



IAL 3308: Cabin Crew Management (AB-61 Group 1 - 5)

TQF 5 Course Report

The Course Report herein refers to the teaching and learning report of a lecturer at the end of each semester course. The report includes an assessment whether the course was conducted as planned in the course specification and, if not, suggestions for improvement. The report also presents student academic results, the number of students for the duration of the course, course management problems, an analysis of the course evaluation result from students/Head of Department or external auditor, an opinion survey of employers, and suggestions to the course coordinator for improvement and development.

The Course Report consists of 8 sections:

Section 1	General Information
Section 2	Teaching and Learning Management Compared to a Teaching Plan
Section 3	Summary of Teaching and Learning Result
Section 4	Problems and Effects of Course Management
Section 5	Course Evaluation
Section 6	Improved Teaching Plan

Course Report

Name of Institution: Suan Sunandha Rajabhat University

Campus/Faculty/Department: International College

Section 1: General Information

1. **Course title and code:** IAC 3306 Cabin Crew Management
2. **Pre-requisite:** None
3. **Responsible faculty, lecturer, and section:**
Mrs. Korawin Kangwol (AB-61/Group 1 - 3)
Mr. Taksina Bunbut (AB-61/Group 4 - 5)
4. **Course semester/academic year:** Semester 1/2563

5. **Place of study:** Cabin Service Mock-Up, International College, Nakhon Pathom Education Center

Section 2: Teaching and Learning Management Compared to a Teaching Plan

1. **Report of a planned teaching hours compared to an actual teaching hours**
Specify teaching topics, teaching hours according to the plan, and actual teaching hours. If the actual teaching hours are different from the plan by more than 25%, specify the reasons.

Week	Topic/Outline	Periods	Learning Activities and Medias	Lecturer(s)
1	<ul style="list-style-type: none">• Introduction to Cabin Crew Management<ul style="list-style-type: none">- A Day in the Life of a Crewmember- History of Cabin Crew- Responsibilities of Cabin Crew	3 hrs	<ul style="list-style-type: none">- Direct instruction and group discussion- Student centered: cooperative learning (big project)	Mrs. Korawin Kangwol Mr. Taksina Bunbut
2	<ul style="list-style-type: none">• Cabin Crew's Competencies<ul style="list-style-type: none">- Cabin Crew' s Position Requirement- Lifestyle of Cabin Crew- Crew Roster- Using Time Zones : Exercise	3 hrs	<ul style="list-style-type: none">- Direct instruction- Student centered: cooperative learning- Case study	Mrs. Korawin Kangwol Mr. Taksina Bunbut
3	<ul style="list-style-type: none">• Aircraft and Aviation Familiarization<ul style="list-style-type: none">- Aircraft, Airport, and	3 hrs	<ul style="list-style-type: none">- Student centered: cooperative learning- Group presentation	Mrs. Korawin Kangwol

	Ground Terminology - Aircraft Furnishings, Systems and Terminology			Mr. Taksina Bunbut
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Week	Topic/Outline	Periods	Learning Activities and Medias	Lecturer(s)
4	<ul style="list-style-type: none"> Crew Member Coordination Communication <ul style="list-style-type: none"> - Chain of Command - Cabin Crew Team Structure - Work Positions and Specific Responsibilities - Pre-flight Briefing 	3 hrs	<ul style="list-style-type: none"> - Direct Instruction - Student centered: cooperative learning - Group activity 	Mrs. Korawin Kangwol Mr. Taksina Bunbut
5	<ul style="list-style-type: none"> In-flight Communication and Public Announcement <ul style="list-style-type: none"> - Cabin Interphone System - Public announcement 	3 hrs	<ul style="list-style-type: none"> - Direct Instruction - Student centered: cooperative learning - Role play - Oral practice 	Mrs. Korawin Kangwol Mr. Taksina Bunbut
6	<ul style="list-style-type: none"> Safety and Emergency Procedure <ul style="list-style-type: none"> - Emergency Equipments - Passenger Safety Briefing - Evacuation and Emergency Procedure - Safety Demonstration - Dangerous Goods 	3 hrs	<ul style="list-style-type: none"> - Direct Instruction - Student centered: cooperative learning - Role play - Oral practice 	Mrs. Korawin Kangwol Mr. Taksina Bunbut
Week	Topic/Outline	Periods	Learning Activities and Medias	Lecturer(s)
7	Midterm Test	3 hrs	- Paper test	Mrs. Korawin Kangwol Mr. Taksina Bunbut
8	<ul style="list-style-type: none"> Medical Emergencies and Medical Training 	3 hrs	<ul style="list-style-type: none"> - Direct instruction - Student centered: cooperative learning - Case study 	Mrs. Korawin Kangwol Mr. Taksina

	<ul style="list-style-type: none"> - Medical Equipment - First Aid - Medical Emergency Situation 			Bunbut
9	<ul style="list-style-type: none"> • Pre-flight - Service Sequence - On Ground Service Preparation - Welcome Procedure - Before Take-Off 	3 hrs	<ul style="list-style-type: none"> - Direct instruction - Student centered: cooperative learning - Mock-up practice 	Mrs. Korawin Kangwol Mr. Taksina Bunbut
10	<ul style="list-style-type: none"> • In-flight 1 - Beverage service - Drink service etiquette - Bar cart setting up - Popular cocktails and beverages on board - Selection of tea, coffee and hot drink on board - Selection of wine, spirits, and liqueur on board 	3 hrs	<ul style="list-style-type: none"> - Direct instruction - Student centered: cooperative learning - Mock-up practice 	Mrs. Korawin Kangwol Mr. Taksina Bunbut

Week	Topic/Outline	Periods	Learning Activities and Medias	Lecturer(s)
11	<ul style="list-style-type: none"> • In-flight 2 - Meal Service - Taking meal orders - Breakfast service - Supper service - Light meal service - Lunch & Dinner service - Bread service - Cheese and fruits service - Dessert and tea/coffee service - Passengers' comfort and privacy - Duty free sales service - In-flight entertainment service - Cabin & lavatories cleanliness 	3 hrs	<ul style="list-style-type: none"> - Direct Instruction - Student centered: cooperative learning - Mock-up practice 	Mrs. Korawin Kangwol Mr. Taksina Bunbut

12	<ul style="list-style-type: none"> • Post-flight <ul style="list-style-type: none"> - Cabin preparation for landing - Farewell procedure - Left-behind item handling procedure 	3 hrs	<ul style="list-style-type: none"> - Direct Instruction - Student centered: cooperative learning - Mock-up practice 	<p>Mrs. Korawin Kangwol</p> <p>Mr. Taksina Bunbut</p>
Week	Topic/Outline	Periods	Learning Activities and Medias	Lecturer(s)
13	<ul style="list-style-type: none"> • In-flight service demonstration by guest speakers 	3 hrs	<ul style="list-style-type: none"> - Student centered: cooperative learning - Demonstration from guest speakers 	<p>Mrs. Korawin Kangwol</p> <p>Mr. Taksina Bunbut</p>
14	<ul style="list-style-type: none"> • In-flight service simulation by teams of student • บริการวิชาการ “บินอย่างปลอดภัย...เมื่อเข้าใจภาษาอังกฤษ” 	3 hrs	<ul style="list-style-type: none"> - Student centered: cooperative learning - In-flight service practice 	<p>Mrs. Korawin Kangwol</p> <p>Mr. Taksina Bunbut</p>
15	<ul style="list-style-type: none"> • In-flight service simulation by teams of student • บริการวิชาการ “บินอย่างปลอดภัย...เมื่อเข้าใจภาษาอังกฤษ” 	3 hrs	<ul style="list-style-type: none"> - Student centered: cooperative learning - In-flight service practice 	<p>Mrs. Korawin Kangwol</p> <p>Mr. Taksina Bunbut</p>
16	<ul style="list-style-type: none"> • In-flight service evaluation • Review before final examination 	3 hrs	<ul style="list-style-type: none"> - Student centered: cooperative learning - Group discussion 	<p>Mrs. Korawin Kangwol</p> <p>Mr. Taksina Bunbut</p>
17	<ul style="list-style-type: none"> • Final Examination 	3 hrs	<ul style="list-style-type: none"> - Paper test 	<p>Mrs. Korawin Kangwol</p> <p>Mr. Taksina Bunbut</p>

2. Teaching topics not covered as planned

Specify topics that are not covered according to the teaching plan. The lecturer may consider whether the main points of the topics affect learning outcomes at both the course and program levels. If there is any impact on student learning outcomes, give suggestions.

Teaching topics not covered as planned	Effects to learning outcomes	Provide any suggestions
None	None	None

3. Efficiency of teaching towards learning outcomes, as specified in course design

Specify whether teaching methodology can lead towards achievement of all domains of learning outcomes, as articulated in course specification. Specify problems found in teaching. Give suggestions.

Domains of Learning outcomes	Teaching methodology and activities in class	Efficiency		Setback during teaching and Suggestions
		Yes	No	
1. Ethics and Morals Understand discipline of people who work in Airline business and their role in Customer Relationship Management	1. Activities that require students to practice being punctual and no tardiness 2. Students need to maintain both college's uniform standard and airline uniform standard	√		-Some students have a habit of being late and absent. Warning and deduct points on attendance -Need to explain to students to understand the consequences of being late and absent. - Inform them about the importance of on-time performance and grooming in Airline Business.
2. Knowledge Students will have knowledge of customer relationship management, customer satisfaction survey, loyalty program, and data management for those who work in this field and an	1. Lecture with case study 2. Presentation and assignment 3. Reading, Writing, Listening & Speaking	√		- Students understand the role and duty of cabin crew.

<p>ability to apply that knowledge in practice.</p> <ul style="list-style-type: none"> • Apply technical and information skills appropriate to their discipline or professional area • Understand the limitation of, and have the capacity to evaluate, their current knowledge • Learn both independently and cooperatively <p>Learn new skills and apply learning to new and unexpected situations</p>				
<p>3. Cognitive Skills</p> <p>Students will be able to communicate effectively across a range of context. Demonstrate oral, written, communication;</p> <ul style="list-style-type: none"> • Present and summarize their ideas in written and oral; • Access, present info through assignment 	<ol style="list-style-type: none"> 1. Analyze the case study 2. Group Discussion 3. Exhibit a project and presentation 	√		<p>-Students are confident with their communication in English. They practice their English during the role-plays and group discussions.</p>
<p>4. Interpersonal Skills and Responsibilities</p> <p>Social skills: helping, trust building, conflict management decision-making, leadership, learn to</p>	<ol style="list-style-type: none"> 1. Group work 2. Self Study 	√		<p>-Students learn to enhance their self-esteem and self-image, as well as to have positive attitude towards the career of cabin crew.</p>

respect others people's opinion				
5. Numerical Analysis, Communication and Information Technology Skills The students have developed competencies in numeracy and information literacy.	1. E-learning 2. Self-study 3. Group Presentation	√		-Students develop their social skills and presentation skills. - Students learn about the role and duty of cabin crew from movies, YouTube, and social medias.

4. Teaching improvement

Suggest strategies to your department to improve teaching methodology based on problems found in Section 2, No. 3.

Suggestions:

- Students need to practice more skills in English for the in-flight service duty;
 - Speaking Skill: by having many activities that can encourage students to speak English such as Pre-flight briefing, doing role play, interviewing the cabin crew in English and present it as the VDO clip in the class, making the in-flight announcement
 - Listening Skill: by interviewing the cabin crew in English and present it as the VDO clip in the class, group discussion
 - Reading Skill: by reading short stories and doing quizzes, reading the in-flight announcement
 - Writing Skill: by writing, planning, and presenting the proposal for in-flight service project.
- Provide Public Announcement (PA) practice for students.

Section 3: Summary of Teaching and Learning Results

1. Number of students registered for the course: 138 students
2. Number of students at the end of the semester: 138 students
3. Number of students who withdrew from the course: 0 students
4. Distribution of scores level (grade)

Student's score as percentage	Grade	Total	Percentage
86 – 100	A	22	16
82 – 85	A-	20	15
78 – 81	B+	24	18
74 - 77	B	32	23
70 – 73	B-	23	16
66 – 69	C+	9	6
62 – 65	C	7	5.5
58 – 61	C-	1	0.5
54 – 57	D+	0	0
50 - 53	D	0	0
46 - 49	D-	0	0
0 - 45	F	0	0
	I	0	0
	W	0	0

5. Factors influencing unusual scores level: None

6. Errors from (grade) assessment plan

6.1 Errors about setting time for assessment

6.1.1 Specify errors and reasons.

6.1 Errors due to timing	Reasons
None	None

6.2 Errors about assessment techniques

6.2.1 Specify errors and reasons.

6.2 Errors due to the assessment techniques	Reasons
Need to create the rubric score for evaluating the student's performance.	To make the evaluation to be clear and accurate, and also clarify the evaluation for students

7. Revision of student efficiency

7.1 Specify methods of revision and summarize the result.

Method of revision	Conclusion
The pre-flight and post-flight briefing between students and lecturer.	Students have more confidence with the role-play, teamwork, and in-flight service skills after having the consultation with the lecturer.

Section 4: Problems and Effects of Course Management

1. Teaching resources and facilities problem

1.1 Specify problems about teaching resources and facilities and their impact.

Problems	Impacts
None	None

2. Management and organization problem

2.1 Specify problems about management and organization and their impact on student learning.

Problems	Impacts
Students tend to stay in same group and work only with familiar group members. Students are not confident enough to speak and share idea in the class because of their weak communication in English.	Students lose their opportunities to share and gain new ideas and working style from other friends. Students cannot learn from their mistakes.

Section 5: Course Evaluation

1. Result of student course evaluations (please see attachment.)

1.1 Feedback from student evaluations

1.1.1 Specify strengths and weaknesses.

Students have high ability to work as a team as a cabin crew team. They can integrate the knowledge from catering management, ground service management, English for cabin crew, etc. to this course.

Students need to do more research about in-flight services and the work life of cabin crew. They also need to improve their English-speaking skill.

1.2 Lecturer's opinion of student feedback

Lecturer agrees that students need to strength their English usage in writing, reading, listening and speaking.

Lecturer should find the activity that help to encourage students to show their performance of using English for communication.

2. Result of course evaluation from other evaluation methods.

2.1 Feedback from other evaluation methods

2.1.1 Specify strengths and weaknesses.

Strength: This course helps students to strength their team-working skill as well as opportunities to enhance their English in the role-plays of in-flight services.

Weakness: The English usage is still a big problem for the students due to they don't feel confident with their English-speaking skills.

2.2 Lecturer's opinion of feedback

In order to help students to improve their English, the extra courses in English writing and reading should be provided to them.

Section 6: Improved Teaching Plan

1. Progression of improved teaching plan as presented in the previous course report.

- 1.1 Specify an improved teaching plan that was proposed in the previous semester/academic year, and describe whether it was conducted as planned. If not, give reasons.

An improved plan	The result
The teaching plan is designed for developing the English skill of students. Students will have more chance to speak, write, and read English in the class.	Students develop their English skills and they are eager to have self-study and prepare the lesson before coming to the class.

2. Other methods for course improvement

2.1 Briefly describe how to improve the course, e.g., new teaching methods for the current semester/academic year or new teaching instruments.

- Provide reading article as the weekly assignment.
- Evaluate students' reading skill by having quiz about the reading article on bi-weekly.
- Add more writing activities on the textbook and lecture note.

3. Suggestion an improvement of the plan for the next semester/academic year

3.1 Specify a plan with expected deadlines and person who is responsible.

Proposed Plan	Deadline	Responsible Lecturer
<ul style="list-style-type: none">- Provide reading article as the weekly assignment.- Evaluate students' reading skill by having quiz about the reading article on bi-weekly.- Add more writing activities on the textbook and lecture note.	Prepare six reading articles and quizzes for the students	Mrs. Korawin Kangwol Mr. Taksina Bunbut

Reported by: Mrs. Korawin Kangwol and Mr. Taksina Bunbut

Submitted Date: Jan 10, 2021