



**Universitas Negeri Surabaya  
Faculty of Engineering  
, Undergraduate Culinary Education Study Program**

**Document Code**

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>										
Food Hygiene and Sanitation	8321103111		T=3	P=0	ECTS=4.77	2	July 18, 2024										
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>											
	.....		.....			Dr. Hj. Sri Handajani, S.Pd., M.Kes.											
<b>Learning model</b>	<b>Case Studies</b>																
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																
	<b>Program Objectives (PO)</b>																
	<b>PLO-PO Matrix</b>																
		P.O															
	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																
	P.O	Week															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
<b>Short Course Description</b>	This lecture material studies microbiological concepts and procedures in food management, concepts of food sanitation and hygiene as well as occupational safety and security (K3) in relation to the food service industry. The material for this course includes: concepts of food service sanitation and hygiene, principles, properties and groups of microorganisms, growth, benefits and disadvantages of microorganisms, food contamination and foodborne diseases, personal hygiene, sanitation in food procurement, food storage, food processing, food service and serving (including food transportation), care and maintenance, environmental sanitation, food packaging, food additives, and Occupational Safety and Health (K3).																
<b>References</b>	<b>Main :</b>																
	<ol style="list-style-type: none"> <li>1. Kuswiyanto . 2015. Bakteriologi 1 (Buku Ajar Analisis Kesehatan). Jakarta: EGC</li> <li>2. Longree, Karla . 1980. Quality Food Sanitation. USA: John Willey and Sons</li> <li>3. Lestari LA, Harmayani E, Sari TUPM, Nurviani S . 2018. Dasar-Dasar Mikrobiologi Makanan di Bidang Gizi dan Kesehatan. Yogyakarta: UGM Press.</li> <li>4. Jenie DSL . 1986. Sanitasi Dalam Industri Pangan. PAU IPB bekerja sama dengan Lembaga Sumber Daya Informasi IPB</li> <li>5. Nurlaela L . 2011. Sanitasi dan Higiene Makanan. Surabaya: Unesa University Press</li> <li>6. Spears, Marian C and Vaden, Allene G . 1993. Food Service Organization. New York : Macmillan Pub. Co.</li> <li>7. Sjahmien Moehyie . 1992. Penyelenggaraan Makanan Institusi dan Jasa Boga. Jakarta: Bhratara.</li> <li>8. Supardi I dan Sukanto . 1999. Mikrobiologi Dalam Pengolahan dan Keamanan Pangan. Bandung:Alumni.</li> <li>9. Tatang SW . 2014. Mikrobiologi Pangan (Teori dan Praktik). Yogyakarta:Andi.</li> </ol>																
	<b>Supporters:</b>																
<b>Supporting lecturer</b>	Prof. Dr. Luthiyah Nurlaela, M.Pd. Dr. Hj. Sri Handajani, S.Pd., M.Kes.																
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>										
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>												
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)										

1	Introduction, explaining the RPS, assessment system, and lecture contract. Understand the basic concepts of sanitation and hygiene in the food service industry.	a. Introduction between lecturers and students. b. Explaining RPS. c. Explain the grading system. d. Explain the study contract. e. Explain the meaning of sanitation and food hygiene f. Explain the scope of food sanitation and hygiene in the food service industry g. Identify diseases that occur as a result of consuming unsafe foods.	<b>Criteria:</b> The score is given based on the suitability of the answer to the answer key. Every answer that is correct and in accordance with the answer key gets a score for numbers 1 and 2 each of 30, and number 3 with a score of 40.	Presentations, group discussions and reflections. 3 X 50			0%
2	Mastering the principles of microbiology	a. Explain the role of microorganisms in changes in organic matter. b. Explain the role of microorganisms as causes of disease. c. Explain the classification of microorganisms. d. Explain the morphology and structure of bacterial cells. e. Explain the morphology and structure of mold cells. f. Explain the morphology and structure of kamir cells.	<b>Criteria:</b> 1.Scores are given based on the suitability of the answer to the answer key. 2.Every answer that is correct and in accordance with the answer key gets a score of 15.	Presentations, group discussions and reflections. 3 X 50			0%
3	Understand the nature of groups of microorganisms	a. Compare the characteristics of each group of bacteria. b. Compare the characteristics of each group of molds. c. Compare the characteristics of each class.	<b>Criteria:</b> 1.Scores are given based on the suitability of the answer to the answer key. 2.Every answer that is correct and in accordance with the answer key gets a score of 35.	Presentations, group discussions and reflections. 3 X 50			0%
4	Understand the growth of microorganisms	a. Compare the phases of the growth curve of microorganisms. b. Explain the factors that influence the growth of microorganisms.	<b>Criteria:</b> 1.Scores are given based on the suitability of the answer to the answer key. 2.Every answer that is correct and in accordance with the answer key gets a score of 50	Presentations, group discussions and reflections. 3 X 50			0%
5	Understand the identification of factors that influence the growth of microorganisms. Understanding microbiological damage to food.	a. Identifying the effect of nutrients on microbial growth. a. Identify the effect of temperature on microbial growth. b. Identifying the effect of preservatives on microbial growth. c. Identifying the effect of water activity (Aw) on microbial growth. d. Identify the effect of oxygen on microbial growth. a. Identify types of destructive microorganisms. b. Analyzing damage to food ingredients (vegetables, fruit, grains and tubers) by microorganisms.	<b>Criteria:</b> 1.Scores are given based on the suitability of the answer to the answer key. 2.Every answer that is correct and in accordance with the answer key gets a score of 14	Presentations, group discussions and reflections. 3 X 50			0%

6	Understanding food spoilage	a. Explain the mechanisms of infection and intoxication 1. Factors that influence pathogenic properties through food. 2. Mechanism of infection 3. Mechanism of intoxication	<b>Criteria:</b> 1.Scores are given based on the suitability of the answer to the answer key. 2.Every answer that is correct and in accordance with the answer key gets a score of 25	Presentations, group discussions and reflections. 3 X 50			0%
7	Midterm exam			3 X 50			0%
8	Understand about food procurement	a. Identify various types of food ingredients according to their groups (perishable, unperishable and semi-perishable) b. Describe how to choose food ingredients c. Describe how to treat food ingredients at the ingredient preparation stage. d. BTM (Explain the meaning of BTM, the purpose/function of BTM, various types of BTM, the dangers of BTM, the effect of using BTM on health)	<b>Criteria:</b> 1.Scores are given based on the suitability of the answer to the answer key. 2.Every answer that is correct and in accordance with the answer key gets a score of 16	Presentations, group discussions and reflections. 3 X 50			0%
9	Mastering food storage.	a. Explain the importance of storing food ingredients/finished food b. Explain the principle of storage temperature c. Explain the principle of storage time e. Describe the principles of storage equipment f. Identify food storage procedures g. Explain the procedures for reheating finished/cooked food	<b>Criteria:</b> 1.Scores are given based on the suitability of the answer to the answer key. 2.Every answer that is correct and in accordance with the answer key gets a score of 15	Presentations, group discussions and reflections. 3 X 50			0%
10	Understand sanitation in food processing	a. Explain the meaning of food processing b. Food processing place c. Handling and processing personnel d. Food processing tools e. How to process food f. Cooking methods and relative safety g. The relationship between temperature and food sanitation	<b>Criteria:</b> 1.Scores are given based on the suitability of the answer to the answer key. 2.Every answer that is correct and in accordance with the answer key gets a score of 16	Presentations, group discussions and reflections. 3 X 50			0%
11	Understand sanitation in food service and presentation.	a. Explain the importance of paying attention to sanitation when serving food. b. Explain the principle of containers. c. Explain the principle of water content d. Explain the principles of edibles part e. Explain the principle of f separation. Explain the principle of heat g. Explain the principle of tool h. Explain the principles of handling	<b>Criteria:</b> 1.Scores are given based on the suitability of the answer to the answer key. 2.Every answer that is correct and in accordance with the answer key gets a score of 13	Presentations, group discussions and reflections. 3 X 50			0%

12	Mastering sanitation in care/maintenance and work safety.	a. Explain the importance of sanitation of processing facilities and the environment b. Explain the scope of environmental sanitation c. Explain the process of environmental sanitation. d. Explain the meaning of washing equipment e. Explain the various types of equipment washing f. Explain equipment washing materials. g. Explain the process of washing equipment h. Explain the meaning of work safety i. Explain the types of work accidents j. Explain how to prevent work accidents	<b>Criteria:</b> 1.Scores are given based on the suitability of the answer to the answer key. 2.Every answer that is correct and in accordance with the answer key gets a score of 10	Presentations, group discussions and reflections. 3 X 50			0%
13	Food service industry visit			3 X 50			0%
14	Understand food packaging.	a. Explain the meaning of packaging b. Explain the purpose/function of packaging. c. Explain the various types of packaging. d. Explain dangerous packaging.	<b>Criteria:</b> 1.Scores are given based on the suitability of the answer to the answer key. 2.Every answer that is correct and in accordance with the answer key gets a score of 25	Presentation, group discussion and reflection 3 X 50			0%
15	Evaluation of the hygiene and sanitation conditions of catering services (food sales businesses).	Describe the conditions of food service sanitation hygiene. Analyze food service sanitation hygiene	<b>Criteria:</b> 1.Scores are given based on the suitability of the answer to the answer key. 2.Every answer that is correct and in accordance with the answer key gets a score of 50	Presentation, group discussion and reflection 3 X 50			0%
16	Final exams			3 X 50			0%

#### Evaluation Percentage Recap: Case Study

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.
- 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.

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.