

		<p style="text-align: center;"><b>Universitas Negeri Surabaya</b>  <b>Vocational Faculty</b>  <b>D4 Culinary Management Study Program</b></p>										<p><b>Document Code</b></p>																																	
<b>SEMESTER LEARNING PLAN</b>																																													
<b>Courses</b>		<b>CODE</b>		<b>Course Family</b>		<b>Credit Weight</b>			<b>SEMESTER</b>		<b>Compilation Date</b>																																		
Catering Business Management		99999440603062				T=3 P=0 ECTS=4.77			5		July 17, 2024																																		
<b>AUTHORIZATION</b>		<b>SP Developer</b>				<b>Course Cluster Coordinator</b>				<b>Study Program Coordinator</b>																																			
										Lilis Sulandari, S.Pt., M.P.																																			
<b>Learning model</b>	Case Studies																																												
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																												
	<b>Program Objectives (PO)</b>																																												
	<b>PLO-PO Matrix</b>																																												
	<table border="1" style="width: 100%;"> <tr> <td style="width: 25%;"></td> <td style="width: 75%; text-align: center;">P.O</td> </tr> </table>														P.O																														
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																													
<table border="1" style="width: 100%;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 3%;">1</td> <td style="width: 3%;">2</td> <td style="width: 3%;">3</td> <td style="width: 3%;">4</td> <td style="width: 3%;">5</td> <td style="width: 3%;">6</td> <td style="width: 3%;">7</td> <td style="width: 3%;">8</td> <td style="width: 3%;">9</td> <td style="width: 3%;">10</td> <td style="width: 3%;">11</td> <td style="width: 3%;">12</td> <td style="width: 3%;">13</td> <td style="width: 3%;">14</td> <td style="width: 3%;">15</td> <td style="width: 3%;">16</td> </tr> </table>													P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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<b>Short Course Description</b>	<p>After taking this course, students are expected to have understanding and skills in planning and organizing a catering business for institutional/institutional needs, both commercial and non-commercial. This course is a 3 credit practical course which includes: understanding the basic concepts of catering business management, being able to group types of catering businesses, applying planning aspects in organizing a catering business, applying organizing in organizing a catering business, and students being able to organize a catering business. Learning method by giving assignments and exercises/practice. Assessment includes: participation/activity in lectures, independent assignments, group assignments, practical implementation and sub-summative and summative exams.</p>																																												
<b>References</b>	<b>Main :</b>																																												
	<ol style="list-style-type: none"> <li>1. Brook, Bessie. 1977. Food Service in Institution. Fifth Edition. Canada: John Wiley &amp; Sons, Inc.</li> <li>2. Davis, Bernard and Sally, Stone. 1991. Food and Beverage Management. Second Edition. London: Butterworth Heinemann Ltd.</li> <li>3. Fadiati, Ari. 2011. Mengelola Jasa Boga yang Sukses. Jakarta: PT Remaja Rosdakarya.</li> <li>4. Glaiser, Robyn. 1987. Catering: Toward a Career. Longmann: Chesire.</li> <li>5. John, Pass. 1988. Australian Handbook of Commercial. Catering. Australia: The Macmillan Company Pty Ltd.</li> <li>6. Kinton, Ronald and Caserani, Victor. 1989. The Theory of Catering. Australia: Edward Arnold.</li> <li>7. Kotschevar, Lendal and Withrow, Diane. 2008. Mangement By Menu. Fourth Edition. New Jersey: John Wiley &amp; Sons, Inc.</li> <li>8. Mahmood, Khan.1987. Food Service Operation. Wessport.Connecticut: Avi Publishing Company, Inc.</li> <li>9. Moehyi, Sjahmien. 1992. Penyelenggaraan Makanan Institusi dan Jasa Boga. Jakarta: Penerbit Bharatara.</li> <li>10. Subroto, Joko. 2003. Food &amp; Beverage and Table Setting. Jakarta: Gramedia Widiasarana Indonesia(Grasindo).</li> <li>11. Wahini, Meda. 2003. Manajemen Jasa Boga. Surabaya: Unesa University Press.</li> <li>12. Widyastuti, Nurmasari. Adrian Pramono.2014. Manajemen Usaha Boga. Yogyakarta: Graha Ilmu</li> </ol>																																												
	<b>Supporters:</b>																																												
<b>Supporting lecturer</b>	Prof. Dr. Any Sutiadiningsih, M.Si. Ila Huda Puspita Dewi, S.Pd., MM.Par.																																												
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																																						
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																								
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																						

1	Students are able to understand the basic concepts of food business management	1.Describe the meaning of management 2.Identify management aspects 3.Describe the meaning of catering business 4.Explain the history of the development of the catering business industry		Presentations, group discussions and cooperative learning 3 X 50			0%
2	Students are able to understand the basic concepts of food business management	1.Describe the meaning of management 2.Identify management aspects 3.Describe the meaning of catering business 4.Explain the history of the development of the catering business industry		Presentations, group discussions and cooperative learning 3 X 50			0%
3	Students are able to define types of catering businesses	1. Defining the catering business group based on its nature 2. Defining the catering business group based on specific characteristics 3. Defining the catering business group based on health requirements		Group discussions used the Student Teams Achievement Divisions (STAD) method, questions and answers, and assignments: field observations. 3 X 50			0%
4	Students are able to apply planning aspects in organizing a catering business	1. Conduct market research to gather information about products, types of ingredients, price of ingredients, and consumer tastes in groups, report and present it face to face in class 2. Understand menu planning 3. Understand standardization of food ingredients 4. Understand procedures for procuring food ingredients 5. Understand the procedures for delivering food ingredients		Group discussions used the Student Teams Achievement Divisions (STAD) method, questions and answers, and assignments: field observations. 3 X 50			0%

5	Students are able to apply planning aspects in organizing a catering business	1. Conduct market research to gather information about products, types of ingredients, price of ingredients, and consumer tastes in groups, report and present it face to face in class 2. Understand menu planning 3. Understand standardization of food ingredients 4. Understand procedures for procuring food ingredients 5. Understand the procedures for delivering food ingredients		Group discussions used the Student Teams Achievement Divisions (STAD) method, questions and answers, and assignments: field observations. 3 X 50			0%
6	Students are able to apply organizational aspects in running a catering business	1. Apply the organization of the kitchen section 2. Apply the organization of the washing section 3. Understand the organization of the serving and service section		Discussion, exercises and assignments 3 X 50			0%
7	Students are able to apply organizational aspects in running a catering business	1. Apply the organization of the kitchen section 2. Apply the organization of the washing section 3. Understand the organization of the serving and service section		Discussion, exercises and assignments 3 X 50			0%
8	UTS			2 X 50			0%
9	Students are able to run a catering business	1. Implement food ingredient procurement and delivery practices 2. Implement food ingredient standardization practices 3. Implement food ingredient production practices 4. Implement food portion standardization practices 5. Implement food presentation and service practices to consumers		3 X 50 project based learning			0%
10	Students are able to run a catering business	1. Implement food ingredient procurement and delivery practices 2. Implement food ingredient standardization practices 3. Implement food ingredient production practices 4. Implement food portion standardization practices 5. Implement food presentation and service practices to consumers		3 X 50 project based learning			0%

11	Students are able to run a catering business	1. Implement food ingredient procurement and delivery practices 2. Implement food ingredient standardization practices 3. Implement food ingredient production practices 4. Implement food portion standardization practices 5. Implement food presentation and service practices to consumers		3 X 50 project based learning			0%
12	Students are able to run a catering business	1. Implement food ingredient procurement and delivery practices 2. Implement food ingredient standardization practices 3. Implement food ingredient production practices 4. Implement food portion standardization practices 5. Implement food presentation and service practices to consumers		3 X 50 project based learning			0%
13	Students are able to run a catering business	1. Implement food ingredient procurement and delivery practices 2. Implement food ingredient standardization practices 3. Implement food ingredient production practices 4. Implement food portion standardization practices 5. Implement food presentation and service practices to consumers		3 X 50			0%
14	Students are able to run a catering business	1. Implement food ingredient procurement and delivery practices 2. Implement food ingredient standardization practices 3. Implement food ingredient production practices 4. Implement food portion standardization practices 5. Implement food presentation and service practices to consumers		3 X 50			0%

15	Students are able to evaluate practical results	1. Prepare a report on the results of the discussion 2. Prepare presentation materials 3. Present the results of the group discussion 4. Give responses / questions and answers		Problem based learning 3 X 50			0%
16	UAS			2 X 50			0%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

#### Notes

- 1. Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- 2. The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- 3. Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- 4. Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- 5. Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- 6. Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- 7. Forms of assessment:** test and non-test.
- 8. Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- 9. Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- 10. Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 11. The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- 12. TM=Face to face, PT=Structured assignments, BM=Independent study.**