



**Universitas Negeri Surabaya
Faculty of Vocational Studies
D4 Culinary Management Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																	
Procurement	6230503106		T=3 P=0 ECTS=4.77	5	July 17, 2024																																	
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																		
	Lilis Sulandari, S.Pt., M.P.																																		
Learning model	Case Studies																																					
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																					
	Program Objectives (PO)																																					
	PLO-PO Matrix																																					
		<table border="1" style="margin: auto;"> <tr> <td style="width: 100px; height: 30px;">P.O</td> </tr> </table>					P.O																															
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	PO Matrix at the end of each learning stage (Sub-PO)																																					
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 50px; height: 30px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">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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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																						
Short Course Description	This course provides an understanding of the concept of food ingredient control in the Catering Services industrial system, including: control of food ingredient procurement, receiving and warehousing activities. Food material control activities are differentiated into initial control and joint control. and final control. Learning is carried out with a constructivist approach, by providing exercises.																																					
References	Main :																																					
	<ol style="list-style-type: none"> 1. Gregoire, Mary B. & Spears, Meran C. 2007. Foodservice Organizations. A Managerial and System Approach. USA: Pearson Prentice Hall. 2. Revino. 2000. Purchasing. Suatu Pengantar Praktis. Jakarta: Djambatan 3. Clute, Mark. 2009. Food Industry Quality Control System. USA: CRC Press. Taylor & Francise Group. LLC. 4. Mill, Robert Christie. 2007. Restaurant Management: Customer, Operations, dan Employees. Third Edition. Upper Saddle River, New 5. Linch, Francis T. 2000. The Book of Yields : Accuracy in Food Costing and Purchasing. United States of America: John Wiley & Sons, Inc 																																					
	Supporters:																																					
Supporting lecturer	Prof. Dr. Any Sutiadiningsih, M.Si. Ila Huda Puspita Dewi, S.Pd., MM.Par.																																					
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)																															
		Indicator	Criteria & Form	Offline (offline)	Online (online)																																	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																															

1	Able to understand the lecture plan, tasks, obligations that must be carried out, and sanctions for violations that occur. Able to understand the meaning of controlling food ingredients correctly, independently and responsibly. Able to understand the objectives of controlling food ingredients in the culinary business correctly, independently and responsibly.	1.Able to explain the meaning of controlling food ingredients correctly, independently and responsibly. 2.Able to explain the purpose of controlling food ingredients in the culinary business correctly, independently and responsibly.	Criteria: 1. Correct answer according to the answer key (score 0-100) 2. Student attitudes/responses during learning are categorized into Very Responsive, Responsive, and Not at all)	2 X 50			0%
2	Able to understand special problems in controlling food ingredients correctly, independently and responsibly	Able to explain special problems in controlling food ingredients correctly, independently and responsibly	Criteria: 1. Correct answer according to the answer key (score 0-100) 2. Attitude assessment according to the rubric	2 X 50			0%

3	Able to understand the basics of food ingredient control: planning stage, operational stage, post-operation stage, real things encountered in food ingredient control	<p>1.Able to understand the basics of controlling food ingredients, including: being able to explain a management control system that balances the success factors of a company correctly, independently and responsibly</p> <p>2.able to explain the planning stages in controlling food ingredients correctly, independently and responsibly</p> <p>3.able to explain the operational stages in controlling food ingredients correctly, independently and responsibly</p> <p>4.able to explain the post-operative stage in controlling food ingredients correctly, independently and responsibly</p> <p>5.able to identify real things that are often encountered in controlling food ingredients in the culinary business.</p>	<p>Criteria:</p> <p>1.Written Test: Correct answers according to the answer key (score 0-100).</p> <p>2.Attitude assessment is according to student attitude categorization</p>	2 X 50			0%
4	Able to understand setting budgets and food breaks correctly, independently and responsibly	Able to explain budget determination and food breaks correctly, independently and responsibly	<p>Criteria:</p> <p>1. Correct answer according to the answer key (score 0 -100)</p> <p>2. Giving attitude assessments according to the rubric</p>	2 X 50			0%

5	Able to understand the basic concepts in controlling ingredients in the culinary business correctly, independently, confidently and responsibly	Able to explain basic concepts in controlling ingredients in the culinary business correctly, independently, confidently and responsibly (planning production, standard yields, standard recipes, standard portion sizes)	Criteria: 1. Correct answer according to the answer key (Score 0-100) 2. Attitude assessment based on rubrics	2 X 50			0%
6	Able to understand methods of controlling food ingredients in the culinary business correctly, independently, confidently and responsibly.	Able to explain methods of controlling food ingredients in the culinary business correctly, independently, confidently and responsibly.	Criteria: 1. Correct answer according to the answer key (Score 0-100) 2. Attitude assessment based on rubrics	2 X 50			0%
7	Able to understand Ingredient Control methods in Culinary Business (Advanced) correctly and responsibly	Able to explain methods of Ingredient Control in Culinary Business (Advanced) correctly and responsibly		2 X 50			0%
8	UTS	UTS		2 X 50			0%
9	Able to understand Control in the Purchasing and Stock section (Purchasing and Stock Control) correctly and responsibly	Able to explain control in the Purchasing and Stock section (Purchasing and Stock Control) correctly and responsibly		2 X 50			0%
10	Able to understand Purchasing and Stock Control (Advanced) correctly and responsibly	Able to explain Purchasing and Stock Control (Advanced) correctly and responsibly		2 X 50			0%
11	Able to understand Raw Material Inventory Control correctly and responsibly	Able to explain Raw Material Inventory Control using various methods correctly and responsibly		2 X 50			0%
12	Able to understand Raw Material Inventory Control using various methods (Continued) correctly and responsibly	Able to explain Raw Material Inventory Control using various methods (Continued) correctly and responsibly		2 X 50			0%
13	Able to understand Receiving Control correctly and responsibly	Able to explain Control in Receiving correctly and responsibly		2 X 50			0%
14	Able to understand Prepare and Store Foods correctly and responsibly	Able to explain Prepare and Store Food correctly and responsibly, including: Identify and collect food items required for preparations Prepare dairy and eggs Prepare dry goods Prepare food and vegetables		2 X 50			0%

15	Able to understand Preapre and Store Foods (Continued) correctly and responsibly	Able to explain about prepare and store foods (continued) correctly and responsibly, including: Prepare meat, poultry and seafood Assemble and use equipment Store prepare foods		2 X 50			0%
16							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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.**