



# **Nutrition and Food Service Management Program Standard**

*The approved program standard for Nutrition and Food Service Management program of instruction leading to an Ontario College Diploma delivered by Ontario Colleges of Applied Arts and Technology (MTCU funding code 53204)*

Ministry of Training, Colleges and Universities  
July 2015

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# I. Introduction

*This document is the Program Standard for the Nutrition and Food Service Management program of instruction leading to an Ontario College Diploma delivered by Ontario colleges of applied arts and technology (MTCU funding code 53204).*

## Development of System-Wide Program Standards

In 1993, the Government of Ontario initiated program standards development with the objectives of bringing a greater degree of consistency to college programming offered across the province, broadening the focus of college programs to ensure graduates have the skills to be flexible and to continue to learn and adapt, and providing public accountability for the quality and relevance of college programs.

The Program Standards and Evaluation Unit of the Ministry of Training, Colleges and Universities have responsibility for the development, review and approval of system-wide standards for programs of instruction at Ontario colleges of applied arts and technology.

## Program Standards

Program standards apply to all similar programs of instruction offered by colleges across the province. Each program standard for a postsecondary program includes the following elements:

- **Vocational standard** (the vocationally specific learning outcomes which apply to the program of instruction in question),
- **Essential employability skills** (the essential employability skills learning outcomes which apply to all programs of instruction); and
- **General education requirement** (the requirement for general education in postsecondary programs of instruction).

Collectively, these elements outline the essential skills and knowledge that a student must reliably demonstrate in order to graduate from the program.

Individual colleges of applied arts and technology offering the program of instruction determine the specific program structure, delivery methods and other curriculum matters to be used in assisting students to achieve the outcomes articulated in the standard. Individual colleges also determine whether additional local learning outcomes will be required to reflect specific local needs and/or interests.

## The Expression of Program Standards as Vocational Learning Outcomes

Vocational learning outcomes represent culminating demonstrations of learning and achievement. They are not simply a listing of discrete skills, nor broad statements of knowledge and comprehension. In addition, vocational learning outcomes are interrelated and cannot be viewed in isolation of one another. As such, they should be viewed as a comprehensive whole. They describe performances that demonstrate that significant integrated learning by graduates of the program has been achieved and verified.

Expressing standards as vocational learning outcomes ensures consistency in the outcomes for program graduates, while leaving to the discretion of individual colleges curriculum matters such as the specific program structure and delivery methods.

## The Presentation of the Vocational Learning Outcomes

The vocational learning outcome statements set out the culminating demonstration of learning and achievement that the student must reliably demonstrate before graduation.

The elements of the performance for each outcome define and clarify the level and quality of performance necessary to meet the requirements of the vocational learning outcome. However, it is the performance of the vocational learning outcome itself on which students are evaluated. The elements of performance are indicators of the means by which the student may proceed to satisfactory performance of the vocational learning outcome. The elements of performance do not stand alone but rather in reference to the vocational learning outcome of which they form a part.

## The Development of a Program Standard

In establishing the standards development initiative, the Government determined that all postsecondary programs of instruction should include vocational skills coupled with a broader set of essential skills. This combination is considered critical to ensuring that college graduates have the skills required to be successful both upon graduation from the college program and throughout their working and personal lives.

A program standard is developed through a broad consultation process involving a range of stakeholders with a direct interest in the program area, including employers, professional associations, universities, secondary schools and program graduates working in the field, in addition to students, faculty and administrators at the colleges themselves. It represents a consensus of

participating stakeholders on the essential learning that all program graduates should have achieved.

## Updating the Program Standard

The Ministry of Training, Colleges and Universities will undertake regular reviews of the vocational learning outcomes for this program to ensure that the Nutrition and Food Service Management Program Standard remains appropriate and relevant to the needs of students and employers across the Province of Ontario. To confirm that this document is the most up-to-date release, please contact the Ministry of Training, Colleges and Universities at the address or email address noted on the inside cover page.

## II. Vocational Standard

*All graduates of Nutrition and Food Service Management programs have achieved the twelve (12) vocational learning outcomes (VLOs) listed in the following pages, in addition to achieving the essential employability skills (EES) learning outcomes and meeting the general education (GE) requirement.*

### Preamble

The role of managing food and nutrition services requires the application of knowledge and skills from across a broad range of subject areas. Activities focus on the following:

nutrition and food services management - menu planning for a diversity of clients<sup>1</sup>, management and evaluation of food handling, preparation and service, provision of clinical nutrition needs in health care and other food service settings, building and maintaining relationships with stakeholders;

human resources and labour relations - hiring, mentoring and training staff, resolving internal conflicts, performance management, interpreting and applying collective agreements in unionized environments;

food and nutrition operations - inventory management, regulatory compliance, quality assurance and continuous improvement; and

financial planning and administration – budgeting, selecting and purchasing goods and services, staff scheduling and processing payroll.

Strong technical, supervisory and customer service skills are essential for those choosing to work in the field.

Graduates of Nutrition and Food Service Management Diploma programs often pursue careers in health care settings, primarily long-term care homes and hospitals. There they work in collaboration with health care professionals, participating in the assessment, implementation and evaluation of nutritional care plans. Other employment opportunities exist with retirement homes, government agencies, educational institutions, catering and cafeteria services, community food service providers, correctional institutions, food and equipment suppliers and manufacturers, and the hospitality industry.

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<sup>1</sup> Although different settings use different terms such as “patient”, “resident”, “customer”, “employee”, “inmate”, etc., this program standard uses the terms “client” and “clients” throughout to refer to individuals receiving food and nutrition services.

The provision of food and nutrition services is highly systematized and regulated. Program graduates support others to work professionally and ethically in accordance with relevant industry, organization<sup>2</sup> and legal standards, as well as industry best practices for health, safety, sanitation, quality assurance and client satisfaction. Graduates contribute to the analysis of food and nutrition services and operations, and the implementation and evaluation of changes, to support continuous improvement.

The use of technologies is far ranging and can vary depending on the employment setting. Program graduates are able to select and use information and industry-specific technologies to enhance their individual work performance and the management and delivery of food and nutrition services, and can adapt effectively across a variety of technology platforms and information systems specific to employers or suppliers (for example, health and nutrition data collection, nutritional analysis of food, menu planning, and purchase of food and supplies).

Finally, graduates of nutrition and food service management programs are considerate of the need to be socially and environmentally responsible. They apply these principles, relevant local, national and global issues and trends, emerging technologies and changes to legislation to enhance their work performance and contribute to quality and cost effective nutrition and food services and operations.

Graduates of programs accredited by the Canadian Society of Nutrition Management (CSNM) may, within two years of graduation, apply for membership in CSNM without the requirement of writing the CSNM entrance examination. Active members are eligible to use the "NM" (Nutrition Manager) designation.

There are opportunities for graduates to pursue further educational qualifications. Graduates should contact individual colleges and universities for further details.

Endnote: The Ontario Council on Articulation and Transfer (ONCAT) maintains the provincial postsecondary credit transfer portal, ONTransfer, at <http://www.ontransfer.ca>.

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<sup>2</sup> There is a wide range of potential employment settings for program graduates. As used in this program standard, the terms "organization" and "organizations" are intended to encompass them all.

## Synopsis of the Vocational Learning Outcomes

### Nutrition and Food Service Management (Ontario College Diploma)

*The graduate has reliably demonstrated the ability to*

- 1. plan menus to accommodate the nutritional, dietary and medical needs, cultural and religious requirements, and personal preferences of clients.**
- 2. manage handling, preparation and service of food to ensure compliance with relevant legislation, policies, procedures, and industry best practices for health, safety, sanitation, quality assurance and client satisfaction.**
- 3. manage nutritional needs of diverse clients in health care and other food service settings in collaboration with or under the direction of health care professionals.**
- 4. support others to work professionally and ethically in accordance with industry, organization and legal standards.**
- 5. monitor relevant local, national and global trends, emerging technologies, changes to legislation and best practices to enhance work performance and inform the management and delivery of food and nutrition services.**
- 6. deliver customer service that anticipates, meets and/or exceeds individual expectations and is consistent with organization standards and objectives.**
- 7. contribute to the hiring, coaching, training, scheduling, supervision and performance management of department staff in accordance with human resources, labour relations, workplace health and safety, and industry best practices.**
- 8. apply industry best practices, financial constraints, and principles of social responsibility and environmental sustainability to inventory management and procurement of goods and services.**
- 9. contribute to the analysis of food and nutrition services and operations, and the implementation and evaluation of changes, to support continuous improvement.**
- 10. contribute to the planning and administration of budgets consistent with organization objectives and legal requirements**

**for nutrition and food service departments.**

- 11. select and use information and industry-specific technologies to enhance individual work performance and the management and delivery of food and nutrition services.**
- 12. promote food and nutrition services and healthy living to support marketing plans and the general well-being of clients.**

*Note: The learning outcomes have been numbered as a point of reference; numbering does not imply prioritization, sequencing or weighting of significance.*

## The Vocational Learning Outcomes

1. *The graduate has reliably demonstrated the ability to*

**plan menus to accommodate the nutritional, dietary and medical needs, cultural and religious requirements, and personal preferences of clients.**

### Elements of the Performance

- identify medical conditions, disease states, allergens, intolerances, and food and drug interactions that require dietary accommodation to prevent adverse effects
- use appropriate resources, tools and techniques to determine the nutritional needs of individuals at various stages of their life cycle and to guide menu planning (e.g. Health Canada's Eating Well With Canada's Food Guide, database applications, interview skills, etc.)
- use database applications, labels and other appropriate resources and tools for determining the nutritional composition and energy value of foods
- use database applications to develop menus
- calculate the nutrient content and energy values of meals to ensure they meet nutritional requirements
- discuss food and food preparation needs and preferences with clients and/or their family members and caregivers, and incorporate into menu planning and revision
- select meal options that accommodate dietary preferences based on lifestyle choices (e.g., vegetarian and vegan diets, etc.)
- compare and contrast food and flavour preferences, eating customs, food source and preparation requirements, meal presentation and service for individuals from a variety of religious and cultural backgrounds
- plan meals that accommodate the needs, requirements, traditions, and preferences of individuals from a range of religious and cultural backgrounds
- adapt menu items to accommodate individual prescribed or preferred diets and medical needs
- participate in the development, analysis and revision of recipes to accommodate special needs and improve client satisfaction
- modify recipes to scale for larger quantities
- integrate seasonal, locally-sourced, sustainable and fair trade foods into menu planning
- plan cyclical menus that meet relevant regulatory requirements, acknowledge special occasions, and satisfy financial and operational constraints

2. *The graduate has reliably demonstrated the ability to*

**manage handling, preparation and service of food to ensure compliance with relevant legislation, policies, procedures, and industry best practices for health, safety, sanitation, quality assurance and client satisfaction.**

### **Elements of the Performance**

- identify the Acts and associated regulations that apply to the management and delivery of food services in a variety of settings (e.g., long-term care, acute care, retirement residences, schools, catering, hospitality sector, etc.)
- identify factors that can cause or contribute to unsafe food (e.g., improper heating or cooling of food, cross contamination of cooked and raw food, poor personal hygiene practices, improper cleaning or sanitation of surfaces or equipment, etc.)
- identify signs of spoilage or safety concerns for a variety of food products
- explain the potential for liability for negligence in the delivery of food and nutrition services in a variety of settings, including food poisoning and food-related illnesses, allergic reactions, food and drug interactions, etc.
- identify foods that can cause allergic reactions and the safety rules and processes required to avoid any associated risk of harm
- prepare and update instructions, reference tools and lists to ensure accommodation of client food and nutrition needs and preferences
- contribute to the review and revision of a risk management plan for food and nutrition services
- model and supervise compliance with an organization's risk management plan for food and nutrition services
- review and document procedures and protocols for emergency situations and develop contingency plans (e.g. power failure, fire, food recall, personal injury, etc.)
- follow and supervise adherence to standards and best practices for controlling the spread of infection (e.g., hand washing, cleaning and sanitizing commonly used surfaces, etc.)
- obtain and maintain health and safety licences, certifications or training appropriate for food and nutrition services workplaces and roles (e.g., Workplace Hazardous Materials Information System (WHMIS) training, First Aid training, Food Handler Certification, Smart Serve Certification, etc.)
- model and supervise adherence to standards and protocols for personal hygiene and appearance (e.g., hand washing guidelines, hair restraints, uniform requirements, restrictions on jewellery, finger polish, etc.)
- model and supervise safe and proper food handling and preparation processes and protocols (e.g., washing fruits and vegetables, separating cooked from raw food, proper thawing of frozen foods, hand washing,

cleaning and sanitizing surfaces, utensils, dishes and equipment, three-sink method for cleaning pots and pans, temperature control of food, food storage and food handling equipment, etc.)

- model and supervise safe and proper food service techniques consistent with relevant standards and regulations (e.g., temperature control, timeliness of service, handling of dishes and utensils, etc.)
- model and supervise best practices for batch preparation of foods (e.g., proper cooling, etc.)
- evaluate the quality of food handling, preparation, service, appearance and taste against objectives or key performance indicators using a variety of evaluation techniques (e.g., metrics, audits, monitoring tools, surveys, interviews, data analysis, etc.)
- identify and take appropriate action to correct food and nutrition operations or service that falls below minimum expectations
- detect and respond proactively to health, safety and security concerns in the workplace (e.g., unsafe equipment, spills, tripping hazards, risks of cuts or burns, unauthorized entry, threats, etc.) and document situations according to protocol
- develop and implement action plans to address issues of compliance identified by government inspectors
- keep current with best practices in energy, solid waste and water management in the delivery and management of food and nutrition services and operations
- apply best practices for composting
- set internal standards and expectations for food and nutrition services to meet the protocols of regulatory bodies
- supervise the plating and delivery of meals and snacks

*emphasize the quality and appearance of food in the oversight and supervision of meal and snack preparation and service*

3. *The graduate has reliably demonstrated the ability to*

**manage nutritional needs of diverse clients in health care and other food service settings in collaboration with or under the direction of health care professionals.**

### **Elements of the Performance**

- work within the roles and responsibilities of one's position and the reporting structure of the organization
- share knowledge, skills and experience with others to build professional and collaborative relationships
- conduct and record client diet, food and nutrition histories through interviews with clients and/or their families and caregivers
- conduct surveys to determine client likes, dislikes, allergies, intolerances, eating habits, usual food consumption, etc.
- tailor client nutritional care in accordance with physician-prescribed diets and/or nutrition care plans developed by Registered Dietitians
- maintain awareness and manage the risks of individual client food intolerance issues (e.g., allergies, cultural requirements, disease, medical or drug interactions, etc.)
- use appropriate information technologies to record and track client health and nutrition information
- interpret the medical terminology, acronyms and abbreviations commonly used on client nutrition care plans and medical charts
- apply the basics of psychology, physiology and gerontology
- review and implement client nutrition care plans developed by Registered Dietitians
- document and update care plans and medical charts for clients as necessary
- analyze client medical charts for weight loss and other food and nutrition-related issues and take appropriate action when required
- refer clients when appropriate for assessment by physicians, Registered Dietitians, or other members of the interprofessional care team

4. *The graduate has reliably demonstrated the ability to*

**support others to work professionally and ethically in accordance with industry, organization and legal standards.**

### **Elements of the Performance**

- identify the Acts and associated regulations that apply to the management and delivery of food and nutrition services in a variety of settings (e.g., long-term care, acute care, retirement residences, schools, catering, hospitality sector, etc.)
- comply with statutory requirements related to human rights (e.g., *Human Rights Code*, R.S.O. 1990, c. H.19), and statutes and regulations pertaining to the collection, use and dissemination of personal information (e.g. *Personal Information Protection and Electronic Documents Act*, S.C. 2000, c. 5, *Personal Health Information Protection Act*, 2004, S.O. 2004, c. 3, Sched. A, *Privacy Act*, R.S.C. 1975, c. P-21, *Freedom of Information and Protection of Privacy Act*, R.S.O. 1990, c. F.31, etc.)
- keep current with and adapt to changes to relevant legislation, regulations, standards, and credentialing requirements
- comply with relevant professional association, organization and industry codes of ethics, standards and protocols for appropriate conduct and appearance (e.g., CSNM)
- set an example for others of professional and ethical behaviour in the workplace
- identify and participate in learning opportunities to enhance nutrition and food service management expertise and professionalism
- analyze situations to avoid conflicts of interest that could impair one's impartiality or professional judgment
- explain the roles and responsibilities of nutrition and food service management professionals within, and relative to the other members of, the interprofessional health care team
- comply with industry and organization standards and protocols for the professional and ethical management and delivery of food and nutrition services in a variety of settings (e.g., long-term care, acute care, retirement residences, schools, catering, hospitality sector, etc.)
- cooperate and share information and experience with others to maximize efficiency and improve client care
- promote equity and inclusion in the workplace
- treat others with courtesy, respect and empathy
- suggest appropriate responses to workplace ethical issues and dilemmas
- apply principles of corporate social responsibility to work in ways that minimize negative impacts and optimize social, environmental and economic benefits

5. *The graduate has reliably demonstrated the ability to*

**monitor relevant local, national and global trends, emerging technologies, changes to legislation and best practices to enhance work performance and inform the management and delivery of food and nutrition services.**

### **Elements of the Performance**

- identify trends, issues, technologies and legislation that may impact the management and delivery of food and nutrition services in a variety of settings
- monitor changes to relevant legislation, regulations, standards, credentialing requirements and best practices to ensure personal and departmental compliance and inform policies and processes
- select and use appropriate monitoring tools and news sources to keep informed of relevant food and nutrition management-related issues, trends and best practices
- establish a network of food, nutrition and health professionals to share knowledge and expertise, stay current and guide professional development
- assess the reliability, authority and relevance of information and information sources
- use the benefits and resources associated with membership in relevant professional associations to stay current and guide professional development (e.g., CSNM, etc.)
- participate in informed discussions on the impact and application of issues, trends, technologies and legislation on food and nutrition services and operations
- consider the costs and benefits of integrating new technologies to support personal and organizational effectiveness
- suggest responses to issues and trends that may impact food and nutrition services and operations
- suggest opportunities to enhance food and nutrition services and operations based on emerging trends and technologies

6. *The graduate has reliably demonstrated the ability to*

**deliver customer service that anticipates, meets and/or exceeds individual expectations and is consistent with organization standards and objectives.**

### **Elements of the Performance**

- establish and maintain rapport with stakeholders and use active listening skills to elicit their needs, wants and expectations
- respond in a positive and timely manner and adapt priorities to meet stakeholder requests and needs
- apply conflict resolution skills, show resourcefulness, tact, diplomacy and offer alternative solutions when dealing with problems or complaints
- ask for assistance when needed and find information to address problems and questions in anticipation of issues/problems that may arise
- deliver customer service solutions consistent with operational and financial constraints
- use knowledge of the Canadian health care system (i.e. its history, governance, regulatory framework, care and funding structures) and influential national and international agencies and associations, to enhance communications with stakeholders
- adhere to the requirements of legislation and regulations related to accessible customer service, including but not limited to the *Accessibility for Ontarians with Disabilities Act, 2004*
- use a variety of communication technologies proficiently and appropriately (e.g., Email, Web-based audio and/or video conferencing, teleconferencing, etc.)
- apply format, language, etiquette, tone and/or body language appropriate for the purpose of the communication and intended audience (for example clients, caregivers, colleagues, government representatives, suppliers, media, etc.)
- adapt communication style to the needs of individuals with disabilities and ensure their special needs are accommodated

7. *The graduate has reliably demonstrated the ability to*

**contribute to the hiring, coaching, training, scheduling, supervision and performance management of department staff in accordance with human resources, labour relations, workplace health and safety, and industry best practices.**

### **Elements of the Performance**

- draft job postings, review applicant submissions, and select and interview appropriate candidates for available positions
- participate in the evaluation of prospective employees and selection of new departmental hires
- use knowledge of organizational behaviour and principles of conflict, relationship, stress, time and change management to support successful working relationships
- model and promote equity, inclusion, courtesy and respect when interacting and communicating with staff and colleagues
- be proactive in preventing and addressing allegations of improper conduct in the workplace (e.g., harassment, discrimination violence, etc.)
- use leadership skills and qualities to support the coaching, training, supervision and performance management of department staff, including motivating, empowering and recognizing the achievement of others
- prepare orientation resources and provide oversight and support to new employees
- comply with and model the application of human rights and employment standards legislation (e.g. *Human Rights Code, 1990, Employment Standards Act, 2000*, etc.) and requirements of the Workplace Safety and Insurance Board (WSIB)
- identify training needs and prepare resources and/or conduct training sessions for department staff on relevant topics including clinical nutrition and dietary restrictions, health, safety and sanitation protocols for food handling and preparation, infection control, emergency preparedness policies and procedures, and food safety and interactions
- use information technology to prepare and deliver effective training and related reference material
- use administrative, documentation and information technology skills to record employee information and review and maintain personnel forms and records
- plan schedules to accommodate the contractual, regulatory, operational and financial factors impacting staffing requirements
- take appropriate action to address staffing shortages
- encourage department staff to be proactive in reporting problems
- explain the collective bargaining process and unique roles, responsibilities, benefits and challenges of unionized work environments

- comply with organization and/or collective agreement policies and procedures for the supervision and progressive discipline of staff

8. *The graduate has reliably demonstrated the ability to*

**apply industry best practices, financial constraints, and principles of social responsibility and environmental sustainability to inventory management and procurement of goods and services.**

### **Elements of the Performance**

- use appropriate tools and techniques to conduct and record physical inventory of goods on hand
- rotate inventory according to industry best practices to reduce spoilage (for example, first in, first out usage of perishable items, etc.)
- follow standards and recommendations for the storage of perishable and non-perishable goods, including temperature control, best before dates, adequate wrapping or packaging, separation of hazardous materials or chemicals from food items, pest control, etc.
- analyze inventory records to forecast future needs and inform purchasing decisions to maintain optimum levels of supplies
- prepare inventory variance reports and take corrective action to address issues of loss or waste
- use menus to calculate food and equipment needs and inform inventory management and purchasing requirements
- identify the essential terms in purchasing agreements/contracts and explain their application and implications
- use appropriate information technologies for managing inventory and ordering food and supplies
- check deliveries of food and supplies against purchase orders and/or invoices and take appropriate action to address incorrect items, quality or quantity issues, and food spoilage or safety concerns
- communicate professionally with contractors, suppliers and salespeople for the procurement of goods and services
- refer to relevant rules, resources and best practices for public sector procurement
- research alternatives against relevant criteria and write proposals for the purchase of equipment using standard business templates
- contribute to cost reduction through waste prevention, inventory control, resource management and operational efficiencies
- purchase food products, goods and services that are seasonal, locally-sourced, sustainable, fair trade and/or certified as being environmentally responsible, where possible
- consider their impact on human health and the environment when making recommendations for the purchase of equipment and supplies

9. *The graduate has reliably demonstrated the ability to*

**contribute to the analysis of food and nutrition services and operations, and the implementation and evaluation of changes, to support continuous improvement.**

### **Elements of the Performance**

- identify targets, objectives, benchmarks and/or key performance indicators for food and nutrition services and operations
- establish appropriate food service metrics against which to monitor and improve operations
- contribute to the analysis of food and nutrition services and operations using lean principles and concepts
- contribute to the analysis of food and nutrition services and operations using principles of social responsibility and environmental sustainability
- measure the performance of food and nutrition services and operations using a variety of analytical tools, resources and evaluation techniques (e.g., audits, monitoring tools, surveys, interviews, data analysis, etc.)
- apply project management principles, tools and skills to support the analysis and continuous improvement of food and nutrition services and operations
- use appropriate information technologies to record milestones and track the progress of projects
- analyze the impact that changes in food and nutrition services and operations will have on department staff and prepare and deliver training and communication strategies to facilitate their implementation
- deliver timely and regular project updates to senior management and front-line staff
- explain the reasons and benefits of continuous improvement projects to ensure buy-in of front-line staff
- solicit and act on opinions and ideas from stakeholders throughout continuous improvement projects
- anticipate problems during implementation of changes and prepare contingency plans
- maintain a positive attitude to support the implementation and acceptance of changes to food and nutrition services and operations

10. *The graduate has reliably demonstrated the ability to*

**contribute to the planning and administration of budgets consistent with organization objectives and legal requirements for nutrition and food service departments.**

### **Elements of the Performance**

- apply basic accounting and budgeting principles and analyze and interpret simple financial statements
- evaluate staff complements for nutrition and food service delivery with regard to relevant regulations and collective agreements
- estimate labour costs for short and long-term budget cycles using personnel records, staffing schedules, and financial data and records
- analyze labour costs for potential cost savings
- process payroll information for department staff in a timely and accurate manner, including updating records with additions, changes, deletions and corrections
- maintain confidentiality and security of employee payroll and personal information
- use menus, including special occasion meals, to calculate the amounts to budget for food and equipment needs
- price recipes, meals, snacks, and menus
- draft nutrition and food service department budgets using standard business templates and relevant financial data
- forecast and monitor operational costs throughout the budget cycle
- analyze food costs for potential savings or to accommodate rising prices
- prepare and interpret budget variance reports and develop action plans to address findings
- calculate daily meal values and revise menus as necessary consistent with budgetary constraints

11. *The graduate has reliably demonstrated the ability to*

**select and use information and industry-specific technologies to enhance individual work performance and the management and delivery of food and nutrition services.**

### **Elements of the Performance**

- select and use applications and tools to complete tasks proficiently and effectively, including managing time on task, organizing files and schedules, tracking deadlines, progress and completion of work, avoiding waste, and staying within budget
- use applications and tools to input and retrieve relevant, timely and accurate information (e.g., taking meal orders using mobile devices, using Web-based and other database applications to generate menus and order food and supplies, etc.)
- adapt acquired information technology skills and knowledge to new or different applications, systems and platforms (e.g., payroll, inventory, purchasing, scheduling, care plans, etc.)
- work effectively across a variety of current and emerging technology platforms and information systems
- use Web-based applications, database applications, mobile devices and other appropriate information technologies to support the collection and analysis of health and nutrition data and information
- use spreadsheet applications, database applications, Web-based procurement systems and other appropriate information technologies to support the collection and analysis of administrative and financial data
- use Web-based applications, social media, presentation software, word-processing applications and other appropriate information technologies to support the communication and presentation of health and nutrition data and information to stakeholders
- use presentation software, word-processing applications, social media and other appropriate information technologies to support the communication and presentation of administrative and financial data and information to stakeholders
- work efficiently with appropriate commercial kitchen appliances and other technologies to support the preparation and delivery of food and nutrition services
- adapt acquired commercial kitchen culinary and technology skills and knowledge to new or different settings and equipment
- select and use commercial kitchen technologies that reduce waste, improve energy efficiency and/or enhance the quality of food preparation and service

12. *The graduate has reliably demonstrated the ability to*

**promote food and nutrition services and healthy living to support marketing plans and the general well-being of clients.**

### **Elements of the Performance**

- explain the functions and sources of and the impact of food preparation and processing on key nutrients
- describe the processes of digestion and metabolism
- identify opportunities to share food and nutrition knowledge with clients
- provide information to and conduct information sessions / workshops for clients on nutrition and healthy living topics (e.g., low sodium diets, sugar intake restrictions, staying physically active, etc.)
- use appropriate technologies and applications to plan, prepare, deliver and evaluate health and wellness promotion activities
- apply key concepts of marketing to the implementation of a marketing plan or strategy
- identify opportunities for food and nutrition services to contribute to an organization's marketing efforts
- share information and work in cooperation with other departments to support an organization's marketing efforts
- work collaboratively on teams to support the planning, implementation and evaluation of marketing strategies involving food and nutrition services

### III. Essential Employability Skills

*All graduates of the Nutrition and Food Service Management program of instruction must have reliably demonstrated the essential employability skills learning outcomes listed on the following pages, in addition to achieving the vocational learning outcomes and meeting the general education requirement.*

#### Context

Essential Employability Skills (EES) are skills that, regardless of a student's program or discipline, are critical for success in the workplace, in day-to-day living and for lifelong learning.

The teaching and attainment of these EES for students in, and graduates from, Ontario's colleges of applied arts and technology are anchored in a set of three fundamental assumptions:

- these skills are important for every adult to function successfully in society today;
- our colleges are well equipped and well positioned to prepare graduates with these skills;
- these skills are equally valuable for all graduates, regardless of the level of their credential, whether they pursue a career path, or they pursue further education.

#### Skill Categories

To capture these skills, the following six categories define the essential areas where graduates must demonstrate skills and knowledge.

- Communication
- Numeracy
- Critical Thinking & Problem Solving
- Information Management
- Interpersonal
- Personal

## Application and Implementation

In each of the six skill categories, there are a number of defining skills, or sub skills, identified to further articulate the requisite skills identified in the main skill categories. The following chart illustrates the relationship between the skill categories, the defining skills within the categories and learning outcomes to be achieved by graduates from all postsecondary programs of instruction that lead to an Ontario College credential.

EES may be embedded in General Education or vocational courses, or developed through discrete courses. However these skills are developed, all graduates with Ontario College credentials must be able to reliably demonstrate the essential skills required in each of the six categories.

<b>SKILL CATEGORY</b>	<b>DEFINING SKILLS:</b> <b>Skill areas to be demonstrated by graduates:</b>	<b>LEARNING OUTCOMES: The levels of achievement required by graduates.</b> <b>The graduate has reliably demonstrated the ability to:</b>
COMMUNICATION	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Speaking</li> <li>• Listening</li> <li>• Presenting</li> <li>• Visual literacy</li> </ul>	<ol style="list-style-type: none"> <li>1. communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience.</li> <li>2. respond to written, spoken or visual messages in a manner that ensures effective communication.</li> </ol>
NUMERACY	<ul style="list-style-type: none"> <li>• Understanding and applying mathematical concepts and reasoning</li> <li>• Analyzing and using numerical data</li> <li>• Conceptualizing</li> </ul>	<ol style="list-style-type: none"> <li>1. execute mathematical operations accurately.</li> </ol>
CRITICAL THINKING & PROBLEM SOLVING	<ul style="list-style-type: none"> <li>• Analyzing</li> <li>• Synthesizing</li> <li>• Evaluating</li> <li>• Decision making</li> <li>• Creative and innovative thinking</li> </ul>	<ol style="list-style-type: none"> <li>1. apply a systematic approach to solve problems.</li> <li>2. use a variety of thinking skills to anticipate and solve problems.</li> </ol>

<b>SKILL CATEGORY</b>	<b>DEFINING SKILLS:</b> <b>Skill areas to be demonstrated by graduates:</b>	<b>LEARNING OUTCOMES: The levels of achievement required by graduates.</b> <b>The graduate has reliably demonstrated the ability to:</b>
INFORMATION MANAGEMENT	<ul style="list-style-type: none"> <li>• Gathering and managing information</li> <li>• Selecting and using appropriate tools and technology for a task or a project</li> <li>• Computer literacy</li> <li>• Internet skills</li> </ul>	<ol style="list-style-type: none"> <li>1. <i>locate, select, organize and document information using appropriate technology and information systems.</i></li> <li>2. <i>analyze, evaluate and apply relevant information from a variety of sources.</i></li> </ol>
INTERPERSONAL	<ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Relationship management</li> <li>• Conflict resolution</li> <li>• Leadership</li> <li>• Networking</li> </ul>	<ol style="list-style-type: none"> <li>1. <i>show respect for the diverse opinions, values, belief systems and contributions of others.</i></li> <li>2. <i>interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.</i></li> </ol>
PERSONAL	<ul style="list-style-type: none"> <li>• Managing self</li> <li>• Managing change and being flexible and adaptable</li> <li>• Engaging in reflective practices</li> <li>• Demonstrating personal responsibility</li> </ul>	<ol style="list-style-type: none"> <li>1. <i>manage the use of time and other resources to complete projects.</i></li> <li>2. <i>take responsibility for one's own actions, decisions and their consequences.</i></li> </ol>

## IV. General Education Requirement

*All graduates of the Nutrition and Food Service Management program must have met the general education requirement described on the following pages, in addition to achieving the vocational and essential employability skills learning outcomes.*

### Requirement

The General Education Requirement for programs of instruction is stipulated in the Credentials Framework (Appendix A in the Minister's Binding Policy Directive *Framework for Programs of Instruction*).

In programs of instruction leading to either an Ontario College Diploma or an Ontario College Advanced Diploma, it is required that graduates have been engaged in learning that exposes them to at least one discipline outside their main field of study and increases their awareness of the society and culture in which they live and work. This will typically be accomplished by students taking 3 to 5 courses (or the equivalent) designed discretely and separately from vocational learning opportunities.

This general education learning would normally be delivered using a combination of required and elective processes.

### Purpose

The purpose of General Education in the Ontario college system is to contribute to the development of citizens who are conscious of the diversity, complexity and richness of the human experience; who are able to establish meaning through this consciousness; and who, as a result, are able to contribute thoughtfully, creatively and positively to the society in which they live and work.

General Education strengthens students' essential employability skills, such as critical analysis, problem solving and communication, in the context of an exploration of topics with broad-based personal and/or societal importance.

## Themes

The themes listed below will be used to provide direction to colleges in the development and identification of courses that are designed to fulfill the General Education Requirement for programs of instructions.

Each theme provides a statement of Rationale and offers suggestions related to more specific topic areas that could be explored within each area. These suggestions are neither prescriptive nor exhaustive. They are included to provide guidance regarding the nature and scope of content that would be judged as meeting the intent and overall goals of General Education.

### **1. Arts in Society:**

#### *Rationale:*

The capacity of a person to recognize and evaluate artistic and creative achievements is useful in many aspects of his/her life. Since artistic expression is a fundamentally human activity, which both reflects and anticipates developments in the larger culture, its study will enhance the student's cultural and self-awareness.

#### *Content:*

Courses in this area should provide students with an understanding of the importance of visual and creative arts in human affairs, of the artist's and writer's perceptions of the world and the means by which those perceptions are translated into the language of literature and artistic expression. They will also provide an appreciation of the aesthetic values used in examining works of art and possibly, a direct experience in expressing perceptions in an artistic medium.

### **2. Civic Life:**

#### *Rationale:*

In order for individuals to live responsibly and to reach their potential as individuals and as citizens of society, they need to understand the patterns of human relationships that underlie the orderly interactions of a society's various structural units. Informed people will have knowledge of the meaning of civic life in relation to diverse communities at the local, national and global level and an awareness of international issues and the effects of these on Canada, as well as Canada's place in the international community.

*Content:*

Courses in this area should provide students with an understanding of the meaning of freedoms, rights and participation in community and public life, in addition to a working knowledge of the structure and function of various levels of government (municipal, provincial, national) in a Canadian and/or in an international context. They may also provide an historical understanding of major political issues affecting relations between the various levels of government in Canada and their constituents.

**3. Social and Cultural Understanding:**

*Rationale:*

Knowledge of the patterns and precedents of the past provide the means for a person to gain an awareness of his or her place in contemporary culture and society. In addition to this awareness, students will acquire a sense of the main currents of their culture and that of other cultures over an extended period of time in order to link personal history to the broader study of culture.

*Content:*

Courses in this area are those that deal broadly with major social and cultural themes. These courses may also stress the nature and validity of historical evidence and the variety of historical interpretation of events. Courses will provide the students with a view and understanding of the impact of cultural, social, ethnic or linguistic characteristics.

**4. Personal Understanding:**

*Rationale:*

Educated people are equipped for life-long understanding and development of themselves as integrated physiological and psychological entities. They are aware of the ideal need to be fully functioning persons: mentally, physically, emotionally, socially, spiritually and vocationally.

*Content:*

Courses in this area will focus on understanding the individual: his or her evolution; situation; relationship with others; place in the environment and universe; achievements and problems; and his or her meaning and purpose. They will also allow students the opportunity to study institutionalized human social behaviour in a systematic way. Courses fulfilling this requirement may be oriented to the study of the individual within a variety of contexts.

## 5. Science and Technology:

### *Rationale:*

Matter and energy are universal concepts in science, forming a basis for understanding the interactions that occur in living and non-living systems in our universe. Study in this area provides an understanding of the behaviour of matter that provides a foundation for further scientific study and the creation of broader understanding about natural phenomena

Similarly, the various applications and developments in the area of technology have an increasing impact on all aspects of human endeavour and have numerous social, economic and philosophical implications. For example, the operation of computers to process data at high speed has invoked an interaction between machines and the human mind that is unique in human history. This and other technological developments have a powerful impact on how we deal with many of the complex questions in our society.

### *Content:*

Courses in this area should stress scientific inquiry and deal with basic or fundamental questions of science rather than applied ones. They may be formulated from traditional basic courses in such areas of study as biology, chemistry, physics, astronomy, geology or agriculture. As well, courses related to understanding the role and functions of computers (e.g., data management and information processing) and assorted computer-related technologies should be offered in a non-applied manner to provide students with an opportunity to explore the impact of these concepts and practices on their lives.