



TQF.3

Bachelor's Degree

Master's Degree

TQF3 Course Specification

Course Code: IAL3409

Course Title: Food and Beverage Management and Table
Etiquette

Credits: 3(2-2-5)

Program: Bachelor of Arts in Airline Business

International College, Suan Sunandha Rajabhat University
(SSRUIC)

Semester: 2 **Academic Year:** 2017

Section 1 General Information

1. Code and Course Title :

Course Code: IAL3409

Course Title (English): Food and Beverage Management and Table Etiquette

Course Title (Thai): การจัดการอาหารและเครื่องดื่มและมารยาทบนโต๊ะอาหาร

2. Credits: 3(2-2-5)

3. Curriculum and Course Category:

3.1 Curriculum: Bachelor of Arts in Airline Business

3.2 Course Category:

- General Education Required Course
 Elective Course Others: Specialized Area Course

4. Lecturer Responsible for Course and Instructional Course

Lecturer (s):

4.1 Lecturer Responsible for Course: Mr. Thanasit Suksutdhi

4.2 Instructional Course Lecturer(s): Mr. Thanasit Suksutdhi

5. Contact/Get in Touch

Room Number: 305 Tel. 034 964 946 Ext. 336

E-mail: thanasit.su@ssru.ac.th

6. Semester/ Year of Study

6.1 Semester: 2 Year of Study: 3 (AB58 Group 1-8)

6.2 Number of the students enrolled: TBA

7. Pre-requisite Course (If any): None

8. Co-requisite Course (If any): None

9. Learning Location: International College, Nakhon Pathom Education Center; Room Number: 306/308

10. Last Date for Preparing and Revising this Course:

Date 30 December 2017

Section 2 Aims and Objectives

1. Course Aims

At the end of this course, the student will reach to five domains in the following areas of performance:

1.1 Morals and Ethics

- (1) Able to demonstrate on-time performance
- (2) Able to demonstrate morality in all areas
- (3) Able to demonstrate relevant morals in the organization and in daily life

1.2 Knowledge

- (1) Able to understand the nature of the airline business
- (2) Able to understand the terminology, idiom, and structure of English related to airline business
- (3) Able to understand the basic operations of the airline business

1.3 Cognitive Skills

- (1) Able to demonstrate what the main idea of the course
- (2) Able to understand and demonstrate in daily life
- (3) Able to drill and apply English comprehension skills in operations of airline business

1.4 Interpersonal Skills and Responsibility

- (1) Able to demonstrate working as a team in a professional manner
- (2) Able to apply morality in a teamwork
- (3) Able to demonstrate the related ideas with the team

1.5 Numerical Analysis, Communication and Information Technology Skills

- (1) Able to understand and demonstrate effective communication skills in all stages of airline business by using ICT searching further knowledge related to course from internet

2. Objectives for Developing/Revising Course (content/learning process/assessment / etc.)

According to TQF (Thailand Quality Framework: HEd.) for Special Area courses, undergraduate students should have opportunity to master learning in nature of person, think logically, good communication, realize morals and ethics, realize Thai cultural value and global cultural value. Finally students can apply knowledge in daily life for quality of life.

Section 3 Characteristics and Operation

1. Course Outline

Qualifications of service personnel, attitude of service personnel, food presentation, type of meals, type of drinks, various standard of table setting, service standard of meal serving, service standard of beverage serving, customer evaluation, service standard training, technique of cocktail mixing and preparation, new trend of drinks, western table manner, different kind of popular drinks and different kind of glasses.

คุณสมบัติของพนักงานบริการ ทักษะคติของพนักงานบริการ การนำเสนออาหาร ประเภทของอาหาร ประเภทของเครื่องดื่ม การจัดโต๊ะอาหารประเภทต่างๆ มาตรฐานการบริการอาหารและเครื่องดื่ม การประเมินลูกค้า การฝึกอบรมมาตรฐานการบริการ เทคนิคการเตรียมและการทำเครื่องดื่มผสม แนวโน้มของเครื่องดื่ม มารยาทบนโต๊ะอาหารแบบตะวันตก เครื่องดื่มที่มีชื่อประเภทต่างๆ และแก้วประเภทต่างๆ

2. Time Length per Semester (Lecture – hours / Practice – hours / Self Study – hours)

Lecture (hours)	Remedial Class (hours)	Practice/ Field Work/ Internship (hours)	Self Study (hours)
32	3+ (if any)	32	80

3. Time Length per Week for Individual Academic Consulting and Guidance

(The lecturer responsible for course identifies the information, for example, 1 hour / week)

3.1 Self consulting at the lecturer's office: Room Number 305

International College (Nakhon Pathom Education Center/SSRU)

3.2 Consulting via office telephone/mobile phone:

034 964 946 Ext. 336

3.3 Consulting via E-Mail: thanasit.su@ssru.ac.th

3.4 Consulting via Social Media (Facebook/Twitter/Line): Line

3.5 Consulting via Computer Network (Internet/Web board): Moodle

Section 4 Developing Student's Learning Outcomes

1. Morals and Ethics

1.1 Morals and Ethics to be developed

- (1) Be able to deliver or complete the required task on time.
- (2) Be able to do the right thing according to the values, beliefs, and principles they claim to hold.
- (3) Be able to make decisions according to moral concepts and judgments.

1.2 Teaching Strategies

- (1) Direct instruction
- (2) Discussion
- (3) Student research

1.3 Assessment Strategies

- (1) Measurement of punctuality and attendance
- (2) Measurement of personal interaction style
- (3) Measurement of original contribution

2. Knowledge

2.1 Knowledge to be developed

- (1) Be able to identify the proper theories and describe important case studies.
- (2) Be able to provide an analysis and provide solutions to real world problems.
- (3) Be able to organize self-study and share information with the class.

2.2 Teaching Strategies

- (1) Cooperative learning
- (2) Problem-based learning
- (3) Direct instruction

2.3 Assessment Strategies

- (1) Mid-term test
- (2) Final test
- (3) Cooperative learning evaluations

3. Cognitive Skills

3.1 Cognitive Skills to be developed

- (1) The ability to gather and summarize information, and conduct research.
- (2) Self-study and sharing information with the class
- (3) The ability to solve problems with case studies

3.2 Teaching Strategies

- (1) Cooperative learning
- (2) Problem-based learning
- (3) Direct instruction

3.3 Assessment Strategies

- (1) Cooperative learning evaluations
- (2) Direct instruction
- (3) Quizzes

4. Interpersonal Skills and Responsibilities

4.1 Interpersonal Skills and Responsibilities to be developed

- (1) Be able to use interpersonal English communication skills
- (2) Be able to collaborate in teams and solve problems
- (3) Demonstrate leadership

4.2 Teaching Strategies

- (1) Direct instruction
- (2) Cooperative learning
- (3) Group work activities

4.3 Assessment Strategies

- (1) Quizzes

(2) Cooperative learning evaluations

(3) Group work evaluations

5. Numerical Analysis, Communication and Information Technology Skills

5.1 Numerical Analysis, Communication and Information Technology to be developed

- (1) Be able to use IT to search for new knowledge and apply numerical analysis in communication with emphasis on practical and real life experiences, use statistics and mathematics to solve air transport problems by using basic ICT skills and apply daily.

5.2 Teaching Strategies

- (1) Direct instruction and Group work activities

5.3 Assessment Strategies

- (1) Quizzes and Group work evaluations

6. Other Domain None

Remark: Symbol ● means ‘major responsibility’

Symbol ○ means ‘minor responsibility’

No symbol means ‘no responsibility’

The above symbols were shown in ‘Curriculum Mapping’ of TQF 2.
(Program Specification)

Section 5 Lesson Plan and Assessment

1. Lesson Plan

Week	Topic/Outline	Periods	Learning Activities and Medias	Lecturer(s)
1	Unit 1 Introduction of Food and Beverage Department <ul style="list-style-type: none"> • Course introduction • Structure of the department • Organization chart • Outlet knowledge 	4	<ul style="list-style-type: none"> • Direct Instruction • Discussion • Co-operative learning • Student research • Performance activities • Moodle 	Mr. Thanasit
2	Unit 2 Knowledge of front of house and back of house <ul style="list-style-type: none"> • Structure of front of house and back of house • Explain in the different function of each • Working system • The relationship between front and back of house 	4	<ul style="list-style-type: none"> • Direct Instruction • Discussion • Co-operative learning • Student research • Performance activities 	Mr. Thanasit
3	Unit 3 Theory of food service (1) <ul style="list-style-type: none"> • Type of meals • Restaurant and equipment 	4	<ul style="list-style-type: none"> • Direct Instruction • Discussion • Co-operative learning • Student research • Performance activities 	Mr. Thanasit

Week	Topic/Outline	Periods	Learning Activities and Medias	Lecturer(s)
4	Unit 3 Theory of food service (2) <ul style="list-style-type: none"> • Knowledge of food and meals • Preparation of food service area 	4	<ul style="list-style-type: none"> • Direct Instruction • Discussion • Student research • Performance activities 	Mr. Thanasit
5	Unit 4 Hospitality and service personnel <ul style="list-style-type: none"> • The role of service personnel • Duties of service personnel • Attitude of service personnel 	4	<ul style="list-style-type: none"> • Direct Instruction • Discussion • Co-operative learning • Student research • Performance activities 	Mr. Thanasit
5	Unit 5 Service standard training <ul style="list-style-type: none"> • Sequence of service • Service technique and procedure • Practical in food service 	4	<ul style="list-style-type: none"> • Direct Instruction • Discussion • Co-operative learning • Student research • Performance activities 	Mr. Thanasit
5	Unit 6 Guest Relation Management and Evaluation <ul style="list-style-type: none"> • Communications and customers relation • Guest history procedure 	4	<ul style="list-style-type: none"> • Direct Instruction • Discussion • Co-operative learning • Student research • Moodle 	Mr. Thanasit

Week	Topic/Outline	Periods	Learning Activities and Medias	Lecturer(s)
6	Unit 7 Table Etiquette Principles <ul style="list-style-type: none"> • Type of table setting • Table etiquette • Western table manner 	4	<ul style="list-style-type: none"> • Direct Instruction • Discussion • Co-operative learning • Student research • Moodle 	Mr. Thanasit
7	Hotel inspection and Table manner testing	4	<ul style="list-style-type: none"> • Individual testing 	Mr. Thanasit
8Midterm Examination.....			
9	Unit 6 Guest Relation Management and Evaluation <ul style="list-style-type: none"> • Communications and customers relation • Guest history procedure 	4	<ul style="list-style-type: none"> • Direct Instruction • Discussion • Co-operative learning • Student research • Moodle 	Mr. Thanasit
10	Unit 8 Beverage product knowledge (1) <ul style="list-style-type: none"> • Beverage equipments • Beverage service procedure 	4	<ul style="list-style-type: none"> • Direct Instruction • Discussion • Co-operative learning • Student research • Moodle 	Mr. Thanasit

Week	Topic/Outline	Periods	Learning Activities and Medias	Lecturer(s)
11	Unit 8 Beverage product knowledge (2) <ul style="list-style-type: none"> • Cocktail and drinks mixing preparation • Trend of drinks 	4	<ul style="list-style-type: none"> • Direct Instruction • Discussion • Co-operative learning • Student research • Moodle 	Mr. Thanasit
12	Cocktails, Mocktail and drinks mixing practical class	4	<ul style="list-style-type: none"> • PBL 	Mr. Thanasit
13	Cocktail mixing testing <ul style="list-style-type: none"> • Cocktail mixing testing 	4	<ul style="list-style-type: none"> • Co-operative learning • Student research 	Mr. Thanasit
14	Course review <ul style="list-style-type: none"> • Course summary 	4	<ul style="list-style-type: none"> • Direct Instruction • Discussion • Student research • Moodle 	Mr. Thanasit
15	Make up Class	4	<ul style="list-style-type: none"> • Direct Instruction • Discussion • Co-operative learning • Moodle 	Mr. Thanasit
16Final examination.....			
Total of Hours		64		

2. Learning Assessment Plan

	Learning Outcome	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
1	<p>Ethics and Morals</p> <p>(1) Be able to deliver or to complete a required task at or the appointed time.</p> <p>(2) Be able to do the right thing according to the values, beliefs and principles they claim to hold.</p> <p>(3) Be able to make decisions in airline business according to moral concepts and judgments.</p>	<ul style="list-style-type: none"> • Class attendance checklist • Individual portfolio 	Throughout semester	10%
2	<p>Knowledge</p> <p>(1) Be able to identify the transport business services & activities and describe important case studies.</p> <p>(2) Be able to provide an analysis and provide the solution to real world problems</p> <p>(3) Be able to use the airline business knowledge integrated with other disciplines.</p>	<ul style="list-style-type: none"> • Midterm and final examination 	8&16	20%&30%
3	<p>Cognitive Skills</p> <p>(1) The ability to gather and summarize information, and conduct project.</p> <p>(2) Self-study and sharing information to the class.</p> <p>(3) The ability to solve problems from case studies.</p>	<ul style="list-style-type: none"> • Individual assignment and paper works/self-study 	Throughout semester	20% (10%+10%)
4	<p>Interpersonal Skills and Responsibilities</p> <p>(1) Be able to communicate in English.</p> <p>(2) Be able to use English to solve Airline business problem.</p> <p>(3) Initiate some new type of air transport business ideas and have leadership.</p>	<ul style="list-style-type: none"> • Group work/ individual assignment 	Throughout semester	5%

	Learning Outcome	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
5	<p>Numerical Analysis, Communication and Information Technology Skills</p> <p>(1) Be able to use basic ICT skills and apply them to daily.</p> <p>(2) Be able to use IT to search for new knowledge and apply numerical analysis in communication with emphasis on practical and real life experiences.</p>	<ul style="list-style-type: none"> Group or individual assignment 	Throughout semester	5%

Section 6 Learning and Teaching Resources

1. Textbook and Main Documents

Walker, J.R. (2004). *Introduction to Hospitality Management*. New Jersey: Pearson Prentice Hall.

Anderson, C., and Blakemore, D. (1991). *Modern Food Service*. Oxford: Linacre House.

Brown, B., and Hepner, K. (2004). *The waiter's handbook edition 3*. Australia: Pearson Prentice Hall.

Lillicrap, D. and Cousins, J. (2010). *Food and Beverage Service, 8th ed.* London: Book print.

Lin, I.Y. and Mattila, A.S. (2010). *Restaurant Servicescape, Service Encounter, and Perceived Congruency on Customers Emotions and Satisfaction*, Journal of Hospitality Marketing & Management, Research, 19:8, 819-841.

2. Important Documents for Extra Study

- Food and beverage training documents

3. Suggestion Information (Printing Materials/Website/CD/Others)

- <http://fbworld.com/>

Section 7 Course Evaluation and Revising

1. Strategies for Course Evaluation by Students

Using survey questions to collect information from the students' opinions to improve the course and enhance the curriculum. Examples of questions:

- (1) Content objectives were made clear to the students.
- (2) The content was organized around the objectives.
- (3) Content was sufficiently integrated.
- (4) Content was sufficiently integrated with the rest of the first year curriculum.
- (5) The instructional materials used were effectively.
- (6) The learning methods appropriate assessed the students' understanding of the content.
- (7) Overall, Students are satisfied with the quality of this course.

2. Strategies for Course Evaluation by Lecturer

2.1 Lecturers team observes the class and discusses the results as follow:

- (1) The lecturer is well prepared for class sessions.
- (2) The lecturer answers questions carefully and completely.
- (3) The lecturer uses examples to make the materials easy to understand.

- (4) The lecturer stimulated interest in the course.
- (5) The lecturer made the course material interesting.
- (6) The lecturer is knowledgeable about the topics presented in this course.
- (7) The lecturer treats students respectfully.
- (8) The lecturer is fair in dealing with students.
- (9) The lecturer makes students feel comfortable about asking question.
- (10) Course assignment is interesting and stimulating.
- (11) The lecturer's use of technology enhanced learning in the classroom.

2.2 The Director /Head of program construct assessment items to evaluate four dimensions of lecturer's competencies: teaching skills, organization and presentation of materials, management of the learning environment, and teaching attitudes.

3. Teaching Revision

Lecturer revises teaching/learning process based on the results from the students' survey questions, the lecturer team's observation, and classroom research.

4. Feedback for Achievement Standards

International College Administrator Committee monitor to assessment process and Grading.

5. Methodology and Planning for Course Review and Improvement

- (1) Revise and develop course structure and process every two years.
- (2) Assign different lecturers teach this course to enhance students' performance.

Curriculum Mapping Illustrating the Distribution of Program Standard Learning Outcomes to Course Level

Courses	1. Morals and Ethics			2. Knowledge			3. Cognitive Skills			4. Interpersonal Skills and Responsibility			5. Numerical Analysis, Communication and Information Technology Skills			6. Other Domain ie. Learning Management Skills		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Special Area Course	● Major Responsibility									○ Minor Responsibility								
IAL3409 Food and Beverage Management and Table Etiquette	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	-	-	-