



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

Document Code

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																																	
Culinary Business Planning	6230502102		T=2 P=0 ECTS=3.18	4	July 17, 2024																																																	
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>																																																	
	.....		.....		Lilis Sulandari, S.Pt., M.P.																																																	
<b>Learning model</b>	Project Based Learning																																																					
<b>Program Learning Outcomes (PLO)</b>	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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	<table border="1" style="margin: auto;"> <tr><td colspan="16" style="text-align: center;">PO Matrix at the end of each learning stage (Sub-PO)</td></tr> <tr> <td style="width: 30px; height: 30px;">P.O</td> <td colspan="15" style="text-align: center;">Week</td> </tr> <tr> <td></td> <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>					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
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<b>Short Course Description</b>	The Business Plan course was developed to help students understand how business plans are formulated and the arguments that support them are carried out. The focus of lecture activities is directed at building students' positive attitudes towards every existing business opportunity and developing self-sensitivity towards environmental changes that occur. For this purpose, the pedagogical methods used rely more on a combination of classical lectures, discussions and sharing of practical experiences both individually and in groups. Topics discussed in this course include: identification of business opportunities and strategic responses, formulation of business concepts and models, industry and competition analysis, elaboration of various business functions, and aspects related to investment decisions in business.																																																					
<b>References</b>	<b>Main :</b>																																																					
	<ol style="list-style-type: none"> <li>1. Blackwell, E. (2004), How to Prepare a Business Plan. Kogan Page, London.</li> <li>2. Paley, N. (2004), Successful Business Planning , Thorogood Publication.</li> <li>3. Pearce, L.M. (2008), Business Plans Handbook , Thomson gale.</li> <li>4. Ramsey, D. dan Windhaus, S. (2009). The Everything Business Plan Book. Adams Media, Avon, MA</li> </ol>																																																					
	<b>Supporters:</b>																																																					
<b>Supporting lecturer</b>	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	Understand the design of lecture programs. Understand the concept of strategic business plans in an intelligent, responsive and responsible manner. Explain the vision, mission, goals and objectives according to their characteristics clearly, honestly and confidently.	1) Business Planning RPS Orientation 1) Explain the meaning of business planning 2) Explain the reasons why business planning is important 3) Identify the scope of a food service business (organization and its environment, organization and its functions, management and its functions, components needed in a food service business) 4) Identify identity and image in food service businesses.	<b>Criteria:</b> Full marks are obtained if you do the questions correctly	Face to face (explanation) Direct learning, questions and answers, giving exercises, exploring Structured Activities: exploring material from other sources and integrating it with lecture material. Prepared in the form of a 3 X 50 Written Report		0%
2	Understand the design of lecture events. Understand the concept of management and organization of a catering business in an intelligent, responsive and responsible manner. Explain the various types of catering according to their characteristics clearly, honestly and confidently.	RPS Orientation for Catering Business Management (MUC) 1) Explain the meaning of MUC 2) Explain the reasons why management is used in managing catering businesses (UC) 3) Identify the scope of UC (organization and its environment, organization and its functions, management and its functions, components that needed in a catering business) Identifying identity and image in a catering business.	<b>Criteria:</b> Full marks are obtained if you do the questions correctly	Face to face (explanation) Direct learning, questions and answers, giving exercises, exploring Structured Activities: exploring material from other sources and integrating it with lecture material. Prepared in the form of a 3 X 50 Written Report		0%
3	Able to develop a catering business organizational structure according to its characteristics. Able to carry out a SWOT analysis for the catering that will be operational (in practice).	1) Explain the meaning of organization and 2) Explain the organizational structure 3) Develop an organizational structure for the catering that will be operated 1) Explain the meaning of SWOT analysis 2) Explain the reasons for carrying out a SWOT analysis Carry out a SWOT analysis for the UC that will be operational	<b>Criteria:</b> 1. Full marks are obtained if you do the questions correctly. 2. The existence of all the main components (internal) in the development of a catering business with their assessment (weaknesses or advantages), and external components that influence business development with their assessment (opportunities or threats)!	Direct learning, questions and answers, giving exercises, presentations. Structured Activities: Prepare a written report about: (1) types of catering & their characteristics; (2) preparing the organizational structure, (3) SWOT analysis of the main components in UC. 3 X 50		0%
4	Able to prepare commercial menus for catering according to established criteria, carried out creatively, innovatively, hard working and responsibly	1) Explain the types and structure of menus 2) Explain the factors that influence catering menu planning. 3) Prepare and make menu cards based on catering menu planning procedures	<b>Criteria:</b> 1. Correct answer to each question. 2. Composition of commercial menus for catering businesses in accordance with regulations 3. Attractive menu card according to regulations	Direct learning, questions and answers, giving exercises, group discussions, presentations. Practice preparing menus and making 3 X 50 catering menu cards		0%

5	able to set recipe standards and selling prices for each catering menu.	1) Differentiate the meaning of yield test and shrinkage of food ingredients 2) Carry out yield test and shrinkage of food ingredients 3) Determine standard recipes based on yield tests & shrinkage through trials. Determine menu selling prices based on standard recipes based on trial results	<b>Criteria:</b> 1.Realization of business plans in accordance with established provisions 2.Can be accountable for the business plan in the form of a presentation	Direct learning, questions and answers, giving exercises, group discussions, preparing 3 X 50 reports		0%
6	Able to prepare a business plan for catering in terms of market/consumer, financial, facility, HR and management aspects carefully/thoroughly, responsibly, hard working and responsible.	1) Make a catering business plan according to the criteria 2) Calculate the catering business analysis Determine the BEP for the catering business	<b>Criteria:</b> 1.Realization of business plans in accordance with established provisions 2.Can be accountable for the business plan in the form of a presentation	Cooperative Learning, providing training, group discussions, preparing business plans. 3 X 50		0%
7	Tactical Business Plan Financial Plan: Profiting (funding/financing decisions or revenue drivers and investment decisions or cost centers) Task: Each group plans profit for Case 2 Manufacturer business plan	Financial Plan: Profiting (funding/financing decisions or revenue drivers and investment decisions or cost centers)	<b>Criteria:</b> Maximum score 100	3 X 50		0%
8	UTS	TM 1-7 learning materials	<b>Criteria:</b> Maximum score 100	Subjective test 6 X 50		0%
9	UC Operational Management (business practices): a. Planning b. Organizing	Able to prepare regulations and instruments for various activities required in UC (items 1 – 6) Able to organize the various activities required in UC (items 1 – 6)	<b>Criteria:</b> 1.Realization of management-based catering business activities in terms of marketing, production, purchase, HR, service and K3 (group practice) aspects 2.Create a written report.	Direct learning, providing examples/models, questions and answers, identification of required equipment. Structured Activities: Develop comprehensive UC regulations and instruments. Direct learning, providing examples/models, questions and answers, identification of required devices. Group work, completing assignments. 6 X 50		0%
10	c. Mobilization and Supervision d. Evaluation	Able to implement and carry out comprehensive supervision in UC activities (items 1 -6) based on existing UC regulations and instruments. Able to carry out evaluation activities in UC.	<b>Criteria:</b> 1.Realization of management-based catering business activities in terms of marketing, production, purchase, HR, service and K3 (group practice) aspects 2.Create a written report.	Project-based learning, problem solving. Structured Activities Practice sda. 9 X 50		0%

11	c. Mobilization and Supervision d. Evaluation	Able to implement and carry out comprehensive supervision in UC activities (items 1 -6) based on existing UC regulations and instruments. Able to carry out evaluation activities in UC.	<b>Criteria:</b> 1.Realization of management-based catering business activities in terms of marketing, production, purchase, HR, service and K3 (group practice) aspects 2.Create a written report.	Project-based learning, problem solving. Structured Activities Practice sda. 9 X 50			0%
12	c. Mobilization and Supervision d. Evaluation	Able to implement and carry out comprehensive supervision in UC activities (items 1 -6) based on existing UC regulations and instruments. Able to carry out evaluation activities in UC.	<b>Criteria:</b> 1.Realization of management-based catering business activities in terms of marketing, production, purchase, HR, service and K3 (group practice) aspects 2.Create a written report.	Project-based learning, problem solving. Structured Activities Practice sda. 9 X 50			0%
13	Preparation of UC practice reports	Able to prepare comprehensive UC practice reports	<b>Criteria:</b> 1.Realization of management-based catering business activities in terms of marketing, production, purchase, HR, service and K3 (group practice) aspects 2.Create a written report.	Structured Activities Preparing 6 X 50 Practice Reports			0%
14	Preparation of UC practice reports	Able to prepare comprehensive UC practice reports	<b>Criteria:</b> 1.Realization of management-based catering business activities in terms of marketing, production, purchase, HR, service and K3 (group practice) aspects 2.Create a written report.	Structured Activities Preparing 6 X 50 Practice Reports			0%
15	Able to present Practice Reports		<b>Criteria:</b> 1.Realization of management-based catering business activities in terms of marketing, production, purchase, HR, service and K3 (group practice) aspects 2.Create a written report.	Problem-based learning Structured Activities Practice Report Presentation 3 X 50			0%

16	Able to present Practice Reports		<b>Criteria:</b> 1.Realization of management-based catering business activities in terms of marketing, production, purchase, HR, service and K3 (group practice) aspects 2.Create a written report.  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment, Test	Problem-based learning Business Planning Structured Activities 2 X 50			0%
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**Evaluation Percentage Recap: Project Based Learning**

No	Evaluation	Percentage
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**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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.