

Managing Food and Beverage Operations Learning Log - Kitchen and Food and Beverage

by Rubina Begum

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Hotel Placement – LV6 Student Learning Log

Kitchen and Food & Beverage (1250 Words)

The Student Learning Log is the placement development record and is designed for the student to reflect on (not describe) their learning experience in order to critically review their development.

Students should focus upon:

1. 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. Particular attention should be paid to issues regarding self, vocational and academic development as well as highlighting 'lost' opportunities.

The Learning Log aims to provide a self-assessment of your progress and to review the work that you have undertaken. Please feel free to supplement your Learning Logs and include in the appendix, information which you feel will enhance the record of your achievements on placement e.g. photographs, information about events that you attended (e.g. menus you helped create for a meeting or conference).

2. During placement students should highlight one management issue or problem that the organisation has experienced. This may be an operational issue they have been involved in or an issue they have seen management experience. The student should consider the issue and put forward possible solutions based upon practical considerations and wherever possible utilise theories to reinforce their discussions. As a result they should put forward actionable solutions. Problems may focus on issues of performance, management, guest services, marketing, people management, culture, communication, teamwork, etc.

3. Applied 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.



Level 6 - Learning Log Kitchen and Food & Beverage (1250 Words)

Student Name: Rubina Begum

Student Number: 1908848

Kitchen

In the kitchen, I carried out various tasks that enabled me to exercise a variety of skills. I was first provided with training on kitchen health and safety, including cutting board and colour training as well as the chemical and dishwasher area. The Kitchen staff showed us how food was stored in the kitchen and noted that each food item has sell-by date labels.

Succeeding the training in my first week, I had to demonstrate what I had learnt to my supervisors. A task that I particularly enjoyed was making the soup of the day. By utilising my inference skills, I was able to make an informed assumption on how much salt would be sufficient for the soup. I used my initiative to use less salt rather than more as I would be able to add more salt, if necessary, later. My supervisor was impressed with the finished soup, and I believe my success can be credited to my application of cooking knowledge that I already have paired with the training I was provided by my supervisor.

A key opportunity I had during my placement was working in the kitchen during a large wedding banquet. It was my task to plate the food into portions. The executive chef informed me how many of each food item should be on each plate and then I had to use self-management skills to ensure each plate had equal portions. Time management skills were utilised in the kitchen during the banquet as the food was prepared and plated early to ensure the food could be presented at its dedicated time. Later I had to utilise my communication skills when communicating with the waiters about when the plates were ready to be served.

Furthermore, during one of my morning shifts, I was able to work on the hotel buffet, replenishing any food items that were running low. One key thing that I noticed was that food in the buffet was offered in manageable quantities rather than excessive quantities. This meant that by the end of the buffet there was little food leftover. During my kitchen placement, I had the opportunity to interview the food and beverage manager about food waste in buffets for my placement project. I learned that the kitchen operates with stock rotation, which helps to minimise food waste by putting older food in front of new food to reduce the losses from deterioration and obsolescence. I was also able to view this personally when going to get items from the fridge during my shifts. An interesting fact I learnt from my interview



was that the kitchen could increase the use-by date of meat by marinating them with oil as this stops oxygen from getting to the meat. Furthermore, the food and beverage manager personally believed that the hotel is managing their waste well, but some items were hard to save from food waste such as soft salad leaves which are often **chucked out** and milk which is often bought in excess. I have found that by keeping salad leaves with a paper towel sealed bag the use-by date of salad leaves can increase as excess moisture that would have made the leaves rot is absorbed. Perhaps this is a method that may be beneficial to increase the use-by date of salad leaves in the hotel.

Food and Beverage

In the food and beverage department, I was initially introduced to the F&B rooms and given a property tour. Within the red zone, I was also introduced to storage areas including explanations of conferences, weddings and social events, enabling me to become familiar with the department. I began to utilise my organisational and teamworking skills when I was required to greet and serve a table which entailed me presenting the bill and making personal connections. Carrying out this task required me to use my communication skills in order to communicate effectively and efficiently with the customers and food and beverage staff. In addition to communicating with customers, I also bussed tables and cleaned as I went allowing me to utilise and enhance my time management and organisational skills as the tables and cutlery needed to be cleaned before the next customers arrived. Cleaning and bussing tables also tied in with the task of table set up which entailed me to set up a table and sequence table numbers, menu standard, salt and pepper, sugar caddy and cleanliness. A crucial element of the food and beverage sector is having the ability to successfully take customer orders.

As I advanced in week two of my time in food and beverage, I began to complete tasks within the orange zone. One of the most notable tasks that I needed to complete within food and beverage was to serve a table drinks and food. This included me taking and noting down the order as well as serving it as well. Linked with serving a table was upselling the daily special, side order, dessert and beverage promotion of the month. All of these tasks that I had completed required me to utilise my communication skills as I was frequently interacting with the guests. It was paramount that during this time, I was speaking in a clear voice and patiently taking orders, allowing the guests to take their time with the order. As I had not completed these tasks before such as taking guests orders, it was initially difficult for me to confidently note down guests orders and requests. However, with time, I gradually began to increase my confidence and I became more positive with taking guests requests.

Within the green zone, I confidently took a room service order to brand standard, exercising my communication and time management skills whilst doing so. Furthermore, in addition to taking customers' orders, I also communicated with hotel guests at the bar, taking orders of drinks and pouring pints. This particular task saw me utilise my customer service skills as well communication skills as I was required to communicate effectively with customers when pouring pints. Raising with pouring pints and changing kegs, I was required to demonstrate my wine knowledge within the orange zone, indicating the different pairings of wines that can be offered to customers. This task again enabled me to exercise my verbal skills to inform customers about the wine menu. As I had never handled wine before, the pairing of beverages posed as a challenge to me. However, I ensured I remained attentive, listening carefully to my supervisor about which wine pairs nicely with which. During the demonstration of my wine knowledge, it was critical that I used my core memory skills to remember the different wine pairings so that I could recommend these to the customers.

I started off my experience in the food and beverage department feeling anxious about the level of communication required between the guests and staff as well as the time management element needed in this department as well. However, by the end of the food and beverage placement, I felt

increasingly confident and positive about carrying out a whole host of tasks within the department and most importantly, I felt that I had enhanced my communication skills by communicating with both the guests and staff.



Appendix:

Managing Food and Beverage Operations Learning Log - Kitchen and Food and Beverage

GRADEMARK REPORT

FINAL GRADE

40 / 100

GENERAL COMMENTS

Instructor

1. Research-informed Literature 0 / 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 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: Students need to be aware of the models of reflection, for example Kolb and Schon, and use this to demonstrate their understanding of the placement experience

2. Knowledge and Understanding of Subject 5 / 30

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: Students are required to show knowledge and understanding through reflection of their practical placement, demonstrating key learnings from the hotel departments.

3. Analysis 15 /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 analyse their placement in means of not just describing tasks, but demonstrating the why? how? what? when? Through practical tasks, reflective writing and discussions with hotel employees.

4. Practical application and deployment 15/25

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 Page 15 of 36 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 need to consider how they would apply solutions within the workplace of their placement property, highlighting what they have learnt on placement and how they could deploy this in future careers.

5. Skills for professional practice 5/20

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 write the report in a recognised format within the assignment word count. All writing should be academic style, formal, focused, concise and subject specific. It should use a font of Arial 11 point or Times New Roman 12 point and be 1.5 or double spaced.

Although you have considered your skill acquisition during the placement, this falls short of acceptable at level 6, this has not been written in a recognisable reflective style, and there are no citations at all within your work. You also have no references attached to this work. Even though the work is of your writing and experience at this level you need to show how this has been supported by theory and how this can support your work going forward. You have mentioned interviewing and

gathering information for your placement project, but again there was no evidence of underpinning knowledge or academic writing to support this.

PAGE 1

PAGE 2



Comment 1

This is a direct start into your subject you have not informed the reader as to which model of reflexivity you will be using. You were directed within the assessment question and the marking criteria to use for example Kolb or Schon, but this has not been demonstrated.



Comment 2

How was this carried out, how did it make you feel? remember this is a reflective learning log.



Comment 3

Unsure as to what this means within this context?



Comment 4

This is a very good observation- an in text citation supporting your writing with regard to sustainability would have been useful here.



Comment 5

citation needed.



Comment 6

Is only stock control used- what about portion control, food choice, variety of buffet items, best sellers being noted etc.

PAGE 3



Comment 7

in text citation needed.



Comment 8

How is this supported within environmental health regulations- how would this be evidenced?



Comment 9

you are writing at Level 6, please use appropriate vocabulary.



Comment 10

This is guidance- where does this fit in legally? How would you prove that this food was safe to eat in discussion with an EHO for example?



Comment 11

Think of SFBB guidance and food safety regulations- what could the consequences be of this for the organisation?



Comment 12

Within this section you have recognised your need to improve a skill and how you did this, and also how this made you feel,. this is more appropriate within reflective writing,.



Comment 13

spelling



Comment 14

Repetitive- you could have used these words to enhance your writing further by explaining how this skill acquisition made you feel.



Comment 15

which what? be careful with your sentence structure please.

PAGE 4



Comment 16

This is good section, but your repetition of words throughout the writing has wasted quite a lot of the word count that you could have used to improve your content.



Comment 17

Where is your reference list?

PAGE 5
