

Assessment 1

LEVEL 4 ASSESSMENT SPECIFICATION

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Student name:		Student ID number:	
Programme:	BA (Hons) International Gastronomy Management		
Module:	Placement-Customer experience and service skills		
Module code:	BMGM4002	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Dr Jayne Griffith-Parry	Internal Verifier:	Ffion Cumberpatch
Assignment Title:	Reflective portfolio of practical tasks 4 Elements	Word count (or equivalent):	1500 words
Submission deadline:	Friday 16 th December 2022 23:55	Return date of provisional marks & written feedback:	Friday 15 th January 2023 23:55
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one-week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission, you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		
Module Learning Outcomes (from module syllabus)			
successful completion of this module, the student should be able to demonstrate the ability to:			
• Upon the Undertake efficiently a variety of different introductory tasks within the restaurant kitchen. • Appreciate the importance of the work based key skills having completed food handling hygiene certification, whilst developing food production competencies to meet organisational requirements and standards. • Examine issues such as health and safety and organisation with completion of the health and safety certificate, plus specific restaurant training.			

BMGM4003- Customer experience and service skills LEVEL 4 – Reflective portfolio (1500 words)

Student Name	Bilal Mohammed
Student ID Number	2022701
Lecturer Name	

You are required to complete a reflective portfolio to capture the learning experience and knowledge you have acquired within your culinary skills experience. You need to complete four sections as set out in this document, each section must contain 325 words and so your writing must be relevant as to allow you to display the knowledge that you have gained.

In each section reflect on:

What **new skills / knowledge you have acquired** How

will you **apply your knowledge in the future?**

What are your **personal reflections** on the subject?

Why is this **topic important within the industry?**

Provide **evidence of further reading**. Include a minimum of 3 references per section.

This is the placement development record and is designed for the student to reflect on (not describe) their learning experience to critically review their development.

Students should focus upon their:

- Vocational Development
- Self-Development
- Academic Development

The Development Record Should Include:

A brief generic overview of the overall placement. This should review the experience in terms of the placement objectives and the student's own learning outcomes. Students may wish to provide evidence of achievement of the aims put forward in their action plan and learning agreement. Particular attention should be paid to issues regarding self, vocational and academic development as well as highlighting 'lost' opportunities.

The portfolio aims to provide a self-reflection of your progress and to review the work that you have undertaken, applying evidence of developing the following key skills criteria:

- Self-management and development
- Task management
- Applying initiative in workplace problems
- Communication
- Application of knowledge Assessment Criteria

Students will be assessed upon their ability to critically evaluate their personal performance and development as well as their reflective analysis of the overall learning experience, outcome achievements, key skills development, application of theory in practice, identification of lost opportunities and future career development/skills application.

This record should not be descriptive in nature but reflective, analytical, and critical. Your placement module lecturer will meet with you bi-weekly to review your progress and regularly meet with your kitchen supervisor to ensure you are progressing through your tasks and acquiring the support you need to be successful in the department rotation.

Upon completion of your placement, you will be required to upload your completed portfolio to the Turnitin link provided in Moodle. Timely submission will be expected as per university guidelines and the required dates will be posted in the Turnitin Link.

Generic overview of overall placement

(This section does not achieve any marks but allows you to give a general overview of your experience to allow for more focussed writing within the next four sections.)

Section 1	Key skills of : Understanding the importance of maximising a positive customer experience,
	valuing the importance of the guests within the service experience.

The heart of any business is sometimes referred to as the client. If a customer feels valued and treated with respect while dining out, they will return time and time again. The success or failure of a restaurant is greatly influenced by the patrons. Customers attempt to connect with restaurants if they are happy with their behavior and other strategies. Customer service is a major concern for all corporate organizations nowadays.

When I worked in the restaurant industry, I realized how important my customers are to my business. I must control the customers and cater to their needs. At various times, the consumer has a variety of requests. They occasionally choose things that are either not available to my restaurants or are just occasionally available. My expertise gained from working in a restaurant has helped me better understand client needs and how to meet them. My consumer is affected far too much by my expression, gestures, and communication skills, I notice. Therefore, it is simple to conclude that if a business wants to prosper, it must prioritize the needs of its clients and provide for them. I had very little understanding of how to treat customers when I first entered the eateries. But afterward, I developed my knowledge and my capacity for making decisions, which enabled me to provide the customer with the best possible service. Success is the accumulation of knowledge over a lengthy period of time through a particular line of activity (Kic-Drgas, 2018). My gesture, behavioral approach, honesty, and integrity have all improved. Customer satisfaction is significantly impacted. I need to let the customer know what they may expect from my restaurant. I have to grasp their mindset in order to effectively interact with them. My academic understanding is enhanced, and I can use it effectively. Recognized that the customer is a key component of any successful firm and that each employee must prioritize the customer over all other factors. My expertise in this area teaches me how to provide excellent customer service. It teaches me how to improve client interactions and boost output in my firm. Any business that wishes to remain in the market for an extended period of time must establish positive client connections since they are essential to doing so (Nobar, 2018). The company needs to develop a strong relationship with its customers in order to boost its brand value and brand image. Additionally, the company needs to be shrewd and prioritize client demands (Development, 2021).

Reference list (minimum of 3 please) – please use Harvard referencing system

References

Development, C., 2021. *10 Tips for Creating a Positive Customer Service Experience*. [Online] Available at: <https://ca.indeed.com/career-advice/career-development/customer-service-experience>

Kic-Drgas, J., 2018. Development of soft skills as a part of an LSP course.. *E-mentor*, 74(2), pp. 27-36.

Nobar, H. a. R. R., 2018. The impact of customer satisfaction, customer experience and customer loyalty on brand power: empirical evidence from the hotel industry.. *Journal of Business Economics Management*, 19(2), pp. 417-430.

Section 2

Evaluate the range of service skills and the provision of these within the everchanging environment of service in restaurants and how to achieve service excellence

As was previously stated, a company's heart is its customers. Therefore, a serviceman who provides service to the customer must also manage and treat the consumer. The customer's request evolves with time, and they look to the restaurant for what they require. As a result, the provision of the restaurant within the constantly changing environment in service requires many different service skills (LamíquizDaudéna, 2014). The employee must first be aware of what the consumer expects from the restaurant. A consumer does not always order the same food or receive the same level of service. They have many different demands. Therefore, questioning the consumer in a polite approach can help determine the precise cuisine that they require. Once more, in the context of a shifting environment, communication with the client must be focused (Ngan Truong, 2017). At different times of the day, the workout cannot act in the same way as the client. I have to interact with the customer as a restaurant employee and consider their wants. I'm required to address them politely and as sir or ma'am. So, it's a significant opportunity for me to use my educational background to advance my career. As a waiter in a restaurant, my coworker and customers have taught me useful lessons. My coworker shows me the proper way to judge customers and interact with them. They also taught me how to treat customers with the same steadfast dedication I have for my business. They discuss customer management techniques with me, which aids in the advancement of both my profession and my knowledge. So, in order to improve customer service, one must interact with both the client and their coworkers. It aids them in managing both themselves and the customers. I can apply the variety of service abilities I've learned from my educational experiences and the always-changing environment in restaurants. I am able to provide this level of service excellence due to the effective use of my abilities and the relationships I have with my coworkers. If a company cannot adapt to the constantly changing environment in which it operates, it may fail. because customer testing is constantly changing. Therefore, workers should pay attention to the shifting environment. And the manager's guidance and the customer's communication are key to achieving service excellence (FIRSTHAND, 2022).

Reference list (minimum of 3 please) – please use Harvard referencing system

References

- FIRSTHAND, 2022. *Restaurants and Food Services*. [Online] Available at: <https://firsthand.co/>
- Lam,quizDaud,na, J.-P. A. G.-P. F. J., 2014. Transport Interchange and Local Urban Environment Integration. *Procedia - Social and Behavioral Sciences*, Volume 160, pp. 215-223.
- Ngan Truong, T. N. D. K. G. P., 2017. The influences of cleanliness and employee attributes on perceived service quality in restaurants in a developing country. *International Journal of Culture, Tourism and Hospitality Research*, 11(4), pp. 1-2.

Section 3

Organizational Issues:

Service Skill Requirements and Operational Issues- Operational systems for resource coordination, and specific service skills. Changing industry, consumer demands, training initiatives food hygiene, requirements, menu planning, legislation, cultural influences, performance measures, verification, and grading. Social media influences (TripAdvisor) and digital management responses.

Numerous challenges are connected to the organization, and it aids in the development of both internal and external performance (Florin DUMITRIU, 2019). The resource is how a business, like a restaurant, is supported. The restaurant needs some operating systems to organize its resources and ensure that they are used appropriately. As a staff member at the restaurant, it is my responsibility to coordinate with the other employees and customers while also managing all of the organization's resources. I must identify the resource that will be used and provides my organization with the finest feedback. I can discuss and plan with the client with the support of my organizational trademark, license, and goodwill. So, I'm attempting to concentrate on the importance of my restaurant to the clientele. I find it beneficial to allocate my resources across various kinds of clients and businesses. The customer tests are occasionally modified. I have to concentrate on what kind of food or goods they require as a result. I have to pay attention to the packaging and adjust the food variety. Consumer demands alter with the seasons (Vaci, 2019). Therefore, concentrating on customer needs helps to serve them well and it helps to create a positive relationship with the company. to protect food hygiene. The food hygiene that any organization must uphold is one of the most crucial aspects of my restaurant Goodwill. Food safety is important for both customers and restaurants (Joan S. Ash, 2008). A customer shared their opinion on the restaurant's commitment to food safety. The worker's training is also vital. It aids in skill development and power maintenance with the client. As a restaurant employee, you must uphold cultural influences that support serving patrons from all backgrounds and cultures. Performance metrics reveal the reaction and capacity to handle clients. It also aids in determining the worker's skill set. I must evaluate the performance measure as a restaurant employee and vouch for my abilities. Social media websites today influence the consumer and the customer able to know the certain food by it. Therefore, the entire meal menu is posted on social media sites to engage with customers and persuade them. All of these organizational problems benefit any organization that operates restaurants. As a result, every employee of the restaurant needs to handle these problems flawlessly if they want the firm to succeed and achieve its objectives.

Reference list (minimum of 3 please) – please use Harvard referencing system

References

Florin DUMITRIU, G. M. L.-D. R., 2019. Challenges and Solutions of Applying Large-Scale Agile at Organizational Level. *Informatica Economică*, Volume 23, pp. 2-4.

Joan S. Ash, P. N. R. A. P. T.-H., 2008. People and Organizational Issues in Research Systems Implementation. *National Library Of Medicine*, 3(15), pp. 283-290.

Vaci, N. E. P. S. E. N. A. B. M. a. G. R., 2019. The joint influence of intelligence and practice on skill development throughout the life span. *Proceedings of the National Academy of Science*, 116(37), pp. 7-9.

Section 4

Introductory service skills, setting up table mise in place. In-service table service, carrying plates, replacement of cutlery, condiment offer, check back. Clearing and re-lay.

The effective utilization of a restaurant's equipment aids in the improvement of staff performance and skill. Customer happiness is another useful factor. The ability to interact with people, solve problems, determine the root of problems, and guarantee customer pleasure are all examples of service abilities (Beltis, 2022) Employees with superior customer service abilities can significantly impact the organization and aid in the accomplishment of organizational objectives. The positioning of the business in the marketplace was influenced by service capabilities, which also included time management, communication, and interpersonal abilities. It increases client loyalty as well. I must therefore continue to concentrate on my customer service skills as a restaurant employee. The tables' precise placement facilitates providing excellent customer service. Additionally, it assists in determining client needs and places eateries profitably. The employee causes a hold-up at the table service. Different kinds of food are required by the customer in various ways. Servicing tables enable the store to learn about client demands (Cheryl Baldwin, 2011). I have to carry plates as a restaurant employee to fulfill the needs of the patrons. The plates' attractiveness and design aid in drawing in customers. They occasionally ask me where this Plate is gathered. Thus, I was impressed. For the restaurant, the food's cutlery is equally crucial. Differently shaped cutlery attracts customers, and easily handled-cutlery makes it easier to eat. Therefore, in my opinion, these two tools are crucial for a restaurant. Good condiments are used to prepare delicious food. The right application of condiments enhances food flavor. I must therefore pay attention to and manage the food's actual condiments. Both the patron and the restaurant staff need a clean environment. As a result, I always maintain my restaurant's cleanliness and pay attention to my inside atmosphere, which draws clients. Above all else, it can be said that these tools are crucial for a restaurant to have if it wants to succeed. The successful implementation of service abilities and other instruments creates a distinct place in the market and aids in flawlessly surviving there (Suzana Markovic, 2011).

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References

- Beltis, A., 2022. 20 Restaurant Skills You'll Quickly Learn on the Job. [Online] Available at: <https://www.7shifts.com/blog/skills-learned-working-in-a-restaurant/> [Accessed December 2022].
- Cheryl Baldwin, N. W. ., K., 2011. Restaurant and food service life cycle assessment and development of a sustainability standard. *The International Journal of Life Cycle Assessment*, Volume 16, pp. 40-49.
- Suzana Markovic, S. R. J. J. D., 2011. What are the Key Dimensions of Restaurant Service Quality? An Empirical Study in the City Restaurant Settings. *Socio-Cultural, Environmental and Economics Impact*, pp. 245-249.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills /5

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:

You should incorporate information from your placement restaurant, guidebooks, handbooks, websites and additional training material on site and available to you.

2. Knowledge and Understanding Skills /10

At level 4, 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:

You should show an understanding of the principles of restaurant operation in this context, also be supported by your ability to demonstrate an understanding of the information that you have learned about the specific restaurant also.

3. Cognitive and Intellectual Skills /10

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:

You should be able to show an appreciation for the decisions that the restaurant operators have made, and the way in which they may have changed over time.

4. Practical Skills /25

At level 4, 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 be able to display basic culinary skills that promote safe working within the kitchen and have an understanding as to how these can support your learning going forward.

5. Transferable Skills for Life and Professional Practice /25

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 have displayed through your reflective writing your understanding of the practical skills that you will have learned and be able to display these in a professional way to support future employability within the restaurant environment.

STUDENT FEEDBACK FORM			
This section details the <i>extent</i> to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill 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.			
Generic Assessment Criteria	Marks available	ie	Marks awarded

1. Engagement with Literature Skills		
	5	
2. Knowledge and Understanding Skills		
	10	
3. Cognitive and Intellectual Skills		
	10	
4. Practical Application Skills		
	25	
5. Transferable Skills for Life and Professional Practice		
	25	