AYDIN ADNAN MENDERES UNIVERSITY
COURSE INFORMATION FORM

Course Title		Sensorial Quality Analysis					
Course Code		KGK170		Couse Level	Short Cycle (Associate's Degree)		
ECTS Credit	3	Workload	78 *(Hours)*	Theory	1	Practice	1	Laboratory	0
Objectives of the Course		The objective of this course is to inform the students on the sensory test techniques that are used in different stages of food production and enable them to gain the ability on initiation and monitor a sensory evaluation program in an organisation					
Course Content		This course covers information about the sensory properties of foods, definition and historical review of sensory evaluation, and purposes for making sensory evaluation in food industry, basic requirements for sensory evaluation-sensory analysis laboratory, selection of panelists, organization of tests, sensory test techniques-difference tests, multiple comparison tests, preference tests, quality grading scales, descriptive methods- flavor profile analysis, texture profile analysis, sensory evaluation in consumer studies, program design and initiation for sensory evaluation in a food production system					
Work Placement		N/A					
Planned Learning Activities and Teaching Methods		Explanation (Presentation), Experiment, Demonstration, Discussion					
Name of Lecturer(s)		Ins. İsmail BÖLÜK					

Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Midterm Examination	1	40
Final Examination	1	70

Recommended or Required Reading

1	Onoğur A., Elmacı, Y. (2011). Gıdalarda Duyusal Değerlendirme. 2. Baskı. Sidas Medya, İzmir.

Week	Weekly Detailed Course Contents	
1	Theoretical	Food quality and sensory quality characteristics of foods
2	Theoretical	Definition, history, importance and uses of sensory evaluation in the food industry
3	Theoretical	Use of senses as instruments in sensory evaluation, sensory perception chain, classification of sensory evaluation techniques
4	Theoretical	Sensory evaluation laboratory, Product andPanel Controls.
5	Theoretical	Factors that influence panelist selection and panel size in sensory evaluation.
6	Theoretical	Factors that influence panelists' decisions in sensory evaluation
7	Theoretical	Classification of difference tests-"A"-"A not" test, Difference from control test
8	Intermediate Exam	Midterm Exam
9	Theoretical	Ranking test, Scoring test
10	Theoretical	Scales used in sensory evaluation
11	Theoretical	Descriptive analysis techniques- Flavor profile analysis
12	Theoretical	Texture profile analysis
13	Theoretical	Use of sensory evaluation in consumer preference studies.
14	Theoretical	Program design and initiation for sensory evaluation in a food production system
15	Theoretical	General Repetition
16	Final Exam	Final Exam

Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	1	1	28
Lecture - Practice	14	1	1	28
Midterm Examination	1	10	1	11

Final Examination	1	10	1	11
		Total Workload (Hours)		78
		[Total Workload (Hours) / 25*] = **ECTS**		3

*25 hour workload is accepted as 1 ECTS

Learning Outcomes

1	Understanding the importance of sensory properties of foods in relation to food quality
2	Understanding the importance of consumers' sensory choices in purchasing foods
3	Gaining the ability to select and train panelists for sensory analysis
4	Gaining the ability to apply sensory analysis in the laboratory
5	Gaining the ability to select panelists for sensory analysis

Programme Outcomes *(Food Technology)*

1	To be able to remember technolgies used in food sector
2	to be able to recognise food production condition and provide to food safety
3	to be able to comprehend basic processes in food production
4	to be able to apply hygien and sanitation rules in food facilities
5	to be able to remember basic chemistry, food chemistry and microbiology
6	to be able to write physicial, chemical and nutritional properties of foods and to comment their effect on human health
7	to be able to memorise food quality control technics and to evaluate result of control according to food legislation
8	to be able to have knowledge of proffesional ethics and responsibility
9	to be able to work in team and individual
10	to be able to communicate orally and profiency in writing
11	to be able to follow professional development that adopt of life-long learning
12	to be able to be a person who wanted for sector

Contribution of Learning Outcomes to Programme Outcomes *1:Very Low, 2:Low, 3:Medium, 4:High, 5:Very High*

	L1	L2	L3	L4	L5
P5	5	4	5	5	5
P6	5	5	4	4	5
P7	5	4	4	5	5
P8	5	5	4	5	4
P9	4	5	5	5	5
P10	5	5	5	4	5
P11	4	4	4	5	4
P12	5	5	5	5	5