



**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 |
|-----------------------------|--------------------------------------|--------------------------------------|---------------|-----|--------------------------------------|----------|------------------|
| Food Hygiene and Sanitation | 8321102022 | Compulsory Study Program Subjects | T=2 | P=0 | ECTS=3.18 | 1 | July 17, 2024 |
| AUTHORIZATION | SP Developer | Course Cluster Coordinator | | | Study Program Coordinator | | |
| | Dr. Hj. Sri Handajani, S.Pd., M.Kes. | Dr. Hj. Sri Handajani, S.Pd., M.Kes. | | | Dr. Hj. Sri Handajani, S.Pd., M.Kes. | | |

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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 |
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| PLO-8 | Able to create works in the field of culinary arts based on local wisdom with an entrepreneurial outlook |
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| PLO-11 | Able to understand scientific concepts in the field of culinary arts |
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| Program Objectives (PO) | |
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| PO - 1 | Have knowledge of the concepts of sanitation, hygiene and occupational health and safety (K3) by referring to learning objectives and utilizing learning resources. |
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| PO - 2 | Able to design materials and equipment, process, present and store products, product quality standards, food hygiene standards. fulfill aesthetic values and by implementing K3 in the work environment intelligently, independently and honestly by referring to learning objectives and utilizing learning resources. |
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| PO - 3 | Have good morals, ethics and personality in studying the concept of sanitation, hygiene and K3 and its application in the production process intelligently, honestly, communicatively, be responsible independently or collaborate in teams for work/tasks professionally in their field in accordance with applicable procedures in full confident but still pay attention to other people's opinions and social sensitivity. |
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| PLO-PO Matrix | |
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| | <table border="1"> <tr> <th>P.O</th> <th>PLO-8</th> <th>PLO-11</th> </tr> <tr> <td>PO-1</td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> <td></td> </tr> </table> | P.O | PLO-8 | PLO-11 | PO-1 | | | PO-2 | | | PO-3 | | |
|------|---|--------|-------|--------|------|--|--|------|--|--|------|--|--|
| P.O | PLO-8 | PLO-11 | | | | | | | | | | | |
| PO-1 | | | | | | | | | | | | | |
| PO-2 | | | | | | | | | | | | | |
| PO-3 | | | | | | | | | | | | | |

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| PO Matrix at the end of each learning stage (Sub-PO) | |
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| | <table border="1"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table> | 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 | | | | | | | | | | | | | | | | |
|------|---|-----|------|---|---|---|---|---|---|----|----|----|----|----|----|----|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| Short Course Description | In this course students learn about food sanitation and hygiene as well as work safety in relation to the food service industry. The material for this course includes: concepts of food service sanitation and hygiene, food spoilage, sanitation at the procurement, storage, processing, distribution and service stages, care and maintenance, occupational health and safety, and food safety quality assurance (HACCP). Learning is carried out using various learning strategies in the form of discussion, observation and using a project based learning approach, discussions, questions and answers, and assignments. Assessment is carried out with project assignments. |
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| References | Main : |
| | 1. Nurlaela L. 2011. Sanitasi dan Higiene Makanan. Surabaya: Unesa University Press |
| | Supporters: |

1. Marriott NG, Schilling NW, Gravani RB. 2023 Principles of Food Sanitation. Electronic ISSN 2214-7799. Switzerland : Springer Nature
2. Kumar A. 2019. Fundamentals of Food Hygiene, Safety and Quality. IK International Publishing House
3. Winarno FG. 2018. HACCP dan Penerapan dalam Industri Pangan. Bogor: MBrio
4. Gardjito M, Hendrasty HK, Dewi A. 2022. Industri Jasa Boga. Yogyakarta: UGM Press
5. Forstyle and Hayes. 2013. Food Hygiene, Microbiology and HACCP. UK: Springer Sc
6. Hutter BM. 2011. Managing Food Safety and Hygiene. Cheltenham UK: Edward Elgar Publishing Limited
7. Spears, Marian C and Vaden, Allene G. 1993. Food Service Organization . New York : Macmillan Pub. Co.
8. Sjahmien Moehyie. 1992. Penyelenggaraan Makanan Institusi dan Jasa Boga . Jakarta: Bhratara
9. Jenie DSL. 1986. Sanitasi Dalam Industri Pangan . PAU IPB bekerja sama dengan Lembaga Sumber Daya Informasi IPB
10. Handajani S, Soeryanto, Keman S. 2015. The Development of Training Model Based on Theory of Planned Behavior and Willingness to Behave Higienic Practices for Food Handler at Foodcourt Baseball in Unesa Surabaya. http://insightsociety.org/ojaseit/index.php/ijaseit/article/view/564/pdf_54

Supporting lecturer
 Dr. Ir. Asrul Bahar, M.Pd.
 Prof. Dr. Luthiyah Nurlaela, M.Pd.
 Dr. Hj. Sri Handajani, S.Pd., M.Kes.

| 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 basic concepts of food sanitation and hygiene (understanding, scope and problems) | <ol style="list-style-type: none"> 1.a. Explain the meaning of sanitation and food hygiene 2.b. Explain the scope of food sanitation and hygiene 3.c. Identifying food safety problems and food safety responsibilities | <p>Criteria:</p> <ol style="list-style-type: none"> 1.Criteria: Accuracy and depth of analysis 2.Technique: participatory activities, written test. <p>Form of Assessment : Participatory Activities, Tests</p> | <ul style="list-style-type: none"> - Form of learning: Direct face-to-face lecture (offline) - Learning method: Theory, discussion and question and answer - Task 1: Analyze cases of food poisoning - Form groups and present paper assignments. 2 X 50 | <ul style="list-style-type: none"> - Form of learning: Virtual face-to-face lecture via vlearning and zoom (online). - Learning methods: Theory, Discussion and Question and Answer - Student assignments: Independent assignments through assignments in Google Classroom. 2 x 50 | | 5% |
| 2 | Understanding food contamination (understanding, types, causes, and how to avoid it) | <ol style="list-style-type: none"> 1.a. Explain food damage caused by microorganisms, biological, physical, mechanical, physiological and chemical. 2.b. Identifying microbes that cause food poisoning/damage 3.c. Analyze cases of food poisoning that occur nearby. | <p>Criteria:</p> <ol style="list-style-type: none"> 1.Criteria: Accuracy and depth of presentation material. 2.Technology: Participatory Activities, Written test. <p>Form of Assessment : Participatory Activities, Tests</p> | <ul style="list-style-type: none"> - Form of learning: Direct face-to-face lecture (offline). - Learning methods: Student presentations, discussions, questions and answers. - Task-2: Observe food damage. 2 X 50 | <ul style="list-style-type: none"> - Form of learning: Virtual face-to-face lecture via vlearning and zoom (online). - Learning methods: Theory, Discussion and Question and Answer - Student assignments: Independent assignments through assignments in Google Classroom. 2 X 50 | | 5% |
| 3 | Understanding Foodborne Diseases (PBM/Foodborne Disease), including definition, grouping, symptoms, and how to avoid them. | <ol style="list-style-type: none"> 1.a. Identify various types of food ingredients according to their groups (perishable, unperishable, and semi-perishable). 2.b. Describe how to choose food ingredients 3.c. Describe how to treat food ingredients at the ingredient preparation stage. | <p>Criteria:</p> <ol style="list-style-type: none"> 1.Criteria: Accuracy and depth of presentation material. 2.Technique: Participatory Activities, Written test. <p>Form of Assessment : Participatory Activities, Tests</p> | <ul style="list-style-type: none"> - Learning form: direct face-to-face lecture (offline) - Learning method: Student presentation, question and answer discussion (TM: 3 (2x50') 2 X 50 | <ul style="list-style-type: none"> - Form of learning: Virtual face-to-face lecture via vlearning and zoom (online). - Learning methods: Theory, Discussion and Question and Answer - Student assignments: Independent assignments through assignments in Google Classroom. 2 x 50 | | 5% |
| 4 | Understanding Foodborne Diseases (PBM/Foodborne Disease), including definition, grouping, symptoms, and how to avoid them. | <ol style="list-style-type: none"> 1.a. Identify various types of food ingredients according to their groups (perishable, unperishable, and semi-perishable). 2.b. Describe how to choose food ingredients 3.c. Describe how to treat food ingredients at the ingredient preparation stage. 4.d. BTM (Explain the meaning of BTM, the purpose/function of BTM, types of BTM, dangerous BTM, the effect of using BTM on health). | <p>Criteria:</p> <ol style="list-style-type: none"> 1.Criteria: Accuracy and depth of presentation material. 2.Technique: Participatory Activities, Written test. <p>Form of Assessment : Participatory Activities, Tests</p> | <ul style="list-style-type: none"> - Learning form: direct face-to-face lecture (offline) - Learning method: Student presentation, question and answer discussion (TM: 4 (2x50') 2 X 50 | <ul style="list-style-type: none"> - Form of learning: Virtual face-to-face lecture via vlearning and zoom (online). - Learning methods: Theory, Discussion and Question and Answer - Student assignments: Independent assignments through assignments in Google Classroom. 2 x 50 | | 5% |

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| 5 | Understanding Foodborne Diseases (PBM/Foodborne Disease), including definition, grouping, symptoms, and how to avoid them. | <ol style="list-style-type: none"> 1.a. Explain the importance of storing food ingredients/prepared foods. 2.b. Explain the principles of storage temperature. 3.c. Explain the principle of storage time. 4.d. Describe the principles of storage equipment. 5.e. Identify food storage procedures. 6.f. Explain the procedures for re-breathing finished/cooked food. | <p>Criteria:</p> <ol style="list-style-type: none"> 1.Criteria: Accuracy and depth of presentation material. 2.Technique: Participatory Activities, Written test. <p>Form of Assessment : Participatory Activities, Tests</p> | <p>- Learning form: direct face-to-face lecture (offline) - Learning method: Student presentation, question and answer discussion (TM: 5 (2x50') 2 X 50</p> | <p>- Form of learning: Virtual face-to-face lecture via vlearning and zoom (online). - Learning methods: Theory, Discussion and Question and Answer - Student assignments: Independent assignments through assignments in Google Classroom. 2 x 50</p> | | 5% |
| 6 | Understanding Foodborne Diseases (PBM/Foodborne Disease), including definition, grouping, symptoms, and how to avoid them. | <ol style="list-style-type: none"> 1.a. Create an instrument for observing the sanitary and hygienic conditions of places where snacks are sold. 2.b. Observe the sanitary and hygienic conditions of places where snacks are sold. 3.c. Analyzing the sanitary and hygiene conditions of snack food sales places. 4.d. Make observation activity reports and presentations 5.f. Explain the procedures for re-breathing finished/cooked food. | <p>Criteria:</p> <ol style="list-style-type: none"> 1.Criteria: Accuracy and depth of presentation material. 2.Technique: Participatory Activities, Written test. <p>Form of Assessment : Participatory Activities</p> | <p>- Form of learning: field observation. - Learning method: Project Based Learning (TM: 6 (2x50') - Task-3: Observe the sanitary and hygiene conditions of places where snacks are sold, make observation reports and presentation PPTs. Phase 1 Determining basic questions. Lecturer: What are the sanitary and hygiene conditions of places of sale What are the indicators for assessing the sanitation and hygiene conditions? Phase 2 Preparing the project plan. Lecturer: give students time to prepare an instrument for observing the sanitary and hygiene conditions for selling snacks . Phase 3 Developing a schedule. Lecturer : making an agreement on the final deadline for submitting the project agreed 2 X 50</p> | <p>- Learning form: Field observation - Learning method: Project based learning (TM: 6 (2x50')) Student assignments Independent assignments in the form of projects through assignments in Google Classroom related to the results of observations of sanitation and hygiene conditions for selling snacks. 2 x 50</p> | | 5% |

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| 7 | Understanding Foodborne Diseases (PBM/Foodborne Disease), including definition, grouping, symptoms, and how to avoid them. | <ol style="list-style-type: none"> 1.a. Evaluate the sanitary and hygiene conditions of places where snacks are sold. 2.b. Improve/revise reports on sanitation and hygiene conditions of snack food sales places 3.f. Explain the procedures for re-breathing finished/cooked food. | <p>Criteria:</p> <ol style="list-style-type: none"> 1.Criteria: Accuracy and depth of presentation material. 2.Technique: Participatory Activities, Written test. <p>Form of Assessment : Participatory Activities</p> | <p>- Form of learning: field observation. - Learning method: Project Based Learning (TM: 7 (2x50')) - Task-3: Observe sanitation and hygiene conditions of snack food sales places, make observation reports and presentation PPT.</p> <p>Phase 5 Testing student results. Students present the results of observations and conduct questions and answers. Lecturer assesses student activities and observation reports.</p> <p>Phase 6. Evaluate student experiences. Revise observation reports based on input or suggestions from lecturers and students : give students time to reflect and reflect on the project review and collect final observation reports 2 X 50</p> | <p>- Learning form: Field observation - Learning method: Project based learning (TM: 7 (2x50')) Student assignments Independent assignments in the form of projects through assignments in Google Classroom related to the results of observations of sanitation and hygiene conditions for selling snacks. 2 x 50</p> | | 5% |
| 8 | MIDDLE SEMESTER EVALUATION/MID SEMESTER EXAMINATION | g. The relationship between temperature and food sanitation | | | | | 20% |
| 9 | Mastering the transportation of cooked food, including: temperature, containers (packaging), transportation vehicles | <ol style="list-style-type: none"> 1.a. Explain the meaning of food processing 2.7.2 Food processing premises 3.7.3 Management and coaching power 4.7.4 Food processing equipment 5.7.5 How to process food 6.7.6Cooking methods and relative safety | <p>Criteria:</p> <ol style="list-style-type: none"> 1.Criteria: Accuracy and depth of presentation material. 2.Technology: Participatory Activities, Written test. <p>Form of Assessment : Participatory Activities</p> | <p>•Form of learning: face-to-face lecture (offline) •Learning method: Lecture, discussion and question and answer (TM: 9 (2x50')) 2 X 50</p> | <p>Form of learning: Virtual face-to-face lecture via vlearning and zoom (online). Learning methods: Lectures, discussions and questions and answers (TM: 9 (2> <50')) Student assignments Independent assignments through assignments in Google Classroom. 2 X 50</p> | | 5% |
| 10 | Understand food presentation, including the principles of containers, water content, edible parts, separation, heat, tools and handling. | <ol style="list-style-type: none"> 1.a. Explain the importance of paying attention to sanitation when serving food. 2.b. Explain the principle of containers. 3.c. Explain the principle of water content 4.d. Explain the principles of edible parts 5.e. Explain the principle of separation 6.f. Explain the principle of heat 7.g. Explain the principle of the tool 8.h. Explain the principles of handling | <p>Criteria:</p> <ol style="list-style-type: none"> 1.Criteria: Accuracy and depth of presentation material. 2.Technique: Participatory Activities, Written test. <p>Form of Assessment : Test</p> | <p>- Learning form: face-to-face lecture (offline) - Learning method: Lecture, discussion and question and answer (TM: 10 (2x50')) 2 X 50</p> | <p>Form of learning: Virtual face-to-face lecture via vlearning and zoom (online). Learning method: Lecture, discussion and question and answer (TM: 10 (2x50')) Student assignments Independent work through assignments on Google Classroom. 2 X 50</p> | | 5% |

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| 11 | Understand equipment washing, including: definition, types of washing, washing materials, washing processes. | <ol style="list-style-type: none"> 1.a. Explain the importance of sanitation of processing facilities and the environment 2.b. Explain the scope of environmental sanitation 3.c. Analyze the environmental sanitation process. 4.d. Explain the meaning of washing equipment. 5.e. Explain the various types of cleaning equipment 6.f. Analyze equipment washing materials. 7.g. Analyze the equipment washing process | Criteria: <ol style="list-style-type: none"> 1.Kriteria: Accuracy and depth of presentation material 2.Technique: Participatory Activities, Written test. Form of Assessment : Participatory Activities | - Learning form: face-to-face lecture (offline) - Learning method: Lecture, discussion and question and answer (TM: 11 (2x50') 2 X 50 | - Form of learning: Face-to-face lecture via VI/Earning Don Zoom (online). - Learning method: Lecture, discussion and question and answer (TM: 11 (2x50')) Student assignments Independent assignments through assignments on Google Classroom. 2 X 50 | 5% |
| 12 | Mastering sanitation of processing facilities and the environment, including: understanding environmental sanitation, scope, process of environmental sanitation. | <ol style="list-style-type: none"> 1.a. Explain the importance of sanitation of processing facilities and the environment 2.b. Explain the scope of environmental sanitation 3.c. Explain the process of environmental sanitation | Criteria: <ol style="list-style-type: none"> 1.Criteria: Accuracy and depth of presentation material. 2.Technique: Participatory Activities, Written test. | - Form of learning: direct face-to-face lecture (offline) - Learning method: Lecture, discussion and question and answer (TM: 12 (2x50')) 2 X 50 | - Form of learning: Face-to-face lectures via vlearning and zoom (online) - Learning methods; Lectures, discussions and Questions and Answers (TM: 12 {2x50'}) -Student assignments Independent assignments via assignments in Google Classroom 2 X 50 | 5% |
| 13 | Understand food packaging, including the meaning of packaging, purpose/function, types of packaging, dangerous packaging. | <ol style="list-style-type: none"> 1.a. Explain the meaning of packaging 2.b. Explain the purpose/function of packaging. 3.c. Explain the various types of packaging. 4.d. Explain dangerous packaging. | Criteria: Full marks are obtained if you do all the questions correctly Form of Assessment : Test | - Form of learning; face-to-face lectures (offline) - Learning method: Lecture, discussion and Q&A (TM: 13 (2x50')). 2 X 50 | - Learning form: Face-to-face lectures via virtual learning and zoom (online) - Learning methods: Lecture, discussion and Q&A (TM: 13 {2x50'}) - Student assignments Independent assignments via assignments in Google Classroom 2 X 50 | 5% |
| 14 | Understanding food additives/BTM (food additives), including: Definition of BTM, Purpose/function of using BTM, Types of BTM, Dangerous BTM, Effect of using BTM on health. | <ol style="list-style-type: none"> 1.a. Explain the concept of HACCP 2.b. Identify HACCP Principles 3.c. Analyze the application of HACCP principles in industry | Criteria: <ol style="list-style-type: none"> 1.Criteria: Accuracy and depth of industrial visit reports. 2.Technique: Participatory Activities. Form of Assessment : Participatory Activities | - Learning form: face-to-face lecture (offline) - Learning method: Lecture, discussion and question and answer (TM: 14 (2x50'). 2 X 50 | Form of learning: Face-to-face lecture via VI/Earning and Zoom (online). Teaching methods: Lecture, discussion and question and answer {TM: 14 (2x50')}. Student assignments Independent work through assignments in Google Classroom. 2 X 50 | 5% |
| 15 | Understanding Occupational Safety and Health (K3), including: understanding K3, objectives/functions of K3, implementation of K3. | <ol style="list-style-type: none"> 1.a. Explain the meaning of K3 2.b. Explain the purpose/function of K3 3.c. Explain the implementation of K3 | Criteria: Full marks are obtained if you do all the questions correctly Form of Assessment : Participatory Activities | - Learning form: Field observation - Learning method: Project based learning (TM: 15 (2x50')) - Task-3: Observe the implementation of HACCP in the food industry, make an observation report. Phase 1 Determination of basic questions. Dasen: How is HACCP implemented as a food safety assurance system in industry? Phase 2 Preparation of Lecturer project planning : give students time to determine | | 5% |

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| | | | | <p>the location of the visit, committee, prepare proposals and plans for industrial visits. Students: determine the place of visit, committee, prepare proposals and plans for industrial visits.</p> <p>Phase 3 Prepare a Schedule. Lecturer: make an agreement on the deadline for submitting the project. Students: arrange a timeline to complete the project.</p> <p>Phase 4 Lecturer Monitoring: monitors the student process of collecting work results/observation reports. Students: collect work/observation reports according to the agreed time limit.</p> <p>Phase 5 Testing student results. Students present the results of the industrial visit and conduct questions and answers. Lecturers assess student activities and report on industrial visits.</p> <p>Phase 6 Evaluate student experience Revise industrial visit reports based on input or suggestions from lecturers. Lecturer: give students time to reflect and reflect on projects. Lecturers provide suggestions and input on projects. Students revise and collect the final report of the industrial visit. 2 X 50</p> | | | |
| 16 | Final exams | | | 2 X 50 | | | 30% |

Evaluation Percentage Recap: Case Study

| No | Evaluation | Percentage |
|----|--------------------------|------------|
| 1. | Participatory Activities | 42.5% |
| 2. | Test | 22.5% |
| | | 65% |

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.