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**SEMESTER LEARNING PLAN (RPS)  
OCCUPATIONAL SAFETY AND FOOD SAFETY**




**Lecturer:**

**Dr. Ai Mahmudatussa'adah, M. Si  
Dra. Atat Siti Nurani., M.Si  
Dr. Hj Rita Patriasih, M.Si**

**CULINARY ARTS EDUCATION STUDY PROGRAM  
FACULTY OF TECHNOLOGY AND VOCATIONAL EDUCATION  
INDONESIAN UNIVERSITY OF EDUCATION  
2021**

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Prepared By:	Verified By:	Approved By:
Dr. Ai Mahmudatussa'adah., M.Si EIN. 19780716 200604 2 004	Dr. Hj. Rita Patriasih., M.Si EIN. 19700811 199802 2 002	Dra. Yullia Rahmawati, M.Si EIN 196707201993032003
Lecturer	TPK Prodi for Culinary Arts Education	Chairwoman of Study Program
<b>SEMESTER LEARNING PLAN</b>		
<b>1. Course Identity</b>		
Name of Study Program	: Culinary Arts Education	
Name of Course	: Occupational Safety and Food Security	
Code of Course	: BG 109	
Group of Course	: MKKPS of Culinary Arts	
SKS weight	: 3 SKS (Semester Credit Unit)	
Level	: S-1	

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Semester	: 2
Prerequisite	: -
Status (mandatory/optional)	: Mandatory
Lecturer name and code	: Dr. Ai Mahmudatussa'adah, M. Si / 2412 Dra. Atat Siti Nurani., M.Si Dr. Hj. Rita Patriasih., M.Si
<b>2. Course Description</b>	
<p>This course is an Expertise Course (MKK) for the Study Program. After attending the Occupational Safety and Food Safety lecture, students are expected to be able to understand: occupational safety regulations, food safety (good food processing methods, <i>Hazard Analysis Critical Control Points</i>, sanitary <i>hygiene</i> in culinary arts arts, Halal Food), analyze occupational safety (safe workplaces), prevent injuries, prevent burns, prevent and deal with fires, prevent injuries from machinery and equipment, prevent falls, prevent strain injuries from lifting, personal protective equipment from work), occupational health (workspace requirements and occupational diseases), sanitation concepts, hazards in food, basics of life of various types of microorganisms that are closely related to food, analyze pathogenic microorganisms, apply ways to break the chain of growth of pathogenic microorganisms, the concept of <i>hygiene</i>, personal <i>hygiene</i>, food storage, food handling and preparation, analyze cleaning equipment and <i>sanitizers</i>, rodent control and insects, analyze procedures for cleaning equipment and work area space, observe work area sanitation, personal <i>hygiene</i> and its effect on occupational safety, design activities for implementing sanitary <i>hygiene</i> and occupational safety in the workplace, evaluate types of cleaning materials and sanitary materials, alternative sanitary materials from natural materials, and plan HACCP (<i>Hazard Analysis Critical Control Point</i>) for food products. The lectures use an expository approach in the form of lectures, questions and answers, and assignment completion. The media used is infocus. The stage of student mastery is evaluated through assignments, UTS, and UAS.</p>	
<b>3. Outcomes of Referenced Study Program Learning (RSPL)</b>	

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S Demonstrate scientific, educative, and religious attitudes and behaviors contributing to improving the quality of life in society, nation, and state, based on academic norms and ethics;

P3 Proficient in theoretical concepts of Culinary Arts education

KU Can apply logical, critical, systematic, and innovative thinking in the context of science and technology development or implementation that pays attention to and applies humanities values corresponding to their area of expertise;

KK4 Can create innovation and creativity of culinary arts products

**4. Course Learning Outcomes (CLO)**

M1 Understand the principles of Occupational Safety and Food Safety (S, P3, KU, KK4)

M2 Understand occupational safety and food safety regulations (S, P3, KU, KK4)

M3 Analyze the concept of occupational safety, (S, P3, KU, KK4)

M4 Analyze the concept of food safety, (S, P3, KU, KK4)


M5 Analyze the concept of sanitation (S, P3, KU, KK4)

M6 Analyze the application of K3P in the food processing chain (S, P3, KU, KK4)

M7 Analyze the application of personal hygiene in the food production chain (Fermentation) (S, P3, KU, KK4)

M8 Analyze the application of K3 (OSH) in commercial service places (S, P3, KU, KK4)

M9 Analyze SSOP, CPPB, HACCP in the food production chain (S, P3, KU, KK4)

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### 5. Description of Learning Plan

Meeting	Indicator of Course Learning Outcomes	Study Modules	Learning Format	Duration (Minute)	Assignment and Evaluation	References
1	Sub-CLO Indicators 1. Students can explain the concept of Occupational Health and Food Safety lecture rules  2. Students can analyze the principles of Occupational Safety and Food Safety	Course Overview ● Lecture Objectives ● Topics for discussion ● Lecture assignments ● Evaluation System ● The Concept of Occupational Safety and Food Safety	Online via SPOT or zoom meeting or Google Classroom with discovery model, question and answer method	150'	The assignment of seeking issues in the environment related to occupational safety and food safety	1,2,3,4,5,6,7,8
2.	Sub-CLO indicators: Students can:	Occupational safety and food safety regulations	Online via SPOT or Google Classroom with discovery model,	150'	Process, Oral	1,2,8



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Meeting	Indicator of Course Learning Outcomes	Study Modules	Learning Format	Duration (Minute)	Assignment and Evaluation	References
	1. Analyze laws, or government regulations concerning occupational safety and food safety 2. Evaluate the implementation of occupational safety and food safety	(good food processing methods, <i>Hazard Analysis Critical Control Point</i> , sanitary hygiene in culinary arts, Halal Food)	question and answer method			
3.	Sub-CLO indicators: Students can: 1. Explain the scope of occupational safety correctly	Occupational safety (safe workplace, prevent injuries, prevent burns, prevent and deal with fires,	Online via SPOT or zoom meeting or Google Classroom with discovery model, question and answer method	150'	Oral quiz at the end of the meeting	1,2,3,4,5,6,7,8



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	<p>2. Analyze the factors affecting occupational safety</p> <p>3. Analyze how to maintain occupational safety</p> <p>4. Analyze personal protective equipment from work</p>	<p>prevent injuries from machinery and equipment, prevent falls, prevent strain injuries from lifting, personal protective equipment from work), occupational health (workspace requirements and diseases caused by work)</p>				



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4.	<p>Sub-CLO indicators:</p> <p>Students can:</p> <ol style="list-style-type: none"> <li>1. Explain the scope of occupational safety properly</li> <li>2. Analyze the factors affecting occupational safety</li> <li>3. Analyze the basics of life for various types of microorganisms</li> <li>4. Analyze pathogenic microorganisms</li> <li>5. Analyze how to inactivate microorganisms</li> </ol>	<p>Food Safety: hazards to food, the basics of life of various types of microorganisms that are closely related to food, analyze pathogenic microorganisms, apply ways to break the chain of growth of pathogenic microorganisms,</p>	<p>Online via SPOT or Google Classroom with discovery model, question and answer method</p>	150	Process, oral	





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	6. Analyze how to control food safety					
5	<p>Sub-CLO indicators:</p> <p>Students can:</p> <ol style="list-style-type: none"> <li>1. Explain the scope of sanitation properly</li> <li>2. Analyze the factors that affect sanitation</li> </ol>	<p>Sanitation concept (<i>equipment, facilities, pest control, water, storage</i>),</p>	<p>Online via SPOT or zoom meeting or Google Classroom with discovery model, question and answer method</p>	150'	<p>Oral quiz at the end of the meeting</p>	1,2,3,4,5,6,7,8
6	<p>Sub-CLO indicators:</p> <p><b>Students can:</b></p> <ol style="list-style-type: none"> <li>1. Analyze how to maintain sanitation in the storage room</li> </ol>	<p>Food storage, food handling and preparation, cleaning equipment and <i>sanitizers</i>, rodent and insect control,</p>	<p>Online via SPOT or Google Classroom with discovery model, question and answer method</p>		<p>Oral quiz at the end of the meeting</p>	1,2,3,4,5,6,7,8



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	2. Analyze how to maintain sanitation in the preparation room 3. Analyze how to maintain sanitation in the processing room 4. Analyze how to maintain sanitation in the serving room 5. Analyzing how to maintain sanitation in the distribution chain 6. Analyze the factors that affect sanitation 7. Evaluate the application of sanitation	analyzing procedures for cleaning equipment and work area spaces				



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	throughout the food production chain in Catering					
7	<p>Sub-CLO indicators:</p> <p>Students can:</p> <ol style="list-style-type: none"> <li>Analyze how to maintain <i>Personal hygiene</i> on a private manner</li> <li>Analyze how to maintain <i>Personnel Hygiene</i> when handling food</li> <li>Analyze how to maintain <i>Personnel Hygiene</i> in the processing room (<i>kitchen</i>)</li> </ol>	<p><i>Personnel Hygiene (self, food handling, kitchen, serving)</i></p> <p><i>Hygieneconcept, personal hygiene, food handling, Kitchen, Serving</i></p>	<p>Online via SPOT or zoom meeting or Google Classroom with discovery model, question and answer method</p>	150'	<p>Oral quiz at the end of the meeting</p>	1,2,3,4,5,6,7,8



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	<p>4. Analyze how to maintain <i>Personnel Hygiene</i> in the serving room</p> <p>5. Analyze how to maintain <i>Personnel Hygiene</i> in the distribution chain</p> <p>6. Analyzing the factors that affect <i>Personnel Hygiene</i></p> <p>7. Evaluate the application of <i>Personnel Hygiene</i> throughout the food production chain in Catering Services</p>					
8	CLO Indicators	Implementation of Occupational Safety and	Online via SPOT or zoom meeting or Google Classroom with discovery model,	150'	Oral quiz at the end of the meeting	1,2,3,4,5,6,7,8



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	<p>After this course is completed, students are expected to be able to</p> <ol style="list-style-type: none"> <li>1. Analyze the application of occupational safety in a properly observed place</li> <li>2. Evaluate the implementation of occupational safety in the place properly observed</li> <li>3. Design the implementation of occupational safety in an orderly manner</li> </ol>	<p>Food Safety in 2 commercial and laboratory catering services</p>	<p>question and answer method</p>			
9					<b>MID-TERM EXAM</b>	



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10	<p>Indicators</p> <p>After completing this course, students are expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Carefully analyze the principles of occupational health and safety in the kitchen</li> <li>2. Evaluate the factors to be controlled for creating health and safety properly</li> <li>3. Determine how to deal with occupational accidents appropriately</li> <li>4. Determine how to deal with emergencies appropriately</li> </ol>	Occupational Safety in the Kitchen	Online via SPOT or Google Classroom with discovery model, question and answer method	150'	Oral quiz at the end of the meeting	1,2,3,4,5,6,7,8



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11	<p>Indicators</p> <p>After completing this course, students are expected to be able to:</p> <ol style="list-style-type: none"> <li>Carefully analyze the principles of food processing room sanitation</li> <li>Evaluate the factors to be controlled for creating proper sanitation of food processing rooms</li> <li>Determine how to deal with proper food processing room sanitation</li> <li>Determine how to properly maintain the</li> </ol>	<p>Food Processing Room Sanitation</p>	<p>Online via SPOT or zoom meeting or Google Classroom with discovery model, question and answer method</p>	150'	<p>Oral quiz at the end of the meeting</p>	1,2,3,4,5,6,7,8



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	sanitation of the food processing room					
12	<p>Indicators</p> <p>After completing this course, students are expected to be able to:</p> <ol style="list-style-type: none"> <li>Carefully analyze the principles of SSOP (Standard Sanitation Operating Procedure)</li> <li>Analyze the factors to be considered in the design of the SSOP properly</li> </ol>	SSOP in food processing rooms	Online via SPOT or Google Classroom with discovery model, question and answer method	150'	Oral quiz at the end of the meeting	1,2,3,4,5,6,7,8





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	3. Design SSOP for food processing room appropriately					
13	<p>Indicators</p> <p>After completing this course, students are expected to be able to:</p> <ol style="list-style-type: none"> <li>Carefully analyze the principles of CPPB</li> <li>Analyze the factors to be considered in the design of CPPB properly</li> <li>Design CPPB properly</li> </ol>	Good Food Processing Method (CPPB)	Online via SPOT or zoom meeting or Google Classroom with discovery model, question and answer method	150'	Oral quiz at the end of the meeting	1,2,3,4,5,6,7,8
14	Indicators	Hazard Analysis Critical Control Point (HACCP)	Online via SPOT or Google Classroom with discovery model,	150'	Oral quiz at the end of the meeting	1,2,3,4,5,6,7,8



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	<p>After completing this course, students are expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Carefully analyze HACCP principles</li> <li>2. Analyze HACCP components properly</li> <li>3. Analyze the sequence of work in HACCP properly</li> <li>4. Properly analyze CCP in food production Catering</li> </ol>	<p>on food. CCP (Processing, Purchasing, vulnerable food, preparation (pre-preparation), Heating, Holding, serving, cooling/reheating), sanitation</p>	<p>question and answer method</p>			
15	<p>Indicators</p> <p>After completing this course, students are expected to be able to:</p>	<p>Design <i>HACCP</i> implementation</p>	<p>Online via SPOT or zoom meeting or Google Classroom with discovery model,</p>	150'	<p>Oral quiz at the end of the meeting</p>	1,2,3,4,5,6,7,8



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	<ol style="list-style-type: none"> <li>1. Determine the exact team needed in HACCP</li> <li>2. Make a proper description of food products</li> <li>3. Identify users of food products appropriately</li> <li>4. Make a flowchart of food preparation properly</li> <li>5. Carefully analyze the potential hazards in the food manufacturing process</li> <li>6. Carefully define critical control points (CCPs) in the food production flow</li> <li>7. Determine the critical limit/limit of the hazard in</li> </ol>		question and answer method			

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	<p>the food manufacturing process</p> <p>8. Determine appropriate hazard control monitoring procedures</p> <p>9. Determine corrective actions for hazards appropriately</p> <p>10. Define verification procedures appropriately</p> <p>11. make documentation and recording properly</p>					
16	<b><i>SEMESTER FINAL EXAM</i></b>		Individual online	150'		1,2,3,4,5,6,7,8

## 6. References

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