



TQF. 3 Course Specifications

Course Code:	IHT 3408
Course Title:	Club and Bar Management
Credits:	3(2-2-5)
Semester /Academic Year:	2/ 2015
Students:	Hospitality and Tourism Management Program
Lecturers:	Ms.Kanamon Suwantada

International College, Suan Sunandha Rajabhat University

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Section 1 General Information

1. Code and Course Title: IHT3408 Club and Bar Management

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

3. Curriculum and Course Category:

This course of Bachelor of Business Administration, International College, SSRU is categorized in major course clustered in elective course (Hospitality and Tourism management elective course).

4. Lecturers: Ms.Kanamon Suwantada

5. Year / Semester

Semester 2 / 2015

6. Prerequisite Course

None

7. Co-requisite Course :

None

8. Learning Location

International college Suan Sunandha Rajabhat University

9. Last Date for Preparing and Revising this Course:

November 2015

Section 2 Objectives and Purposes

1. Course Aim

At the end of this course, the student will be able to perform in the following areas of performance:

- (1) Able to understand overview of operational functions of Club and Bar
- (2) Able to understand the method of issuing and serving alcoholic beverages; wines; spirits; and beers, laws and social considerations pertaining to the serving of alcoholic beverages.

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

According to TQF (Thailand Quality Framework: HEEd.) and the Teachers' Council of Thailand with the standards of professional knowledge and experience for requirement courses, students program should have essence of knowledge in Evolution, roles and impacts of MICE tourism. Studies of meeting, incentive, convention and event, planning, strategy formulation and evaluations, overview of operational functions of each business, development of MICE business, current affairs, problems and solutions, industry trends and growth.

Section 3 Course Structure

1. Course Outline

Club and Bar operations; purchasing; storing; issuing and serving alcoholic beverages; survey and study of wines; spirits; and beers; laws and social considerations pertaining to the serving of alcoholic beverages.

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

Lecture	Practice/ Field Work/Internship	Self Study	Remedial Class
45 hours	-	96 hours	3+ (if any)

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

3 hour / week

Section 4 Developing Student's Learning Outcomes

Learning Standards/Outcomes	Learning Activities	Learning Assessment
<p>1. Ethics and Morals</p> <p>(1) Be able to deliver or to complete a required task at or the appointed time when conducting a tour</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 business according to moral concepts and judgments.</p>	<p>Work in group to discuss learning management, classroom management, and educational quality assurance; and their impact on teachers' skills and attitudes.</p> <p>(1) The team of students will help to remind other team members to be on time.</p> <p>(2) Provide an example of integrity in classroom such as no plagiarism.</p> <p>(3) Provide a case study that explains business ethics.</p>	<p>Group discussion Report</p> <p>(1) Checking student attendance every class</p> <p>(2) Evaluate from how many students cheating in exam.</p> <p>(3) Evaluate from students' responsibility on their contribution on group project.</p>
<p>2. Knowledge</p> <p>(1) Understanding the business theories and important case studies taught</p> <p>(2) To be able to provide an analysis and provide the solution to real world problems</p> <p>(3) To be able to use business knowledge integrated with other disciplines</p>	<p>(1) Use Problem-based learning</p> <p>(2) Use cooperative learning techniques</p> <p>(3) Invite guest speaker who is an expert in real world business</p>	<p>(1) Pop-quiz, midterm, and final exam</p> <p>(2) A group project</p> <p>(3) Class Presentation</p>

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<p>5. 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 statistics and mathematics to solve business problems.</p> <p>(3) 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>	<p>(1) Use case studies that allow students to implement their knowledge of statistics and mathematics to solve business problems</p> <p>(2) Use activities such as encouraging students to show their work in an exhibition.</p> <p>(3) Students will form a team and do the group projects that require two-ways communication and develop their social skills.</p>	<p>(1) Evaluate the correct application of statistics and mathematics to solve problems.</p> <p>(2) Evaluate their ability to use software computer such as Photoshop doing their work.</p>

Section 5 Lesson Plan and Assessment

1. Lesson Plan

Week	Topic/Outline	Hours	Learning Activities and Medias
1	Introduction to Club and Bar	2	<ul style="list-style-type: none"> • Pre-test to assess Student knowledge about Club and Bar
	<ul style="list-style-type: none"> • Pre-test • Class Introductions, Review course reference sheet • Overview of MICE Industry 	2	<ul style="list-style-type: none"> • Students Research
2	Wine Making Process	2	<ul style="list-style-type: none"> • Direct Instruction and group discussion
	<ul style="list-style-type: none"> • White wine • Red wine • Rose wine • Sparkling wine 	2	<ul style="list-style-type: none"> • Student-centered: Cooperative learning approaches
3	Grape Variety	2	<ul style="list-style-type: none"> • Direct Instruction
		2	<ul style="list-style-type: none"> • Student-centered: Problem-Based learning and Cooperative learning approaches
4	France Wine	2	<ul style="list-style-type: none"> • Direct Instruction
	Wine from Other countries	2	<ul style="list-style-type: none"> • Group discussion
5	Quiz 1	2	<ul style="list-style-type: none"> • Direct Instruction
	Grape Variety Pronunciation	2	<ul style="list-style-type: none"> • Self-study and E-learning through Moodle
6	Wine and Food Paring	2	<ul style="list-style-type: none"> • Direct Instruction
		2	<ul style="list-style-type: none"> • Student-centered: Problem-Based learning and Cooperative learning approaches
7	Wine Serving Workshop	2	<ul style="list-style-type: none"> • Direct Instruction
		2	<ul style="list-style-type: none"> • Student-centered: Problem-Based learning and Cooperative learning approaches
8	MIDTERM EXAMINATION		

Week	Topic/Outline	Hours	Learning Activities and Medias
9	Other Beverages <ul style="list-style-type: none"> • Alcoholic Beverages • Non-Alcoholic Beverage • Beer 	2	• Direct Instruction
		2	• Student-centered: Problem-Based learning and Cooperative learning
10	Purchasing Storage and Cost Control	2	• Direct Instruction
		2	• Self-study and E-learning through Moodle
11	Element of Nightclub and Bar	2	• Direct Instruction
		2	• Student-centered: Problem-Based learning and Cooperative learning
12	Alcoholic Beverage Services	2	• Direct Instruction
		2	• Student Practice
13	Business Management and Marketing	3	<ul style="list-style-type: none"> • Lecture and group discussion • Student-centered: Problem-Based learning and Cooperative learning approaches
14	“Mocktail Paractice”	2	• Direct Instruction
		2	• “Mocktail practice Activities”
15	Students Presentation	4	<ul style="list-style-type: none"> • Group work
16	Project- work Assignment submission		
17	Final Examination		
TOTAL	68 hours		

2. Learning Assessment Plan

Learning Outcomes	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
<p>1. Ethics and Morals</p> <p>To have ethic behavior (personal responsibility , corporate responsibility) and moral reasoning.</p>	<p>1. Individual portfolio</p> <p>2. Group discussion</p>	<p>Throughout semester</p>	<p>Class attendance</p> <p style="text-align: center;">10 %</p>
<p>2. Knowledge</p> <p>(1) To compile courses to formulate a learning plan for teaching mathematics.</p> <p>(2) To design a learning model appropriate to the learners' ages;</p> <p>(3) To select, develop and produce media and instrument that promote learning</p>	<p>1. Project work and Term papers</p> <p>2. Project work designed using the Geometer's Sketchpad</p> <p>3. Group report presentation</p>	<p>Through out semester</p>	<p>*Midterm 20%</p> <p>*Final 30%</p>

Learning Outcomes	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
<p>3. Cognitive Skills</p> <p>(1) To organize activities that promote learning and classify the learners' levels based on evaluation.</p> <p>(2) To create project work assignment on Algebra using GSP.</p>	<ol style="list-style-type: none"> 1. Project work and Term papers 2. Project work designed using the Geometer's Sketchpad (GSP) 3. Group report presentation 	Through out semester	*Quiz 10%
<p>4. Interpersonal Skills and Responsibilities</p> <p>(1) Have responsibility for assignment : Design lesson plan and project work using GSP in Algebra</p> <p>(2) Positive interdependence, accountability and posses social skills</p>	<ol style="list-style-type: none"> 1. Checklists 2. Observation 3. Interviews 	Through out semester	* Individual Activities 10 %
<p>5. Numerical Analysis, Communication and Information Technology Skills</p> <p>(1) Have mathematical skills to analyse and solve Algebraic problems</p> <p>(2) Able to create algebraic functions using mathematics software and self learning through E-learning and Moodle.</p> <p>(3) Can use correct language in oral and written presentations.</p> <p>(4) Can use computer and IT to search for new knowledge through various search engines.</p>	<ol style="list-style-type: none"> 1. Project work and Term papers 2. Project work designed using the Geometer's Sketchpad (GSP) 3. Group report presentation 4. Individual portfolio 	Through out semester	*Group Project 20%

Section 6 Learning and Teaching Resources

1. Textbook and Main Documents

Raj, R., & Musgrave, J. (2009). *Event Management and Sustainability*. Wallingford, UK: CABI

Rogers, T.(2003). *Conferences and Conventions: A Globalindustry*. Oxford (England: Butterworth-Heinemann.

Vining, S. (2001, Fall). The Future of the meetings industry: Why certain conference innovators are winning *Meeting discoveries*, 1, 1-7.

2. Important Documents for Extra Study

Fenich, G. (2005). *Meeting, expositions, events, and conventions: An introduction to the industry*. Upper Saddle River, N.J.: Pearson/Prentice Hall.

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

Keywords for searching:

Meeting, Incentive Travel, Conference, Convention, Events

Website: <http://www.businesseventsthailand.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 observe the class and discuss 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 are 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.