

Short Course Description	In this course students learn to develop fashion products based on projects from industry. Learning starts from analyzing fashion forecasting, identifying market segmentation and product categories, developing product designs, making product samples, planning production or manufacturing, production processes, calculating product selling prices, to creating lookbooks and styling fashion products for sales promotions. The learning model uses team project based learning.						
References	Main :	<ol style="list-style-type: none"> 1. Noel Chapman dan Judith Cheek. 2012. Creative Fashion Drawing. London: Arcturus 2. Caroline Tatham dan Julian Seaman. 2003. Fashion Design Drawing Course. New York: Barrons 3. Sue Jenkyn Jones. 2011. Fashion Design. London: Laurence King Publishing 4. Jay Calderin. 2013. The Fashion Design Reference + Specification Book. Massachusetts: Rockport Publishers. 					
	Supporters:						
		1. Porrie Muliawan. Konstruksi Pola Busana Wanita. Penerbit Libri.					
Supporting lecturer	Indarti, S.Pd., M.Sn.						
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							0%
2							0%
3							10%
4							0%
5							0%
6							0%
7							0%
8	UTS						0%
9							0%
10							10%
11							0%
12							10%
13							0%
14							0%
15							0%
16							0%

Evaluation Percentage Recap: Project Based Learning

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.