



TQF. 3 Course Specifications

Course Title: IAC 2405 In-Flight Meals and Beverages Services

Credits: 2 (2-0-4)

Semester: Academic Year: 2/2018

Learning Location: Nakorn Pathom Education Center, International College

Students: Bachelor of Arts in Airline Business

(English Program)

Lecturer: **Ms. Kanittha Charernnit**

International College, Suan Sunandha Rajabhat University

(SSRUIC)

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Section 1 General Information

1. Codes and Course Title: IAC 2405 In-Flight Meals and Beverages Services

2. Credits: 2(2-0-4)

3. Curriculum and Course Category:

3.1 This course is categorized in Airline Business Major, Free Elective Course of Bachelor of Arts, International College

3.2 Requirement Course: None

4. Lecturer (s):

Ms. Kanittha Charernnit

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5. Year / Semester

Graduate Student Year 2 / Semester 2/2018

6. Prerequisite Course (if any)

None

7. Co-requisite Course: (if any)

None

8. Learning Location/Venue of study

International College, Rajabhat Suan Sunandha University, Salaya Campus

Room No: 200 - 210, 2nd Floor.

9. Last Date for Preparing and Revising this Course:

15th December, 2018

Section 2 Aims and Objectives

1. Course Aims

At the end of this course, the students will possess to cognitive domain, psychomotor domain, and affective domain in the following areas of performance:

1.1 Be able to identify beverages menu inclusive of wine list and role play of drink mixing.

1.2 Gain the knowledge about Food and beverages in the areas of In-flight service problem solving.

1.3 Be able to design and create menu varies from standard meals, exclusive meals, special meals, crew meals.

1.4 Be able to understand personality of service provider in the areas of total quality service and customer oriented.

1.5 Familiarize their knowledge about inflight meals and service.

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

The course is important to enhance the professional competency of an individual who works in airline business. Knowledge of inflight meals and beverage including the service provider's etiquette is closely connected with an individual's professionalism at social spaces, including workplace. Likewise, graduate students program in Airline Business should have essence of knowledge in In-flight meals, In-flight service, and Personality of food provider as follows:

2.1 In-flight meals consisting of:

- 1) Restaurant operations theories
- 2) Learning methods of Galley operation.
- 3) Design menu techniques
- 4) Integration of ingredients for different cuisine menus
- 5) Integration of ingredients for different classes.
- 6) Techniques and know-how in mixed drinks.
- 7) Menu implementation and innovative development for menu.
- 8) Menu Evaluation

2.2 In-flight service consisting of:

- 1) Principles and procedures for food and beverages service
- 2) Food Service in Economy class
- 3) Food Service in Premium class
- 4) Beverages Service in Economy class
- 5) Beverages Service in Premium class
- 6) Preparation and development of Standard Service
- 7) Food and Beverage service equipment
- 8) In-flight service standard

2.3 Personality of Food Providers consisting of:

- 1) Elements of Service oriented
- 2) Food Providers 'Characters
- 3) Elements of Hygiene
- 4) Customers satisfaction standards
- 5) Guidelines for problem solving in service
- 6) Roles and responsibilities of food server

Section 3 Course Structure

1. Course Outline

A learning outline of In-Flight meals and Beverages services is designed to develop students' knowledge about "types of menu" which includes the aspects of Food preparation, Food service and Food provider. The course also provides the studies of Galley equipment and problem solving for inflight service.

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

Lecture	Practice/ Field Work/Internship	Self-Study	Remedial Class
15 Hours	15 Hours	30 Hours	Upon request
Individual Academic advising per week			
<ul style="list-style-type: none">• One hour per week after class. Students may make an appointment for additional meeting time• Students contact lecture by e-mail, line application for class discussion / feedback and appointment			

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

Wednesday 1-4 pm. or by appointment

Section 4 Developing Student's Learning Outcomes

1. Morals and Ethics

1.1 Morals and Ethics to be developed

- (1) The ability to deliver or to complete a required task at or the appointed time,
- (2) The ability to do the right thing according to the values, beliefs and principles they claim to hold,
- (3) The ability to make decisions in business according to moral concepts and judgments.

1.2 Teaching Strategies

- (1) The team of students will help to remind other team members to be on time,
- (2) Provide an example of integrity in classroom such as no plagiarism,
- (3) Provide a case study that explains business ethics.

1.3 Evaluation Strategies

- (1) Checking student attendance every class,
- (2) Evaluate from how many students cheating in exam,
- (3) Evaluate from students' responsibility on their contribution on group project.

2. Knowledge

2.1 Knowledge to be acquired

- (1) The ability to identify the business theories and describe important case study,
- (2) The ability to provide an analysis and provide the solution to real world problems,
- (3) The ability to use business knowledge integrated with other disciplines.

2.2 Teaching Strategies

- (1) Use Problem-based learning,
- (2) Use cooperative learning techniques,
- (3) Invite guest speaker who is an expert in real world business.

2.3 Evaluation Strategies

- (1) Pop-quiz, midterm, and final exam,
- (2) A group project,
- (3) Class Presentation.

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 to the class,
- (3) The ability to solve problems from case studies.

3.2 Teaching Strategies

- (1) Group presentations,
- (2) Participate in real competitions such as business plan writing,
- (3) Problem-based learning.

3.3 Evaluation Strategies

- (1) Evaluate individual and group research and studies,
- (2) Evaluate in class activities and personal involvement,
- (3) Class presentations and discussion.

4. Interpersonal Skills and Responsibility

4.1 Interpersonal Skills and Responsibility to be developed

- (1) The ability to communicate in English,
- (2) The ability to use English to solve business problem,
- (3) The ability to initiate some new business ideas and have leadership.

4.2 Teaching Strategies

- (1) Allow students with work in unfamiliar situation with new team members,
- (2) Practice business manner and how to deal with customers,
- (3) Use advance business English to communicate in class and with lecturers.

4.3 Evaluation Strategies

- (1) How students participate in teamwork,
- (2) How students use advance business English in their presentation,
- (3) Evaluate students' business creativities and innovativeness by keynote speaker involvement or students contest organization.

5. Numerical Analysis, Communication and Information Technology Skills

5.1 Numerical Analysis, Communication and Information Technology Skills to be developed

- (1) Be able to use basic ICT skills and apply them to daily life.
- (2) Be able to use statistics and mathematics to solve business problems.
- (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.

5.2 Teaching Strategies

- (1) Use case studies that allow students to implement their knowledge of statistics and mathematics to solve business problems,
- (2) Use activities such as encouraging students to show their work in an exhibition,
- (3) Students will form a team and do the group projects that require two-ways communication and develop their social skills.

5.3 Evaluation Strategies

- (1) Evaluate the correct application of statistics and mathematics to solve problems,
- (2) Evaluate their ability to present their work in at an exhibition,
- (3) Evaluate their ability to use software computer such as Photoshop doing their work.

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	Period	Learning Activities and Medias	Lecturers
1	<ul style="list-style-type: none"> • Introduction to Food and Beverages • Overview of the Food and Beverages operation • The composition of the Food service management Front of the House/Back of the House/Office • Practice 	2	<ul style="list-style-type: none"> • Direct Instruction • Group discussion • Assignment # 1 <p><u>Teaching Media</u></p> <ul style="list-style-type: none"> • Power Point Slide 	Aj. Kanittha Charernnit
2	<ul style="list-style-type: none"> • Galley equipment • Meal cart arrangement • Drink cart arrangement • Function of the service equipment 	2	<ul style="list-style-type: none"> • Direct Instruction • Student-centered: Constructivist approaches and Cooperative learning • Hands on activities <p><u>Teaching Media</u></p> <ul style="list-style-type: none"> • Power Point Slide 	Aj. Kanittha Charernnit
3	<ul style="list-style-type: none"> • Familiarization with the ingredients, • Special meals / Crew meals 	2	<ul style="list-style-type: none"> • Lecture and Practice • Problem-Based learning and Hands – on • Role play <p><u>Teaching Media</u></p> <ul style="list-style-type: none"> • Power Point Slide • VDO Clip 	Aj. Kanittha Charernnit
4	<ul style="list-style-type: none"> • Familiarization of the Menu • In various cuisines • French words • Cooking terms 	2	<ul style="list-style-type: none"> • Direct Instruction and Practice • Cooperative learning: Jigsaw <p><u>Teaching Media</u></p> <ul style="list-style-type: none"> • Power Point Slide 	Aj. Kanittha Charernnit

Week	Topic/Outline	Period	Learning Activities and Medias	Lecturers
5	<ul style="list-style-type: none"> Familiarization of the Beverages Menu Alcohol Non-Alcohol Mixed drinks 	2	<ul style="list-style-type: none"> Shared learning dialogue Cooperative Learning 	Aj. Kanittha Charernnit
6-7	<ul style="list-style-type: none"> Total Quality Service Standard Beverages Service in Premium class Student Presentation 	2	<ul style="list-style-type: none"> Direct Instruction Problem-Based learning and Hands-on Student-centered: Constructivist approaches and Cooperative learning Shared learning dialogue Performance activities Assignment # 2 <p><u>Teaching Media</u></p> <ul style="list-style-type: none"> Power Point Slide VDO Clip 	Aj. Kanittha Charernnit
8	<ul style="list-style-type: none"> Midterm Test 	2	<ul style="list-style-type: none"> Paper Test Using analysis thinking to create the answers to questions in the Mid-term test 	Aj. Kanittha Charernnit
9	<ul style="list-style-type: none"> Mocktail Practice 	2	<ul style="list-style-type: none"> Direct Instruction and Practice Student-centered: Constructivist approaches and Cooperative learning Role play <p><u>Teaching Media</u></p> <ul style="list-style-type: none"> Power Point Slide 	Aj. Kanittha Charernnit

Week	Topic/Outline	Period	Learning Activities and Medias	Lecturers
10	<ul style="list-style-type: none"> • Total Quality Service Standard • Meal Service in Premium class 	2	<ul style="list-style-type: none"> • Direct Instruction and Practice • Social skill and team work • Student-centered: Constructivist approaches and Cooperative learning • Assignment # 3 <p><u>Teaching Media</u></p> <ul style="list-style-type: none"> • Power Point Slide 	Aj. Kanittha Charernnit
11-12	<ul style="list-style-type: none"> • Individual Presentation • Service Provider attitudes and Characters • Customers Satisfaction 	2	<ul style="list-style-type: none"> • Student-centered: Constructivist approaches and Cooperative learning • Direct Instruction and Practice • Role Play • Assignment # 4 <p><u>Teaching Media</u></p> <ul style="list-style-type: none"> • Power Point Slide 	Aj. Kanittha Charernnit
13	<ul style="list-style-type: none"> • Menu and Wine list. 	2	<ul style="list-style-type: none"> • Lecture and Practice • Problem-Based learning and Hands-on <p><u>Teaching Media</u></p> <ul style="list-style-type: none"> • Power Point Slide 	Aj. Kanittha Charernnit

Week	Topic/Outline		Learning Activities and Medias	Lecturers
14-15	<ul style="list-style-type: none"> • Group Presentation 	2	<ul style="list-style-type: none"> • Problem-Based learning and Hands-on • Student-centered: Constructivist approaches and Cooperative learning • Group Presentation <p><u>Teaching Media</u></p> <ul style="list-style-type: none"> • Power Point Slide • VDO Clip 	Aj. Kanittha Charernnit
16	<ul style="list-style-type: none"> • Final Examination • Project work/ assignments submission 	2	<ul style="list-style-type: none"> • Student-centered: Constructivist approaches and Cooperative learning • Presentation Skills and Public Speaking • Paper Test • Using analysis thinking to create the answers to questions in the Mid-term test 	Aj. Kanittha Charernnit
	Total of Hours	32		

Section 5 Lesson Plan and Assessment

5.2. Learning Assessment Plan

	Learning Outcome	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
1	Ethics and Morals	Attendance	1-16	10%
2	Knowledge	Midterm Test Final	8 16	25% 25%
3	Cognitive Skills	Assignment, Report, and Presentation * Individual Presentation * Group Presentation	1-16	20%
4	Interpersonal Skills and Responsibilities	Uniform standard	1-16	10%
5	Numerical Analysis, Communication and Information Technology Skills	Group work, Presentation, E- Learning	1-16	10%

Section 6 Learning and Teaching Resources

1. Textbook and Main Documents

Lertporn Parasakul, (2004). English in Airline Business: Dhurakit Pundit University Book Center, Thailand

Marco P. Bruschweiler, (1999). Basic Cooking Methods, Thailand.

Marco P. Bruschweiler, (1999). Food Production, Thailand.

.Ronalds-Hannon, Elizabeth (2006). Service recovery Geometer's Sketchpad. Emeryville CA: Key Curriculum Press.

Vass, Beck (2010). Occupational Health and Safety. NY: Macmillan College Publishing Company.

[World Food Safety Guidelines for Airline Catering](#), International Flight Service Association, 2010, archived from [the original](#) on December 28, 2013, retrieved December 27, 2013

["American Airlines Inflight Dining, Recipes, Menus And More On"](#). Aa.com. October 25, 2012. Archived from [the original](#) on January 22, 2014. Retrieved December 11, 2013.

["Airline Meals & Delta Dining | Delta Air Lines"](#). Delta.com. November 10, 2013. Archived from [the original](#) on April 26, 2013. Retrieved December 11, 2013

["Airlines enlist gourmet chefs to draw first-class fliers"](#). Associated Press/CNN. April 29, 2008. Archived from [the original](#) on September 15, 2008.

2. Important Documents for Extra Study

Qantas service standard

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

www.inflight-service.com,

<http://standards>

<http://premiumservice>

Section 7 Course Evaluation and Revising

1. Strategies for Course Evaluation by Students

Evaluation sheet

Behavior of students in class and uniform standard

Students' suggestion during the class

2. Strategies for Course Evaluation by Lecturer

Exam result and personal grooming

3. Teaching Revision

Classroom research

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

4. Feedback for Achievement Standards

Evaluation based on quizzes, paper, presentation, semester paper

5. Methodology and Planning for Course Review and Improvement

Revise and develop course structure and process every two years.

Encourage the students to do essential and external reading and submit paper and presentation on time.

Find further study and information related to this course in library as well as internet.