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

SEMESTER LEARNING PLAN

Courses		CODE	Course Family		Credit Weight			SEMESTER	Compilation Date
HR and Quality Management		8321103154			**T=3**	**P=0**	**ECTS=4.77**	5	February 6, 2023
AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**			**Study Program Coordinator**		
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Learning model	**Case Studies**

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	PLO-9	Able to design, carry out, analyze and implement research results in the field of Culinary Education
	PLO-12	Able to apply the principles of adaptive and normative knowledge that support the field of culinary education
	Program Objectives (PO)	
	PO - 1	Internalize academic values, norms and ethics through the application of science and technology
	PO - 2	Mastering the theory (application) of HR management and evaluating performance quality.
	PO - 3	Develop logical, critical, systematic and creative thinking in managing human resources according to their field of expertise
	PO - 4	Demonstrate a responsible attitude towards quality assurance based on analytical studies or information and data
	PLO-PO Matrix	

P.O	PLO-9	PLO-12
PO-1		
PO-2		
PO-3		
PO-4		

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
PO-1																
PO-2																
PO-3																
PO-4																

Short Course Description	This course develops concepts related to strategies for managing Human Resources and Quality, especially in the catering services sector. The material in this course is related to HRM aspects, competency identification, increasing knowledge, HR skills as well as identifying development needs, policies and programs in HR development as well as strategies and evaluating HR quality. After students complete this course, they are expected to be able to analyze, compile and develop HR development programs and prepare quality instruments in their work units. Lectures are delivered in the form of online lectures using project-based methods, case studies and problem solving.

References	**Main :**	
		1. Competency management : A Practitioner's Guide, Palan R., 2003 Percetakan Suma, Kuala Lumpur. 2. Development Management Skills, Margaret Dale, 2003. 3. Efective Planning, The Art Of Training and Development, Leslie Rae. 2013. 4. Human Resource Development, Sedarmayanti, Prof.Dr, APU, 2013. 5. Human Resource Management, Dessler, Gary dan Huat, Tan Chwee, 2006, Pearson Prentice Hall, Singapore. 6. Undang-Undang Nomor 5 Tahun 2014 tenta6ng Aparatur Sipil Negara. 7. Peraturan Pemerintah Nomor. 11 Tahun 2017 tentang Manajemen Aparatur Sipil Negar

	Supporters:						
Supporting lecturer	Drs. Ec. Mein Kharnolis, M.SM. Ita Fatkhur Romadhoni, S.Pd., M.Pd.						

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	Students are able to understand the paradigm and scope of human resource management development and quality in the culinary sector	Students combine learning material for one semester	**Criteria:** Completeness and correctness of the explanation **Form of Assessment** : Participatory Activities	Direct Learning/ Lectures 3 X 50		**Material:** Scope of HR Management development **Reference:** *Competency management : A Practitioner's Guide, Palan R., 2003 Suma Printing, Kuala Lumpur.*	5%
2	Students understand the position of HRM in organizations	Able to conclude the definition and concept of the position of HRM and quality in the organization	**Criteria:** Skills, Correctness of analysis **Form of Assessment** : Participatory Activities, Practice/Performance	Presentation and discussion 3 X 50		**Material:** the position of HRM in organizations **Reference:** *Development Management Skills, Margaret Dale, 2003.*	5%
3	Students are able to project human resource needs	1.Review the HR projection process. 2.Conduct an inventory of future skills supplies 3.Make projections of future skill supplies. 4.Project staff demand	**Criteria:** Skills, Correctness of analysis **Form of Assessment** : Participatory Activities	3 X 50 project based learning		**Material:** Projecting HR needs **References:** *Effective Planning, The Art of Training and Development, Leslie Rae. 2013.*	5%
4	Students are able to understand quality policies and quality assurance organizations.	1.Examining the concept of HR quality policy 2.Designing an organizational structure for HR quality assurance	**Criteria:** Skills, Correctness of analysis **Form of Assessment** : Participatory Activities, Portfolio Assessment	Presentation and discussion 3 X 50		**Material:** Quality policy and quality assurance organization **References:** *Human Resource Management, Dessler, Gary and Huat, Tan Chwee, 2006, Pearson Prentice Hall, Singapore.*	5%

			Criteria			Material	
5	Students are able to analyze and develop HR managerial technical skills and quality in the culinary business sector.	1. Examining the concept of HR skills development 2. Evaluate HR skills development methods 3. Analyze the managerial role in developing HR skills 4. Identify opportunities and obstacles in skills development. 5. Study food service career management case studies	**Criteria:** Skills, Correctness of analysis **Form of Assessment** : Participatory Activities	Presentation and discussion 3 X 50		**Material:** HR managerial technical capabilities. **References:** *Effective Planning, The Art of Training and Development, Leslie Rae. 2013.*	5%
6	Students understand standards and mechanisms for meeting standards	1. Review planning standards 2. Review implementation standards 3. Review monitoring and evaluation standards	**Criteria:** Sharpness and completeness of analysis **Form of Assessment** : Project Results Assessment / Product Assessment	3 X 50 Project based learning		**Material:** Mechanisms for meeting standards. **Reference:** *Human Resource Development, Sedarmayanti, Prof.Dr, APU, 2013.*	5%
7	Students understand the management of improving the quality of human resources in the catering services sector	1. Examining the concept of quality improvement management 2. Examine the principles of quality management 3. Conduct quality management process analysis	**Criteria:** Skills, Correctness of analysis **Form of Assessment** : Participatory Activities	Presentation and discussion 3 X 50		**Material:** HR Quality Improvement Management **Reference:** *Human Resource Management, Dessler, Gary and Huat, Tan Chwee, 2006, Pearson Prentice Hall, Singapore.*	5%
8	Students are able to answer questions on the Midterm Exam correctly according to the answer key	Students are able to understand the material starting from meetings 1-7	**Criteria:** Able to answer correctly according to the answer key **Form of Assessment** : Participatory Activities	Presentation 3 X 50		**Material:** Report presentation References **:** *Human Resource Management, Dessler, Gary and Huat, Tan Chwee, 2006, Pearson Prentice Hall, Singapore.*	10%
9	Students can understand the main topics of labor laws that apply in Indonesia	Examining the role and function of regulations, labor laws □ Law no. 13 of 2003	**Criteria:** Completeness of explanation and depth of analysis **Form of Assessment** : Participatory Activities	Presentation and discussion 3 X 50		**Material:** main points of discussion of labor law **Reference:** *Law Number 5 of 2014 concerning State Civil Apparatus.*	5%
10	Students can understand the concept of assessing employee achievement and performance	Reconvey the meaning of Promotion, Demotion, Transfer and Dismissal (PHK) Review the procedures for Promotion, Demotion, Transfer and Dismissal (PHK)	**Criteria:** Clarity and depth of analysis of answers **Form of Assessment** : Participatory Activities	Problem based learning 3 X 50		**Material:** concept of employee achievement and performance assessment **Reference:** *Human Resource Development, Sedarmayanti, Prof.Dr, APU, 2013.*	5%

11	Students can understand the concept of PDCA in a quality management system	1.Reviewing the PDCA (Plan-Do-Check-Act) system 2.Analyzing the PDCA (Plan-Do-Check-Act) cycle 3.Cultivate note-taking	**Criteria:** Clarity and depth of analysis **Form of Assessment** : Participatory Activities	Problem based learning 3 X 50		**Material:** PDCA concept in a quality management system **Reference:** *Human Resource Development, Sedarmayanti, Prof.Dr, APU, 2013.*	5%
12	Students can prepare a quality plan document	1.Students are able to prepare quality plans 2.Students are able to implement quality plan documents	**Criteria:** Completeness and clarity of analysis **Form of Assessment** : Practical Assessment	Practice and presentation 3 X 50		**Material:** preparing a quality plan document **References:** *Human Resource Management, Dessler, Gary and Huat, Tan Chwee, 2006, Pearson Prentice Hall, Singapore.*	10%
13	Students monitor processes and products	1.Students control monitoring and measurement facilities 2.Students analyze monitoring and measurement 3.Students carry out standard evaluations	**Criteria:** Completeness and clarity of analysis **Form of Assessment** : Practical Assessment	Problem based learning 3 X 50		**Material:** Process and product monitoring **References:** *Human Resource Management, Dessler, Gary and Huat, Tan Chwee, 2006, Pearson Prentice Hall, Singapore.*	5%
14	Students can understand recruitment and workforce selection	1.Examining the meaning of labor recruitment 2.Detailing labor recruitment methods 3.Review labor recruitment procedures	**Criteria:** Clarity and depth of analysis **Form of Assessment** : Participatory Activities	Problem based learning 3 X 50		**Material:** Recruitment and selection of workers **References:**	5%
15	Students can understand the concept of Human Resource Training and Development in organizations	1.Examining the meaning of training and development 2.Review training and development objectives 3.Identify types of training and development 4.Identify training and development stages 5.summarize the benefits of training and development	**Criteria:** Clarity and depth of analysis **Form of Assessment** : Participatory Activities	Problem based learning 3 X 50		**Material:** Human Resource Development in organizations **Reference:** *Development Management Skills, Margaret Dale, 2003.*	5%
16	Report Presentation	Able to present reports	**Criteria:** able to answer correctly according to the answer key **Form of Assessment** : Participatory Activities, Tests	Presentation and discussion 3 X 50		**Material:** Presentation of report results **References:** *Human Resource Management, Dessler, Gary and Huat, Tan Chwee, 2006, Pearson Prentice Hall, Singapore.*	15%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	67.5%
2.	Project Results Assessment / Product Assessment	5%
3.	Portfolio Assessment	2.5%
4.	Practical Assessment	15%
5.	Practice / Performance	2.5%
6.	Test	7.5%
		100%

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.