	Universitas Negeri Surabaya Faculty of Engineering , Undergraduate Culinary Education Study Program	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Food Decoration*)	8321103014		T=3	P=0	ECTS=4.77	4	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Dr. Hj. Sri Handajani, S.Pd., M.Kes.

Learning model	Project Based Learning

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix
	P.O
	PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	The lecture material consists of the basic concepts of food decoration, elements and principles of design and their implementation in the art of food decoration, including flower arranging decoration, making garnishes, fruit carving, techniques for making various folds of leaves for delivery, cake decoration, arranging parcels for various opportunities, and food models from clay.

References	**Main :**	
	1. Atisah Sipahelut, Petrussumadi, 1991. Dasar-Dasar Disain.Jakarta : Depdikbud 2. Clifton,Claire, 1988, The Art of Food. New Jersey : Wellflect Press 3. Elaine Mac Gregor. 1988 Wedding Cakes. London : Merchust Limited 4. Berbagai literature lain yang menunjang mata kuliah Dekorasi Boga 5. Wilton. 2012. Cake Decoration. New Jersey :	
	Supporters:	

Supporting lecturer	Dra. Dwi Kristiastuti Suwardiah, M.Pd. Dr. Hj. Sri Handajani, S.Pd., M.Kes.

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	1. Introduction: RPS and Syllabus2. Understand the basic concepts of culinary decoration 3. Have the ability to understand the concept of design elements and principles.	1. Understand the RPS and Syllabus 2. Explain the meaning of culinary decorations 3. Explain the purpose and benefits of food decorations 4. Explain the scope of culinary decoration. 5. Explain the elements and principles of design and their implementation in the culinary sector	**Criteria:** Full marks are obtained if you do all the questions correctly	Discussion, and questions and answers 3 X 50			0%
2	a. Have the ability to understand the concept of flower arranging with various models b. Have the skills to make written plans for arranging flowers with various arrangement models	a. Explain the meaning of flower arranging. History of flower arranging decoration, flower arranging in a philosophical sense. Equipment and materials for flower arranging.d. Explains various models of flower arrangements and the steps for arranging them. Explain flower arranging techniques	**Criteria:** Full marks are obtained if you do all the questions correctly	Discussion, and questions and answers, doing 3 X 50 assignments			0%
3	Have practical skills in arranging flowers according to the planned arrangement model	a. Skilled in arranging flowers according to the chosen model. Dexterous in packing. Can explain the criteria for practical results accurately.		Practice and presentation, discussion and question and answer 3 X 50			0%
4	a. Mastering the concept of fruit carving techniques, carving equipment and various types of fruit/carving media. Have basic fruit carving skills and abilities (Fruits Carving)	a. Can explain the meaning, purpose and benefits of carving fruit as well as the requirements for fruit that can be carved b. Mention fruit carving equipment c. Practice carving watermelon and papaya. Master the steps for carving watermelon, melon and papaya. Master the criteria for fruit carving results.		Presentations, discussions and questions and answers, assignments and practice. 6 X 50			0%
5							0%

6	a. Master the concept of garnishes and b. Have the skills to make various garnishes from vegetables c. Skilled in making bases from folded leaves	a. Can explain the meaning of garnishes b. Can explain the terms of garnishes c. Can explain the ingredients for making garnishes. d. Can explain the techniques for making garnishes. Explain the technique for making leaf folds. Develop a practice plan for making garnishes and leaf folds.		Direct practice, presentation, discussion, and question and answer, assignment 3 X 50			0%
7	Skilled in making garnishes from vegetables and folding leaves to base dishes	a. Skilled in making garnishes from vegetables. Garnish results criteriac. Skilled in making folded leaves for serving dishes. Mastering the criteria for leaf folding results.		Direct practice, presentation, discussion, and question and answer, assignment 3 X 50			0%
8	Midterm exam			3 X 50			0%
9	Have the ability to master the concept of decorating/decorating cakes (Decoration Materials and Cake Decorating Equipment)	a. Can master the basic concepts of cake decorating b. Know cake decorating equipment c. Master cake decorating procedures. Can prepare a written plan for cake decorating practices		Presentations, discussions, questions and answers, assignments and exercises 3 X 50			0%
10	Have basic skills in decorating cakes with flowers from icing. (Basic decorations and flowers)	a. Can do How to polish the cake b. Can make ornaments from icing c. Can decorate the base of the cake with icing d. Can make flowers from icing		Presentations, discussions, questions and answers, assignments and exercises 3 X 50			0%
11	Have the skills to decorate cakes based on character models, according to the theme	a. Can prepare a practice plan for decorating cakes according to the theme. b. Can complete cake decoration completely and well/neatly. c. Can evaluate the results of practice well.		Direct practice, discussion, and question and answer, assignment 3 X 50			0%
12	Decorating Cakes With Plastic Icing	a. Can explain the meaning of plastic icing b. Can prepare practical plans. Can practice decorating cakes with plastic icing completely		Discussion, consultation and presentation 3 X 50			0%
13							0%

No	Sub-PO	Indicators	Criteria	Learning Forms & Methods			Weight
14	Have the skills to arrange various forms of parcels as delivery	a. Skilled in the practice of arranging parcels b. Can evaluate practice results		Practice, Discussion, question and answer consultation, and presentation 3 X 50			0%
15	Have the ability and skills to make food models from clay	a. Explaining the clay formula. b. Explaining decorative models / food models from clay. c. Explaining techniques for forming clay	**Criteria:** Full marks are obtained if you do all the questions correctly	Discussion, consultation and presentation 3 X 50			0%
16	Mastering the skills of making food models from clay	a. Skilled in making food models according to designs that have been designed. b. Skilled in evaluating practical results. c. Skilled in packing properly and correctly		Practice, Presentation, discussion and evaluation. 3 X 50			0%

Evaluation Percentage Recap: Project Based Learning

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.