



**Universitas Negeri Surabaya
Faculty of Social and Legal Sciences,
Bachelor of Laws Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																
Technology Transfer Law	7420102032		T=2 P=0 ECTS=3.18	7	July 18, 2024																																
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																	
	Vita Mahardhika, S.H., M.H.																																	
Learning model	Case Studies																																				
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																				
	Program Objectives (PO)																																				
	PLO-PO Matrix																																				
		P.O																																			
Short Course Description	This course studies and provides an understanding of knowledge-based economic development. Legal aspects in terms of knowledge are concreted in the form of technology which is then transferred to industry or users using a triple helix model.																																				
	<table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 2%;">1</td> <td style="width: 2%;">2</td> <td style="width: 2%;">3</td> <td style="width: 2%;">4</td> <td style="width: 2%;">5</td> <td style="width: 2%;">6</td> <td style="width: 2%;">7</td> <td style="width: 2%;">8</td> <td style="width: 2%;">9</td> <td style="width: 2%;">10</td> <td style="width: 2%;">11</td> <td style="width: 2%;">12</td> <td style="width: 2%;">13</td> <td style="width: 2%;">14</td> <td style="width: 2%;">15</td> <td style="width: 2%;">16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
P.O	Week																																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																					
References	Main :																																				
	<ol style="list-style-type: none"> 1. Suteki, Hukum dan Alih Teknologi, Pustaka Magister, Semarang, 2007. 2. Sabartua Tampubolon, Politik Hukum Iptek di Indonesia, Janadabra University Press, Jogjakarta, 2013. 3. Anwar Dardadi, dkk, Kajian Pengembangan Legislasi di Bidang Iptek, Asisten Deputi Urusan Pengembangan Press, Jakarta, 2008. 4. Ety S Suhardo, Kontrak Alih Teknologi pada Industri Manufaktur, Genta Press, Jogjakarta, 2007. 5. Dewi Astuty Mochtar, Perjanjian Lisensi Alih Teknologi dalam Pengembangan Teknologi Indonesia, Alumni, Bandung, 2011. 6. Mirta Amalia, dkk, Interaksi Peneliti dan Industri dalam Rangka Implementasi Hasil Riset, Dewan Riset Nasional, Jakarta, 2011. 7. Hadi Kardoyo, dkk, Kebijakan Paten dalam Mendorong Aktivitas Inovasi di Indonesia, Lipi Press, Jakarta, 2011. 8. Gunawan Widajaja, Lisensi, Rajawali Press, Jakarta, 2006. 9. Juho Rissanen and Jukka Viitanen The Finnish, Licensing Offices and R & D Intellectual Property Right Issues, Institute in Japan 2001 10. Xavier Sala-i-Martin The Global Competitiveness, Columbia University, 2013 																																				
	Supporters:																																				
Supporting lecturer	Tamsil, S.H., M.H. Budi Hermono, S.H., M.H. Muh. Ali Masnun, S.H., M.H.																																				
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	Students are able to explain knowledge-based economic development	Students can: Understand the history and development of a knowledge-based economy, understand science and technology in trade. internationally, Understanding the urgency of science and technology innovation in increasing economic competitiveness, Understanding the politics of science and technology law in several countries	Criteria: 1.Good 2.Enough 3.Not enough	Lectures, Questions and Answers Discussions, 2 X 50 Assignments			0%
2	Students are able to explain knowledge-based economic development	Students can: Understand the history and development of a knowledge-based economy, understand science and technology in trade. internationally, Understanding the urgency of science and technology innovation in increasing economic competitiveness, Understanding the politics of science and technology law in several countries	Criteria: 1.Good 2.Enough 3.Not enough	Lectures, Questions and Answers Discussions, 2 X 50 Assignments			0%
3	Students are able to explain technology transfer as a means of increasing economic competitiveness	Students can: Understand the meaning of technology and technology transfer. Explain the classification of technology. Understand the urgency of technology transfer d. Mention the stages of technology transfer	Criteria: 1.Good 2.Enough 3.Not enough	Lectures, Question and Answer Discussions, 2 X 50 Assignments			0%
4	Students are able to explain technology transfer as a means of increasing economic competitiveness	Students can: Understand the meaning of technology and technology transfer. Explain the classification of technology. Understand the urgency of technology transfer d. Mention the stages of technology transfer	Criteria: 1.Good 2.Enough 3.Not enough	Lectures, Question and Answer Discussions, 2 X 50 Assignments			0%
5	Students can explain the regulations and challenges of technology transfer in Indonesia to increase competition at the global level. Students are able to understand the technology transfer model using the triple helix concept	Students are able to understand national and international technology transfer regulations. Students are able to discover challenges and opportunities for technology transfer in Indonesia	Criteria: 1.Good 2.Enough 3.Not enough	Direct Learning Method 5 X 50			0%

6	Students can explain the regulations and challenges of technology transfer in Indonesia to increase competition at the global level. Students are able to understand the technology transfer model using the triple helix concept	Students are able to understand national and international technology transfer regulations. Students are able to discover challenges and opportunities for technology transfer in Indonesia	Criteria: 1.Good 2.Enough 3.Not enough	Direct Learning Method 5 X 50			0%
7	Students can explain the regulations and challenges of technology transfer in Indonesia to increase competition at the global level. Students are able to understand the technology transfer model using the triple helix concept	Students are able to understand national and international technology transfer regulations. Students are able to discover challenges and opportunities for technology transfer in Indonesia	Criteria: 1.Good 2.Enough 3.Not enough	Direct Learning Method 5 X 50			0%
8	Able to master meeting material 1-7	Able to answer Sub Summative Exam questions	Criteria: 1.Good 2.Enough 3.Not enough	Written Test 2 X 50			0%
9	Students can understand the basic principles and mechanisms of technology transfer contracts	Basic principles of technology transfer contracts Terms and conditions of technology transfer Contract mechanisms for technology transfer Stages of technology transfer contracts	Criteria: 1.Good 2.Enough 3.Not enough	Direct Learning Method 2 X 50			0%
10	Students can understand the basic principles and mechanisms of technology transfer contracts	Basic principles of technology transfer contracts Terms and conditions of technology transfer Contract mechanisms for technology transfer Stages of technology transfer contracts	Criteria: 1.Good 2.Enough 3.Not enough	Direct Learning Method 2 X 50			0%
11	Students understand the legal protection of technology transfer for technology owners and technology recipients before and after technology transfer	Relevance of Patent Law to technology transfer Rights and obligations for owners and recipients of technology transfer Anticipation of restrictive trade practices	Criteria: 1.Good 2.Enough 3.Not enough	Direct Learning Method 2 X 50			0%
12	Students understand the legal protection of technology transfer for technology owners and technology recipients before and after technology transfer	Relevance of Patent Law to technology transfer Rights and obligations for owners and recipients of technology transfer Anticipation of restrictive trade practices	Criteria: 1.Good 2.Enough 3.Not enough	Direct Learning Method 2 X 50			0%

13	Students are able to understand the implications of technology transfer contracts and technology transfer audit contracts	Factors influencing technology transfer contracts Barriers to implementing technology transfer contracts Sociological perspective on technology transfer Definition and types of technology audits Legal aspects of technology audits Perspectives on technology transfer that must be improved after a technology audit is carried out	Criteria: 1.Good 2.Enough 3.Not enough	Direct Learning Method 2 X 50			0%
14	Students are able to understand the implications of technology transfer contracts and technology transfer audit contracts	Factors influencing technology transfer contracts Barriers to implementing technology transfer contracts Sociological perspective on technology transfer Definition and types of technology audits Legal aspects of technology audits Perspectives on technology transfer that must be improved after a technology audit is carried out	Criteria: 1.Good 2.Enough 3.Not enough	Direct Learning Method 2 X 50			0%
15	Students are able to understand the implications of technology transfer contracts and technology transfer audit contracts	Factors influencing technology transfer contracts Barriers to implementing technology transfer contracts Sociological perspective on technology transfer Definition and types of technology audits Legal aspects of technology audits Perspectives on technology transfer that must be improved after a technology audit is carried out	Criteria: 1.Good 2.Enough 3.Not enough	Direct Learning Method 2 X 50			0%
16	Students are able to master the material throughout the meeting	able to answer summative exam questions	Criteria: 1.Good 2.Enough 3.Not enough	Written test 2 X 50			0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.