



**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
Sanitation Hygiene and K3	8321102117	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	1	July 24, 2022
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.

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																				
	PLO-8	Able to create works in the field of culinary arts based on local wisdom with an entrepreneurial outlook																																																																																			
	PLO-11	Able to understand scientific concepts in the field of culinary arts																																																																																			
	Program Objectives (PO)																																																																																				
	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.																																																																																			
	PO - 2	Able to design materials and equipment, process, present and store products, product quality standards, food hygiene standards, meet aesthetic values, and by applying K3 in the work environment intelligently, independently and honestly by referring to learning objectives and utilizing resources Study																																																																																			
	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, being responsible independently and working in teams on 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																																																																																			
	PLO-PO Matrix																																																																																				
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																					
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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 discussions, observations 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. Forstlye 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.
 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	Able to describe the basic concepts of food hygiene and sanitation	<ol style="list-style-type: none"> 1.Explain the meaning of food sanitation and hygiene 2.Describe the basic concepts of food sanitation and hygiene 3.Identify diseases that occur as a result of consuming unsafe foods 	<p>Criteria: Accuracy and depth of analysis</p> <p>Form of Assessment : Participatory Activities, Tests</p>	<p>–Form of learning: face-to-face lecture (offline) –Learning method: Lecture, discussion and question and answer (TM: 1 (2x50')) –Task-1: Analyze cases of food poisoning –Form groups and paper presentation assignments. 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: 1 (2x50')) Student assignments Independent assignments via assignments in Google Classroom. 2 X 50</p>		5%
2	Able to understand food damage	<ol style="list-style-type: none"> 1.Explain food damage caused by microorganisms, biological, physical, mechanical, physiological and chemical. 2.Identifying microbes that cause food poisoning/damage 3.Analyze cases of food poisoning that occur nearby 	<p>Criteria: Accuracy and depth of presentation material.</p> <p>Form of Assessment : Participatory Activities, Tests</p>	<p>–Form of learning: face-to-face lecture (offline) –Learning method: Student presentation, discussion, question and answer (TM: 2 (2x50')) –Task-2: Observing food damage 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: 2 (2x50')) Student assignments Independent assignments through assignments in Google Classroom. 2 X 50</p>		10%
3	Able to understand personal hygiene	<ol style="list-style-type: none"> 1.Explain the meaning of personal hygiene 2.Analyze factors that influence personal hygiene 	<p>Criteria: Accuracy and depth of presentation material.</p> <p>Form of Assessment : Participatory Activities, Tests</p>	<p>–Form of learning: direct face-to-face lecture (offline) –Learning method: Student presentation, discussion, question and answer (TM: 3 (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: 3 (2x50')) Student assignments Independent assignments via assignments in Google Classroom. 2 X 50</p>		5%

4	Able to understand food procurement	<ol style="list-style-type: none"> 1. Identify various types of food ingredients according to their groups (perishable, unperishable, and semi-perishable) 2. Describe how to choose food ingredients 3. 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) 	<p>Criteria: Accuracy and depth of presentation material.</p> <p>Form of Assessment : Participatory Activities, Tests</p>	<p>–Form of learning: face-to-face lectures (offline) –Learning methods: Student presentations, discussions, questions and answers (TM: 4 (2x50')) 2 x 50</p>	<p>Form of learning: Virtual face-to-face lecture via vlearning and zoom (online).</p> <p>Learning method: Lecture, discussion and question and answer (TM: 4 (2x50')) Student assignments Independent assignments via assignments in Google Classroom. 2 x 50</p>		5%
5	Able to analyze food storage	<ol style="list-style-type: none"> 1. Explain the importance of storing food/ready-made food 2. Explain the principles of storage temperature 3. Explain the principle of storage time 4. Describe the principles of storage equipment 5.5.5 Identify food storage procedures 6. Explain the procedures for reheating finished/cooked food 	<p>Criteria: Accuracy and depth of presentation material.</p> <p>Form of Assessment : Participatory Activities, Tests</p>	<p>–Form of learning: direct face-to-face lecture (offline) –Learning method: Student presentation, discussion, question and answer (TM: 5 (2x50')) 2 X 50</p>	<p>Form of learning: Virtual face-to-face lecture via vlearning and zoom (online).</p> <p>Learning method: Lecture, discussion and question and answer (TM: 5 (2x50')) Student assignments Independent assignments via assignments in Google Classroom.</p>		5%

6	Able to assess and analyze hygienic sanitation conditions at places selling snack foods	<ol style="list-style-type: none"> 1. Create an instrument for observing the sanitary and hygienic conditions of places where snacks are sold 2. Observe the sanitary and hygienic conditions of places where snacks are sold 3. Analyzing the sanitary and hygiene conditions of snack food sales places 4. Make observation activity reports and presentations 	<p>Criteria: Accuracy of carrying out observations.</p> <p>Form of Assessment : Participatory Activities, Tests</p>	<p>– Learning form: Field observation – Learning method: Project based learning (TM: 6 (2x50')) – Task-3: Observe the sanitary and hygienic conditions of snack food sales places, make observation reports and PPT presentations</p> <p>Phase 1 – Determining basic questions. – Lecturer: What are the sanitary and hygiene conditions of the snack food sales places around the Unesa Ketintang campus? What are the indicators for assessing sanitation and hygiene conditions?</p> <p>Phase 2 – Preparation of project planning – Lecturer: give students time to prepare an instrument for observing the sanitary and hygienic conditions of snack food sales. – Students: prepare an instrument for observing the sanitation and hygiene conditions of snack food sales.</p> <p>Phase 3 – Develop a schedule. – Lecturer: make an agreement on the final deadline for submitting the project. – Student: draw up a timeline for completing the project.</p> <p>Phase 4 – Monitoring – Lecturer: monitors the student process of collecting work results/observation reports. – Students: collect work/observation reports according to the agreed time limit. 2 X 50</p>	<p>Form of learning: Field observation.</p> <p>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 the sanitation and hygiene conditions of snack food sales. 2 X 50</p>		15%
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7	Able to analyze sanitation activities in the food processing stage	<ol style="list-style-type: none"> 1. Evaluate the sanitary and hygienic conditions of places where snacks are sold 2. Improve/revise reports on sanitation and hygiene conditions of snack food sales places 	<p>Criteria: Accuracy and depth of presentation material.</p> <p>Form of Assessment : Participatory Activities, Tests</p>	<p>–Learning form: Field observation –Learning method: Project based learning, discussion, Question and answer (TM: 7 (2x50')) –Task-3: Observe the sanitary and hygienic conditions of snack food sales places, make observation reports and PPT presentations</p> <p>Phase 5 – Testing student results – Students present the results of observations and conduct questions and answers. –Lecturers assess student activities and report observations.</p> <p>Phase 6 –Evaluate student experiences –Revise observation reports based on input or suggestions from lecturers and students. –Lecturer: gives students time to reflect and reflect on projects. Lecturers provide suggestions and input on projects. –Students make revisions and submit final observation reports. 2 X 50</p>	<p>Form of learning: Field observation.</p> <p>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 the sanitation and hygiene conditions of snack food sales. 2 X 50</p>		15%
8	Midterm Evaluation / Midterm Exam		<p>Form of Assessment : Test</p>				20%
9	Able to understand sanitation in food processing.	<ol style="list-style-type: none"> 1. Explain the meaning of food processing. 2. Food processing place. 3. Handling and processing personnel 4. Food processing equipment 5. How to process food 6. Cooking methods and relative safety 7. The relationship between temperature and food sanitation 	<p>Criteria: Accuracy and depth of presentation material.</p> <p>Form of Assessment : Participatory Activities, Tests</p>	<p>–Form of learning: direct 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).</p> <p>Learning methods: Lectures, discussions and questions and answers (TM: 9 (2x50')) Student assignments Independent assignments via assignments in Google Classroom. 2 x 50</p>		15%

10	Able to understand sanitation in food service and presentation.	<ol style="list-style-type: none"> 1.Explain the importance of paying attention to sanitation when serving food. 2.Analyze the principle of containers. 3.Analyze the principle of water content 4.Analyze the principles of edible parts 5.Analyze the principle of separation 6.Analyze the principle of heat 7.Analyze the principle of the tool 8.Analyzing handling principles 	<p>Criteria: Accuracy and depth of presentation material.</p> <p>Form of Assessment : Participatory Activities</p>	<p>–Form of learning: direct 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).</p> <p>Learning methods: Lectures, discussions and questions and answers (TM: 10 (2x50')) Student assignments Independent assignments through assignments in Google Classroom. 2 X 50</p>	5%
11	Able to understand sanitation in care/maintenance	<ol style="list-style-type: none"> 1.Explain the importance of sanitation of processing facilities and the environment 2.Explain the scope of environmental sanitation 3.Analyze environmental sanitation processes 4.Explain the meaning of washing equipment 5.Explain the various types of equipment washing 6.Analyze equipment washing materials 7.Analyze the equipment washing process 	<p>Criteria: Accuracy and depth of presentation material</p> <p>Form of Assessment : Participatory Activities</p>	<p>–Form of learning: direct face-to-face lecture (offline) –Learning method: Lecture, discussion and question and answer (TM: 11 (2x50')) 2 X 50</p>	<p>Form of learning: Virtual face-to-face lecture via vlearning and zoom (online).</p> <p>Learning methods: Lectures, discussions and questions and answers (TM: 11 (2x50')) Student assignments Independent assignments via assignments in Google Classroom.</p>	5%
12	Able to understand occupational health and safety (K3)	<ol style="list-style-type: none"> 1.Explain the meaning of work safety 2.Explain the types of work accidents 3.Explain how to prevent work accidents 	<p>Criteria: Accuracy and depth of presentation material</p> <p>Form of Assessment : Participatory Activities</p>	<p>–Form of learning: direct face-to-face lecture (offline) –Learning method: Lecture, discussion and question and answer (TM: 12 (2x50')) 2 X 50</p>	<p>Form of learning: Virtual face-to-face lecture via vlearning and zoom (online).</p> <p>Learning methods: Lectures, discussions and questions and answers (TM: 12 (2x50')) Student assignments Independent assignments via assignments in Google Classroom. 2 X 50</p>	5%
13	Able to understand food packaging	<ol style="list-style-type: none"> 1.Explain the meaning of packaging 2.Explain the purpose/function of packaging 3.Explain the various types of packaging 4.Explain dangerous packaging 	<p>Criteria: Accuracy and depth of presentation material</p> <p>Form of Assessment : Participatory Activities</p>	<p>–Form of learning: direct face-to-face lecture (offline) –Learning method: Lecture, discussion and question and answer (TM: 13 (2x50')) 2 x 50</p>	<p>Form of learning: Virtual face-to-face lecture via vlearning and zoom (online).</p> <p>Learning methods: Lectures, discussions and questions and answers (TM: 13 (2x50')) Student assignments Independent assignments via assignments in Google Classroom. 2 x 50</p>	5%

14	Able to understand food safety quality assurance (HACCP)	<ol style="list-style-type: none"> 1.Explain the concept of HACCP 2. Identify HACCP Principles 3. Analyze the application of HACCP principles in industry 	<p>Criteria: Accuracy and depth of industrial visit reports</p> <p>Form of Assessment : Participatory Activities</p>	<p>–Form of learning: direct face-to-face lecture (offline) –Learning method: Lecture, discussion and question and answer (TM: 14 (2x50')) 2 X 50</p>	<p>Form of learning: Virtual face-to-face lecture via vlearning and zoom (online).</p> <p>Learning methods: Lectures, discussions and questions and answers (TM: 14 (2x50')) Student assignments Independent assignments via assignments in Google Classroom. 2 X 50</p>		5%
15	Able to understand food safety quality assurance (HACCP)	<ol style="list-style-type: none"> 1. Observing the implementation of HACCP in the food industry (industry visits) 2. Analyzing the application of HACCP in the food industry 3. Make a report on observation activities on the implementation of HACCP in the food industry 	<p>Criteria: Accuracy of carrying out observations</p>	<p>–Form of learning: 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.</p> <p>Phase 1 –Determination of basic questions. –Lecturer: How is HACCP implemented as a food safety assurance system in industry?</p> <p>Phase 2 – Preparation of project planning – Lecturer: gives students time to determine 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 – Develop a schedule. –Lecturer: make an agreement on the final deadline for submitting the project. –Student: draw up a timeline for completing the project.</p> <p>Phase 4 –Monitoring –Lecturer: 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 industrial visits and conduct questions and answers. –Lecturers assess student activities</p>	<p>Form of learning: Field observation.</p> <p>Learning method: Project based learning (TM: 15 (2x50')) Student assignments Independent assignments in the form of projects through assignments in Google Classroom related to the results of observations of HACCP implementation in the food industry 2 X 50</p>		15%

				and report industrial visits. Phase 6 -Evaluate student experience -Revise the industrial visit report based on input or suggestions from the lecturer. -Lecturer: gives students time to reflect and reflect on projects. Lecturers provide suggestions and input on projects. -Students revise and submit final industrial visit reports. 2 X 50			
16	Final Semester Evaluation/Final Semester Examination		Form of Assessment : Test				30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	55%
2.	Test	80%
		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** 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.