Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

School of Hospitality & Tourism Management

BA International Hotel Management

Resit Module Handbook Spring Term 2023

Food and Beverage Operations

BMIH4002

LEVEL 4

Module Lead:

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Food and Beverage Operations Spring Term 2023

Welcome to this generic overview handbook for the above module. This is a level 4, 20 credit module taught in Term 2 to Level 4 BA IHM and CertHE IHM students in the School of Hospitality & Tourism Management.

It should be read in conjunction with supplementary information and materials available on Moodle together with information and instructions delivered by the module tutor.

To get the best out of this module it is vital that you engage with the themes explored as well as with both the online and offline activities during tutorial sessions which are designed to enrich the learning experience as well as to encourage self-directed study together with collaboration and interaction with your peer group.

AIM(S)

- To provide students with a practical first-hand experience of food and beverage operations. The module is a practical introduction to the issues associated with food and beverage operations to enable students to appreciate what constitutes good practice.

- To introduce the student to the key skills within food and beverage operations in the hotel industry. The student will gain practical experience in areas such as restaurant (including bars) and kitchen. They will gain an understanding of team - work, communication, task management etc. and will focus upon self-management and developing the skills and competency required for their future careers.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Undertake efficiently a variety of different positions within food and beverage operations and appreciate the importance of the work based key skills within this area of hotel operation;

- Develop food production and food service skill competencies to meet organisational requirements and standards;

- Examine issues such as resource allocation, marketing, management styles, culture, health and safety and organisational/industry problems will be addressed.

INDICATIVE CONTENT

- Personal and Vocational Development: The experience will be designed to focus on the broad range of areas within food and beverage operations in the hotel industry. The module will provide students with a comprehensive introduction to the requirements of working in food and beverage operations.

- Develop food production and food & beverage guest service skills.

- Key skills – communication, teamwork, task management, personal skills, operational issues.

- Operational tasks appropriate to F&B departments – task management, performance.

- Review – reflection, self-appraisal, reaction to feedback.

- Theory into practice.

- Operations Management

- Organisational Issues: Policies and procedures relating to Food and Beverage Operations, organisational aims and objectives, mission statement, operations, staffing, training, competition, quality issues, performance measures, management structures, working practices, marketing, health and safety.

BIBLIOGRAPHY

Essential

Cousins, J. (2020) *Food and beverage service*. 9th ed. London: Hodder Education Group.**

Davis, B *et al*. (2018) Food and Beverage Management. 6 edn London: Routledge.**

Johnston, R. (2012) *Service operations management : improving service delivery*. 4th ed. Harlow, England: Pearson.*

Motarjemi, Y and Lelieveld, H (2014) *Food safety management : a practical guide for the food industry*. Illustrated edition. Amsterdam: Academic Press.*

Zutshi, A. (2019) 'How to develop well-informed and assured teams to embed food safety compliance in the UK catering and hospitality industry', *Perspectives in Public Health*, 139(6), pp. 294–295.*

Recommended

Brown, D. R., TotalBoox and TBX (2013) *The Restaurant Manager's Handbook : How to Set Up, Operate, and Manage a Financially Successful Food Service Operation*. 4th Edition. Atlantic Publishing Group*

Cousins *et al.* (2011) *Food and beverage management: For the hospitality, tourism and event industries.* 3rd edn. Oxford: Goodfellow.

Foskett, D. *et al*. (2021) *The Theory of Hospitality and Catering*. 14th Edition. London: Hodder Education Group.*

Boussard, S (2021) *Food and Beverage Management in the Luxury Hotel Industry*. New York: Business Expert Press**

Walker, J (2017) *Introduction to Hospitality*. Harlow: Pearson Education Limited.*

Wood, R. (2013) *Key Concepts in Hospitality Management*. London: Sage*

*Available online through the UWTSD Online Library
**Available through the Institute of Hospitality Library

Journals

Journal of Hospitality and Tourism Research

International Journal of Contemporary Hospitality Management

Journal of Foodservice Business Research

Journal of Hospitality and Tourism Management

International Hospitality Review

Research in Hospitality Management

The Caterer

Cornell Hospitality Quarterly

Magazines (available online)

Onboard Hospitality https://www.onboardhospitality.com

Modern Restaurant Management https://modernrestaurantmanagement.com/

Websites
https://www.instituteofhospitality.org/
https://www.thecaterer.com/
www.theaccessgroup.com
www.bighospitality.co.uk
www.food.gov.uk
https://winefolly.com
https://guide.michelin.com/gb/en

BA ASSIGNMENT SPECIFICATION

HOSPITALITY & TOURISM MANAGEMENT

Student name:		**Student number:**	
Programmes:	**BA International Hotel Management**		
Module:	**Food & Beverage Operations**	**Module Level (4, 5, 6):**	**4**
Module code:	**BMIH4002**	**Contribution to Overall Module Assessment (%):**	**25%**
Lecturers:	**Tristan Hawkins, Ffion Cumberpatch, Melissa John, Laurence Blake, Rohan Dubrey**	**Internal Verifier:**	**Lisa Bassler**
Assignment Title:	***Student Journal (Learning Log)*** 750 words (+/- 10%)	**Assignment No:**	**1 of 3**
Hand Out Date: **Draft Deadline:**	**W/C 25th of January 2023**	**Submission deadlines:** **Return date of provisional marks & written feedback:**	**Friday 3rd of March 2023** **20th March 2023**

Referencing:	In the main body of your submission you must give credit to authors on whose research your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have read or quoted in order to complete this assignment (e.g. for books: surname of author and initials, year of publication, title of book, edition, publisher: place of publication).		
Submission:	**All assignments must be submitted to Turnitin unless otherwise instructed by the Lecturer.** **Note**: the Turnitin version is the primary submission and acts as a receipt for the student. **Late submission of the electronic version of the assignment will result in a late penalty mark.** Penalties for late submission: Up to ONE week late, maximum mark of 40%. Over one week late, Refer. Only the Extenuating Circumstances Panel may grant an extension.	**Date:**	
Lecturer to indicate if a hard copy version of the assignment must be submitted. **DO NOT put this form into Turnitin or it will match many similarities with other students' submissions.**		**NO**	**X**

Learning Outcomes tested (from module syllabus)

- Undertake efficiently a variety of different positions within food and beverage operations and appreciate the importance of the work based key skills within this area of hotel operation;
- Develop food production and food service skill competencies to meet organisational requirements and standards;
- Examine issues such as resource allocation, marketing, management styles, culture, health and safety and organisational/industry problems will be addressed.

TASK DESCRIPTION

Student Journal (Learning Log) – 25%: 750 words (+/-10%)

Title: Does the required skill set of a Food & Beverage employee change, based on the type of business and the type of service that the food and beverage operation utilizes?

This assignment will require you to compile a Student Journal (learning log), through summarising what you have learned in class and your past experiences, either from your time working in Food & Beverage or from your observations as a customer.

Your task is to compare a variety of Food & Beverage businesses with regards to the types and styles of service offered and how the required hard and soft skill sets required of the employees changes according to the level of service offered.

You must include **personal reflections** and link your work to **industry discussion**.

• Consider the appropriate content available on Moodle and experiences.

• How can you apply what you have learned in the future?

• What are your personal reflections?

You must reference your work accordingly, by providing both **in-text citations** and a **reference list** containing a minimum of 8 references at the end, which must follow IHM's UWTSD Harvard Referencing Guide (this can also be located on Moodle, under the Module Information tile).

Microsoft Word settings:

Please use:

- Arial Font 12
- Justify Text
- 1.5 line spacing

Wordcount: 750 words + - 10%. **You must display your wordcount on your cover page.**

Between 10% and 25% above the word limit – **Deduction of 5 marks** off final mark or reduce to capped mark whichever is the lesser penalty.

Between 25% and 50% above the word limit – **Deduction of 10 marks** off final mark, or reduce the mark to the capped mark, whichever is the lesser penalty.

50% or more over length – **Maximum mark of capped mark**

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

1. Engagement with Literature Skills /10

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 a wide *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 in-text citations in the main body of your work and a reference list that is alphabetical at the end of your work. Please use the Harvard/APA referencing system.

Specific to this assignment: *Provide evidence of wider reading, according to your chosen topic and reference accordingly, by providing both in-text citations and a reference list. Minimum of 8 references.*

2. Knowledge and Understanding Skills /40

Your work must demonstrate the growing extent of your knowledge and understanding of concepts and underlying principles associated with the subject area. *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; ideally each should be complete and detailed, with comprehensive coverage.

Specific to this assignment: *Summarise your chosen topic effectively, through focusing on key points and aspects. What have you learnt? How will you apply this knowledge in practice? Reflect on your learning. Is your understanding of the topic clear to the reader? Use appropriate terminology and define abbreviations when used.*

3. Cognitive and Intellectual Skills /20

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 all times, you must provide justification 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. Sound, valid conclusions are necessary and must be derived from the content of your work. There should be no new information presented within your conclusion. Where relevant, alternative solutions and recommendations may be proposed.

Specific to this assignment: *Students are to provide analysis, not just describing but demonstrating what, how, why and when. You must provide justification of your suggestions and arguments.*

4. Practical Skills /20

You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations 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, some of which may be innovative and creative. This is likely to involve, for instance, the use of real world examples and cases, the application of a model within an organisation and/or benchmarking one organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Specific to this assignment: *Students must consider how they will apply solutions related to their chosen topic to the hotel industry, by highlighting what they have learnt and how they would deploy this in their future careers.*

5. Transferable Skills for Life and Professional Practice /10

Your work must provide evidence of the attributes expected in professional practice. This includes demonstrating your individual initiative and/or collaborative working. You must communicate effectively in a suitable format, which may be written and/or oral, for example, essay, management report, presentation. Work should be coherent and well-structured in presentation and organisation.

Specific to this assignment: *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.*

Essential Resources:

- Resources provided in Level 4 Guidebook, Module Handbook and Lecture Content

MARKING CRITERIA AND STUDENT FEEDBACK

This section details the assessment criteria. The *extent* to which these are demonstrated by you determines your mark. The marks available for each criterion are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Common Assessment Criteria Applied	**Marks available**	**Marks awarded**
1. Engagement with Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.		
	10	
2. Knowledge and Understanding Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.		
	40	
3. Cognitive and Intellectual Skills Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence		
	20	
4. Practical Skills Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.		
	20	
5. Transferable Skills for Life and Professional Practice Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.		
	10	

Assignment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	**Late Submission Penalties (tick if appropriate)**		**%**
	Up to 1 week late	40% Max	
	Over 1 week late	0%	

COMMON ASSESSMENT AND MARKING CRITERIA

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources but with some reliance on information gained through class contact. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts rather than other sources. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Generally sound referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge and understanding (Knowledge of the basic underlying concepts and principles of a subject.)	Major gaps in knowledge and understanding of the basic underlying concepts and principles of the subject matter. Inclusion of irrelevant material. Substantial inaccuracies.	Gaps in knowledge of the basic underlying concepts and principles, with flawed or superficial understanding. Some significant inaccuracies and/or irrelevant material.	Limited knowledge and understanding of the basic underlying concepts and principles within the subject area. Some elements may be missing.	Knowledge of the basic underlying concepts and principles is accurate with a good understanding of the field of study but lacks depth and/or breadth.	Competent knowledge of the basic underlying concepts and principles. Exhibits very good understanding.	Excellent knowledge and understanding of the basic underlying concepts and principles of the subject.	Exceptional, detailed knowledge and understanding of the basic underlying concepts and principles
Cognitive and intellectual skills (Evaluate underlying concepts and principles of a subject and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements.)	Wholly or almost wholly descriptive work. Little or no evaluation of the underlying concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements.	Largely descriptive work, with superficial evaluation of the underlying concepts and principles. Weak interpretation of data, flawed development of arguments and judgements. Information accepted uncritically, uses	Limited attempt at evaluation of the underlying concepts and principles, tending towards description. Can interpret qualitative and quantitative data but with some errors. Some evidence to support emerging arguments and judgements but these may be underdeveloped or	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors. An emerging ability to	Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately. Ability to devise arguments using evidence to make mostly appropriate	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and with some insight. Excellent ability to devise arguments using	Exceptional evaluation of the underlying concepts and principles based evidence. Outstanding interpretation of qualitative and quantitative data. Exceptional ability to devise arguments using evidence and make wholly appropriate and valid judgements.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
	Minimal or no use of evidence to back up views.	generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	with a little inconsistency / mis-interpretation.	use evidence to support the argument. Mostly valid arguments and logical judgements.	and valid judgements.	evidence and make appropriate and valid judgements.	
Practical skills (Different approaches to solving problems in particular contexts.)	Limited or no use of taught, basic methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Very weak evidence of different approaches to problem-solving in particular contexts.	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Can identify problems in particular contexts and propose basic alternative approaches or solutions though there may be errors.	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of the application. Very good evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Excellent evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of problems in particular contexts and formulation of wholly appropriate, thoughtful solutions / different approaches.
Transferable skills for life and professional practice (Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments; the qualities needed for employment requiring the exercise of some personal responsibility within a structured	Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively individual or as part of a group. Little or no evidence of the skills for employment requiring the exercise of	Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to individual or group work, meeting only partial	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence and/or accuracy in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of some	Mostly coherent, organised and accurate work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities.	Work is accurate, coherent, fluent, well-structured and organised. Can work effectively independently and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of some personal	Work is coherent, very fluent and is presented professionally. Can work effectively independently and/or as part of a team, with an excellent contribution to group activities. Demonstrates excellent skills for employment requiring the exercise of some	Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively independently and/or as part of a team, with an exceptional contribution to group activities. Demonstrates exceptional skills for employment requiring the exercise of some personal responsibility with an appetite

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
and managed environment.)	some personal responsibility.	obligations to others. Limited evidence of the skills for employment requiring the exercise of some personal responsibility.	personal responsibility, with some areas of minor weakness.	Demonstrates the skills for employment requiring the exercise of some personal responsibility, with some areas of strength and some of minor weakness.	responsibility, with just occasional minor weakness.	personal responsibility with an appetite for further development.	for further development.

Student Self Evaluation Form

Student name:		**Student number:**	
Programme:		**Year of programme**	
Assignment Title:			

This section repeats in brief the common assessment criteria detailed on previous pages. The *extent* to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.

Common Assessment Criteria Applied	**Level of Achievement**						
	REFER		**3rd**	**2:2**	**2:1**	**1st**	**1st**
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
1. Engagement with Literature	0-29% ☐	30-39% ☐	**40-49%** ☐	**50-59%** ☐	**60-69%** ☐	**70-79%** ☐	**80-100%** ☐
2. Knowledge and Understanding	0-29% ☐	30-39% ☐	**40-49%** ☐	**50-59%** ☐	**60-69%** ☐	**70-79%** ☐	**80-100%** ☐
3. Cognitive and Intellectual Skills	0-29% ☐	30-39% ☐	**40-49%** ☐	**50-59%** ☐	**60-69%** ☐	**70-79%** ☐	**80-100%** ☐
4. Practical Skills	0-29% ☐	30-39% ☐	**40-49%** ☐	**50-59%** ☐	**60-69%** ☐	**70-79%** ☐	**80-100%** ☐
5. Transferable Skills for Life and Professional Practice	0-29% ☐	30-39% ☐	**40-49%** ☐	**50-59%** ☐	**60-69%** ☐	**70-79%** ☐	**80-100%** ☐

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP

Student's Name		**Date**	
Student's Signature			