

Assessment 1

LEVEL 4 ASSESSMENT SPECIFICATION			
Student name:	Silvio Lisciandrelli	Student ID number:	2133468
Programme:	BA (Hons) International Gastronomy Management		
Module:	Placement-Restaurant Management		
Module code:	BMGM4002	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Dr Jayne Griffith-Parry	Internal Verifier:	Tristan Hawkins
Assignment Title:	Reflective portfolio of practical tasks	Word count (or equivalent):	2 Elements
Submission deadline:	Friday 10 th March 2023 23:55	Return date of provisional marks & written feedback:	Friday 7 th April 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)			
• Upon the successful completion of this module, the student should be able to: • Recognise and liaise with the key people within the kitchen brigade and appreciate the importance of the work based key skills within this area of restaurant operation. • Work effectively with colleagues within Front of House management and leadership and appreciate the importance of the work based key skills within this area of restaurant operation. • Develop their relationship in assisting with management tasks linking front of house (dining area) and back of house (kitchen) for effective management and delivery of core functions.			

- Understand and undertake allocated tasks relating to operations, by gaining technical knowledge, and working within industry and restaurant standards, deploying differing management styles to suit the situation.



BMGM4004- Placement- Restaurant Management – 2 Elements Practical Tasks

Student Name	Silvio Isciandrelli
Student ID Number	2133468
Lecturer Name	Jayne Griffith Parry

You are required to complete a descriptive account of two elements in support of your presentation.

In each section you will describe a step by step description of how you will/have completed the following two tasks that are fundamental to the preparation for service.

You are able to use photographic illustrations with from the placement or from other sources to support your description.

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

Task Description 1:

To prepare and set up a formal table for evening service for 6 people. This is an a la carte restaurant, formal dining experience. Ensure that you describe all elements of preparation, equipment and tableware required and what will be needed to ensure an appropriate dining experience for your 6 guests.

Task Description 2:

A diner has ordered a chateau Briand for 2 guests on the table, describe the dish and the cooking style for the diners, how it will be served and what skills you will need to ensure that this is served appropriately. What likely questions will the diners ask you, what information will you be able to share.

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.

Task 1	To prepare and set up a formal table for evening service for 6 people. This is an a la carte restaurant, formal dining experience. Ensure that you describe all elements of preparation, equipment and tableware required and what will be needed to ensure an appropriate dining experience for your 4 guests.
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Preparing a table in a restaurant is not as easy as we think, a good waiter must know all the details and strategies and must have the experience and skills to organise and set up all the floor of the restaurant. When it comes to restaurants with A La Carte Menu it is important to have knowledge of how to correctly do the mise-en-place. In fact, as stated by Matthew Krimmel "When a dish at a restaurant is offered *a la carte*, it means the dish is ordered individually. It is not a part of a larger meal or a course of dishes." (Krimmel, M, n.d) The correct and professional directions in order to set up a table are:

1. Place the base plate in the centre of the cover position
2. Place the fish knife and fork around the base plate
3. Place the side plate about 5-6" to the left of the base plate and place the side knife on top, on the right, facing left
4. Set a napkin in the centre of the base plate
5. Position a glass up about 2-3" and to the right about 2-3" from the tip of the fish fork.

Before setting up the tables it is important to align the tables, then the tableware. The table setting etiquette states that it should be done by:

- Arrange the utensils in the order your guests will use them. For example, since you will serve the salad first, place the salad fork at the outer edge before the dinner fork.
- Keep the forks on the left side.
- Except for the butter knife that goes on the top of the plate, place all knives on the right side with their cutting blade facing the plate.
- The spoons should always be placed on the right hand side of the plate.
- Line up all the utensils from their bottom end and maintain a gap of at least one inch between them.
- Select the proper, suitable table sets and utensils. Keep only the utensils that go with the dishes that you will be serving. For example, if there is no salad, don't put the salad fork on the table.

Of course these are detailed instructions to do a professional table setting, that are followed in luxurious restaurants. I had a general knowledge of these from when I had my diploma in Hospitality in Italy, but by studying this module i had the chance to go more in-depth with concepts and theories which i can apply in the future as I aim to start a career in a Michelin Star Restaurant, in which the smallest detail makes the difference.

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

Gayla (n.d.). *Types of Table Setup in Restaurant Everyone should Know*. [online] Gotable. Available at: <https://www.gotable.com/blog/types-of-table-setup/> [Accessed 9 Mar. 2023].

Krimmel, M. (n.d.). *A La Carte Meaning, Table Cover, and Sample Menu*. [online] home.binwise.com. Available at: <https://home.binwise.com/blog/a-la-carte-menu> [Accessed 9 Mar. 2023]

Task 2

A diner has ordered a chateau Briand for 2 guests on the table, describe the dish and the cooking style for the diners, how it will be served and what skills you will need to ensure that this is served appropriately. What likely questions will the diners ask you, what information will you be able to share.

The dish was named after François-René de Chateaubriand, who was the chef who had invented it: according to Danilo Alfaro, who wrote an article about it, the legends says that: "chateaubriand was a large, boneless cut of beef prepared by layering it within two or more lesser steaks, tying it into a bundle, then roasting or grilling it. When the outer steaks were charred, the roast was done, and the burnt outer steaks were then discarded" and typically served with chateau potatoes. The meat is cut from the tenderloin, the same as the filet mignon. It is a very precious and highly-prized meat, that gives its tenderness to its area of the animal, and to its preparation. A classical preparation of the Cheteaubriand is offered by Richard Martin which explains that, apart from its name that suggests a luxury dish, the actual preparation of the meat is not only formal-restaurant related. In fact, the suggested recipe is as follows:

With a one-and-a-half-pound center-cut tenderloin, remove the beef from the refrigerator and preheat the oven to 400° F. Heat a tablespoon or two of olive oil in a pan and add the tenderloin, searing it on both sides for about 90 seconds a side. Next, add a tablespoon or more (we recommend more) of butter and some sprigs of fresh thyme, cloves of garlic, and salt and pepper. Transfer the pan to the oven and cook the meat for about eight to 10 minutes, or until an internal temperature approaches 135° F for medium rare. Remove the meat from the oven and let it rest before slicing it." In addition, according to the same article "Some historical accounts of chateaubriand insist that the dish is always served with either a red wine sauce or a béarnaise sauce". Martin, R. (2021)

Since this is a forma dish served in a formal restaurant, it is always good to know which wine to pair: since it is meat, the choice is all about a red wine: according to Wine & Food Matcher websites, the best red wines pairing to this cut of meats are Red Wines of California such as Cabernet Sauvignon, Central Valley and Napa Valley Cabernet Sauvignon. Since its main feature is tenderness it is best cooked medium rare so that tenderness and softness are respected.

In the case scenario, it is vital that waiters know exactly how the meat is prepared and cooked so that if guests have any questions they can provide them all the information, considering that guests pay a relevant amount of money for that dish. In addition, it is also important to foresee guests by suggesting them a wine before they even ask, so that you'll make sure that you are prepared and

know the dish. This type of meat was new to me, as I knew about fillet steaks, but I had never heard of Chateaubriand before, and haven't tried it myself. I think this knowledge might be helpful in the future, as I've learnt a lot by doing working experience for 10 years, but you'll never stop learning and having the chance to do better knowing the different cuisine dishes makes me more prepared.

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

Alfaro, D. (2019). *Is Chateaubriand a Cut of Beef or a Method of Preparation?* [online] The Spruce Eats. Available at: <https://www.thespruceeats.com/what-is-chateaubriand-995608> [Accessed 9 Mar. 2023].

Martin, R. (2021). *The Complete Guide to Chateaubriand*. [online] The Table by Harry & David. Available at: <https://www.harryanddavid.com/blog/chateaubriand/> [Accessed 9 Mar. 2023].

Thomas (2022). *What is a 'chateaubriand'?* [online] The Forge Blackrock Steakhouse - Derby Restaraunt. Available at: <https://theforgederby.co.uk/what-is-a-chateaubriand/#:~:text=A%20chateaubriand%20is%20a%20te nde> [Accessed 9 Mar. 2023].

Wine & Food Matcher (n.d.). *Wine Pairing with Chateaubriand (Beef Tenderloin Steak) - Wine & Food Matcher*. Available at: <https://www.wine-food-matcher.com/wine-food-pairing.php?dish=Chateaubriand-Beef-Tenderloin-Steak#:~:text=Best%20Wine%20to%20Pair%20with> [Accessed 9 Mar. 2023].

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 you 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 restaurant managers need to make, 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 service and management skills that promote safe working within the restaurant and appropriate service style and quality.

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 well-structured in presentation and organisation.

Guidance specific to this assessment:

You should have displayed through your task description 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 *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		
	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	