

## Course Specification

### Program of Study

B.A. (Hospitality Management, International Program)

### Faculty/Institute/College

School of Tourism and Hospitality Management, Suan Dusit Rajabhat University

### Category 1: General Information

#### 1. Course Code and Course Title

3571115 Applied Food and Beverage Management (Kitchen)

#### 2. Number of Credits

3 (3 - 0 - 6) (Lecture - Lab - Self - Study)

#### 3. Program and Type of Course

B.A. (Hospitality Management, International Program) / Major Requirement Course

#### 4. Course Coordinator and Instructor

Ms.Sariya Prasertsut

#### 5. Session / Year

Semester 1/2012/ First – Year Students

#### 6. Prerequisite(s)

-

#### 7. Co-requisite(s)

-

#### 8. Venue

Main campus, Suan Dusit Rajabhat University

#### 9. Latest Date of Course Specification (TQF 3) Development or Modification

Tuesday, May 08, 2012

### Category 2: Aims and Objectives

#### Course Objectives

After successful completion of this course, students will be able to :

- Understand how the commercial kitchen has been developed
- Enable to apply and develop theoretical knowledge and practical skills and concepts of management within a commercial kitchen.
- Enable to make a decision by using information from planning, analyzing, evaluation or research and marketing

### Category 3: Course Description and Implementation

#### 1. Course Description

Application of theoretical knowledge, practical skills and concepts of operational management within a commercial kitchen developed in previous and concurrent studies. Development of knowledge of managerial concepts and techniques through analyzing, evaluation, planning, research and marketing.

#### 2. Number of Hours per Semester

Lecture	Tutorial	Practice/Field Experience/Internship	Self-directed Learning
45 hours	-	-	90 hours

### 3. Number of hours provided for academic advice and guidance to students

- The faculty member provides academic advice and guidance to students (individual/group) **3 hours/week.** Time and date will be informed at the first section.

## Category 4: Development of Student Learning Outcomes

### 1. Morality and Ethics

#### 1.1 Learning Outcome of Morality and Ethics

- To realize on good values, moral conscience and ethics, to be able to deal with the conflicts that related to profession etiquette.
- To be disciplined, to be on time, and to be self and social responsible with good attitude and behavior.
- To understand the legal, ethical, and social responsibility of business toward their hotels, tourists, tourism and hospitality stakeholders, and their natural resources and environment, to develop leadership skills and act as a role model to others.
- To recognize and solve contemporary ethical and social issues in the hospitality industry,
- To have the academic and professional code of ethics

#### 1.2 Teaching Strategies of Learning Development in Morals and Ethics

Instructors should try to show students what they need to take into account in deciding what is right or wrong for them to do. Students should be introduced to moral terminologies that should be clear and unambiguous, so they can think and speak clearly and appropriately on moral issues and problems. They can identify what is good or bad on the one hand and what is right and wrong on the other. They can determine what justifies a right act and excuses a wrong one, and might justifiably absolve one from blame when an act is both wrong and inexcusable.

#### 1.3 Evaluation Strategies for Learning Outcome of Morals and Ethics

- Evaluate from attending the classes and submitting reports on time and participating class activities.
- Evaluate from students' disciplines.
- Evaluate from quantities of cheating on examination.
- Evaluate from responsibilities on assigned tasks.

### 2. Knowledge

#### 2.1 Learning Outcome of Knowledge

- To understand the important principles and theories of hospitality organizational behavioral and interpersonal skills, international marketing, tourist behavior and related skills systematically and globally.
- To acquire hospitality knowledge, hospitality communication technology, thinking and decision making in related fields of hospitality.
- To understand research designs and methodology in order to solve organization's problems and to develop organization's knowledge management
- To develop the hospitality operation process and skills.
- To be able to integrate knowledge of hospitality with other related fields.

## 2.2 Teaching Strategies for Learning Development of Knowledge

Instructors should teach in many forms by emphasizing on principle of theory and applying real context practice by concerning about changes however teaching should depend on course characteristics and course description. Besides Instructors should arrange learning from real situation by educational training or invitation an expert, a student should practice in work places.

## 2.3 Evaluation Strategies for Learning Outcome of Knowledge

The evaluation will be considered from scores of;

- (1) Testing
- (2) Midterm and Final Examination
- (3) Students' reports
- (4) Presentation
- (5) Cooperative subjects

## 3. Intellectual Knowledge Innovation

### 3.1 Learning Outcome of intellectual knowledge innovation

- (1) To be able to evaluate and analyze data, and able to think critically and systematically in order to find cause, effect, and resolution of the problems in depth.
- (2) To be able to apply methodologies, synthesis, evaluation both practically and theoretically in actual operations
- (3) To be able to suitably apply knowledge and skills with hospitality problem solving skill. A problem solving test is evaluated by standardized test. A student should explain the concept of problem solving, apply the knowledge for each problem, and able to adapt innovation technology to the profession and related fields.

### 3.2 Teaching Strategies for Learning Development of Cognitive Skills

Teaching strategies that are employed for cognitive skills development are;

- (1) Hospitality business case study
- (2) Group discussion
- (3) Practices
- (4) Debate

### 3.3 Evaluation Strategies for Learning Outcome of Cognitive Skills

The results of evaluation are derived from the student's outcomes and practices such as presentation in class, examination by testing and interviewing, and class observation.

## 4. Interpersonal Communication Skills

### 4.1 Learning Outcome of Interpersonal Skills and Responsibility

- (1) To be able to work with others and solve the problems both as a good leader and a good team member.
- (2) To be able to apply knowledge to lead society in the right ways.
- (3) To be responsible on self and social awareness.
- (4) To develop continuously on professional learning improvement based on international criterion.

The other qualifications will be assessed by observing class participation.

### 4.2 Teaching Strategies for Learning Development of Interpersonal Skills and Responsibility

- (1) Demonstrate the ability to work with others.
- (2) Demonstrate the responsibility on delegated work.
- (3) Be able to suitably adapt to situation and organizational culture of work places.
- (4) Demonstrate the human relationship.
- (5) Demonstrate the leadership.

#### 4.3 Evaluation Strategies for Learning Outcome Evaluation of Interpersonal Skills and Responsibility

A student's behaviour and expression are evaluated from group presentation, activity participation, and entirety, obviousness, and accuracy of information.

### 5. Numerical Analysis and Information Technology Skills

#### 5.1 Learning Outcome of Numerical Analysis, Communication, and Information Technology Skills

(1) To be able to apply Thai and Foreign languages effectively when communicate both academically and professionally.

(2) To be able to communicate effectively with foreigners from different culture in different situation.

(3) To be able to use information technology suitably in different operations.

(4) To be able to analyze and interpret data, facts, figures, statistics and/or numerical related tasks efficiently.

#### 5.2 Teaching Strategy for Learning Development of Numerical Analysis, Communication, and Information Technology Skills

The university should arrange learning activities for students to analyse simulated situation, present problem solving, and learn the techniques of information technology application in many situations.

#### 5.3 Evaluation Strategies for Learning Outcome Evaluation of Numerical Analysis, Communication, and Information Technology Skills

Evaluate the ability in applying theories and selecting the information technology application or related mathematics and statistics for presentation.

### Category 5: Teaching and Evaluation Plans

#### 1. Course Outline

Week	Topics	Hours	Class content and class activities	Instructor
1	Course introduction <ul style="list-style-type: none"><li>Course syllabus overview</li><li>Course objective and evaluation</li></ul>	3	The instructor introduces oneself and gives the course overview. Also explain the course syllabus, inform the assessment and evaluation method, including rule and regulation in class. Inform date and time for giving an advice or guidance.	Ms. Sariya Prasertsut
2	<ul style="list-style-type: none"><li>Role and importance of standard kitchen</li><li>Types of kitchen</li></ul>	3	1.Lecture with Power point and handout 2. Class participation by the student 3. Q&A 4. Summary	Ms. Sariya Prasertsut
3-4	<ul style="list-style-type: none"><li>Evolution of the kitchen from the previous to the current</li></ul>	6	1.Lecture with Power point and handout	Ms. Sariya Prasertsut

			2. Class participation by the student 3. Q&A 4. Summary	
5	<ul style="list-style-type: none"> <li>• Kitchen equipment and cooking utensils</li> <li>• Kitchen design and layout</li> </ul>	3	1.Lecture with Power point and handout 2. Class participation by the student 3. Q&A 4. Summary	Ms. Sariya Prasertsut
6	<ul style="list-style-type: none"> <li>• Food ordering, purchasing, receiving, storing, and requisition</li> </ul>	3	1.Lecture with Power point and handout 2. Class participation by the student 3. Q&A 4. Summary	Ms. Sariya Prasertsut
7	<ul style="list-style-type: none"> <li>• Food production and sanitation</li> </ul>	3	1.Lecture with Power point and handout 2. Class participation by the student 3. Q&A 4. Summary	Ms. Sariya Prasertsut
8	<b>Midterm Examination (1.5 Hrs)</b>			
9	<ul style="list-style-type: none"> <li>• Menu planning</li> <li>• Standard recipe</li> </ul>	3	1.Lecture with Power point and handout 2. Class participation by the student 3. Q&A 4. Summary	Ms. Sariya Prasertsut
10	<ul style="list-style-type: none"> <li>• Cost control</li> </ul>	3	1.Lecture with Power point and handout 2. Class participation by the student 3. Q&A 4. Summary	Ms. Sariya Prasertsut
11	<ul style="list-style-type: none"> <li>• Management concepts and tools</li> </ul>	3	1.Lecture with Power point and handout 2. Class participation by the student 3. Q&A 4. Summary	Ms. Sariya Prasertsut

12	<ul style="list-style-type: none"> <li>Organizing, Recruiting, and Staffing</li> </ul>	3	<ol style="list-style-type: none"> <li>Lecture with Power point and handout</li> <li>Class participation by the student</li> <li>Q&amp;A</li> <li>Summary</li> </ol>	Ms. Sariya Prasertsut
13	<ul style="list-style-type: none"> <li>Using information for making a decision</li> </ul>	3	<ol style="list-style-type: none"> <li>Lecture with Power point and handout</li> <li>Class participation by the student</li> <li>Q&amp;A</li> <li>Summary</li> </ol>	Ms. Sariya Prasertsut
14	<ul style="list-style-type: none"> <li>Moral and ethics</li> <li>Course summary</li> </ul>	3	<ol style="list-style-type: none"> <li>Lecture with Power point and handout</li> <li>Class participation by the student</li> <li>Q&amp;A</li> <li>Summary</li> </ol>	Ms. Sariya Prasertsut
15	<ul style="list-style-type: none"> <li>Project presentation</li> </ul>	3	Each group of students presents their project in front of the class	Ms. Sariya Prasertsut
16	<b>Final Exam (1.5 Hrs.)</b>			

NB. The course is subject to change without prior notice to fit the changing tourism and hospitality circumstances.

## 2. Evaluation Plan

### Teaching Method(s)

- Lectures
- Case studies
- Paper presentation
- Discussion
- Assignments

### Teaching Materials

- LCD overhead projector
- PowerPoint
- Handouts
- Text books

### Ratio of mark

- Attendance 10 %
- Participation 10%
- Midterm Examination 20 %
- Activity and assignment 30%
- Final Examination 30 %

**Total** 100 %

## Course evaluation

- Students' achievement as indicated above

### Category 6: Teaching and Learning Resources

#### 1. Main Texts and Teaching Materials

Reference(s)

Applied Food and Beverage Management (Kitchen) Handout By Sariya Prasertsut

#### 2. Essential Teaching Resources (Books, journals, websites and other documents essential for additional reading)

John R. Walker. (2008). *The Restaurant From Concepts to Operations*. USA. John Wiley & Sons, Inc. Publishing.

#### 3. Recommended Teaching Resources (Books, journals, websites and other documents recommended for additional reading)

Ninemeier, J.D. (2005). *Management of Food and Beverage Operations*. New York: Educational Institute Of The AHMA.

### Category 7: Course Evaluation and Improvement

#### 1. Strategies for Course Effectiveness Evaluation by Students

Grade	Percentage	GPA
A	90-100	4.00
B <sup>+</sup>	85-89	3.50
B	75-84	3.00
C <sup>+</sup>	70-74	2.50
C	60-69	2.00
D <sup>+</sup>	55-59	1.50
D	50-54	1.00
F	0-49	0.00

#### 2. Strategies for Teaching Evaluation

- Students' satisfaction towards teaching and learning of the course using questionnaires.

#### 3. Teaching Improvement

- Increase individual instructor general knowledge, skills, researches, and teaching competency; introduce new instructor models or methodologies.
- Support instructor to study, train, attend academic and professional seminar, international academic conference, and further higher education.

#### 4. Measurement and evaluation of student achievement

Student achievement is measured and evaluated by

- The ability in being proficient in all managerial aspects of a Food and Beverage Department.
- The ability in being proficient in all managerial aspects of a freestanding pub or restaurant.

## **5. Course Review and Improvement Plan for Course Effectiveness**

- To assess each and every subject in school curriculum correspondingly to course objectives together with course syllabus and TQF3.
- To follow up and examine academic result of both overall student and individuals, especially, the student with GPA less than standard specified by university criteria.