	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
Kitchen & Production Equipment	8321103008		T=3	P=0	ECTS=4.77	2	July 18, 2024

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

Learning model	**Case Studies**
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	This lecture material consists of basic concepts about commercial kitchens and production equipment in food service businesses, including basic concepts, professional kitchen planning, kitchen layout, heat sources, production equipment and materials; implement accumulated skills in producing food, carrying out assessments and analysis.
References	**Main :**

1. Anonimus. 1980. Mengenal Barang . Jakarta: Kantor Pusat DJBC
2. Beumer, BJM. 1980. Pengetahuan Bahan . Jakarta: Bharata karya Aksara.
3. Birchfield, John C. 2008. Design and Layoutof Foodservice Facilities . Hoboken, New Jersey: John Wiley & Sons, Inc.
4. Hillman. Howard. 2003. The New Kitchen Science . New York: Houghton Mifflin Company 215 Park Avenue South.
5. Katsigris, Costas & Thomas, Chris. 2009. Design and Equipment for Restaurants and Foodservice A Management View . THIRD EDITION. Hoboken, New Jersey: John Wiley & Sons, Inc.
6. Kotschevar, Lendal H &Terrel, Margaret E. 1986. Food Service Planning, Layout and Equipment . New York: John Willey & Sons.
7. Peet, Louise Jenison; Pickett, Marry S. & Arnold, Mildred G. 1979. Household Equipment. New York: John Willey & Sons
8. Trotter, Charlie; Wareing, Marcus; Hill, Shaun; Hall, Lyn. Knife In The Kitchen . New York: 375 Hudson Street, New York, 10014
9. West, Bessie Brooks; Wood, Levelle; Harger, Virginia F; Shugart, Grace Severance. 1977. Food Service In Institutions . Fifth Edition. NewYork: John Willey & Sons.

Supporters:	
Supporting lecturer	Prof. Dr. Any Sutiadiningsih, M.Si.

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 basic concepts of a culinary kitchen intelligently, honestly and responsibly.	1. Explaining the meaning of a commercial catering kitchen, the benefits of studying DPP knowledge, the scope of DPP, dilemmas in using kitchen equipment, 2. Explain matters relating to kitchen safety/security. 3. Explain the important factors that must be considered when selecting kitchen equipment	**Criteria:** Full marks are obtained if you do the questions correctly. The weight of the assessment results is 20% obtained from the level of student participation both in terms of attendance at lectures, activeness in attending lectures (asking questions, paying attention, and being serious), and activeness in group discussion activities and class presentations. . The following is a class presentation rubric.	Presentation, module reading, question and answer, and reflection 2 X 50			0%
2	Able to understand the concept of commercial kitchen planning as a basis for analyzing food lab conditions carefully, honestly and responsibly, as well as presenting clearly and independently.	1. Express the definition of ergonomics and its scope correctly. 2. Explains the requirements for a commercial kitchen in terms of physical and non-physical aspects 3. Analyze the condition of the food lab in terms of safety and health aspects	**Criteria:** Full marks are obtained if you do the questions correctly. The weight of the assessment results is 20% obtained from the level of student participation both in terms of attendance at lectures, activeness in attending lectures (asking questions, paying attention, and being serious), and activeness in group discussion activities and class presentations. . The following is a class presentation rubric.	Presentations, reading modules, questions and answers, and reflections. 2 X 50			0%
3	Have the ability to identify important factors in layout as a basis for sketching kitchen layouts (main kitchen and pastry & bakery kitchen).	1. Understand the provisions that must be considered in the layout/layout of a commercial kitchen 2. Determine the size of the commercial kitchen space 3. Identify activity centers in each part of the culinary industry kitchen 4. Determine the work flow and space expected in a commercial food service kitchen 5. Designing the layout of a commercial food service kitchen	**Criteria:** Full marks are obtained if you do the questions correctly. The weight of the assessment results is 20% obtained from the level of student participation both in terms of attendance at lectures, activeness in attending lectures (asking questions, paying attention, and being serious), and activeness in group discussion activities and class presentations. . The following is a class presentation rubric.	1. Read the module and explore the material 2. Observe facts, analyze, prepare reports 3. Presentation, question and answer 2 X 50			0%

4	Have the ability to identify production equipment (preparation, processing, presentation) and the basic principles of equipment selection as a reference for determining production equipment according to needs independently and responsibly.	1. Identify kitchen equipment and utensils (preparation, processing, serving) according to their section independently, in writing according to the provisions, responsibly 2. Explain the basic principles of selecting equipment and utensils independently, in writing according to the provisions, responsibly	**Criteria:** Full marks are obtained if you do the questions correctly. The weight of the assessment results is 20% obtained from the level of student participation both in terms of attendance at lectures, activeness in attending lectures (asking questions, paying attention, and being serious), and activeness in group discussion activities and class presentations. . The following is a class presentation rubric.	LectureReading a module about Basic Commercial/Professional Kitchen Concepts Questions and AnswersDiscussion in working on LKMGiving students the opportunity to observe, analyze and write reports 2 X 50			0%
5	Have the ability to identify production equipment (preparation, processing, presentation) and basic principles of equipment selection as a reference for determining production equipment according to needs independently and responsibly	1. Identify kitchen equipment (preparation, processing, serving) according to its section. 2. Explain the basic principles of equipment selection.	**Criteria:** Full marks are obtained if you do the questions correctly. The weight of the assessment results is 20% obtained from the level of student participation both in terms of attendance at lectures, activeness in attending lectures (asking questions, paying attention, and being serious), and activeness in group discussion activities and class presentations. . The following is a class presentation rubric.	LectureDiscussionExplore kitchen equipmentGive students the opportunity to observe, analyze and write reports 2 X 50			0%
6	Have the ability to identify production equipment (preparation, processing, presentation) and basic principles of equipment selection as a reference for determining production equipment according to needs independently and responsibly	1. Identify kitchen equipment (preparation, processing, serving) according to its section. 2. Explain the basic principles of equipment selection.	**Criteria:** Full marks are obtained if you do the questions correctly. The weight of the assessment results is 20% obtained from the level of student participation both in terms of attendance at lectures, activeness in attending lectures (asking questions, paying attention, and being serious), and activeness in group discussion activities and class presentations. . The following is a class presentation rubric.	LectureDiscussionExplore kitchen equipmentGive students the opportunity to observe, analyze and write reports 2 X 50			0%
7	UTS	UTS	**Criteria:** Full marks are obtained if you do the questions correctly. The 20% weight of the assessment results is obtained from the level of student participation both in terms of attendance at lectures, activeness in attending lectures (asking questions, paying attention, and being serious), and activeness in group discussion activities and class presentations. The following is a class presentation rubric.	Written Test 2 X 50			0%

8	Have an understanding of heat sources (gas and electricity), as a reference in processing food which is related to the type & material of equipment	1. Explain the various heat sources 2. Explain measures to prevent electrical and gas accidents 3. Calculate the costs of using electricity and gas.	**Criteria:** The 20% weight of the assessment results is obtained from the level of student participation both in terms of attendance at lectures, activeness in attending lectures (asking questions, paying attention, and being serious), and activeness in group discussion activities and class presentations.	LectureReading the moduleDiscussion working on LKMPresentation 2 X 50			0%
9	Explain the characteristics of basic equipment materials and how to care for metal	1. Explain the types of metal. 2. Explain the characteristics and how to care for equipment made of iron, steel, stainless steel, aluminum, and copper, nickel, etc.	**Criteria:** Completeness of the report prepared and the neatness and smoothness of the presentation and providing answers/responses	LectureReading the moduleDiscussion working on LKMPresentation 2 X 50			0%
10	Understand the characteristics of basic equipment materials and how to care for them: non-metal (plastic) and (ceramic, glass and wood)	Explain the characteristics and how to care for equipment made from non-metallic materials: various types of plastic and ceramics, glass and wood	**Criteria:** Completeness of the report prepared and the neatness and smoothness of the presentation and providing answers/responses	LectureReading the moduleDiscussion working on LKMPresentation 2 X 50			0%
11	Have mastery of operation and maintenance of portable electric food appliances (PEFA)	1. Explain the meaning of portable electric food appliances (PEFA) 2. Explain the types of portable electric food appliances (PEFA) and their main components 3. Operate and maintain portable electric food appliances (PEFA)	**Criteria:** Completeness of the report prepared and the neatness and smoothness of the presentation and providing answers/responses	LectureReading the moduleDiscussion working on the LKMPresentation of discussion results 2 X 50			0%
12	Have mastery of operation and maintenance of portable electric food appliances (PEFA)	1. Explain the meaning of portable electric food appliances (PEFA) 2. Explain the types of portable electric food appliances (PEFA) and their main components 3. Operate and maintain portable electric food appliances (PEFA)	**Criteria:** Completeness of the report prepared and the neatness and smoothness of the presentation and providing answers/responses	LectureReading the moduleDiscussion working on the LKMPresentation of discussion results 2 X 50			0%

13	Mastering the types and main components; how to operate and how to maintain large equipment (range, oven, range with oven, china range)	1. Explain the meaning of large equipment components (range, oven, range with oven, china range) 2. Explains the components of range, oven, range with oven, china range 3. Explains how to operate and maintain the range, oven, range with oven, china range	**Criteria:** Completeness of the report prepared and the neatness and smoothness of the presentation and providing answers/responses	LectureReading the moduleDiscussion working on the LKMPresentation of the results of the 2 X 50 discussion			0%
14	Mastering the types and main components; how to operate and how to maintain large equipment: dough mixer, proofing, baking oven	1. Explain the components of a dough mixer, proofing, baking oven 2. Explain how to operate and maintain dough mixers, proofing, baking ovens	**Criteria:** Completeness of the report prepared and the neatness and smoothness of the presentation and providing answers/responses	LectureReading the moduleDiscussion working on the LKMPresentation of discussion results 2 X 50			0%
15	Have mastery of the types, how to use and maintain large equipment (tilting pan, gas rice cooker, steamer, salamander) and large equipment (freezer refrigerator and dishwasher)	1. Explain the components of a tilting pan, gas rice cooker, steamer, salamander 2. Explains how to operate and maintain the tilting pan, gas rice cooker, steamer, salamander 3. Explain the difference between freezer & refrigerator, understanding dishwasher 4. Identify freezer & refrigerator components, dishwasher based on their use 5. How to use and care for freezer & refrigerator, dishwasher	**Criteria:** Completeness of the report prepared and the neatness and smoothness of the presentation and providing answers/responses	LectureReading the moduleDiscussion working on the LKMPresentation of discussion results 2 X 50			0%
16	UAS	UAS	**Criteria:** Full marks are obtained if you do the questions correctly	Close Book 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.