



**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
Bakery Pastry Processing Operations	6230502067		T=2	P=0	ECTS=3.18	3	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
			Lilis Sulandari, S.Pt., M.P.	

Learning model	Project Based Learning																																	
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: 50px; height: 30px;"></td> <td style="text-align: center;">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: 30px; height: 30px;"></td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> <td>11</td> <td>12</td> <td>13</td> <td>14</td> <td>15</td> <td>16</td> </tr> </table>		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 is an examination of the concept and application of various commercial continental cake mixes. The discussion begins with the basic concept of continental cakes, ingredients and tools for making dough, dough classification, the process of making various continental cake doughs, and the finishing process. PBM is carried out by applying a constructivist and practical approach in groups and ends with a competency test.

References	Main :	
		<ol style="list-style-type: none"> 1. 1. Anonymous. 2003. The Essence of Modern Bakery and Pastry Delicious. Jakarta:Trans. 2. Chung, Roy . 2002. US. Wheat Associates . Thailand. (Tidak dipublikasikan) 3. Crawford, Rick Douglas. 2014. Opening and Operating a Retail Bakery . New Jersey: John Wiley & Sons. 4. Gisslan, Wayne. 2005 . Professional Baking (Fourth Edition) . New York: John Wiley and Sons. 5. Harvey Lang, Jennifer. 1988 . Larousse Gastronomie. New York: Publishers, Inc. 6. Hawkins, Kathryn. 2012. Bread making: Self Sufficiency . London: New Holland Publishers Ltd. 7. Jeanne Himich Freeland, Graves and Peckham, Gladys. 1987 . Foundations of Food Preparation. New York:Macmillan Publishing Co. 8. Mc. Williams, Margaret. 1985 . Food Fundamentals . New York:John Wiley and Sons. 9. Masi, Noble. 2011. Baking Fundamentals . New York: Prentice Hall: Pearson 10. The Culinary Institute of America. 2014. In the Hands of a Bakers . New Jersey: John Wiley & Sons. 11. US. Wheat Association. 1983 . Pedoman Pembuatan Roti dan Kue . Jakarta: Djambatan 12. Buku Ajar Bakery dan Pastry.
	Supporters:	

Supporting lecturer Dra. Lucia Tri Pangesthi, M.Pd.
Nugrahani Astuti, S.Pd., M.Pd.
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 basic concepts of commercial continental cakes in the food service industry	1. Outline the chronological history of the development of bakery & pastry, 2. Describe the definition of bakery and pastry 3. Classify the types of dough 4. Identify the characteristics of each type of dough 5. Describe the organizational structure of the bakery and pastry kitchen.	Criteria: Full marks are obtained if you do all the questions correctly	1. Lecture 2. Discussion 3. Question and answer 4. Assignment to do LKM: Basic concepts of bakery and pastry 5. Reading module: Basic concepts of Bakery and pastry 2 X 50			0%
2	Able to operate bakery and pastry production equipment	1. Define the meaning of bakery and pastry equipment 2. Classify the types of bakery and pastry equipment 3. Explain the function of bakery and pastry equipment 4. Explain how to operate bakery and pastry equipment	Criteria: Full marks are obtained if you do all the questions correctly	1. Lecture 2. Discussion 3. Question and answer 4. Assignment to work on LKM regarding identification of continental cake making equipment 5. Reading module: Bakery and pastry equipment 2 X 50			0%
3	Able to understand the basic ingredients of dough	1. Describe the meaning of basic ingredients 2. Classify basic ingredients based on function (cake frame forming ingredients, tenderizing ingredients, flavoring ingredients, raising ingredients) 3. Mention the types of basic dough ingredients 4. State the function basic ingredients for dough 5. Explain how to store basic ingredients for dough	Criteria: Full marks are obtained if you do all the questions correctly	1. Lecture 2. Discussion 3. Question and answer 4. Assignment to do LKM: identify ingredients in various continental cake mixes 2 X 50			0%

4	Able to understand additional dough ingredients	1. Explain the meaning of additional ingredients, 2. Classify additional dough ingredients (filling ingredients, covering/topping ingredients, flavoring and aroma ingredients, coloring ingredients, raising ingredients, emulsifiers, softening ingredients) 3. Mention the types of dough additives 4 . State the function of additional dough ingredients. 5. Explain how to store additional ingredients	Criteria: Full marks are obtained if you do all the questions correctly	1. Lecture 2. Discussion 3. Question and answer 4. Assignment to do LKM: identify ingredients in various continental cake mixes 5. Reading module: identify ingredients in various continental cake mixes 2 X 50			0%
5	Able to understand the concept of batters	1. Explain the meaning of batter 2. Classify batter dough 3. Identify batter components 4. Explain the procedure for making batter 5. Explain how to serve various batter products	Criteria: Full marks are obtained if you do all the questions correctly	1. Lecture 2. Discussion 3. Question and answer 4. Assignment to work on LKM: batter dough 5. Reading module: batter dough 2 X 50			0%
6	Able to process various batter products	1. Preparing batter ingredients 2. Preparing equipment for making batter 3. Processing various batter products 4. Serving various batter products	Criteria: 1. Making a written work plan correctly has a weight of 10 2. Planning and preparing materials and tools correctly has a weight of 10 3. Making dough with the correct procedure weighs 50 4. Presenting results with good quality has a weight of 30	1. Presentation related to LKM: batter dough 2. Direct learning model for practicing batter dough: - Carrying out activities to select materials for making batter products - Carrying out activities to select equipment for making batter products - Making batter products - Making batter practice reports 2 X 50			0%

7	Able to understand the concept of biscuit	1. Describe biscuits 2. Classify biscuits 3. Identify biscuit components 4. Explain biscuit making techniques 5. Explain biscuit making procedures	Criteria: Full marks are obtained if you do all the questions correctly	1. Lecture 2. Discussion 3. Question and answer 4. Assignment to work on LKM: biscuit dough 5. Reading module: biscuit dough 2 X 50			0%
8	Midterm exam			2 X 50			0%
9	Able to process various biscuit products	1. Preparing biscuit ingredients 2. Preparing biscuit dough making equipment 3. Processing various biscuit dough products 4. Serving various biscuit products	Criteria: 1. Making a written work plan correctly has a weight of 10 2. Planning and preparing materials and tools correctly has a weight of 10 3. Making dough with the correct procedure weighs 50 4. Presenting results with good quality has a weight of 30	1. Presentation related to LKM: biscuit dough 2. Direct learning model for practicing biscuit dough: - Carrying out activities for selecting ingredients for making biscuit products - Carrying out activities for selecting equipment for making biscuit products - Making biscuit products - Making biscuit practice reports 2 X 50			0%
10	Able to understand the concept of cake	1. Describe the meaning of cake 2. Classify cake 3. Identify cake components 4. Explain cake making techniques 5. Explain cake making procedures based on	Criteria: Full marks are obtained if you do all the questions correctly	2 X 50			0%

11	Able to process various cake products	1. Prepare cake ingredients 2. Prepare cake dough making equipment 3. Process various cake dough products 4. Serve various cake products	Criteria: 1. Making a written work plan correctly has a weight of 10 2. Planning and preparing materials and tools correctly has a weight of 10 3. Making dough with the correct procedure weighs 50 4. Presenting results with good quality has a weight of 30	1. Presentation related to LKM: cake dough 2. Direct learning model for practicing cake dough: - Carrying out activities to select ingredients for making cake products - Carrying out activities to select equipment for making cake products - Making cake products - Making cake practice reports 2 X 50			0%
12	Able to understand the concept of pastry	1. Describe the meaning of pastry 2. Classify pastry 3. Identify the components of pastry 4. Explain pastry making techniques 5. Explain the procedure for making pastry	Criteria: Full marks are obtained if you do all the questions correctly	1. Lecture 2. Discussion 3. Question and answer 4. Assignment to work on LKM: pastry dough 5. Reading module: pastry dough 2 X 50			0%
13	Able to process various pastry products	1. Prepare pastry ingredients 2. Prepare pastry dough making equipment 3. Process various pastry dough products 4. Serve various pastry products	Criteria: 1. Making a written work plan correctly has a weight of 10 2. Planning and preparing materials and tools correctly has a weight of 10 3. Making dough with the correct procedure weighs 50 4. Presenting results with good quality has a weight of 30	1. Presentation related to LKM: pastry dough 2. Direct learning model for practicing pastry dough: - Carrying out activities to select ingredients for making pastry products - Carrying out activities to select equipment for making pastry products - Making pastry products - Making pastry practice reports 2 X 50			0%

14	Able to understand the concept of bread and danish pastry	1. Describe the meaning of bread and danish pastry 2. Classify bread and danish pastry 3. Identify the components of bread and danish pastry 4. Explain the technique for making bread and danish pastry 5. Explain the procedure for making bread and danish pastry	Criteria: Full marks are obtained if you do all the questions correctly	1. Lecture 2. Discussion 3. Question and answer 4. Assignment to work on LKM: bread and danish pastry dough 5. Reading module: bread and danish pastry dough 2 X 50			0%
15	Able to process various bread and danish pastry products	1. Prepare bread and danish pastry ingredients 2. Prepare bread and danish pastry dough making equipment 3. Process various bread and danish pastry dough products 4. Serve various bread and danish pastry products	Criteria: 1. Making a written work plan correctly has a weight of 10 2. Planning and preparing materials and tools correctly has a weight of 10 3. Making dough with the correct procedure weighs 50 4. Presenting results with good quality has a weight of 30	1. Presentation related to LKM: bread and Danish pastry dough 2. Direct learning model for practicing bread and Danish pastry dough: - Choosing ingredients for making bread and Danish pastry products - Choosing equipment for making pastry and Danish pastry products - Making bread and Danish pastry products - Create a 2 X 50 bread and danish pastry practice report			0%
16	Final exams			2 X 50			0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

Notes

- 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.
- 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.
- 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.
- 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.