



**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
Culinary Business Quality Control	6230502092	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	3	January 4, 2022
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course	
	PLO-5	Able to work together, have social sensitivity and concern for the environment as well as a professional personality
	PLO-8	Able to study the application of developments in science and technology in producing works of culinary art, standard procedures, prototypes and product designs, compiling the results of the study in the form of written reports and scientific articles through collaboration within and outside the institution
	PLO-9	Able to design, plan, make, present and store food, drink or cooking products in accordance with applicable recipe standards, product quality standards, food hygiene standards, meet aesthetic values by implementing K3 in the work environment
	PLO-13	Master in-depth theoretical concepts regarding the science and techniques of processing various foods/cuisine by applying food hygiene, Occupational Safety and Health (K3) to produce innovative, nutritious, safe and aesthetic products.

Program Objectives (PO)

PO - 1	Able to demonstrate a responsible attitude towards work in the culinary field independently.
PO - 2	Mastering the principles and techniques of integrated system design using a systems approach. Principles and techniques of integrated system design using a systems approach.
PO - 3	Able to demonstrate quality performance in managing a culinary business according to procedures.
PO - 4	Able to prepare work results reports and communicate them effectively
PO - 5	Able to design, plan, create and present quality standards in the work environment in accordance with SOP

PLO-PO Matrix

	P.O	PLO-5	PLO-8	PLO-9	PLO-13														
	PO-1																		
	PO-2																		
	PO-3																		
	PO-4																		
	PO-5																		

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																		
	PO-5																		

Short Course Description	After taking this course students are able to understand the concept of business quality, apply the principles of business quality control and quality assurance testing in the culinary field. This course consists of theories about the concept of quality, quality attributes in a business, and quality control; as well as quality control methods.
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References	Main :
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1. Mitra, Amitava, Fundamental Concept of Quality Control and Improvement.
2. Montgomery, Douglas C and George c.Runger, Applied Statistics and Probability for Engineer, John Wiley & Sons, Inc. USA, 2011
3. Montgomery, Douglas C, Statistical Quality Control, John Wiley & Sons, Inc.USA, 2012.
4. Hidayat, Anang. Strategi Six Sigma, Peta Pengembangan kualitas dan Kinerja Bisnis.
5. S. Thomas Foster, Managing Quality. International Edition, Pearson Education International, 2004

Supporters:

Supporting lecturer

Prof. Dr. Any Sutiadiningsih, M.Si.
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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	Understanding Quality Control and Assurance	<ol style="list-style-type: none"> 1.Examining the background to the importance of quality control (QC) for companies, both those operating in the manufacturing and service industries. 2.Examines the history of the development of quality and quality control throughout the world 3.Identifying the quality characteristics of a product/service 4.Grouping the scope of Quality Control courses 	<p>Criteria: Completeness and correctness of the explanation</p> <p>Form of Assessment : Participatory Activities</p>	Presentation and discussion 2 X 50		<p>Material: Concept of Quality Control and Assurance</p> <p>Literature: <i>Mitra, Amitava, Fundamental Concept of Quality Control and Improvement.</i></p>	5%
2	Able to explain the basic principles and philosophy of quality control	Accuracy in explaining the basic principles of quality control and the overall quality system	<p>Criteria: Coherence and completeness of documents</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Presentation and discussion 2 X 50		<p>Material: Philosophy of quality control</p> <p>References: <i>Montgomery, Douglas C and George c.Runger, Applied Statistics and Probability for Engineers, John Wiley & Sons, Inc. USA, 2011</i></p>	5%
3	Students are able to differentiate between practice, tools, standards, and awards	<ol style="list-style-type: none"> 1.Describe management practices 2.Reviewing the Quality of function deployment 3.Differentiate Benchmarking and performance evaluation 4.Detailing Tools for continuous quality improvement 5.Examining International Standards ISO 9000 and other derivatives 6.Examining the Malcolm Baldrige national quality award 	<p>Criteria: Accuracy in explaining practices, tools, standards, and awards</p> <p>Form of Assessment : Participatory Activities, Practical Assessment</p>	Presentation and discussion 2 X 50		<p>Material: Practice, tools, standards, and awards</p> <p>Reader: <i>Hidayat, Anang. Six Sigma Strategy, Quality Development Map and Business Performance.</i></p>	5%

4	Understand Graphic techniques in Quality Control	<ol style="list-style-type: none"> 1. Understand the various types of graphic methods in Quality Control (QC) 2. Can choose the right graphic method for QC according to the quality characteristics of the product/service 3. Practice the steps to make graphs and be able to interpret them 	<p>Criteria: Can choose and create appropriate graphic methods according to the problem</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Presentation and discussion 2 X 50		<p>Material: Graphic Techniques Reference: S. Thomas Foster, <i>Managing Quality. International Edition, Pearson Education International, 2004</i></p>	5%
5	Understand Graphic techniques in Quality Control	<ol style="list-style-type: none"> 1. Understand the various types of graphic methods in Quality Control (QC) 2. Can choose the right graphic method for QC according to the quality characteristics of the product/service 3. Practice the steps to make graphs and be able to interpret them 	<p>Criteria: Can choose and create appropriate graphic methods according to the problem</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Presentation and discussion 2 X 50		<p>Material: Graphic Techniques Reference: S. Thomas Foster, <i>Managing Quality. International Edition, Pearson Education International, 2004</i></p>	5%
6	Understanding control charts	<ol style="list-style-type: none"> 1. Mastering the use of control charts in Quality Control (QC) 2. Can choose the right type of control chart for a product with certain quality characteristics 3. Understand how to create control charts manually or with the help of software (SPSS or MINITAB) 4. Can analyze product quality levels by utilizing control charts 	<p>Criteria: Can select and create appropriate control charts. Can analyze quality levels by utilizing control charts</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	2 X 50 project based learning		<p>Material: Quality Control Map References: Mitra, Amitava, <i>Fundamental Concept of Quality Control and Improvement.</i></p>	5%
7	Students are able to analyze Process Capabilities	<ol style="list-style-type: none"> 1. Distinguish between specification standards and natural limits or process limits based on real production output 2. Can determine/calculate the level of process capability (either manually or using software) and analyze it. 3. Can analyze the causes of high and low process capabilities. 	<p>Criteria: Can calculate process capability. Can choose the appropriate size of process capability</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Presentation and discussion 2 X 50		<p>Material: Process Capability Library: Mitra, Amitava, <i>Fundamental Concept of Quality Control and Improvement.</i></p>	5%

8	Students are able to analyze Process Capabilities	<ol style="list-style-type: none"> 1. Distinguish between specification standards and natural limits or process limits based on real production output 2. Can determine/calculate the level of process capability (either manually or using software) and analyze it. 3. Can analyze the causes of high and low process capabilities. 	<p>Criteria: Can calculate process capability. Can choose the appropriate size of process capability</p> <p>Form of Assessment : Portfolio Assessment, Test</p>	Presentation and discussion 2 X 50		<p>Material: Process Capability Library: Mitra, Amitava, <i>Fundamental Concept of Quality Control and Improvement.</i></p>	15%
9	Understanding the Acceptance Sampling Plan for Attribute Data/Acceptance Sampling Plan by Attribute	<ol style="list-style-type: none"> 1. Understand the need for acceptance sampling plans in Quality Control (QC) 2. Understand the terminology "Producer Risk" and "Consumer Risk" 3. Know the difference between Sampling Plans for Attribute data and variable data 4. Can create a sampling plan for receiving attribute data 5. Can evaluate an attribute data sampling plan 	<p>Criteria: Clarity of Acceptance Sampling Plan for attribute quality characteristics in accordance with producer and consumer risks</p> <p>Form of Assessment : Participatory Activities</p>	Cooperative learning 2 X 50		<p>Material: Acceptance Sampling Plan Bibliography: <i>Montgomery, Douglas C, Statistical Quality Control, John Wiley & Sons, Inc. USA, 2012.</i></p>	5%
10	Students are able to make a sampling plan for receiving variable data	Develop a Sampling Plan for Acceptance Sampling for Variable Data/Acceptance Sampling Plan by Variable	<p>Criteria: Clarity and completeness of Acceptance Sampling plan documents for variable quality characteristics in accordance with producer and consumer risks</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Presentation and discussion 2 X 50		<p>Material: Acceptance Sampling Plan for Variable Data Library: <i>Montgomery, Douglas C, Statistical Quality Control, John Wiley & Sons, Inc. USA, 2012.</i></p>	5%
11	Students are able to prepare a Standard Attribute Sampling Plan	<ol style="list-style-type: none"> 1. Rewrite the meaning of Standard Sampling Plan 2. Identify the benefits of a Standard Sampling Plan 3. Distinguish between various types of standard attribute sampling plans 	<p>Criteria: clarity and completeness of standard attribute sampling plan documents and selecting the appropriate type of inspection for a particular case (batch or continuous production process)</p> <p>Form of Assessment : Participatory Activities</p>	Presentation and discussion 2 X 50		<p>Material: Standard Sampling Plan Bibliography Attributes: <i>Montgomery, Douglas C and George c. Runger, Applied Statistics and Probability for Engineers, John Wiley & Sons, Inc. USA, 2011</i></p>	5%
12	Students are able to prepare a Standard Variable Sampling Plan	<ol style="list-style-type: none"> 1. Identify the benefits of a Standard Sampling Plan 2. Understand single and multiple specification limits 3. Distinguish between various standard sampling plans Variables 	<p>Criteria: clarity and completeness of variable standard sampling plan documents and selecting the appropriate type of examination for a particular case</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Presentation and discussion 2 X 50		<p>Material: Standard Variable Sampling Plan Reference: S. Thomas Foster, <i>Managing Quality. International Edition, Pearson Education International, 2004</i></p>	5%

13	Students are able to analyze improvements through design	1.Examining the concept of quality improvement 2.Designing product development strategies 3.Identify the stages of product development 4.Design product and service redesigns	Criteria: Clarity of quality improvement stages with product development Form of Assessment : Participatory Activities	Presentation and discussion 2 X 50		Material: Analysis of design improvements References:	5%
14	Students understand the Cost of quality	1.Summarize the meaning of quality costs 2.Identify quality cost components 3.Designing quality cost requirements	Criteria: Completeness of quality cost plan documents Form of Assessment : Participatory Activities	Presentation and discussion 2 X 50		Material: Quality costs References: <i>Montgomery, Douglas C and George c.Runger, Applied Statistics and Probability for Engineers, John Wiley & Sons, Inc. USA, 2011</i>	5%
15	Students understand Six Sigma	1.Examining the meaning of the six sigma method 2.Detailing the steps for implementing the six sigma method	Criteria: Completeness of documents for implementing the six sigma method Form of Assessment : Participatory Activities	Discussion presentation 2 X 50		Material: Six Sigma Reference: <i>Montgomery, Douglas C and George c. Runger, Applied Statistics and Probability for Engineers, John Wiley & Sons, Inc. USA, 2011</i>	5%
16	Able to present work results	Presenting work results	Criteria: Able to complete work 100% Form of Assessment : Participatory Activities	Presentation 2 X 50		Material: Presentation of work results. References: <i>Montgomery, Douglas C, Statistical Quality Control, John Wiley & Sons, Inc. USA, 2012.</i>	15%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	60%
2.	Project Results Assessment / Product Assessment	12.5%
3.	Portfolio Assessment	12.5%
4.	Practical Assessment	2.5%
5.	Practice / Performance	5%
6.	Test	7.5%
		100%

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** 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.
- 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.

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.