



Republic of the Philippines
SULTAN KUDARAT STATE UNIVERSITY
Isulan Campus, Isulan Sultan Kudarat
College of Industrial Technology



FPS 112 – QUALITY COOKERY

UNIVERSITY VISION

A leading University in advancing scholarly innovation, multi-cultural convergence, and responsive public service in a borderless Region.

UNIVERSITY MISSION

The University shall primarily provide advanced instruction and professional training in science and technology, agriculture, fisheries, education and other related fields of study. It shall also undertake research and extension services, and provide progressive leadership in its areas of specialization.

UNIVERSITY STRATEGIC GOALS

- a. Deliver quality service to stakeholders to address current and future needs in instruction, research, extension, and production
- b. Observe strict implementation of the laws as well as the policies and regulations of the University
- c. Acquire with urgency state-of-the-art resources for its service areas
- d. Bolster the relationship of the University with its local and international customers and partners
- e. Leverage the qualifications and competences in personnel action and staffing
- f. Evaluate the efficiency and responsiveness of the University systems and processes

INSTITUTIONAL OUTCOMES (IO)

- a. Enhance competency development, commitment, professionalism, unity and true spirit of service for public accountability, transparency and delivery of quality services
- b. Provide relevant programs and professional trainings that will respond to the development needs of the region
- c. Strengthen local and international collaborations and partnerships for borderless programs
- d. Develop a research culture among faculty and students
- e. Develop and promote environmentally-sound and market-driven knowledge and technologies at par with international standards
- f. Promote research-based information and technologies for sustainable development
- g. Enhance resource generation and mobilization to sustain financial viability of the university

PROGRAM OUTCOMES (PO) COMMON TO ALL PROGRAMS AND ITS RELATIONSHIPS TO INSTITUTIONAL OUTCOMES

A graduate of the BindTech program can:	INSTITUTIONAL OUTCOMES (IO)						
	a	b	c	d	e	f	g
a. Analyze broadly defined industrial technology processes by using analytical tools that enhance creativity, innovativeness, and intellectual curiosity to improve methods,	✓	✓				✓	

INDUSTRIAL TECHNOLOGY STATE STANDARDS

processes and systems that meet the industry standards;						
b. Design and implement broadly defined industrial systems, components, products, or processes to meet specific industry needs with proficiency and flexibility in the area of specialization in accordance with global standards;	✓	✓	✓	✓	✓	
c. Apply appropriate techniques, resources, and state-of-the-art industrial technology tools to meet current industry needs and use these modern tools and processes to improve and increase entrepreneurial activities upholding the safety and health standards of business and industry;	✓		✓	✓	✓	
d. Communicate with diverse groups of clientele the appropriate cultural language with clarity and persuasion, in both oral and written forms, including understanding and giving of clear instructions, high comprehension level, effectiveness in delivering presentations and writing documents, and articulating technological innovation outputs;	✓	✓	✓	✓	✓	
e. Develop leadership and management skills in a team-based environment by making informed decisions, keeping the team motivated, acting and delegating responsibility, and inspiring positive changes in the organization by exercising responsibility with integrity and accountability in the practice of one's profession;	✓	✓	✓	✓	✓	
f. Practice the moral responsibilities of an industrial technologist to manage and balance wider public interest and uphold the norms and safety standards of the industrial technology profession;				✓	✓	✓
g. Demonstrate enthusiasm and passion for continuous personal and professional development in broadly defined industrial technology and effecting positive changes in the entrepreneurial and industrial endeavor; and	✓	✓	✓	✓	✓	✓
h. Recognize the need for, and an ability to engage in lifelong learning.	✓	✓	✓	✓	✓	✓

1 COURSE CODE FPS 112

2 COURSE TITLE Occupational Health and Safety

3 PREREQUISITE None

4 CREDITS 3 units

5 COURSE DESCRIPTION

This course deals with the preparation of quality food with the principles of the sensory evaluation and consumer requirements. Knowing the failures to meet food quality requirements, HACCP and GHP/GMP in food quality evaluation is also included.

6 COURSE LEARNING OUTCOMES (CLO) AND ITS RELATIONSHIPS TO PROGRAM OUTCOMES

Course Learning Outcomes (CLO)

Program Outcomes

a. Understand SKSU-VGMO, Classroom Policies, Course Overview, Course Requirements and Grading System;	✓	✓	✓	✓	✓	✓	✓	✓
b. Demonstrate knowledge of the basic concepts and principles of occupational safety and health, including regulatory frameworks and standards.	✓	✓	✓	✓	✓	✓	✓	✓
c. Apply appropriate safety practices and principles to minimize risks and enhance workplace safety.;	✓	✓	✓	✓	✓	✓	✓	✓
d. Advocate and contribute to a positive health and safety culture within the workplace.	✓	✓	✓	✓	✓	✓	✓	✓
e. Understand and explain the legal and ethical responsibilities of employers and employees in maintaining workplace safety.	✓	✓	✓	✓	✓	✓	✓	✓
f. Effectively identify and assess various workplace hazards and risks associated with different industries.	✓	✓	✓	✓	✓	✓	✓	✓
g. Identify, select, and demonstrate the correct usage of personal protective equipment relevant to specific workplace scenarios.	✓	✓	✓	✓	✓	✓	✓	✓
h. Conduct basic risk assessments and evaluations to ensure compliance with occupational health and safety regulations.	✓	✓	✓	✓	✓	✓	✓	✓

7 COURSE CONTENTS

WEEK	CONTENT	INTENDED LEARNING OUTCOMES(ILOs)	TEACHING AND LEARNING ACTIVITIES (TLA)	OUTCOMES-BASED ASSESSMENT (OBA)	COURSE LEARNING OUTCOME S (CLOs)
1	Course Orientation SKSU VMGO, Classroom Policies, Course Overview, Course Requirements, Grading System	At the end of the week, the student can: a. Discuss the University's VMGO, classroom policies, course overview, requirements, and grading system	Discuss the VMGO of the University, the classroom policies, scope of the course, course requirements and grading system	a. Participation in discussions	abcdefg
2	UNIT1: Introduction to Cookery - Levels of Skills and Experience - Attitudes and Behavior in the Kitchen - Food handlers and Kitchen Hygiene - Uniforms and Protective Clothing	At the end of the week, the students can: a. Identify the different levels of culinary skills and experience in the kitchen. b. Differentiate between basic, intermediate, and advanced cooking skills. c. Appreciate the importance of continuous skill development in cookery. d. Demonstrate appropriate attitudes and behavior expected of kitchen personnel. e. Recognize the importance of teamwork.	a. Lecture-discussion using visuals and real-life chef career progression. b. Group activity: "Skill Ladder" – students classify sample tasks under different skill levels. c. Reflection sharing on personal cooking experiences. Role-playing of kitchen scenarios showing good and bad attitudes. d. Discussion of real-life case studies of kitchen ethics and teamwork.	a. Written quiz on skill levels. b. Reflection paper on personal culinary goals. c. Performance assessment through role-play rubric. d. Short reflection essay: "My Role as a Responsible Food Service Worker." e. Practical demonstration checklist (hand washing and hygiene compliance).	abcdefg

	<p>Requirements</p> <ul style="list-style-type: none"> Ethical Processing and storage. Technological Requirements Technical Quality Assurance Control and Quality Assurance Microbiological food safety Laboratory Adaptations of methods Programme assessment Analyst Traceability 	<p>At the end of the week, the students can:</p> <ul style="list-style-type: none"> - Written quiz on Q/A/C abcd - Concepts. Practical assessment on Q/A/C - Basic laboratory procedures. Group output flowchart of QA and QC processes in a food testing lab. - Differences between QA and QC in food microbiology laboratories. Microbiology presentation: "Inside a Food Microbiology Laboratory". - Group with examples from food concepts. Quality Control (QC) - Differences in food basic laboratory procedures. Group output flowchart of QA and QC processes in a food testing lab. - Explain the relationship between food quality and food safety. - Demonstrate key safety hazards and preventive measures. - How to improve food quality of food. - Life Standards Quality - Shelf Stability and Shelf-life - Requirements - Technological - Processing and storage.
UNIT 3 QUALITY ASSURANCE	CONTROL AND QUALITY ASSURANCE	<p>a. Define Quality Assurance (QA) and Quality Control (QC).</p> <p>b. Differences between QA and QC in food microbiology laboratories.</p> <p>c. Demonstrate awareness of good laboratory practices.</p> <p>d. Explain the role of QA/C in ensuring food safety and reliability of results.</p> <p>e. Demonstrate awareness of good laboratory practices.</p> <p>f. Brains-timing: "What happens without Q/A/C?"</p> <p>g. Group discussion on what happens without Q/A/C.</p> <p>h. Lecture-discussion on benefits of Q/A/C programs.</p> <p>i. Short quiz on benefits of Q/A/C programs.</p> <p>j. QA/C is Essential in Food Laboratories.</p> <p>k. QA and QC process in a food testing lab.</p> <p>l. QA/C presentation: "Why QA/C is Essential in Food Laboratories".</p> <p>m. Microbiology presentation: "Inside a Food Microbiology Laboratory".</p> <p>n. Group output flowchart of QA and QC processes in a food testing lab.</p> <p>o. QA and QC process in a food testing lab.</p> <p>p. QA/C is Essential in Food Laboratories".</p> <p>q. QA/C presentation: "Why QA/C is Essential in Food Laboratories".</p> <p>r. QA and QC process in a food testing lab.</p> <p>s. QA/C is Essential in Food Laboratories".</p> <p>t. QA/C presentation: "Inside a Food Microbiology Laboratory".</p> <p>u. Group discussion on benefits of Q/A/C</p> <p>v. QA/C programs in food production and testing.</p> <p>w. QA/C programmes in food production and testing.</p> <p>x. Benefits for producers, consumers, and regulators.</p> <p>y. Group activity: creating a list of Food Industry".</p> <p>z. Advantages of Q/A/C in food industry".</p> <p>aa. QA/C contributes to consumer safety, business reputation, and regulatory compliance.</p> <p>bb. Explain how QA/C contributes to consumer safety, business reputation, and regulatory compliance.</p> <p>cc. Appreciate the importance of continuous monitoring and improvement.</p> <p>dd. Learn why the roles and responsibilities of management and responsibility are important.</p> <p>ee. Role-playing: "Management and responsibilities of Q/A/C Analysis".</p> <p>ff. Group discussion on roles and responsibilities of Q/A/C.</p> <p>gg. Group discussion on quality management and accountability in quality assurance.</p> <p>hh. Demonstrate proper communication and team work in quality management.</p>
4	UNIT 3 QUALITY ASSURANCE	<p>a. Define Quality Assurance (QA) and Quality Control (QC).</p> <p>b. Differences between QA and QC in food microbiology laboratories.</p> <p>c. Demonstrate awareness of good laboratory practices.</p> <p>d. Explain the role of QA/C in ensuring food safety and reliability of results.</p> <p>e. Demonstrate awareness of good laboratory practices.</p> <p>f. Brains-timing: "What happens without Q/A/C?"</p> <p>g. Group discussion on what happens without Q/A/C.</p> <p>h. Lecture-discussion on benefits of Q/A/C programs.</p> <p>i. Short quiz on benefits of Q/A/C programs.</p> <p>j. QA/C is Essential in Food Laboratories.</p> <p>k. QA and QC process in a food testing lab.</p> <p>l. QA/C presentation: "Why QA/C is Essential in Food Laboratories".</p> <p>m. Microbiology presentation: "Inside a Food Microbiology Laboratory".</p> <p>n. Group output flowchart of QA and QC processes in a food testing lab.</p> <p>o. QA and QC process in a food testing lab.</p> <p>p. QA/C is Essential in Food Laboratories".</p> <p>q. QA/C presentation: "Why QA/C is Essential in Food Laboratories".</p> <p>r. QA and QC process in a food testing lab.</p> <p>s. QA/C is Essential in Food Laboratories".</p> <p>t. QA/C presentation: "Inside a Food Microbiology Laboratory".</p> <p>u. Group discussion on benefits of Q/A/C</p> <p>v. QA/C programs in food production and testing.</p> <p>w. QA/C programmes in food production and testing.</p> <p>x. Benefits for producers, consumers, and regulators.</p> <p>y. Group activity: creating a list of Food Industry".</p> <p>z. Advantages of Q/A/C in food industry".</p> <p>aa. QA/C contributes to consumer safety, business reputation, and regulatory compliance.</p> <p>bb. Explain how QA/C contributes to consumer safety, business reputation, and regulatory compliance.</p> <p>cc. Appreciate the importance of continuous monitoring and improvement.</p> <p>dd. Learn why the roles and responsibilities of management and responsibility are important.</p> <p>ee. Role-playing: "Management and responsibilities of Q/A/C Analysis".</p> <p>ff. Group discussion on roles and responsibilities of Q/A/C.</p> <p>gg. Group discussion on quality management and accountability in quality assurance.</p> <p>hh. Demonstrate proper communication and team work in quality management.</p>

5	<p>MIDTERM EXAMINATION</p> <p>UNIT 4: FOOD STORAGE FOR SAFETY AND QUALITY</p> <p>At the end of the week, the students can:</p> <ul style="list-style-type: none"> a. - Practical assessment using food safety criteria for selecting perishable and non-perishable food items. b. - Define traceability and explain its role in food safety and quality control. c. - Explain the criteria for selecting appropriate analytical and microbiological methods used in food quality testing. d. - Explain procedures in quality monitoring. e. - Define reliability and explain its importance in method selection. f. - Define traceability and explain its role in food safety and quality control. g. - Explain how traceability systems help in product recall and monitoring. h. - Identify tools and techniques used in ensuring product traceability (barcodes, batch numbers). i. - Define reliability and explain its importance in method selection. j. - Explain the importance of accuracy, precision, and reliability in method selection. k. - Define standard methods used in food quality testing. l. - Explain the importance of accuracy, precision, and reliability in method selection. 		

6	<p>MIDTERM EXAMINATION</p> <p>UNIT 4: FOOD STORAGE FOR SAFETY AND QUALITY</p> <p>At the end of the week, the students can:</p> <ul style="list-style-type: none"> a. - Using food safety criteria for selecting perishable and non-perishable food items. b. - Differentiate between fresh, frozen, and food items (fresh vs. spoiled). c. - Differentiate between fresh, frozen, and food items (fresh vs. spoiled). d. - Explain the importance of accuracy, precision, and reliability in method selection. e. - Explain the importance of accuracy, precision, and reliability in method selection. f. - Explain the importance of accuracy, precision, and reliability in method selection. g. - Explain the importance of accuracy, precision, and reliability in method selection. h. - Explain the importance of accuracy, precision, and reliability in method selection. i. - Explain the importance of accuracy, precision, and reliability in method selection. j. - Explain the importance of accuracy, precision, and reliability in method selection. k. - Explain the importance of accuracy, precision, and reliability in method selection. l. - Explain the importance of accuracy, precision, and reliability in method selection. m. - Explain the importance of accuracy, precision, and reliability in method selection. n. - Explain the importance of accuracy, precision, and reliability in method selection. o. - Explain the importance of accuracy, precision, and reliability in method selection. p. - Explain the importance of accuracy, precision, and reliability in method selection. q. - Explain the importance of accuracy, precision, and reliability in method selection. r. - Explain the importance of accuracy, precision, and reliability in method selection. s. - Explain the importance of accuracy, precision, and reliability in method selection. t. - Explain the importance of accuracy, precision, and reliability in method selection. u. - Explain the importance of accuracy, precision, and reliability in method selection. v. - Explain the importance of accuracy, precision, and reliability in method selection. w. - Explain the importance of accuracy, precision, and reliability in method selection. x. - Explain the importance of accuracy, precision, and reliability in method selection. y. - Explain the importance of accuracy, precision, and reliability in method selection. z. - Explain the importance of accuracy, precision, and reliability in method selection. 		
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		<p>- Identify critical factors affecting food safety (temperature, humidity, unsatisfactory storage practices).</p> <p>- Case study: identifying errors in food contamination.</p> <p>- Lecture-demonstration on storage conditions.</p> <p>- Apply safe storage guidelines following tips for different food types.</p> <p>- Demonstrate best practices for storing different food categories (meat, seafood, vegetables, dairy, dry goods).</p> <p>- Video viewing: "Reducing Food Waste Through Proper Storage".</p> <p>- Demonstrate best practices for storing different food categories (meat, seafood, vegetables, dairy, dry goods).</p> <p>- Develop habits for maintaining cleanliness and order in storage areas.</p> <p>- Promote awareness on minimizing food waste through proper storage.</p> <p>- At the end of the week, the students can:</p> <ul style="list-style-type: none"> a. Define HACCP and GMP/GHP (Good Manufacturing Practice) and GMPS (Critical Control Points) and GM/GHP (Good Manufacturing Good Hygiene Practices). b. Video presentation: "Introduction to HACCP and GM/GHP systems". c. Group brainstorming: identifying HACCP and GM/GHP systems. d. Explain the importance of implementing HACCP and GM/GHP in food safety management. e. Explain the importance of implementing HACCP and GM/GHP in food safety. g. Group activity: creating a flowchart showing how HACCP works in a kitchen. h. Lecture-demonstrations with case studies of foodborne outbreaks and how HACCP prevents them. i. Quiz on the importance of HACCP and GMPS. j. Group project: HACCP flowchart of a simple dish preparation. k. Quiz on the importance of HACCP and GMPS. l. Reflection essay: "My role in promoting food safety through HACCP and GMPS."
7	UNIT 5: HACCP and GMP/GHP	<p>- Define what is HACCP.</p> <p>- Define HACCP and GMPS (Critical Control Points) and GM/GHP (Good Manufacturing Good Hygiene Practices).</p> <p>- Examples from real-life operations.</p> <p>- Video presentation: "Introduction to HACCP and GM/GHP (Good Manufacturing Practice) (Food Industry)".</p> <p>- Group discussion on food safety operations.</p> <p>- Quiz on the importance of HACCP and GMPS.</p> <p>- Role-play application.</p> <p>- Group project: HACCP flowchart of a simple dish preparation.</p> <p>- Quiz on the importance of HACCP and GMPS.</p> <p>- Reflection essay: "My role in promoting food safety through HACCP and GMPS."</p> <p>- Define what is GMP/GHP.</p> <p>- Examples from real-life operations.</p> <p>- Video presentation: "Introduction to GMP/GHP (Good Manufacturing Practice) (Food Industry)".</p> <p>- Group discussion on food safety operations.</p> <p>- Quiz on the importance of GMP/GHP.</p> <p>- Role-play application.</p> <p>- Group project: GMP/GHP flowchart of a simple dish preparation.</p> <p>- Quiz on the importance of GMP/GHP.</p> <p>- Reflection essay: "My role in promoting food safety through GMP/GHP."</p>

FINAL EXAMINATION

Task: abcdeg a. Practical cooking demonstration on applying HACCP and GMP/GHP principles of HACCP and GMP in cooking quality food. b. Demonstration applying HACCP and GMP/GHP principles of HACCP and GMP in food preparation and cooking processes. c. Demonstrate critical control points (CCPs) in various stages of food production (receiving, storage, preparation, cooking and serving). d. Produce food products that meet quality standards. e. Evaluate the effectiveness of implemented HACCP and GMP/GHP practices. f. Suggest corrective actions for identified non-compliance or risks. g. Develop a sense of accountability and teamwork in maintaining consistent food quality.	At the end of the week, the students can: a. Apply the principles of HACCP and GMP/GHP in food preparation and cooking processes. b. Demonstrate critical control points (CCPs) in hands-on cooking laboratory. c. Demonstrate GMP principles and HACCP principles following their cooking process. d. Observe and peer evaluation on kitchen hygiene and safety compliance. e. Discuss on challenges and opportunities in implementation of HACCP/GMP during cooking. f. Group discussion on cooking performance and feedback from peers. g. Workshop: creating a "Kitchen Improvement Plan" based on identified issues. Peer review and evaluation of "How HACCP and GMP Help Me Cook Quality and Safe Food". h. Reflection Paper: "How HACCP and GMP Helps Me Cook Quality and Safe Food". i. Improvement Plan. j. Peer Evaluation: Checklist for HACCP and GMP compliance. k. Instructor's evaluation of food quality, safety, and hygiene, and feedback during preparation. l. Observation: Checklist for HACCP and GMP compliance. m. Improvement Plan. n. Group Discussion and evaluation of food quality and safety practices.	At the end of the week, the students can: a. Apply the principles of HACCP and GMP/GHP in food preparation and cooking processes. b. Demonstrate proper hygiene practices and safe food-handling procedures in the kitchen. c. Demonstrate proper hygiene practices and safe food-handling procedures in the kitchen. d. Produce food products that meet quality and safety standards. e. Evaluate the effectiveness of implemented HACCP and GMP/GHP practices. f. Suggest corrective actions for identified non-compliance or risks. g. Develop a sense of accountability and teamwork in maintaining consistent food quality.
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Total No. of Hours : 51

COURSE REQUIREMENTS AND COURSE POLICIES

COURSE REQUIREMENTS	Each student is required to:	
	1. submit accomplished assignments, and activities;	
	2. make a PowerPoint presentation, and a written summary of the assigned report;	
	3. participate actively in all discussion;	
	4. discuss an assigned topic to report and participate in class discussions; and	
COURSE POLICIES	5. pass the major exams (midterm and final)	
	Attendance: A student will be marked late if he/she enters the class 5 minutes after start of class period. Any student who comes to class 15 minutes after the scheduled time or always late for three consecutive meetings shall be marked absent.	
	Missed work or exam: Any student who missed to submit a work assignment or to take a test should consult the concerned instructor for immediate compliance	
	Cheating and Plagiarism: Any student who committed any form of academic dishonesty (e.g., copy-paste plagiarism) shall be given disciplinary action provided in the SKSU Student's Handbook	
	Use of Technology: Cell phones should be turned off while the session is in progress. Using laptops, notebook PCs, smart phones, and tablets shall be allowed only when needed. A scientific calculator (e.g. Casio fx-991ES) shall be utilized in solving.	

GRADING SYSTEM AND RUBRICS FOR GRADING

GRADING SYSTEM	Midterm Grade			Final Term Grade		
	Midterm Examination	50%	GRADE	Final Term Examination	50%	FINAL
	Attendance/ Class Participation	5%		Attendance/Class Participation	5%	Midterm Grade
	Quizzes	5%		50%		
	Recitation	5%		Quizzes	5%	
	Activity	20%		100%		
	Report	15%		Recitation	5%	
	TOTAL	100%		Activity	20%	
				Report	15%	
				TOTAL	100%	TOTAL

Materials used: Laptop, PowerPoint presentations, and video clips
Books, Magazines, Online slides, Teacher-made slides

References:

- Occupational Safety and Health Administration (OSHA). (2021). OSHA Standards.
Philippine Department of Labor and Employment. (2018). Occupational Safety and Health Standards.
National Institute for Occupational Safety and Health (NIOSH). (2020). Essential Elements of an Effective Safety and Health Program.
Gonzalez, A. J., & Santos, R. M. (2019). Fundamentals of Occupational Safety and Health. Manila: Safety Press.

Prepared:

JENA MAE F. VALERIO, MAT
KIRK JING JAINAR, LPT
Faculty

Reviewed:

GLENN S. TALUA, MERE / IRENE BINAG, MAT
Program Chairman, BindTech/BTVTE

Noted:

CHARLIE J. MAGHANOY, EdD
Dean, College of Industrial Technology