

Portfolio

by Silvio Lisciandrelli

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Portfolio: culinary skills.

Student name: Silvio Lisciandrelli.

- 1. Supply and stock management:** A definition of stocktaking is offered by Miller as follows: "Stocktaking is a process where you count, check and record the stock levels that you have. **Good** is vital for managers to know what stock they have on the premises, the condition of it and any items that are running low so they can order the correct items to be used." (Miller, V. 2021). In addition, the purpose of stocktaking is the same for every hospitality business: "the main goal of stocktaking is to create maximum profit from the lowest investment in products, whilst keeping their customers happy. **Insert Citation** finitions are offered to explain the importance of this process, and to better understand the benefits of it: in fact, accurately doing stocktaking can help with:



"Profit/loss calculations.

How?

- Identifying popular items or those that are not selling and may need replacing/discontinuing.
- Calculating wastage/breakages.
- Preventing or spotting thefts.
- Checking sell-by dates.
- Seeing how efficiently staff are using products.
- Ensuring products are used appropriately.
- Identifying any supply chain issues/problems with quality control."

It is also important to effectively and timely manage and order supply and stock in order to avoid potential wastefulness: in fact, as stated in the online blog AssetInfinity "having too much stock can also be dangerous for business. As you would not want your business to lose too many resources & inventories to get wasted or get expired? Therefore, it is important to maintain a balance between out-of-stock and too much stock. **Grammatical Error** ty. 2022).

Based on my personal experience, I've been in charge of dealing with stock management and order supply when I was working in Morgans Hotel as super **Good**

learnt how to **2** deal with suppliers, and how to make timely orderings. It is not easy to

deal with suppliers, especially when it comes to misunderstandings or errors. **Grammatical Error**

remember that one time it happened that I received the order for red wine supply, and when I opened it most of the bottles were broken. I did **Contraction** that to do, as I

knew that by the time a new order will be arrived we were out of wines: I contacted the supplier and explained the situation, and kindly asked for another order as we urgently needed it, but we had to deal with the problem anyway as we had no wine

Very good stocks left. It has also happened that inexperienced staff members made a mistake when we received food stocks. Hanson^(YEAR) offers an explanation of the importance of food storage as "Food storage is a standard operation for maintaining food safety for restaurants and protecting public health from potential foodborne illnesses."

- Proper conditions of food storage must be met to protect foods from the risk of contamination and spoilage.
- Maintaining a consistent temperature and a clean storage environment are the two most important rules of restaurant food storage." (Hanson, E.M. 2022). In addition, "When correctly done, food businesses, such as restaurants, can optimize a food's safety and life expectancy while ensuring public safety. Understanding and applying proper food storage procedures are vital to achieving this. Food handlers must be equally trained on the importance of appropriate restaurant food storage guidelines."

The reason why I want to include this information to support this touchpoint of the portfolio is because I had a negative experience myself regarding food storage: what happened is that I asked a member of my staff, who was not well trained, to sort out the food storage for fish. What then happened is that the waiter accidentally thought that there was no difference of temperature to store fish and meat, and did not ask for information about it and ended up storing fresh fish and seafoods with steaks and meats. *How did you resolve this issue?*

2. **Meat cooking skills:** The placement experience I had offered me the chance to put in practice rules and regulations about food health and safety: in fact, even if I was aware of these regulations, I had no opportunity to understand how these are put in practice until I had to do the placement, as I've always been in the position of supervising food and beverage department, as a consequence I had the opportunity to be better introduced to these regulations. In fact, the health and safety of food is a very complicated field as there are so many aspects to consider in order to avoid: food contamination (biological, chemical, physical, cross-contamination) such as food labeling terms and food storage. It is vital to have knowledge of dry storage, freezers temperature, refrigerators, and defrosting practices before the actual food preparation. Each ingredient has its temperature and requires a different approach, especially when it comes to meat and fish. It is also mandatory to correctly use knives and chopping boards as, for example, according to Croner's website: "Chopping boards are a breeding ground for harmful bacteria if they are not kept clean and regularly replaced. Chopping boards and knives used in professional kitchens should be color coded in order to cut down the risk of cross-contamination."

What sort of state have the chopping boards you've used been in? Have the places you've worked replaced them regularly?

(Croner-i 2018). In fact, this is the first basic I've been introduced to when I started my placement, as well as the importance of the cooking temperatures as, especially for meats: "Whole cuts of meat will generally only have bacteria on the outside. Making sure that the outer sides are cooked should therefore kill any bacteria present." However, when it is minced bacteria can be spread throughout meat products. This is why it is so important to cook foods such as burgers thoroughly until the meat in the middle is no longer pink. Good and undercooked burgers can have harmful bacteria such as E.coli still alive on the inside and should never be served", in addition, "pork joints and rolled meats or joints should never be eaten pink or rare." In fact, the right attention is needed especially with pork and chickens as pigs can be contaminated with the parasitic Trichinella roundworm. Insert Citation People eat contaminated pork which is undercooked the larvae can mature into adult worms in their small intestine and cause Trichinosis. Raw chicken meat on the other hand "is often contaminated with Campylobacter bacteria and sometimes with Salmonella and Clostridium perfringens bacteria." (CDC, 2020). Apart from having these theories explained I also had the opportunity to learn more about the different meat cooking styles: roasting, grilling, pan frying, flat top, stove-~~(...)~~. I really enjoyed this part as I found it very interesting even for everyday life and helpful as well as I've been taught how to correctly cook meats. Since there are too many aspects to consider and a lot of temperatures to remember in order to cook the different types of meat, I've asked the chef to go on day by day with a focus on the different types of meats so that I could learn without feeling confused. In fact, we took advantage of the Sunday roast dinners and chose to study the different techniques every Sunday: beef, lamb, pork, turkey and chicken. It has been a great opportunity to learn specific knowledge about culinary skills, and I enjoyed it also because I consider myself a very tidy and well-organised Sp. person especially in the workplace, so it didn't bother me to use different chopping boards or knives, as well as always keep everything clean and tidy in order to avoid contamination. I remember that we used to cook the meats for the Sunday dinner differently in order to intensify the taste of the meat: for example, we used to marinate the meat with rosemary and garlic to have a succulent taste, or use maple-mustard to enrich the taste of the pork. Good

3. **Preparation and plating skills:** I had the opportunity during my culinary placement to be introduced to different dishes preparations, including desserts and sauces. I feel like this experience has opened me to other doors of knowledge, as the last time I've been briefly introduced to preparation was back to my diploma studies in Italy. The most famous and demanded dish was the Sunday roast: in fact, the fame behind this dish is due to tradition and culture. "The traditional great Sunday roast originates

from England, and is a meal that was designed to be eaten after a Sunday church service (...)" in addition, the ingredients remained the same as "A traditional feature of the Sunday roast is the Yorkshire pudding. Traditional accompaniments to a Sunday roast include roasted potatoes, roasted parsnips, cauliflower cheese and vegetables such as carrots, cabbage and greens. This is all topped off with plenty of gravy, usually made from the meat juices." (The Inn at Huxley. n.d.). During my placement experience I made different preparation for this meal, including the side dish sauces: one of the most popular was the mint sauce, which I found incredibly easy to prepare as all you have to do is put malt vinegar and sugar into a bowl and stir to let the sugar melt, finally add the mint, and then let it rest. The preparation that I enjoyed the most though was the one to make the chocolate brownie, the reason why is simply because I love desserts and the preparation behind them intrigues me. I also found it an helpful lesson to learn because I had the chance to learn how to actually make a vegan dessert, and because I had no previous experience on making desserts. Overall I feel like learning the preparation process for a dish empowered me as a personal professional growth, as I feel more prepared about ingredients, food regulations, preparations, and makes me feel like this experience has helped me develop another point of view that I did not use to consider: the kitchen brigade. Finally, I consider myself lucky as well, as this experience was based on preparation from scratch, as apart from some desserts, or depending if we were having events, we used to start from Sp. ingredients and then come up with a dish, which was satisfying. Good

4. **Challenges and lessons learned:** Overall this culinary placement experience has helped me developing more in depth practice of cooking techniques and related health and safety regulations, as even if I've been working within the hospitality industry for 8 years I've always been in the position of waiter, and then proceeded to supervisory position, but never had practical experience in kitchen. I was aware of health and safety regulations on a general basis, but being there and actually applying those is completely different as you develop new skills. I also felt like I had more responsibility as it happened that I had to face complaints about food contamination and potential allergies dangers, as a consequence I realized how important it is for kitchen staff to be prepared and have the correct knowledge of how to store and treat ingredients, as well as cooking methods. I've always been interested in culinary practices, even if back to my diploma in Italy I choose to follow a different pathway in front of the house, and I think this has been a great opportunity to make my studies and knowledge complete. Sp.

5. Future goals: My goal is to keep going on with my career as manager, hoping that I will have the chance to become a manager for a Michelin star restaurant, and I think that this placement has helped me improve and expand my knowledge as I will be a well-prepared manager for the future. I think that even if I prefer front of house, it is important, especially if aiming to work in a Michelin star restaurant, to have a in-depth knowledge of other departments as this will make you complete as a manager, and might be helpful when it comes to deal with potential complains about food for example, or about cooking techniques, as for example I will be able to understand if a steak is overcooked or rare. I will be more prepared as well to better train my staff for the possibility to open up my own business in the future.

What actionable steps will you take going forward to support your career?

6. References:

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FINAL GRADE

68/100

GENERAL COMMENTS

Instructor

IV/EE: This is not a Late Submission, student submitted on time but due to an issue on Moodle's end had to resubmit. - FC

General Feedback:

You have provided an excellent reflective portfolio, with some analysis and examples provided.

Please book a session with the [Study Skills](#) team to assist you with your grammar and your in text citations. You have overused quotes throughout rather than paraphrasing.

Over reliance on online sources, I suggest reviewing your reading list for credible/reliable sources. Please visit the online library.

Questions Asked During Viva:

1. How did you resolve this issue with the fish/steak storage?
2. What are some of the strengths and weaknesses you uncovered during the writing of this assignment?
3. Do you feel like you have a good grasp of Supply and Stock Management in back of house?
4. What meat cooking skills do you feel you still need to improve your culinary skills?
5. What advice would you give next years students in completing this module?
6. How do you feel about doing placement in a kitchen going forward?

7. What actionable steps will you take going forward with Beach House in September?

1.
Engagement with
Literature Skills 8/20

Your work must be informed and supported by scholarly material that is relevant to and focused on the task(s) set. You should provide evidence that you have accessed an appropriate range of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the credibility of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide evidence of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work. Guidance specific to this assessment: Provide evidence of reading and researching relevant literature in the field of culinary arts. You should demonstrate of understanding and analysis of the literature, with references to support your arguments. Use relevant and appropriate sources of information to support reflections. Minimum of 20 references required.

2.
Knowledge and
Understanding Skills 18/20

At level 5, you should be able to demonstrate: sound knowledge and critical

understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. Knowledge relates to the facts, information and skills you have acquired through your learning. You demonstrate your understanding by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the extent to which you demonstrate your knowledge and understanding. Guidance specific to this assessment: Provide evidence of understanding of the learning outcomes and their relevance to the culinary arts industry. You should demonstrate a clear understanding of the different skills and techniques required in the kitchen, as well as the importance of supply and stock management.

3. Cognitive and Intellectual Skills 12/20

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification/evidence for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to

you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed. Guidance specific to this assessment: Provide evidence of reflective thinking and critical analysis of your learning experiences. Demonstrate the ability to evaluate your own skills and knowledge, and to identify areas for improvement. Use appropriate language to express ideas and arguments effectively.

4.

Practical Skills 15/20

At level 5, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular

contexts. Guidance specific to this assessment: You should provide evidence of practical application of the skills and techniques learned in the kitchen. You should demonstrate the ability to apply your knowledge and skills in a practical setting. Use appropriate examples and evidence to support reflections.

5.

Transferable Skills for Life and Professional Practice 15/20

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire new competences that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and wellstructured in presentation and organisation. Guidance specific to this assessment: You should write this assignment as a reflective essay, provide your student name, number, module name and module code and assignment title. You should use a font of Arial 12 point. Justify your text, in order for your journal to look professional. Use 1.5 line spacing throughout the document. Spelling and grammar should be accurate.

Text Comment. You should have a cover page here, then each element should have it's own page.

QM

Good

Good

QM

Insert Citation

Insert Citation

QM

How?

How?



Comment 1

Avoid using bullet points where more explanation is required.

QM

Grammatical Error

Grammatical Error

QM

Good

Good



Comment 2

What are the consequences if you do not have good relationships with suppliers? What happens if you miss putting an order in?

QM

Grammatical Error

Grammatical Error

QM

Contraction

A contraction is a shortened form of a word (or group of words) that omits certain letters or sounds. In most contractions, an apostrophe represents the missing letters. Do not use contractions in your academic writing.

QM

Very good

Very good

Text Comment. (YEAR)

QM

Grammatical Error

Grammatical Error

QM

Missing ","

Missing comma:

Though it may not always be grammatically necessary, a comma can often help to prevent a misreading. When a sentence opens with an introductory element (a phrase, clause or word that is logically related to another phrase or clause in the same sentence), it is a great help to your reader to place a comma after that introductory element. Such phrases will often begin with words like "because," "while" or "although," as in the following example: "While everyone was fighting, the bear wandered away." As you can see, without the comma, the sentence would be confusing.

QM

Insert Citation

Insert Citation

QM

Awk.

Awkward:

The expression or construction is cumbersome or difficult to read. Consider rewriting.

QM

Contraction

A contraction is a shortened form of a word (or group of words) that omits certain letters or sounds. In most contractions, an apostrophe represents the missing letters. Do not use contractions in your academic writing.

Text Comment. How did you resolve this issue?



Comment 3

You are overusing this phrase.

QM

Good

Good

QM

Sp.

Spelling error



Comment 4

(YEAR)

Text Comment. What sort of state have the chopping boards you've used been in? Have the places you've worked replaced them regularly?

PAGE 3



Comment 5

Is this a quote? You have not provided a citation.

QM

Good

Good

QM

Insert Citation

Insert Citation

Strikethrough.

QM

Sp.

Spelling error

QM

Contraction

A contraction is a shortened form of a word (or group of words) that omits certain letters or sounds. In most contractions, an apostrophe represents the missing letters. Do not use contractions in your academic writing.

QM

Good

Good

PAGE 4

Strikethrough.

QM

Good

Good

QM

Sp.

Spelling error

QM

Good

Good



Sp.
Spelling error



Sp.
Spelling error

PAGE 5

Text Comment. What actionable steps will you take going forward to support your career?

PAGE 6
