



College of Hospitality Industry Management

TQF 5 Course Report

Course Code: ABI 1204

Course Title: Ground Service Management

Credits: 3(3-0-6)

Semester /Academic Year: 1/2025

Students: Bachelor of Arts Program in Airline Business

Lecturer(s): Miss Korawin Kungwola

College of Hospitality Industry Management

Suan Sunandha Rajabhat University

Course Report

Institution : Suan Sunandha Rajabhat University

Campus/Faculty/Department : College of Hospitality Industry Management

Section1: General Information

1. Course Code and Title : ABI 1204 Ground Service Management

2. Pre-requisite (if any) : None

3. Faculty Member(s) Teaching the Course and Sections

Miss Korawin Kungwola

Sections: Airline Business 67, Campus: Bangkok, Nakorn Pathom
Room No. 3634, 201

4. Semester and Academic Year

Semester 1, Academic Year 2025

5. Venue College of Hospitality Industry Management, Suan Sunandha Rajabhat University

Section 2 : Actual Teaching Hours Compared with Teaching Hours Specified in the Teaching Plan

1. Number of actual teaching hours compared with the teaching plan

| Week | Topic/Outline | Period | Learning Activities and Medias |
|----------|--|--------|--|
| 1 | Unit 1: Introduction to Airport & Airline Ground Operation -Airport as an Operational System -Passenger terminal environment | 3 | <ul style="list-style-type: none"> • Power Point • Guide line to study the course • Discussion • Student-centered: Cooperative learning - Students' individual assignment : "Fly me to the moon" - Students' Group research: Performance activities 'Come fly with me' |
| 2 | Unit 2: Air traveling Process | 3 | <ul style="list-style-type: none"> • Direct instruction • Students' individual performance activities 'Fly me to the moon' 3 persons a week |
| 3 | Unit 3: Preflight Preparation | 3 | <ul style="list-style-type: none"> • Direct instruction • You tube • Students' individual performance activities 'Fly me to the moon' 3 persons a week |
| 4 | Unit 4: Check-in counter setup and travel document | 3 | Power point and google meet <ul style="list-style-type: none"> • Problem solving • Student-centered: Cooperative learning |

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|--|--|--|--|
| | | | <ul style="list-style-type: none"> Students' individual performance activities 'Fly me to the moon 3 persons a week |
|--|--|--|--|

| Week | Topic/Outline | Hours | Learning Activities and Medias |
|------|--|-------|---|
| 5 | Unit 5: Check-in process | 3 | <ul style="list-style-type: none"> Discussion Student-centered: Cooperative learning <p>Students' individual performance activities 'Fly me to the moon 3 persons a week</p> |
| 6 | Unit 6: Baggage Acceptance Boarding gate and Flight-finalizing procedures | 3 | <ul style="list-style-type: none"> Discussion Student-centered: Cooperative learning <p>Students' individual performance activities 'Fly me to the moon 3 persons a week</p> |
| 7 | Check in Practice | 3 | <ul style="list-style-type: none"> Student centered YouTube |
| 8 | Mid-term Examination | 3 | <ul style="list-style-type: none"> Paper test |
| 9 | Unit 7: Boarding Gate -Boarding gate sequence - Boarding gate announcement | 3 | <ul style="list-style-type: none"> Direct instruction Discussion Student-centered: Cooperative learning Students' individual performance activities 'Fly me to the moon' 3 persons a week |
| 10 | Unit 8: Arrival -Arrival passengers | 3 | <ul style="list-style-type: none"> Direct instruction Problem solving |

| | | |
|--|--|---|
| | | <ul style="list-style-type: none"> • Student-centered: Cooperative learning • Students' individual performance activities 'Fly me to the moon' 3 persons a week |
|--|--|---|

| Week | Topic/Outline | Hours | Learning Activities and Medias |
|------|---|-------|--|
| 11 | Unit 9: Special Handling Passengers | 3 | <ul style="list-style-type: none"> • Direct instruction • Problem solving: VDO case study • Student-centered: Cooperative learning <p>Students' individual performance activities 'Fly me to the moon' 3 persons a week</p> |
| 12 | Unit 10: Dangerous Goods | 3 | <ul style="list-style-type: none"> • Discussion • Student-centered: Cooperative learning <p>Students' individual performance activities 'Fly me to the moon' 3 persons a week</p> |
| 13 | Unit 11: Irregular Operations | 3 | <ul style="list-style-type: none"> • Direct instruction • Discussion • Student-centered: Cooperative learning • Students' individual performance activities 'Fly me to the moon' 3 persons a week |
| 14 | Unit 12: Baggage services and Ground Handling Equipment | 3 | <ul style="list-style-type: none"> • Direct instruction • Problem solving • Student-centered: Cooperative learning |

| | | | |
|--|--|--|---|
| | | | <ul style="list-style-type: none"> Students' individual performance activities 'Fly me to the moon' 3 persons a week |
|--|--|--|---|

| Week | Topic/Outline | Hours | Learning Activities and Medias |
|------|---|-------|--|
| 15 | <ul style="list-style-type: none"> Final Project | 3 | <ul style="list-style-type: none"> Students' group performance activities on 'Come fly with me' |
| 16 | <ul style="list-style-type: none"> Make up Class | | <ul style="list-style-type: none"> Group discussion |
| 17 | <ul style="list-style-type: none"> Final | | <ul style="list-style-type: none"> Paper Test |

2. Topics that couldn't be taught as planned

| Topics that couldn't be taught (if any) | Significance of the topics that couldn't be taught | Compensation |
|---|--|--------------|
| - | - | |

3. Effectiveness of the teaching methods specified in the Course Specification

| Learning Outcomes | Teaching methods specified in the course specification | Effectiveness (Use ✓) | | Problems of the teaching method(s) (if any) and suggestions |
|--|--|-----------------------|----|---|
| | | Yes | No | |
| 1. Morals and Ethics | | ✓ | - | |
| 2. Knowledge | | ✓ | - | |
| 3. Cognitive Skills | | ✓ | - | |
| 4. Interpersonal Skills and Responsibilities | | ✓ | - | |
| 5. Numerical Analysis, Communication and Information Technology Skills | | ✓ | - | |
| 6. Learning Management Skills | | ✓ | - | |

4. Suggestions for Improving Teaching Methods

Section 3: Course Outcomes

1. Number of registered students: 38

2. Number of students at the end of semester: 38

3 Number of students who withdrew (W) : 0

4. Grade distribution

| Grade | No. of students | Percentage |
|----------------|-----------------|------------|
| A | 7 | 18 |
| A- | 8 | 21 |
| B+ | 17 | 45 |
| B | 5 | 13 |
| B- | 1 | 3 |
| C+ | 0 | 0 |
| C | 0 | 0 |
| C- | 0 | 0 |
| D | 0 | 0 |
| F | | |
| Incomplete (I) | | |

5. Factors causing unusual distribution of grades (If any)

6. Discrepancies in the evaluation plan specified in the Course Specification

6.1 Discrepancy in evaluation time frame

| Details of Discrepancy | Reasons |
|------------------------|---------|
| - | - |

6.2 Discrepancy in evaluation methods

| Details of Discrepancy | Reasons |
|------------------------|---------|
| - | - |

7. Verification of students' achievements

| Verification Method(s) | Verification Result(s) |
|------------------------|------------------------|
| | |

Section 4: Problems and Impacts

1. Teaching and learning resources

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| <p>Teaching Problems:</p> <p>Some students lacked confidence and consistency in applying grooming standards and personality traits during class activities. A few students were shy, hesitant to participate in posture training, and did not maintain professional appearance throughout the semester. It was also challenging to observe and correct individual behaviors within limited class time.</p> | <p>Impacts on students' learning :</p> <p>Students who were less engaged or self-conscious missed opportunities to develop professional image and communication skills needed for the airline industry. Without active participation, their self-confidence, posture, and grooming habits improved slowly. This affected their readiness to present themselves professionally in interviews and real cabin crew environments.</p> |
| <p>Learning Resources Problems:</p> | <p>Impacts on students' learning :</p> |

2. Administration and organization

| | |
|--|---|
| <p>Problems from administration</p> | <p>Impacts on students' learning</p> |
| <p>Problems from organization</p> | <p>Impacts on students' learning</p> |

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Section 5 : Course Evaluation

1. Results of course evaluation by students

1.1 Important comments from evaluation by students

Strengths:

1. Students enjoyed learning activities that helped improve self-confidence, posture, and personal appearance.
2. The grooming demonstrations and self-introduction practices were useful for preparing for airline interviews and real work situations.
3. Students appreciated the lecturer's encouragement and personalized feedback on grooming, communication, and professional image.
4. The class atmosphere was positive and supportive, allowing students to express themselves and build confidence.
5. Students gained more understanding about the importance of first impressions, personal hygiene, and appropriate behavior for aviation professionals.

Weaknesses:

1. Some students still felt shy or uncomfortable during self-presentation activities in front of others.
2. A few students needed more practice and guidance in makeup, hairstyling, and posture correction to meet airline standards.
3. Time for individual grooming evaluation was limited; students requested more sessions for hands-on practice.
4. Some students found it difficult to maintain consistency in professional appearance throughout the course.
5. More real-life simulation or mock-up training was suggested to better connect classroom learning with actual cabin crew scenarios.

1.2 Faculty members' opinions on the comments in 1.1

2. Results of course evaluation by other evaluation methods

2.1 Important comments from evaluation by other evaluation methods

2.2 Faculty members' opinions on the comments in 2.1

Section 6: Improvement Plan

1. Progress of teaching and learning improvement recommended in the previous Course Report

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| <p>Improvement plan proposed in Semester 1 Academic year 2026</p> <p>Increase Practical Training Sessions</p> <ol style="list-style-type: none"> 1. Schedule more mock-up cabin practices focusing on in-flight service, safety announcements, and emergency procedures. 2. Allow students to rotate roles (Purser, Safety Demonstrator, Cabin Attendant) to experience a variety of responsibilities. | <p>Results of the plan implementation (In case no action was taken nor completed, reasons must be provided.)</p> <ol style="list-style-type: none"> 1. 2. 3. |
|---|--|

2. Other improvements

3. Suggestions for improvement for Semester __ Academic year _____

| Suggestions | Time Frame | Responsible person |
|-------------|------------|--------------------|
| | | |

4. Suggestions of faculty member(s) responsible for the course

Responsible Faculty Member/Coordinator Mrs. Korawin Kungwola

Signature..... Submission Date 2 December 2025

Chairperson/Program Director:

Signature..... Receipt Date