



**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>																																																																																																				
SENSORY EVALUATION	8321102173		T=2 P=0 ECTS=3.18	5	July 17, 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>	Case Studies																																																																																																								
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>																																																																																																								
	<b>Program Objectives (PO)</b>																																																																																																								
	<b>PO - 1</b>	Students have knowledge of the theory of sensory evaluation of food products																																																																																																							
	<b>PO - 2</b>	Students are able to evaluate the quality of food products based on sensory properties																																																																																																							
	<b>PO - 3</b>	Students are able to collaborate, communicate and innovate in sensory evaluation practicum activities																																																																																																							
	<b>PO - 4</b>	Students have a responsible attitude in carrying out sensory evaluations of food products																																																																																																							
	<b>PLO-PO Matrix</b>																																																																																																								
		<table border="1" style="margin-left: 20px;"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> <tr><td>PO-2</td></tr> <tr><td>PO-3</td></tr> <tr><td>PO-4</td></tr> </table>				P.O	PO-1	PO-2	PO-3	PO-4																																																																																															
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																																									
	<table border="1" style="margin-left: 20px;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </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> <tr><td>PO-4</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																	PO-4																
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<b>Short Course Description</b>	Mastery of the concept of assessing food products using the five senses, including: types of sensory tests, how to collect sensory test data, analysis of sensory test data.																																																																																																								
<b>References</b>	<b>Main :</b>																																																																																																								
	1. Harry T. Lawless and Hildegard Heymann. 2010. Sensory Evaluation of Food Principles and Practices. Springer New York Dordrecht Heidelberg London. DOI 10.1007/978-1-4419-6488-5.																																																																																																								
	<b>Supporters:</b>																																																																																																								
<b>Supporting lecturer</b>	Dr. Ir. Asrul Bahar, M.Pd. Lilis Sulandari, S.Pt., M.P.																																																																																																								
<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>																																																																																																				
<b>(1)</b>	<b>(2)</b>	<b>(3)</b>	<b>(4)</b>	<b>(5)</b>	<b>(6)</b>	<b>(7)</b>	<b>(8)</b>																																																																																																		

1			<b>Form of Assessment :</b> Participatory Activities, Tests	Lecture on sensory evaluation, its development and role	Synchronous and asynchronous 2 x 50 minutes		10%
2			<b>Form of Assessment :</b> Participatory Activities, Tests	Lecture on sensory organs and sensory properties of food	Synchronous		0%
3			<b>Form of Assessment :</b> Participatory Activities, Tests	Lecture on sensory test requirements (Panel, lab, test materials and instruments) 100 minutes	Synchronous, asynchronous 100 minutes		0%
4	Able to explain sensory test methods	Accuracy in explaining the types of sensory tests	<b>Criteria:</b> Written test assessment rubric  <b>Form of Assessment :</b> Test	Lecture on sensory test methods 2 x 50 minutes	Synchronous, asynchronous sensory test method 2 x 50 minutes	<b>Material:</b> Introduction: Historical Landmarks and the Three Classes of Test Methods <b>Bibliography:</b> <i>Harry T. Lawless and Hildegarde Heymann. 2010. Sensory Evaluation of Food Principles and Practices. Springer New York Dordrecht Heidelberg London.DOI 10.1007/978-1-4419-6488-5.</i>	5%
5	Able to explain the steps for sensory evaluation	Accuracy in explaining the steps of sensory evaluation	<b>Form of Assessment :</b> Test	Lecture on sensory evaluation steps 2 x 50 minutes	Synchronous, asynchronous sensory evaluation steps 2 x 50 minutes	<b>Material:</b> Introduction: Historical Landmarks and the Three Classes of Test Methods <b>Bibliography:</b> <i>Harry T. Lawless and Hildegarde Heymann. 2010. Sensory Evaluation of Food Principles and Practices. Springer New York Dordrecht Heidelberg London.DOI 10.1007/978-1-4419-6488-5.</i>	5%
6		1. Accuracy in determining product type with 5 basic flavors (sweet, sour, salty, bitter and savory)	<b>Form of Assessment :</b> Practice / Performance	Practical preparation lecture introducing sensory properties to panelists 2 x 50 minutes	Synchronous 2 x 50 minutes		10%

7	Able to carry out tests to recognize the sensory properties of food ingredients/products for panelists	1.The accuracy of making test instruments for recognizing the sensory properties of food ingredients/products 2.Accuracy in preparing test samples for recognizing the sensory properties of food ingredients/products 3.Accuracy in explaining the implementation of the test for recognizing the sensory properties of food ingredients/products to panelists	<b>Criteria:</b> Performance assessment rubric (practicum)  <b>Form of Assessment :</b> Practical Assessment	Practical sensory test for recognizing the taste of food ingredients/products 2 x 50 minutes	Asynchronous sensory test for taste recognition of food ingredients/products 2 x 50 minutes	<b>Material:</b> Principles of Good Practice <b>Reader:</b> Harry T. Lawless and Hildegard Heymann. 2010. <i>Sensory Evaluation of Food Principles and Practices</i> . Springer New York Dordrecht Heidelberg London.DOI 10.1007/978-1-4419-6488-5.	20%
8	Understanding sensory evaluation: definition, types, requirements for sensory testing		<b>Form of Assessment :</b> Test	Carry out written tests	Synchronous written test		15%
9							0%
10							0%
11							0%
12							0%
13							0%
14							0%
15							0%
16			<b>Form of Assessment :</b> Test	Offline created an article on the results of 2 x 50 sensory evaluations	Online created an article on the results of 2 x 50 sensory evaluations		5%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	5%
2.	Practical Assessment	20%
3.	Practice / Performance	10%
4.	Test	35%
		70%

#### 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.

