

**TQF.3**

**Applied Food and Beverage  
Management (Restaurant)**

## 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

#### Course Code and Course Title

3571116 Applied Food and Beverage Management (Restaurant)

#### Number of Credits

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

#### Prerequisite(s)

Hospitality Fundamentals

#### Co-requisite(s)

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#### Type of Course

Major Requirement Course

#### Course Coordinator and Instructor

Dr. Pisuda Sangsue

#### Session

Semester 1 / every academic year

#### Venue

Main campus, Suan Dusit Rajabhat University

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

May 2013

### Category 2: Aims and Objectives

#### Course Objectives

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

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

### Category 3: Course Description and Implementation

#### 3.1 Course Description

Theoretical concepts, practical and communication skills within the restaurant operation (restaurant and kitchen). Students will be expected to apply knowledge gained, to analyze, evaluate, plan and design managerial concepts, such as cost control, purchasing, receiving and storing control, menu planning and price setting to meet changing customer needs. Food and beverage service protocols, safe working practices and food safety issues will be analyzed at a supervisory level.

#### 3.2 Number of Hours per Semester

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

#### 3.3 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 in the first section.

### Category 4: Development of Student Learning Outcomes

#### 4.1 Morality and Ethics

##### 4.1.1 Learning Outcome of Morality and Ethics

Enable the students to be responsible, disciplined, and honest and have an awareness or sensitivity to what is morally/ ethically at stake in a situation by applied specific skills learnt throughout this course as follows:

- Be aware of morals, ethics, and honesty,
- Be punctual and responsible for oneself and the society,
- Be a leader at the same time as a follower, be able to work in a team and be able to provide solutions to conflicts,
- Be respectful towards other people's right, as well as follow rules and regulations of institution and society.

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

Instructors should have a clear grasp of the intended morals and ethical issues in concrete terms, then the instructors will be far more effective in inserting those learning outcome of morality and ethics stated in section 4.1.1 throughout the course. Moreover, this would assist the instructors to adjust or adapt those issues to what the students need to achieve. The teaching methods would be consisted of:

- The examples of moral and ethical issues in hospitality industry,

- Role play of the situation, involving of moral and ethical issues in hospitality industry,
- Discussion of the possible issues of moral and ethical issues in hospitality industry and in society.

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

- Evaluate from students' disciplines such as punctuality,
- Evaluate from responsibilities on assigned tasks,
- Evaluate from attending the classes, participating class activities.

## 4.2 Knowledge Development

### 4.2.1 Learning Outcome of Knowledge

- To understand the important principles and theories of food and beverage management.
- To acquire hospitality knowledge for example communication, thinking and decision making especially in food and beverage area.
- To develop the hospitality operation process and skills, especially in food and beverage area.
- To be able to integrate knowledge of hospitality with other related fields.

### 4.2.2 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.

### 4.2.3 Evaluation Strategies for Learning Outcome of Knowledge

The evaluation will be considered from scores of:

- Testing
- Midterm and Final Examination
- Students' reports
- Presentation
- Cooperative subjects

## 4.3 Intellectual Knowledge Innovation

### 4.3.1 Learning Outcome of intellectual knowledge innovation

- 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.
- To be able to apply methodologies, synthesis, evaluation both practically and theoretically in actual operations,
- 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.

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

Teaching strategies that are employed for cognitive skills development are;

- Hospitality business, involving food and beverage area, case study
- Group discussion
- Practices

#### 4.3.3 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.

### **4.4 Interpersonal Communication Skills**

#### 4.4.1 Learning Outcome of Interpersonal Skills and Responsibility

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

The other qualifications will be assessed by observing class participation.

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

- Demonstrate the ability to work with others.
- Demonstrate the responsibility on delegated work.
- Be able to suitably adapt to situation and organizational culture of work places.
- Demonstrate the human relationship.
- Demonstrate the leadership.

#### 4.4.3 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.

### **4.5 Numerical Analysis and Information Technology Skills**

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

- To be able to apply Thai and Foreign languages effectively when communicate both academically and professionally,
- To be able to communicate effectively with foreigners from different culture in different situation,
- To be able to use information technology suitably in different operations,
- To be able to analyze and interpret data, facts, figures, statistics and/or numerical related tasks efficiently.

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

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

#### 4.5.3 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

#### 5.1 Course Outline

Week	Topics	Hours	Teaching & Learning Activities, Instructional Media (If any)	Instructor
1	Course introduction <ul style="list-style-type: none"> <li>- Pre-test on Food and beverage basic knowledge</li> <li>- What the student is expected from the course?</li> </ul>	3	<ul style="list-style-type: none"> <li>- Get to know each other</li> <li>- Pre-test</li> <li>- Classroom discussions</li> </ul>	Dr. Pisuda Sangsue
	<ul style="list-style-type: none"> <li>- Course syllabus overview</li> <li>- Course objective and evaluation</li> </ul>		Classroom discussions	
2	Introduction to the Food Service Industry (Restaurant)  Food Service Facilities	3	<ul style="list-style-type: none"> <li>- Lectures on the topics for the week</li> <li>- PowerPoint presentation</li> <li>- Classroom discussions</li> </ul>	Dr. Pisuda Sangsue
	Organisations and Responsibilities of F&B Operation (Restaurant)  Associated Department of Hotel Food Service		<ul style="list-style-type: none"> <li>- Lectures on the topics for the week</li> <li>- PowerPoint presentation</li> <li>- Class participation by the students</li> </ul>	
3	The Food Services Professional  Competencies of a Food Service Professional  Fundamentals of Management <ul style="list-style-type: none"> <li>- Basic Management</li> <li>- Principles of Management</li> </ul>	3	<ul style="list-style-type: none"> <li>- Lectures on the topics for the week</li> <li>- PowerPoint presentation</li> <li>- Classroom discussions</li> </ul>	Dr. Pisuda Sangsue
4	Understanding Guest Service	3	<ul style="list-style-type: none"> <li>- Lectures on the topics for the week</li> <li>- Role Play</li> </ul>	Dr. Pisuda Sangsue
5	The Menu	3	<ul style="list-style-type: none"> <li>- Lectures on the</li> </ul>	Dr. Pisuda

	Role of Menu Types of Menus Menu Planning		<ul style="list-style-type: none"> <li>topics for the week</li> <li>- PowerPoint presentation</li> <li>- Classroom discussions</li> </ul>	Sangsue
6	Menu Planning	3	<ul style="list-style-type: none"> <li>- Student Presentation (Group Work)</li> </ul>	Dr. Pisuda Sangsue
7	<b>Midterm Examination</b> (Group paper presentation)			
8	Food Service <ul style="list-style-type: none"> <li>- Types of Services</li> <li>- Room Service</li> </ul>	3	<ul style="list-style-type: none"> <li>- Lectures on the topics for the week</li> <li>- PowerPoint presentation</li> <li>- Classroom discussions</li> </ul>	Dr. Pisuda Sangsue
9	Beverage	3	<ul style="list-style-type: none"> <li>- Lectures on the topics for the week</li> <li>- Class participation by the students</li> </ul>	Dr. Pisuda Sangsue
10	Food and Beverage Production	3	<ul style="list-style-type: none"> <li>- Lectures on the topics for the week</li> <li>- PowerPoint presentation</li> <li>- Classroom discussions</li> </ul>	Dr. Pisuda Sangsue
11	Food and Beverage Sales and Marketing <ul style="list-style-type: none"> <li>- Marketing of Food and Beverage</li> <li>- Food Promotions</li> <li>- In-House Selling</li> </ul>	3	<ul style="list-style-type: none"> <li>- Lectures on the topics for the week</li> <li>- PowerPoint presentation</li> <li>- Classroom discussions</li> </ul>	Dr. Pisuda Sangsue
12	Managing Food and Beverage Human Resources <ul style="list-style-type: none"> <li>- Hiring Process</li> <li>- Training and Development</li> <li>- Leadership and Motivation</li> </ul>	3	<ul style="list-style-type: none"> <li>- Lectures on the topics for the week</li> <li>- PowerPoint presentation</li> <li>- Classroom discussions</li> </ul>	Dr. Pisuda Sangsue
13	Hygiene, Sanitation and Safety <ul style="list-style-type: none"> <li>- HACCP</li> </ul>	3	<ul style="list-style-type: none"> <li>- Lectures on the topics for the week</li> <li>- PowerPoint presentation</li> <li>- Classroom discussions</li> </ul>	Dr. Pisuda Sangsue

14	Food and Beverage Controls	3	<ul style="list-style-type: none"> <li>- Lectures on the topics for the week</li> <li>- PowerPoint presentation</li> <li>- Classroom discussions</li> </ul>	Dr. Pisuda Sangsue
15	Tips for Hotel Management Students	3	<ul style="list-style-type: none"> <li>- Classroom discussions</li> <li>- Course Review</li> </ul>	Dr. Pisuda Sangsue
16	<b>Final Examination</b>			

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

## **5.2 Evaluation Plan**

### **Teaching Method(s)**

- Lectures
- Role Play
- Group presentation
- Discussion
- Assignments

### **Teaching Materials**

- LCD overhead projector
- PowerPoint
- Handouts
- Text books

### **Ratio of mark**

Group Presentation 20%  
Midterm Examination 20 %  
Role Play 10 %  
Attendance 10 %  
Final Examination 40 %

**Total** 100 %

### **Course evaluation**

- Students' achievement as indicated above

## Category 6: Teaching and Learning Resources

### 6.1 Main Texts and Teaching Materials

Reference(s)

Andrews, S. (2008). *Textbook of Food and Beverage Management*. New Delhi: McGraw-Hill.

**6.2 Essential Teaching Resources** (Books, journals, websites and other documents essential for additional reading)

Applied Food and Beverage Management (Restaurant) Handout By Dr. Pisuda Sangsue

**6.3 Recommended Teaching Resources** (Books, journals, websites and other documents recommended for additional reading)

Riley M. (2005) Food and beverage management: a review of change. *International Journal of Contemporary Hospitality Management* 17: 88-93.

Wood RC. (2000) *Strategic questions in food and beverage management*, Oxford: Butterworth-Heinemann.

## Category 7: Evaluation and Improvement of Course Management

### 7.1 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

### 7.2 Strategies for Teaching Evaluation

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

### **7.3 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.

### **7.4 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.

### **7.5 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.