



1. General Course Information

1.1 Course Details

Course Code:	2208HSL
Course Name:	International Food and Beverage Management
Trimester:	Trimester 2, 2021
Program:	Associate Degree in Commerce & Business Diploma of Hotel Management
Credit Points:	10
Course Coordinator:	Joseph Endres
Document modified:	22 June 2021

Course Description

International Food and Beverage Management is a 10 Credit Point course within the Associate Degree in Commerce and Business. The course is situated within the second year of the program. The Associate Degree in Commerce and Business is designed to provide students with a pathway to:

- further university studies in Commerce, Business and related degrees or
- direct employment

International food and beverage management course attempts to prepare students in effectively managing operational aspects (i.e., product/service/process design, control and improvements) of food and beverage outlets commonly found in the large international hotels and resorts.

Assumed Knowledge

No prior knowledge assumed.

1.2 Teaching Team

Your teacher can be contacted via the email system on the portal.

Name	Email
Joseph Endres	Joseph.Endres@staff.griffithcollege.edu.au

1.3 Staff Consultation

Your teacher is available each week for consultation outside of normal class times. Times that your teacher will be available for consultation will be given in the first week of Learning Experience class. A list of times and rooms will be published on the Griffith College Portal under the "Support and Services/Teacher Consultation Times" link.

1.4 Timetable

Your timetable is available on the Griffith College Portal at Class Timetable in Student and Services.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device.

2. Aims, Outcomes & Generic Skills

2.1 Course Aims

The international food and beverage management course aims to develop students operational and managerial skills in effectively managing food and beverages operations (i.e., product, service and processes) within an international hotel and resort. In addition, this course equips students with an up to date know how of food and beverage operations design and layout principles to ensure that the proposed outlet is market driven and financially viable.



2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. **Demonstrate** knowledge and understanding of international dining practices and their application in providing an authentic meal experience;
2. **Propose** and **critically evaluate** a hypothetical Restaurant Concept;
3. **Apply** international design and layout principles in the food and beverage production and service areas;
4. **Critically evaluate** international food and beverage production and service systems;
5. **Analyse** food and beverage operational processes related to marketing, finance, total quality management and trends.



2.3 Generic Skills and Capabilities

For further details on the Generic Skills please refer to the [Graduate Generic Skills and Capabilities policy](#). Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

Generic Skills and Capabilities		Taught	Practised	Assessed
Acquisition of discipline knowledge and skills with critical judgement		✓	✓	✓
Communication and collaboration		✓	✓	✓
Self-directed and active learning		✓	✓	✓
Creative and future thinking		✓	✓	✓
Social responsibility and ethical awareness		✓	✓	✓
Cultural competence and awareness in a culturally diverse environment		✓	✓	✓



3. Learning Resources

3.1 Required Learning Resources

Davis, B., Lockwood, A., Alcott, P., & Pantelidis, I., (2018). Food and Beverage Management 6th Ed., London: Routledge.

3.2 Recommended Learning Resources

Journals:

- Cornell Hotel and Restaurant Administration Quarterly
- Journal of Foodservice Business Research
- Journal of Hospitality and Tourism Management
- Journal of Restaurant and Food Service Marketing
- International Journal of Contemporary Hospitality management

Websites:

- United Nations Industrial Development Organisation – UNIDO
- United Nations World Tourism Organisation – UNWTO

3.3 College Support Services and Learning Resources

The College provides many facilities and support services to assist students in their studies. Links to information about College support resources that are available to students are included below for easy reference.

[Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.

MyStudy – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

Griffith College is committed to ensuring academic integrity is understood and maintained by all staff and students. All students learn about academic integrity through engagement with the weighted Epigeum modules within the suite of Academic and Professional Studies courses.

Services and Support provides a range of services to support students throughout their studies including academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.

[Jobs and Employment](#) in the Student Hub can assist students with career direction, resume and interview preparation, job search tips, and more.

[IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

3.4 Other Information about your Learning

Attendance

You are expected to actively engage in all learning experiences and learning activities which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you are encouraged to BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

Preparation and Participation in Learning

In order to enhance your learning, you need to prepare before participating in the learning experiences. Absorb the learning content and complete the learning activities that are provided online before you attend the scheduled learning experiences. Make sure you complete the learning activities set each week; they are designed to support your learning. Active participation in your learning will enhance your success. Ask questions when something is unclear or when you want to bring some issue to your lecturer or tutor's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

Course Learning Materials

Learning materials are made available to you in MyStudy on the Griffith College Portal. The learning materials are arranged in Modules. In each Module you will find Learning Content, Learning Experiences and Learning Activities. **Learning Content** will be engaged with prior to the scheduled **Learning Experience (your weekly class)**. This will ensure you are prepared for the scheduled Learning Experience by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning tasks (assessment) in the course.

In addition, **Anytime Anywhere** learning material is provided in the course. This learning material provides support, interactive tools and directions for students who occasionally cannot attend the weekly scheduled Learning Experience (either in person or on Zoom) perhaps due to illness or other commitments. The Anytime

Anywhere learning material should also be used in conjunction with Learning Content and Learning Activities resources.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course learning content even when you are not specifically asked to do so by your lecturer or tutor. The weekly guide will be helpful to organise your learning. This involves revising the weekly course learning material and completing the learning activities. It also means you will need to find additional information to evidence your learning (assessment) beyond that given to you, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

Program Progression

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - [Program Progression Policy](#) - for more information].






Teacher and Course Evaluation

Your feedback is respected and valued by your teachers. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your lecturer and tutor or by completing course and lecturer evaluations via Griffith College's evaluation tool whenever these are available.



4. Learning Content, Learning Activities and Learning Experiences

4.1 Modules for Learning and Weekly Learning Content, Learning Activities and Learning Experience





	Learning Content 	Learning activities 	Learning experiences 	Evidence of learning 	Learning outcome 
Module 1 - International Food & Beverage Management - Introduction					
1	Int F & B Management - Introduction Assessment Tasks Assessment Proformas PowerPoint Slides Week 1- Intro to Food and Beverage Management Readings: Chapter 1 pp 1-9; pp 20-32	Icebreakers Group Formation Research Sydney Dining & Population	Mini Lectures Preparation of Exercises and Readings Be industry active		1
2	Int F & B Management - Introduction Assessment Tasks Assessment Proformas PowerPoint Slides: Week 2 - Concept Development Readings: Week 2 Chapter 2, Chapter 3, Chapter 5 pp. 96-107	Exercise 01 – The Meal Experience Reflection Restaurant Proposal – Concept Description preparation (Team)	Mini Lectures Exercises Readings Being industry active	Exercise 1 Proposal – Concept Description (Team)	1
Module 2 - International Food and Beverage Management – Product Development					
3	Int F & B Management - Product Development Assessment Tasks Assessment Proformas PowerPoint Slides: Week 3 - Menu & Wine list planning & design Readings: Week 3 Chapter 6	Preparation of Restaurant Proposal - Concept Description (Team) Find ways to be industry active	Mini Lectures Preparation of Exercises and Readings	Reading 1 Proposal Concept Description (Team)	2
4	Int F & B Management - Product Development Assessment Tasks Assessment Proformas PowerPoint Slides: Week 4 - Food service area planning and design Readings: Week 4 Chapter 5 (Excl pp. 108 – 119)	Exercise 2 – Menu & Beverage List Planning & Design Reflection Reading 2 - Reflection Restaurant Proposal - Concept Description Q&A (Team) Online Restaurant Review DUE (Individual)	Mini Lectures Preparation of Exercises and Readings Preparation of Restaurant Proposal - Concept Description (Team) Find ways to be industry active	Exercise 2 Reading 2 Proposal – Concept Description (Team) Online Restaurant Review DUE (Ind)	2
5	Int F & B Management - Product Development Assessment Tasks Assessment Proformas PowerPoint Slides: Week 5 - Food production area planning & design Readings: Week 3 Chapter 6	Exercise 3 – Food Service Area Design Reflection Reading 3- Reflection Restaurant Proposal – Menu and Wine List Development Q&A (Team)	Mini Lectures Preparation of Exercises and Readings Preparation of Restaurant Proposal - Concept Description (Team) Find ways to be industry active	Exercise 3 Reading 3 Proposal – Menu & Wine List (Team)	2

Module 3 - International Food and Beverage Management – Product Design					
6	Int F & B Management - Product Design Assessment Tasks Assessment Proformas PowerPoint Slides: Week 6 - Quality management practices in F & B operations Readings: Week 6 Chapter 12	Exercise 4 - Food Production Area Design Reflection Restaurant Proposal – Food and Beverage service and production area design Q&A (Team)	Mini Lectures Preparation of Exercises and Readings Preparation of Restaurant Proposal Find ways to be industry active	Exercise 4 - Food Production Area Design Proposal - Food and Beverage service and production area design (Team)	3
7	Int F & B Management - Product Design Assessment Tasks Assessment Proformas PowerPoint Slides: Week 7 - Food production and service systems	Exercise 5 – Food and Beverage Report Reflection Restaurant Proposal – Food and Beverage service and production area design Q&A (Team)	Mini Lectures Preparation of Exercises and Readings Preparation of Restaurant Proposal Find ways to be industry active	Exercise 5 – Food and Beverage Report Proposal - Food and beverage service and production area design (Team)	3
Module 4 - International Food and Beverage Management – Systems Development					
8	Int F & B Management - Systems Dev Assessment Tasks PowerPoint Slides: Week 8 - F & B control systems Readings: Week 8 Chapter 9 (except for pp. 266-269)	Restaurant Proposal – Product and Service Quality Systems Q&A (Team)	Mini Lectures Preparation of Exercises and Readings Preparation of Restaurant Proposal	Restaurant Proposal - Product and Service Quality Systems (Team)	4
9	Int F & B Management - Systems Dev Assessment Tasks PowerPoint Slides: Week 9 - F & B purchasing systems	Exercise 6 - P & L Statement Reflection Preparation for the Final Exam – a systems approach	Mini Lectures Preparation of LA Exercises and LA Readings Preparation of Restaurant Proposal	Exercise 6 - P & L Statement Compiled Restaurant Proposal Report DUE (Team)	4
Module 5 - International Food and Beverage Management – Operational Improvements					
10	Int F & B Management – Op Improvements Assessment Tasks PowerPoint Slides: Week 10 - Menu and Wine list evaluation Readings: Week 10 Chapter 9. pp. 266-269	Exercise 7 – Purchasing Reflection Preparation for Final Exam – a systems approach	Mini Lectures Preparation of Exercises and Readings Preparation for Final Exam – find ways to collaborate	Exercise 7 – Purchasing Reading 4	5
11	Int F & B Management – Op Improvements Assessment Tasks PowerPoint Slides: Week 11 - F&B Marketing, and Role of F&B Manager Readings: Week 11 Chapter 11, Chapter 1 pp. 9-20; Chapter 13	Exercise 8 - Menu Engineering Reflection Reading 4 Reflection Preparation for Final Exam – a systems approach	Mini Lectures Preparation of Exercises and Readings Preparation for Final Exam – find ways to collaborate	Exercise 8 - Menu Engineering	5
12	Int F & B Management – Op Improvements Assessment Tasks PowerPoint Slides: Week 12 Revision Readings: Week 12 Revision	Exercise 9 - Ops Budgeting Reflection Preparation for Final Exam – a systems approach	Mini Lectures Preparation of Exercises and Readings Preparation for Final Exam – find ways to collaborate	Exercise 9 - Ops Budgeting	5

5. Evidence of Learning (Assessment Plan)



5.1 Evidence of Learning Summary

	 Evidence of learning	 Weighting	 Learning outcome	 Due Date
1	Exercises 1 - 9	10%	1, 2, 3, 4, 5	Ongoing Weeks 2-12
2	Online Restaurant Review	10%	1	Week 4
3	Restaurant proposal	40%	1, 2, 3	Week 9
4	Final Exam	40%	3, 4, 5	Final Exam Period

5.2 Evidence of Learning Task Detail

1. These Exercises 1-9 (10%) aim to extend your understanding of the weekly course content being delivered. The ongoing practice of these activities will develop your ability to solve and discuss a wide range of course topics as well as provide an opportunity for on the spot feedback to the tutor.
2. The online restaurant review (10%) allows students to gain customer perspectives in a restaurant with table service. To review customer feedback on food and beverage menu items in regard to temperature, taste and appearance; service with respect to courteous, informative, prompt and efficient provision; and to make recommendations in regard to the overall experience from a guest perspective. This learning serves as a core focus for future learning in the course and industry best practice.
3. This team project (40%) allows you to research and write on the aspects of food and beverage product and service design with development of a hypothetical restaurant concept proposal. Your involvement in the team project will show your level of aptitude related to the Learning Outcomes 1, 2, and 3. Moreover, this assessment activity underpins the development of the generic skills of self-directed active learning; communication and collaboration; critical judgement; creative and future thinking, within a framework of social, ethical and cultural responsibility.
4. The final exam (40%) assesses your individual mastery of the course content and its application to the food and beverage operations under controlled conditions. The exam paper will include multiple choice questions, short answer, calculations and brief discussion. Your involvement in the exam will reveal your level of aptitude related to the Learning Outcomes 3, 4, 5.

5.3 Late Submission

An evidence of learning (assessment) item submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Evidence of learning items submitted more than five working days after the due date are awarded zero marks.

Please refer to the Griffith College website - Policy Library > [Assessment Policy](#) for guidelines and penalties for late submission.

5.4 Other Information about Evidence of Learning

Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

Requests for extension

To apply for an extension of time for an evidence of learning item, you must submit an [Application for Extension of Assignment](#) form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. [Griffith College Student Medical Certificate](#)]. Please refer to the Griffith College website - [Policy Library](#) - for guidelines regarding extensions and deferred assessment.

Return of Evidence of Learning Items

1. Marks awarded for in-trimester evidence of learning items, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final evidence of learning item in this course (marks for this item will be provided with the final course result).
2. Students will be advised of their final grade through the Student Portal. Students can review their final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.
3. Marks for **all** evidence of learning items including the final exam (if applicable) will be recorded in the Moodle Course Site and made available to students through the Moodle Course Site.

The sum of your marks of evidence of learning items in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.

6. Policies & Guidelines

Griffith College assessment-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

[Assessment Policy](#), [Special Consideration](#), [Deferred Assessment](#), [Alternate Exam Sitings](#), [Medical Certificates](#), [Academic Integrity](#), [Finalisation of Results](#), [Review of Marks](#), [Moderation of Assessment](#), [Turn-it-in Software Use](#). These policies can be accessed within the [Policy Library](#)

Academic Integrity Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your lecturers, tutors and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of an allegation of a breach of academic integrity being made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the Griffith College Academic Integrity Policy; this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Griffith College website - Policy Library > [Academic Integrity Policy](#)

Reasonable Adjustments for Assessment – The Disability Services policy

The [Disability Services policy](#) (accessed within the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to assessment for students with disabilities while maintaining academic robustness of its programs.

Risk Assessment Statement

There are no out of the ordinary risks associated with this course.

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