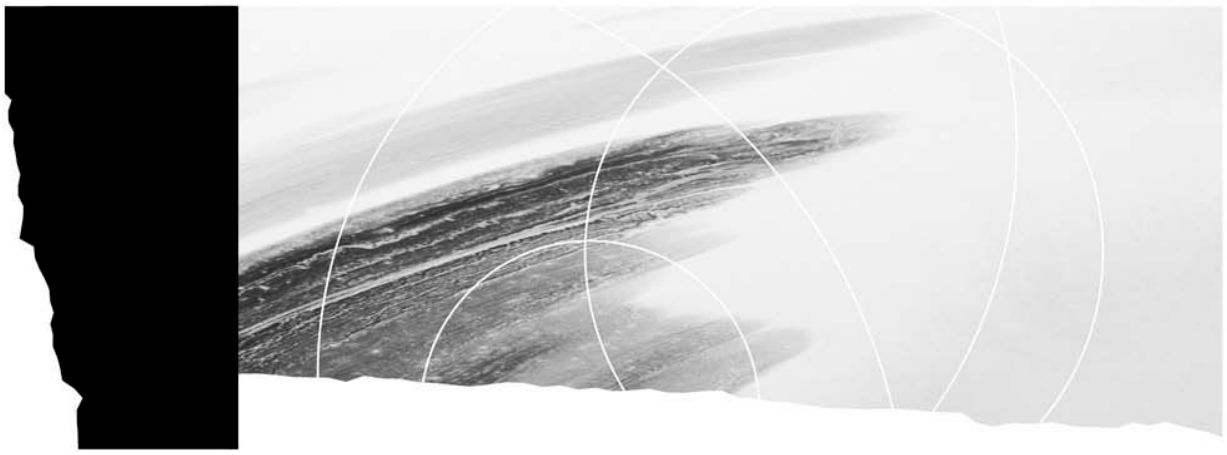
Hours of instruction: 45
Credits: 2

Art and Aesthetics — Code: 0014

Objective	*Standard*
Statement of the Competency	**Achievement Context**
To produce a work of art.	• Working alone • During a practical exercise • In the context of a creation or an interpretation • Using the basic elements of the language and techniques specific to the medium selected
Elements of the Competency	**Performance Criteria**
1. Recognize the primary forms of expression of an artistic medium.	• Identification of specific features: originality, essential qualities, means of communication, styles, genres
2. Use the medium.	• Personal, coherent use of elements of language • Satisfactory application of artistic techniques • Observance of the requirements of the method of production

Learning Activities

Hours of instruction: 45
Credits: 2



Part II

Goals of the Program-Specific Component

Educational Aims of the Program-Specific Component

Grid of Competencies

Harmonization

Objectives and Standards of the Program-Specific Component

Goals of the Program-Specific Component

The aim of the *Hotel Management* program is to train middle-level employees to supervise a hotel department, be it guest services, front desk and reservations; sales and marketing; housekeeping and maintenance; administration and management; food and beverage services; support or information. After a few years' experience, some supervisors may progress to more specialized positions such as assistant housekeeping manager or maître d'hôtel.

Accommodation service supervisors manage accommodation operations as well as related products and services in hotel establishments of varying types and sizes, offering different types of services in urban or outlying areas. They perform all of the usual duties related to business management while facilitating communications among the various departments. Their status within the establishment enables them to perform the three roles of managers: coordination, communication and decision-making. They also act as representatives of their establishment with staff, guests, suppliers and the community. In the course of their duties, they come into contact with people in the hotel, food and beverage and tourism industry, with government representatives, financial backers and shareholders, and with various intermediaries.

In performing their duties, accommodation service supervisors use different systems such as reservations or payment collection systems, office equipment, specialized or general software applications, networked computers and various administrative documents (e.g. contracts, policies, regulations, collective agreements and forms).

The goals of the program-specific component of the *Hotel Management* program are based on the general goals of vocational and technical training. These goals are:

- To help students develop effectiveness in the practice of a trade or occupation, that is:
  - to teach students to perform roles, functions, tasks and activities associated with the trade or occupation upon entry into the job market
  - to prepare students to progress satisfactorily on the job (which implies having the necessary technical and technological knowledge and skills in such areas as communication, problem solving, decision making, ethics, health and safety)

- To help students integrate into the work force, that is:
  - to familiarize students with the job market in general and the context surrounding the occupation they have chosen
  - to familiarize students with their rights and responsibilities as workers

- To foster students' personal development and acquisition of occupational knowledge, skills, perceptions and attitudes, that is:
  - to help students develop their autonomy and the desire to learn, and acquire effective work methods
  - to help students understand the principles underlying the techniques and the technology used in the trade or occupation
  - to help students develop self-expression, creativity, initiative and entrepreneurial spirit
  - to help students adopt the attitudes required to successfully practise the trade or occupation, and instill in them a sense of responsibility and a concern for excellence

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

Educational Aims of the Program-Specific Component

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

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

- To promote the acquisition of skills needed to use new information technologies effectively.
- To instill an ongoing concern for complying with hygiene, sanitation and occupational health and safety standards.
- To reinforce the habit of constantly keeping their knowledge and skills up to date.
- To promote the acquisition of skills needed to adapt their supervisory methods to different types of markets, customers and the internal dynamics of an organization.

Grid of Competencies

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

The grid of competencies includes:

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

- the specific competencies, which deal with tasks directly related to the practice of the trade or occupation

The grid of competencies shows the relationship between the general competencies on the horizontal axis and the specific competencies on the vertical axis. The symbol (❍) indicates a correlation between a general and a specific competency.

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

GRID OF COMPETENCIES

HOTEL MANAGEMENT

SPECIFIC COMPETENCIES	Competency Number	GENERAL COMPETENCIES												
		To analyse the job function	To communicate in the workplace	To carry out work-related activities in a second language (French)	To process information related to hotel management	To adopt a customer-oriented approach	To see to the application of rules and regulations specific to the hotel industry	To implement management techniques specific to the hotel industry	To suggest food and beverage products and services to customers	To ensure food and	To sell products and services	To carry out activities related to personnel management	To carry out accounting operations	To carry out activities related to material resources management
Competency Number		1	2	3	4	5	6	7	8	9	10	11	12	13
To control the quality of hotel products and services	14	○	○	○	○	○	○	○	○	○	○	○	○	○
To manage activities related to reservations frontdesk and guest services	15	○	○	○	○	○	○	○	○		○	○	○	○
To manage housekeeping activities	16	○	○	○	○		○	○				○	○	○
To manage a hotel's food and beverage services	17	○	○	○	○	○	○	○	○	○	○	○	○	○
To manage a hotel's marketing activities	18	○	○	○	○	○	○	○	○		○	○	○	○
To coordinate hotel and restaurant group activities	19	○	○	○	○	○	○	○	○	○	○	○	○	○
To act as an interface between departments	20	○	○	○	○	○	○	○		○	○	○	○	○

Harmonization

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

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

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

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

Harmonization of the *Hotel Management* program has resulted in identifying competencies that are shared with other programs. Detailed information on the harmonization of this program and its results are presented in the document entitled *Tableaux d'harmonisation, Techniques de gestion hôtelière.*

Code: 047D

Objective	*Standard*
Statement of the Competency	**Achievement Context**
To analyze the job function.	• Based on the classification system used by the hotel and food and beverage industry; national standards and competencies; and codes, laws and regulations in effect • Using recent information on the occupation and on companies and establishments in the industry
Elements of the Competency	**Performance Criteria**
1. Look for information on the occupation and the industry.	• Choice of appropriate sources of information • Reliable, varied information gathered • Appropriate use of research tools
2. Process information on the industry.	• Accurate distinction between types of companies or establishments • Accurate distinction between types of customers • Accurate distinction between products and services offered and their features • Accurate distinction between modes of organization of services • Identification of various occupations in the field • Appropriate analysis of the legislation and standards governing work-related activities • Accurate description of the hotel and food and beverage industry, from a historical perspective and with respect to current trends
3. Process information on the occupation.	• Detailed analysis of occupational tasks and responsibilities • Accurate identification of rules of ethics characterizing the occupation • Accurate identification of the limits of the occupation • Relevant relationships established between skills and behaviours, and the tasks of the occupation
4. Organize information.	• Appropriate sorting of information • Correct synthesis of information • Appropriate organization of information, based on a job search

Code: 047E

Objective	*Standard*
Statement of the Competency	**Achievement Context**
To communicate in the workplace.	• Based on company policies and procedures • Working with coworkers, product and service suppliers, superiors, staff within the department and customers
Elements of the Competency	**Performance Criteria**
1. Communicate in a team.	• Correct interpretation of verbal and nonverbal messages • Clear, effective communication • Respect for cultural and generational differences • Compliance with codes of conduct and protocols when communicating with individuals inside and outside the organization
2. Give an oral presentation.	• Appropriate choice and use of presentation techniques • Coherent communication • Proper use of vocabulary and specialized terminology • Appropriate explanation of technical information in lay terms
3. Facilitate a meeting.	• Proper preparation of meeting • Appropriate choice and use of facilitation techniques • Rigorous control of procedures • Appropriate use of paraphrasing and mirroring techniques
4. Handle difficult behaviours.	• Attentiveness to verbal and nonverbal messages • Appropriate analysis of the situation • Appropriate solutions explored with the individual concerned • Relevant follow-up measures

Code: 047F

Objective	*Standard*
Statement of the Competency	**Achievement Context**
To carry out work-related activities in a second language (French).	• Based on company policies and procedures and on work-related documents • Using reference materials, appropriate software and information on products and services • In work-related communication situations and with customers of hotel supervisors
Elements of the Competency	**Performance Criteria**
1. Communicate in French with customers, other professionals, intermediaries and suppliers.	• Appropriate use of terminology specific to each communication situation • Clear, effective communication to collect and convey information • Use of an appropriate level of language for the listener
2. Read work-related documents in French.	• Appropriate use of reference materials • Correct interpretation of specialized terms • Correct interpretation of texts
3. Write work-related documents in French.	• Proper grammar and spelling • Appropriate use of specialized terminology • Clear, coherent texts

Code: 047G

Objective	*Standard*
Statement of the Competency	**Achievement Context**
To process information related to hotel management.	• Processing information related to the supervision of a hotel department and to current and emerging products and services • Referring to specialized magazines, suppliers' catalogues and information accessed through a computer network • Using communication tools, a networked computer and appropriate software
Elements of the Competency	**Performance Criteria**
1. Search for information.	• Accurate determination of research topic • Appropriate use of computer, software and research tools • Reliable, varied sources of information • Appropriate choice of documents and resources to consult • Appropriate use of customer history • Compliance with rules of confidentiality and information security • Relevant information gathered according to research topic
2. Organize information.	• Appropriate choice of software • Appropriate use of customer database • Proper sorting of information • Coherent, careful organization of data • Accurate identification of trends and highlights
3. Write reports.	• Appropriate choice and use of software • Compliance with writing and formatting rules • Clear, coherent report • Satisfactory organization of the report
4. Present information.	• Appropriate preparation of the presentation • Appropriate choice and use of software • Clear, organized presentation • Consideration of audience interest

Code: 047H

Objective	*Standard*
Statement of the Competency	**Achievement Context**
To adopt a customer-oriented approach.	• Based on the company's mission, values, objectives, standards and procedures; laws and regulations in effect; and recent information on the internal and external environment • Using communications and reservation systems; specialized software; documents and materials related to guest services, reservations and front-desk operations as well as current rules of protocol • In person or on the telephone • Working with internal and external customers
Elements of the Competency	**Performance Criteria**
1. Analyze customers' needs.	• Accurate description of different types of customers • Appropriate use of customer information • Accurate identification of customs and practices of different customers • Accurate description of needs
2. Greet customers.	• Proper use of greeting techniques • Cordial, professional greeting • Demonstration of thoughtfulness and attentiveness • Clear, precise communication • Compliance with: – company standards and policies – current rules of protocol – privacy and confidentiality rules
3. Convey information to customers.	• Appropriate choice of information to convey • Use of appropriate level of language • Observance of verbal and nonverbal communication principles • Rigorous application of the company's rules of protocol and procedures

Code: 047H

4. Take reservations.	• Appropriate, effective use of reservation techniques • Proper use of materials • Appropriate use of telephone and face-to-face communication techniques • Clear information conveyed • Accurate recording of all relevant information • Compliance with: – company standards and policies – current rules of protocol – privacy and confidentiality rules
5. Ensure front-desk operations in a hotel.	• Appropriate, effective use of front-desk techniques • Proper use of materials • Appropriate use of telephone and face-to-face communication techniques • Precise reports • Compliance with: – company standards and policies – privacy and confidentiality rules – customer security needs

Code: 047J

Objective	*Standard*
Statement of the Competency	**Achievement Context**
To see to the application of rules and regulations specific to the hotel industry.	• Based on laws and regulations in effect, and hygiene, sanitation and occupational health and safety standards • Using material safety data sheets, work methods and procedures, contracts, a networked computer and appropriate software
Elements of the Competency	**Performance Criteria**
1. Search for information.	• Accurate distinction between different sources of information • Thorough, rigorous determination of applicable provisions, rules and regulations
2. Analyze information.	• Accurate distinction between rules, laws and regulations and their respective scope • Accurate distinction between rights and responsibilities in the hotel industry • Correct interpretation of clauses and legal implications of contracts used in the hotel and food and beverage industry • Rigorous analysis of the consequences of breaches of rules, laws and regulations
3. Plan the application by staff of rules, laws and regulations.	• Accurate planning with respect to: – measures to observe – control and evaluation methods – follow-up measures
4. Inform staff of the rules, laws and regulations to follow.	• Appropriate choice of information to convey • Appropriate explanations in lay terms • Appropriate means of communication • Appropriate methods used to make staff aware of the importance of respecting rules, laws and regulations

Code: 047K

Objective

Standard

Statement of the Competency

To implement management techniques specific to the hotel industry.

Achievement Context

- Based on the company's mission, values, objectives and organizational structure; the classification system used by the hotel and food and beverage industry; and codes, laws and regulations in effect
- Using up-to-date information on different types of companies, affiliations and ownership modes as well the internal and external environment
- Using company documents

Elements of the Competency	Performance Criteria
1. Become familiar with the company's mission, values and objectives.	• Distinction between the company's mission and objectives • Accurate identification of the values promoted by the administration
2. Analyze the different functions of the company.	• Accurate description of the company's functions • Relevant relationships established between the departments and the functions of the company • Appropriate analysis of the organizational structure of the company • Accurate perception of the flow of information
3. Choose management techniques.	• Accurate description of various management techniques • Accurate determination of the management dynamics associated with the hotel industry • Relevant relationships established between the company's objectives and the resources required to achieve them
4. Apply management techniques.	• Appropriate choice of techniques based on the company's mission, values and objectives • Appropriate choice and use of control and evaluation tools

Code: 047K

5. Measure the effectiveness of the techniques used.	• Accurate determination of the advantages and disadvantages of the techniques used • Accurate evaluation of the results of the techniques used with respect to the company's mission, values and objectives and the management dynamics associated with the hotel industry • Appropriate use of evaluation results • Appropriate exploration of new management trends in the hotel industry • Relevant corrective measures suggested
6. Apply corrective measures.	• Appropriate use of evaluation results • Appropriate exploration of new management trends in the hotel industry • Relevant corrective measures suggested

Code: 047L

Objective	*Standard*
Statement of the Competency	**Achievement Context**
To suggest food and beverage products and services to customers.	• Based on foods and beverages and on operational statistics • Using Canada's Food Guide, Health Canada's Nutrition Recommendations, sensory evaluation sheets, recipe books, calculators or software, and suppliers' catalogues • Working with customers and kitchen staff
Elements of the Competency	**Performance Criteria**
1. Determine customers' needs.	• Accurate distinction between types of customers • Accurate determination of nutritional, psychological and sensory needs regarding restaurant products and services • Correct interpretation of specific needs of ethnic groups in terms of restaurant products and services
2. Analyze restaurant products and services.	• Accurate determination of sensory qualities of foods and beverages • Proper use of cooking terminology • Accurate distinction of factors affecting the sensory perception and acceptability of foods and beverages • Proper classification of foods and beverages • Accurate calculation of food and beverage costs
3. Choose the products and services to offer.	• Appropriate choice of foods and beverages, based on target customers • Harmonious communication with kitchen staff • Balanced combinations of foods and beverages • Compliance with company constraints • Compliance with the rules of menu writing • Compliance with the rules of menu design • Use of terminology specific to the restaurant industry • Accurate description of various allergens

Code: 047L

4. Promote the products and services offered.	• Accurate determination of methods available to inform customers of products and services • Correct interpretation of the composition of foods and beverages • Harmonious communication with kitchen staff • Clear communication with customers
5. Obtain customer feedback.	• Appropriate choice of customer feedback tools • Correct interpretation of customer feedback

Code: 047M

Objective — *Standard*

Statement of the Competency	**Achievement Context**
To ensure food and beverage service.	• Based on laws and regulations in effect and on company policies and standards • Using foods and beverages, serving techniques and procedures; recent information on food and beverage service; tools, supplies and equipment; a reservation system; a billing and payment system; first-aid materials • Working with customers, as well as wait staff, kitchen staff and dishwashing staff • Taking into account different types of service and restaurant establishments

Elements of the Competency	**Performance Criteria**
1. Organize food and beverage service.	• Appropriate choice of: – tools, supplies and equipment – types of service – layout of the service area • Accurate analysis of menus offered • Compliance with kitchen and dishwashing needs • Accurate verification of reservations and forecasts
2. Ensure customers are greeted.	• Appropriate, effective use of greeting techniques • Effective follow-up of reservations
3. Supervise food and beverage service.	• Effective verification of: – serving techniques – customer communication techniques – sales techniques • Verification of: – protocol and rules of etiquette – company policies and standards – occupational health and safety standards – hygiene and sanitation standards • Constant verification of customer satisfaction
4. Intervene in emergency situations.	• Appropriate analysis of the situation • Proper, precise use of first-aid techniques • Accurate report
5. Ensure closing operations are completed.	• Effective clean up and maintenance tasks • Appropriate closing operations • Accurate reports

Code: 047N

Objective	*Standard*
Statement of the Competency	**Achievement Context**
To sell products and services.	• Based on occupancy and sales forecasts; tenders; action plans; codes, laws and regulations in effect • Using customer information, sales contracts, appropriate software and multimedia tools • Working with customers and intermediaries • To sell restaurant and accommodation products and services and related products
Elements of the Competency	**Performance Criteria**
1. Gather the necessary information.	• Choice of appropriate sources of information • Reliable information gathered • Relevant information gathered on customers and on products and services offered by the company and competitors • Coherent organization
2. Analyze the needs of target customers.	• Appropriate use of information available • Accurate description of different types of customers • Appropriate analysis of customer needs, taking into account the environment
3. Determine the products and services to offer.	• Appropriate choice of products and services to offer, based on customer needs, company constraints and objectives and the competitive market
4. Solicit customers.	• Appropriate use of customer information • Appropriate use of prospecting techniques • Quality contact established • Demonstration of professional attitudes and behaviours • Compliance with company policies and standards

Code: 047N

5. Negotiate and close sales.	• Appropriate use of sales and presentation tools • Appropriate showcasing of products and services • Compliance with codes, laws and regulations in effect • Use of effective arguments to close a sale • Effective handling of objections • Appropriate use of closing techniques • Accurate sales contract clauses
6. Organize sales activities in a department.	• Relevant sales objectives • Appropriate communication of information regarding objectives, methods and standards • Appropriate use of employee motivation techniques • Accurate evaluation of results • Relevant recommendations made

Code: 047P

Objective	*Standard*
Statement of the Competency	**Achievement Context**
To carry out activities related to personnel management.	• Based on the company's mission, values and objectives; collective agreements and regulations in effect; and occupational health and safety standards • Using personnel files, evaluation instruments, and communication and facilitation techniques • Working with management and staff • In a unionized or nonunionized environment
Elements of the Competency	**Performance Criteria**
1. Determine the department's staffing needs.	• Accurate determination of quantitative and qualitative staffing needs • Proper planning of workforce based on needs • Compliance with the company's budget and objectives • Correct interpretation of collective agreements
2. Organize the work.	• Accurate distinction of roles and responsibilities • Accurate description of duties • Realistic workload distribution • Accurate determination of training needs
3. Select employees.	• Appropriate choice and thorough preparation of selection methods • Relevant, accurate qualifications profiles • Appropriate selection of employees, based on needs
4. Motivate employees.	• Appropriate methods used to integrate new employees • Appropriate use of team mobilization techniques • Appropriate use of employee recognition and appreciation tools • Compliance with the company's mission and values

Code: 047P

5. Coordinate human resources.	• Compliance with legislation and collective agreements in effect
	• Effective employee communication tools
	• Compliance with principles of team supervision
	• Demonstration of leadership
	• Compliance with occupational health and safety standards
	• Appropriate use of conflict-resolution techniques
	• Effective handling of complaints
	• Appropriate choice of:
	  – priorities
	  – follow-up and employee support measures

6. Evaluate results.	• Appropriate choice of evaluation tools • Objective performance evaluation • Accurate determination of changes needed • Effective follow-up measures

Code: 047Q

Objective

Standard

Statement of the Competency

To carry out accounting operations.

Achievement Context

- Based on inventory results; periodic reports; uniform systems of accounting; financial reports; company and industry statistics, standards and ratios; a reservations chart; guest check-in forms as well as source documents and hotel bills
- Using forms, daybooks; account books, ledgers and registers and appropriate software

Elements of the Competency	Performance Criteria
1. Identify the accounting activities of the company.	• Accurate distinction between: – information required for accounting operations – documents needed to manage accounting operations – sources of income – categories of expenses
2. Participate in establishing an operating budget.	• Compliance with the company's policies and objectives • Appropriate use of statistics, standards and ratios obtained from financial statements • Relevant income and expense forecasts • Appropriate suggestions regarding leasehold improvements • Accurate calculations • Compliance with budget-writing rules
3. Record data in account ledgers.	• Thorough verification of source documents and relevant information • Correct order of entries • Accurate calculations • Proper use of uniform systems of accounting
4. Balance and reconcile cash floats.	• Correct application of procedure for resetting point of sale cash registers to zero • Accurate reconciliation of cash register readings with department invoices and recorded methods of payment • Accurate reconciliation of cash register receipts and charges with the day's activities • Compliance with cash register opening and closing procedures • Compliance with credit payment procedures

Code: 047Q

5. Carry out budget follow-up activities.	• Clear, accurate daily and periodic reports • Accurate analysis of variances between budgeted and actual results • Relevant solutions proposed to reduce variances • Accurate calculations

Code: 047R

Objective	*Standard*
Statement of the Competency	**Achievement Context**
To carry out activities related to material resources management.	• Based on company policies and standards; laws and regulations in effect; and a budget • Using catalogues, specifications and suppliers' price lists; layout plans; forms and contracts; and specialized software • For a hotel's interior and exterior areas • Working with hotel staff, subcontractors and suppliers
Elements of the Competency	**Performance Criteria**
1. Analyze material resources needs.	• Appropriate choice of sources of information • Complete inventory of: – material resources available – the layout of the spaces – the needs to satisfy, based on operations – customer needs • Accurate description of the condition of existing materials • Accurate recording of information • Compliance with: – ergonomic rules – occupational health and safety standards – hygiene and sanitation standards • Relevant analysis of needs, taking into account company policies and standards
2. Implement an acquisition plan for material resources.	• Compliance with laws, regulations, policies and standards in effect • Realistic schedules • Compliance with budget framework • Correct application of negotiation techniques • Accurate verification of merchandise deliveries • Proper merchandise distribution and storage • Coherent, relevant acquisition plan

Code: 047R

3. Participate in developing a program to manage equipment and supplies.	• Realistic inspection and maintenance schedules • Accurate repair and replacement priorities established • Accurate cost-benefit analysis of leasing versus buying • Appropriate contract negotiations • Relevant tools to communicate with staff regarding maintenance • Effective control measures • Relevant stock management measures • Compliance with energy-saving policies
4. Participate in activities related to the organization of physical spaces.	• Correct interpretation of layout plans • Appropriate use of sketches to illustrate needs • Compliance with budget framework • Compliance with: – ergonomic principles – principles of functional organization (work areas) – safety, aesthetics and functionality (areas used by customers)

Code: 047S

Objective	*Standard*
Statement of the Competency	**Achievement Context**
To control the quality of hotel products and services.	• Based on the classification system used by the hotel and food and beverage industry • Based on standards and procedures in effect • Based on government standards • Based on policies, procedures, market surveys and studies • Based on operational statistics • Using worksheets and forms • Using collective agreements • Working with superiors and staff members • Regarding the products and services of the company and of subcontractors
Elements of the Competency	**Performance Criteria**
1. Determine the standards and procedures of the establishment.	• Proper use of industry standards • Appropriate consultation of management and staff members • Accurate, unequivocal formulation • Compliance with the company's mission, objectives and policies • Compliance with company constraints • Compliance with customers' needs
2. Communicate information to staff members.	• Relevant strategy used to inform staff members of standards and procedures • Clear, accurate communication
3. Develop quality-control tools.	• Clear, unequivocal instructions • Precise, observable, measurable evaluation criteria • Compliance with company standards and procedures
4. Measure customer satisfaction.	• Thorough analysis of survey and market study results • Appropriate use of quality control tools • Objective evaluation of staff compliance with standards • Thorough compilation of customer feedback • Relevant corrective measures recommended • Relevant planning of follow up

Code: 047S

5. Suggest improvements to products and services.	• Appropriate use of recommendations • Appropriate use of studies on market trends and on products and services offered by competitors • Compliance with company constraints • Accurate evaluation of the impact of new products and services on customers, staff and profits

Code: 047T

Objective	*Standard*
Statement of the Competency	**Achievement Context**
To manage activities related to reservations, front-desk and guest services.	• Based on company policies, a collective agreement, laws and regulations in effect, and recent information on the internal and external environment • Using work schedules, specialized software, appropriate documents and equipment, reservation systems, security systems and contracts • Working with customers, staff members within the department and in other departments concerned, and intermediaries
Elements of the Competency	**Performance Criteria**
1. Determine needs.	• Accurate determination of needs regarding staff, tools and equipment and signs • Appropriate use of information on customer flow, tour operators and special activities • Effective use of network of intermediaries • Compliance with: – collective agreement and labour standards – laws and regulations in effect – company budgets and policies
2. Organize activities.	• Accurate determination of activities associated with guest services, reservations and the front desk • Correct sequence of activities, based on needs and priorities • Compliance with the collective agreement and labour standards • Effective communication with staff members within the department and in other departments concerned • Appropriate verification of systems and equipment

	Code: 047T
3. Coordinate daily activities.	• Constant verification of: – movements of customers – security of the premises – compliance with hotel standards • Appropriate choice of priorities • Relevant methods used to optimize performance • Correct application of staff supervision techniques • Effective team mobilization • Effective communication with other departments concerned
4. Ensure security.	• Correct interpretation of emergency procedures • Appropriate verification of emergency systems • Compliance with laws and regulations in effect • Relevant security measures taken to protect the property of customers and the establishment as well as the physical integrity of persons • Relevant measures taken to comply with privacy and confidentiality rules
5. Evaluate the results of activities.	• Accurate evaluation of: – sales performance – costs – employee productivity • Accurate measurement of: – customer satisfaction – effectiveness of relationships with intermediaries • Appropriate choice of corrective, follow-up and employee support measures

Code: 047U

Objective	*Standard*
Statement of the Competency	**Achievement Context**
To manage housekeeping activities.	• Based on company policies; the collective agreement; laws and regulations in effect; layout plans and inventory • Using work schedules, specialized software, suppliers' catalogues as well as maintenance tools and equipment • According to occupancy forecasts • Working with the engineering and front-desk departments
Elements of the Competency	**Performance Criteria**
1. Determine needs.	• Accurate determination of: – staff needed for daily and periodic operations – material resources needed for maintenance operations – internal and subcontractor services needed • Appropriate use of hotel occupancy statistics • Compliance with: – collective agreement and labour standards – laws and regulations in effect – company budgets and policies
2. Organize activities.	• Accurate determination of room and exterior maintenance operations • Realistic workload distribution • Correct sequence of activities, based on needs • Compliance with the collective agreement and labour standards • Effective communication with staff members within the department and in other departments concerned

Code: 047U

3. Coordinate daily activities.	• Constant verification of compliance with: – occupational health and safety standards – hygiene and sanitation standards – privacy and confidentiality rules • Appropriate choice of priorities • Effective team mobilization • Correct application of staff supervision techniques • Correct application of conflict-resolution techniques • Thorough verification of cleanliness of rooms and public areas, in accordance with standards and needs • Effective handling of complaints • Accurate daily reports
4. Contribute to maintaining movable and immovable property.	• Appropriate choice of periodic maintenance activities for rooms and public areas • Effective coordination of methods applied to check and maintain tools and equipment • Appropriate information gathered concerning defects and signs of deterioration • Appropriate participation in renovation and investment programs
5. Evaluate the results of activities.	• Appropriate use of employee evaluation techniques • Accurate evaluation of the quality of the work carried out by subcontractors • Accurate measurement of customer satisfaction • Accurate calculation of labour and raw material costs • Accurate analysis of variance between forecasts and actual costs • Appropriate recommendations • Appropriate choice of follow-up and employee support measures • Accurate reports

Code: 047V

Objective	*Standard*
Statement of the Competency	**Achievement Context**
To manage a hotel's food and beverage services.	• Based on company policies; the collective agreement; laws and regulations in effect; inventory and operational statistics • Using work schedules, specialized software, appropriate equipment, suppliers' catalogues and list prices • Working with customers, food and beverage staff and suppliers
Elements of the Competency	**Performance Criteria**
1. Determine needs.	• Accurate determination of needs regarding: – services – staffing – raw materials – tools and equipment – maintenance – supplies, tool and equipment rentals • Appropriate use of sales objectives and customer volume projections • Quality of communication with kitchen and dishwashing staff • Compliance with: – collective agreement and labour standards – laws and regulations in effect – company budgets and policies • Appropriate choice of rules of protocol
2. Organize activities.	• Appropriate updating of computer data • Accurate determination of opening and closing procedures • Appropriate layout of the premises • Appropriate distribution of personnel • Correct sequence of activities, based on needs • Compliance with the collective agreement and labour standards • Effective communication with staff members within the department and in other departments concerned • Effective stock management

Code: 047V

3. Coordinate activities.	• Constant verification of: – compliance with occupational health and safety standards – compliance with hygiene and sanitation standards – compliance with rules of protocol – effectiveness of the service – customer satisfaction • Effective coordination with all other departments • Appropriate choice of priorities • Effective team mobilization • Application of: – staff supervision techniques – legislation concerning tips – conflict-resolution techniques • Effective handling of complaints
4. Ensure customer satisfaction.	• Accurate determination of customer satisfaction standards • Thorough verification of implementation of customer satisfaction standards • Accurate measurement of level of customer satisfaction
5. Evaluate the results of activities.	• Appropriate use of employee evaluation techniques • Accurate calculation of cost of labour and raw materials • Accurate analysis of variance between forecasts and actual costs • Appropriate recommendations • Appropriate choice of follow-up and employee support measures • Accurate reports

Code: 047W

Objective	*Standard*
Statement of the Competency	**Achievement Context**
To manage a hotel's marketing activities.	• Based on existing marketing plans, pricing grids, and internal and external statistics • Using market studies and surveys; studies on consumer behaviour, product and service trends and regional conditions; information on competitors; and appropriate software • Working with intermediaries in the travel industry
Elements of the Competency	**Performance Criteria**
1. Participate in developing products and services.	• Correct interpretation of the marketing plan • Appropriate use of information available • Accurate identification of the level of service • Appropriate combination of products and services, based on customers' needs • Appropriate positioning of products and services • Optimization of resources in the development of products and services
2. Establish rates.	• Appropriate use of: – demand forecasts – hotel pricing strategies – revenue maximization techniques
3. Develop distribution strategies.	• Appropriate use of: – distribution channels – e-commerce – services offered by intermediaries • Appropriate choice of strategies
4. Develop marketing communication tools.	• Relevant choice of tools based on needs • Compliance with company budget and constraints • Appropriate use of basic techniques to develop marketing communication tools
5. Build customer loyalty.	• Appropriate choice of customer strategies • Relevant tools used
6. Promote the establishment internally.	• Effective use of communication methods with contact personnel • Relevant employee motivation tools • Accurate evaluation of results

Code: 047X

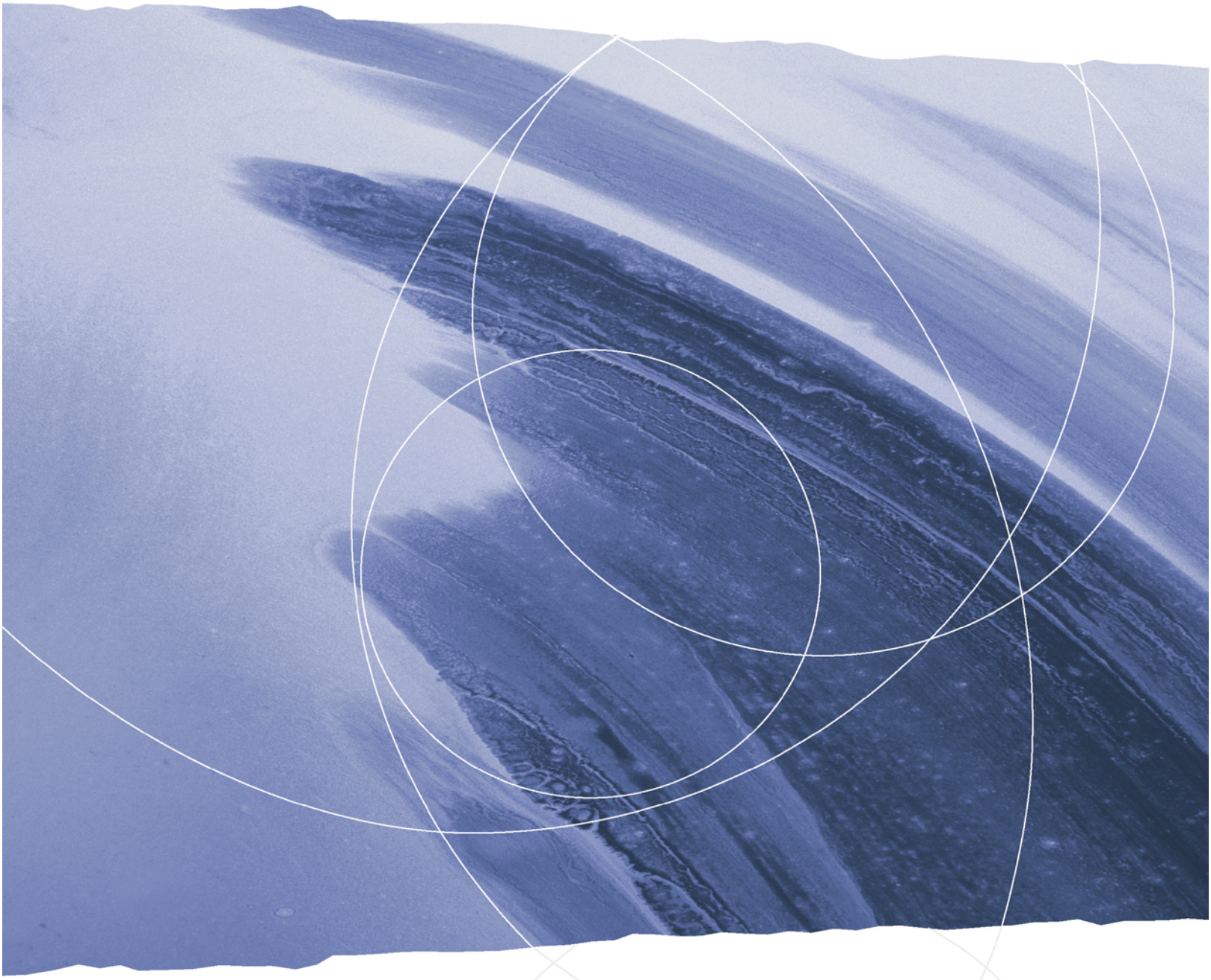
Objective	*Standard*
Statement of the Competency	**Achievement Context**
To coordinate hotel and restaurant group activities.	• Based on price lists, standards, menus, contracts and collective agreements • Using appropriate software, room plans, and company methods and procedures • Working with customers and different departments
Elements of the Competency	**Performance Criteria**
1. Determine the products and services to offer to customers.	• Correct interpretation of the event's objectives and characteristics • Appropriate choice of products, services and packages to offer to customers, based on the company's needs and rate of return • Compliance with company constraints • Effective use of sales techniques and strategies
2. Coordinate activities prior to the event.	• Clear, accurate event flowcharts • Relevant, accurate plan of the premises • Realistic, relevant distribution of responsibilities • Appropriate preparation of detailed program of activities • Effective communication with the departments concerned, subcontractors and customers • Proper planning of quality control and evaluation measures • Compliance with customer requests • Adherence to work schedules
3. Monitor the progress of the event.	• Effective supervision and synchronization of activities • Appropriate use of quality control and evaluation measures • Effective handling of unforeseen situations and complaints • Effective billing, payment processing and tip distribution • Compliance with contractual agreements

Code: 047X

4. Coordinate activities after the event.	• Appropriate use of tools to measure customer satisfaction • Quality of follow-up with customers • Proper closing of file • Relevant conclusions and recommendations

Code: 047Y

Objective	*Standard*
Statement of the Competency	**Achievement Context**
To act as an interface between departments.	• Based on the company's mission, values, objectives, policies and standards; laws and regulations in effect; and collective agreements • Using appropriate software, communication tools and recent information on the internal and external environment
Elements of the Competency	**Performance Criteria**
1. Participate in management meetings.	• Appropriate preparation, based on the agenda • Compliance with the procedure and code of conduct • Attentiveness to the comments of others • Relevant, coherent, concise comments • Correct interpretation of mandates and of follow-up required
2. Gather information on the needs of each department.	• Appropriate use of research tools • Appropriate processing of information gathered • Accurate identification of the needs of each department
3. Determine ways of facilitating interdepartmental interactions.	• Accurate analysis of means available • Accurate measurement of the flow of information • Appropriate choice of communication channels and supports, based on the departments and the type of information involved • Relevant corrective measures suggested
4. Make recommendations to solve communication difficulties.	• Accurate assessment of the situation • Relevant recommendations made with respect to difficulties encountered • Proper planning of implementation of recommendations and follow-up measures



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