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

Hospitality & Tourism Management

BA (Hons) International Gastronomy Management

Diploma of Higher Education International Gastronomy Management

Certificate of Higher Education International Gastronomy Management

Module Handbook Spring Term 2023

Placement: Customer Experience and Service Skills

BMGM4003

LEVEL 4

Placement Lead:
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Placement Customer Experience and Service Skills Summer Term 2023

Welcome to this generic overview handbook for the above module. This is a Level 4, 20 credit module for Level 4 IGM students in the Academic Discipline Hospitality & Tourism Management. It should be read in conjunction with supplementary information and materials available on Moodle and your Teams page together with information and instructions delivered by your module tutor.

To get the best out of this module it is vital that you engage with the themes explored as well as 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 an understanding of the role and importance of hospitality and guest services practices within the restaurant environment.

LEARNING OUTCOMES

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

- Understand the importance of maximising a positive customer experience, valuing the importance of the guests within the service experience.
- Evaluate the range of service skills and the provision of these within the ever-changing environment of service in restaurants and how to achieve service excellence.

INDICATIVE CONTENT

- International and UK restauration - definitions of service, and customer experience management, historical developments, role and function of hospitality services.
- Market analysis of different sectors (independent restaurants, franchises, Quick service restaurant, fine dining, restaurants within venues, restaurants within hotels, restaurants within resorts.
- Relationship within national economies, economic impacts, organisational trends.
- Consumers - Understanding and appreciation of guest needs, identification of market segments for restaurant guests, products, characteristics, structure, changing customer needs and demands, lifestyle trends, patterns of work, lifecycle, fashion fads, service expectations, internal and external factors, market trends. Sustainable (greening) good practice.
- Service Skill Requirements and Operational Issues- Operational systems for resource co-ordination, 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.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	0	0%
Independent learning	0	0%
Placement learning	200	100%
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Reflective portfolio of practical tasks	4 elements	100%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	**100%**

INDICATIVE READING LIST

Module Code	**BMGM4003**	
Module Title	**Placement: Customer Experience and Service Skills**	
Classification	**Reading List entry**	**Electronic***
Essential	Brown, D.R (2019) 5th Edn. The Restaurant Managers Handbook. *How to set Up, Operate, and Manage a Financially Successful Food Service Operation*. Atlantic Publishing Group Inc. Florida.	☒
Essential	Cousins, J. Lillicrap, D. Weekes, S. (2019) Food and Beverage Service 9th Edn. Hodder Education. London.	☒
Further	Solomon, M. (2018) The Heart of Hospitality. *Great hotel and restaurant leaders share their secrets.* Select Books. Inc New York.	
Further	Tesone, V. (2014) Principles of Management for the Hospitality Industry, Butterworth Heineman, Oxford	☒
Further	Walker, J. (2013) Introduction to Hospitality Management, Pearson, London	☒
Further	Wood, R.C., 2015. Hospitality management: a brief introduction, Sage, London	☒
Further	Wine & Spirit Education Trust. (2021) An Introduction to Wine. Cambridge Editorial Ltd. Cambridge.	☒
Further	Fanthorne, C (2004) Work Placements – Survival Guide for Students Macmillan, Basingstoke	☒
Further	Johnston, R Clark, G. Shulver, M. (2012) Service Operations Management, Pearson, London	☒
Further	Wood, R. (2013) Key Concepts in Hospitality Management, Sage, London	☒
Websites	www.thecaterer.com	☒
Websites	www.bighospitalty.co.uk	☒
Websites	www.restaurantmagazine.com	☒

Module Code	BMGM4003	
Module Title	**Placement: Customer Experience and Service Skills**	
Classification	**Reading List entry**	**Electronic***
Websites	www.instituteofhospitality.org	☒
Websites	www.flowhospitalitytraining.co.uk	☒
Websites	www.modernrestaurantmagazine.com	☒
Websites	www.wsetglobal.com	☒

APPENDIX GA36a

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		**Student ID number:**	
Programme:	**BA Dip CertHE International Gastronomy Management**		
Module:	**Placement: Customer Experience and Service Skills**		
Module code:	**BMGM4003**	**Contribution to Overall Module Assessment (%):**	
Lecturer:	**Ffion Cumberpatch**	**Internal Verifier:**	**Tristan Hawkins**
Assignment Title:	**4 element portfolio**	**Word count (or equivalent):**	
Submission deadline:	**Friday 9th of June 23.59 2023**	**Return date of provisional marks & written feedback:**	**Friday 7th of July 23.59 2023**
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)
Upon the successful completion of this module, the student should be able to: • 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.

TASK DESCRIPTION

You have been tasked with creating a reflective portfolio that documents your learning experience and knowledge gained in culinary skills. The portfolio should consist of four sections. The focus should be on your vocational, self, and academic development. The portfolio should include a brief overview of your placement experience, including the objectives and your personal learning outcomes. You should also highlight any missed opportunities.

The topic of this portfolio is customer service.

Element 1: Customer Service Skills
In this section of the portfolio, you should reflect on the customer service skills you have developed during your culinary training and any relevant work experience. You should identify key skills and discuss how you have demonstrated these skills in the context of the food service industry. You should also reflect on any challenges you have faced in providing excellent customer service and how you have overcome them. Your reflection should demonstrate an understanding of the importance of customer service in the culinary industry and how your skills have contributed to positive guest experiences.

Element 2: Customer Service Experience
In this section, you should reflect on your experience providing customer service in a culinary setting. You should describe the nature of your role, the types of customers you served, and the challenges you faced. You should also discuss how your customer service skills contributed to the success of the operation and how you collaborated with colleagues to provide exceptional service. You should reflect on any missed opportunities to provide excellent customer service and what you would do differently in the future.

Element 3: Guest Feedback
In this section, you should reflect on the feedback you have received from guests about your customer service. This may include formal feedback such as surveys or online reviews, as well as informal feedback received during interactions with guests. You should discuss how you have responded to both positive and negative feedback and how you have used this feedback to improve your customer service skills. You should also reflect on how guest feedback has influenced your understanding of the importance of customer service in the culinary industry and how you have incorporated this understanding into your work.

Element 4: The final element of your portfolio is a Viva with your placement tutor to discuss your three element written portfolio in detail and the practical experience you have gained on placement.

In your portfolio, you must reference your work by providing both in-text citations and a reference list containing a minimum of 12 references, with at least four relevant to each element. You should follow IHM's UWTSD Harvard Referencing Guide, which is available on Moodle under the Module Information tile.

The purpose of the portfolio is to provide a self-reflection of your progress and review the work you have undertaken, applying evidence of developing key skills criteria. These include self-management and development, task management, applying initiative in workplace problems, communication, and application of knowledge.

Your assessment will be based on your ability to critically evaluate your personal performance and development, your 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. It is important to note that the record should be reflective, analytical, and critical, not descriptive in nature.

Your placement module lecturer will meet with you bi-weekly to review your progress, and you will also 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. You are expected to submit your portfolio in a timely manner, according to the university guidelines, and the required dates will be posted in the Turnitin Link.

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

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: *Use a range of academic sources relevant to culinary skills and customer service, including journal articles, textbooks, and online resources, to support your reflections and analysis. You should demonstrate the ability to evaluate and reflect on the literature to develop your understanding of customer service, communication, and problem-solving in a culinary context.*
Use appropriate referencing and citation methods, following the IHM's UWTSD Harvard Referencing Guide, to acknowledge the sources used in your portfolio.

2. Knowledge and Understanding Skills

At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *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. 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 demonstrate an understanding of the principles of customer service in the hospitality industry, including effective communication, problem-solving, and relationship-building. Apply relevant theories and concepts related to customer service, communication, and problem-solving in your reflections and analysis. Identify areas of strength and weakness in your knowledge and understanding of customer service and culinary skills and reflect on how you have developed during your placement.*

3. Cognitive and Intellectual Skills

You should be able to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study. You should be able to evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work. Your work must contain evidence of logical, analytical thinking. 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? You should provide justification for your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you are able to make sound judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: *Analyse and evaluate your personal learning outcomes and experiences during your placement, including the challenges and opportunities you encountered.*
Use critical thinking skills to reflect on your customer service skills, your ability to solve problems, and your communication skills in a culinary context.

Evaluate how your placement has influenced your attitudes and beliefs towards customer service and the hospitality industry.

4. Practical Skills

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. 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. 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.

Guidance specific to this assessment: *You should demonstrate an understanding of how customer service skills can be applied in a culinary context, including the importance of effective communication, problem-solving, and relationship-building. Reflect on your practical experiences during your placement, including the tasks you undertook, the challenges you faced, and the skills you developed. Evaluate the impact of your practical experiences on your development of customer service skills, and identify areas for future improvement.*

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility. This includes demonstrating: that you can communicate the results of your study/work accurately and reliably, and with structured and coherent arguments; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured 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.*

STUDENT FEEDBACK FORM

This section details the *extent* 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**	**Marks awarded**
1. Engagement with Literature Skills		
	10	
2. Knowledge and Understanding Skills		
	30	
3. Cognitive and Intellectual Skills		
	10	
4. Practical Application Skills		
	25	
5. Transferable Skills for Life and Professional Practice		
	25	

Assessment 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%)		

GENERIC ASSESSMENT CRITERIA

Level 4
In accordance with the Framework for Higher Education Qualifications, at the end of Level 4 students will be expected to have demonstrated knowledge of the basic underlying concepts and principles of a subject, and an ability to evaluate and interpret these within the context of that area of study. They should be able to present, evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. They will have learned how to evaluate different approaches to solving problems, and will be able to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments. They will be able to undertake further training and develop new skills within a structured and managed environment and will have the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

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	Major gaps in knowledge and understanding of the basic underlying concepts and	Gaps in knowledge of the basic underlying concepts and principles, with flawed or	Limited knowledge and understanding of the basic underlying concepts and	Knowledge of the basic underlying concepts and principles is accurate with a	Competent knowledge of the basic underlying concepts and principles. Exhibits very	Excellent knowledge and understanding of the basic underlying concepts and	Exceptional, detailed knowledge and understanding of the basic underlying

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%**
principles of a subject.)	principles of the subject matter. Inclusion of irrelevant material. Substantial inaccuracies.	superficial understanding. Some significant inaccuracies and/or irrelevant material.	principles within the subject area. Some elements may be missing.	good understanding of the field of study but lacks depth and/or breadth.	good understanding.	principles of the subject.	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. Minimal or no use of evidence to back up views.	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 generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	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 with a little inconsistency / mis-interpretation.	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors. An emerging ability to use evidence to support the argument. Mostly valid arguments and logical judgements.	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 and valid judgements.	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 evidence and make appropriate and valid judgements.	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.
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.	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques.	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of

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%**
	Very weak evidence of different approaches to problem-solving in particular contexts.	competence. Flawed appreciation of the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	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.	the context of the application. Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.	the application. Very good evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	well considered, and insightful. Excellent evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	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 and managed environment.)	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 some personal responsibility.	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 obligations to others. Limited evidence of the skills for employment requiring the	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 personal responsibility, with some areas	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. Demonstrates the skills for employment requiring the exercise of some personal responsibility, with some areas of strength and some of minor weakness.	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 responsibility, with just occasional minor weakness.	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 personal responsibility with an appetite for further development.	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 for further development.

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%**
		exercise of some personal responsibility.	of minor weakness.				