

## MODULE TOU2040: FOOD FUNCTIONS

**Level:** Intermediate

**Theme:** Food

**Prerequisite:** None

**Module Description:** Students demonstrate the knowledge and skills of serving food for a food function that they have planned in order to meet the needs of a client.

**Module Parameters:** No specialized equipment or facilities.

**Note:** It is recommended that the student have access to instruction from an individual with formal, specialized training and/or experience in one or more tourism sectors.

### Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none"><li>demonstrate knowledge of menu and banquet terms and of food safety</li><li>develop a menu and a function plan to meet the needs of a client</li></ul>	<i>Assessment of student achievement should be based on:</i> <ul style="list-style-type: none"><li>a minimum achievement of 65% on a <b>test</b> designed to evaluate the student's knowledge of menu and banquet terms and food safety</li><li>a <b>portfolio</b> consisting of a function plan that includes:<ul style="list-style-type: none"><li>the occasion, number of people</li><li>seating arrangements, protocol</li><li>individual requirements</li><li>theme, menu</li><li>service and table setting</li><li>time plan, budget</li><li>evaluation criteria.</li></ul></li></ul>	10
	<i>Assessment Tool</i> <i>Portfolio Assessment, TOU2040-4</i>  <i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i>	70

**MODULE TOU2040: FOOD FUNCTIONS** (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• facilitate the food function, and evaluate the success of the function plan</li>   <li>• demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>• <b>observation</b> of responsibility, problem-solving and decision-making skills and quality guest service during the event.</li> </ul> <p><i>Assessment Tool</i>  <i>Tourism Studies General Observation Checklist, TOUGOC</i>  <i>Tourism Studies Quality Guest Service Observation Checklist, TOUQGS</i></p> <p><i>Standard</i>  <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p> <ul style="list-style-type: none"> <li>• <b>observations</b> of individual effort and interpersonal interaction during the learning process.</li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p style="text-align: center;">20</p>          <p style="text-align: center;">Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Food Sanitation and Hygiene</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• identify potentially dangerous foods by their composition</li> <li>• distinguish between the main types of micro-organisms, describe their source, and explain the conditions necessary for them to reproduce</li> <li>• distinguish between harmful and harmless micro-organisms</li> <li>• list the common causes of food-borne illnesses and the characteristics of each</li> <li>• explain and demonstrate procedures to prevent and control the incidence of food-borne illnesses</li> <li>• describe the implementation of quality food assurance programs.</li> </ul>	<p><b>Note:</b> Specific learner expectations in Food Sanitation and Hygiene are consistent with the Alberta Health, Food, Sanitation and Hygiene Education Program.</p>

**MODULE TOU2040: FOOD FUNCTIONS (continued)**

Concept	Specific Learner Expectations	Notes
Serving Food Safely	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• demonstrate procedures for handling and protecting tableware</li> <li>• demonstrate procedures for protecting tables, counters and linens</li> <li>• demonstrate knowledge of temperature requirements in serving food safely</li> <li>• demonstrate knowledge of safe food service procedures.</li> </ul>	
Planning Food Functions	<ul style="list-style-type: none"> <li>• define the term <i>function</i> as used in the food service industry, and develop an awareness of the range of events included</li> <li>• explain the importance of excellent food and food service to the overall success of tourism events</li> <li>• list and describe different components of function menus</li> <li>• define common menu terminology including:               <ul style="list-style-type: none"> <li>– cooking terms; e.g., sauté</li> <li>– sauce terms; e.g., hollandaise</li> <li>– seasonings; e.g., saffron</li> <li>– preparation terms; e.g., florentine</li> <li>– meat cuts; e.g., tenderloin</li> </ul> </li> <li>• describe factors to consider when planning a function menu for a client:               <ul style="list-style-type: none"> <li>– theme</li> <li>– cost</li> <li>– time</li> <li>– number of people</li> <li>– individual requirements</li> <li>– variety</li> </ul> </li> </ul>	

**MODULE TOU2040: FOOD FUNCTIONS (continued)**

Concept	Specific Learner Expectations	Notes
<p>Planning Food Functions (continued)</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• describe factors that determine the cost of different menu items:               <ul style="list-style-type: none"> <li>– type of service</li> <li>– availability of food items</li> <li>– preparation method</li> <li>– food costing (recipe portions)</li> </ul> </li> <li>• list the information required in developing a function plan</li> <li>• design the table settings and develop equipment lists for the menus and service selected</li> <li>• explain seating arrangements and protocol used at formal functions</li> <li>• prepare a number of menu alternatives for a client with a particular need</li> <li>• prepare the function plan for a client's chosen menu</li> <li>• identify criteria for evaluating a function from the perspective of participants and organizers.</li> </ul>	