	Universitas Negeri Surabaya Faculty of Education, Educational Technology Undergraduate Study Program	Document Code

SEMESTER LEARNING PLAN

Courses		CODE	Course Family		Credit Weight			SEMESTER	Compilation Date
PROGRAM EVALUATION		8620304217	Study Program Elective Courses		T=4	P=0	ECTS=6.36	5	May 1, 2023
AUTHORIZATION		SP Developer		Course Cluster Coordinator			Study Program Coordinator		
		Hirnanda Dimas Pradana, M.Pd.		Prof. Dr. Rusijono, M.Pd			Dr. Utari Dewi, S.Sn., M.Pd.		

Learning model	Project Based Learning
Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**
	Program Objectives (PO)
	PO - 1 Students are able to apply educational technology knowledge as learning technology developers, education and training analysts, by carrying out program evaluations.
	PO - 2 Students are able to design and carry out research independently or in groups to provide alternative solutions to problems in the field of educational technology, by evaluating educational programs.
	PO - 3 Students are able to produce outcomes in the form of high performance and commitment as part of their duties as Learning Technology Developers, Education and Training Analysts related to program evaluation.
	PO - 4 Students have a sense of responsibility as well as a scientific, critical and innovative attitude in evaluating programs as educational technology developers and educational needs analysts.
	PLO-PO Matrix

P.O
PO-1
PO-2
PO-3
PO-4

PO Matrix at the end of each learning stage (Sub-PO)

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																

Short Course Description	This course discusses the meaning of objectives, functions, and various approaches/models used, as well as obstacles that are often encountered in the practice of educational program evaluation activities.

References	**Main :**

1. Arikunto, S. 2013. Dasar-Dasar Evaluasi Pendidikan. Jakarta: PT Bumi Aksara
2. Kirkpatrick, D.L., 2009. Implementing the four levels: A practical guide for effective evaluation of training programs: Easyread super large 24pt edition. ReadHowYouWant. com.

Supporters:

1. Eko Putro Widoyoko. 2010. Evaluasi Program Pembelajaran. Yogyakarta: Pustaka Belajar
2. Mardapi, D. 2017. Pengukuran, Penilaian, dan Evaluasi Pendidikan. Yogyakarta: Parama Publishing
3. Rusijono, dkk. 2020. Handout Evaluasi Program. Surabaya: Teknologi Pendidikan FIP Unesa
4. Phillips, J.J. and Phillips, P.P., 2016. Handbook of training evaluation and measurement methods. Routledge.
5. Kirkpatrick, D.L., 2009. Implementing the four levels: A practical guide for effective evaluation of training programs: Easyread super large 24pt edition. ReadHowYouWant. com.

	Supporting lecturer	Prof. Dr. Rusijono, M.Pd. Citra Fitri Kholidya, S.Pd., M.Pd. Hirnanda Dimas Pradana, M.Pd.						

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	Understand the concept of class-based assessment	1. Can understand the meaning of tests, measurements and assessments. 2. Can understand the difference between assessment and evaluation.	**Criteria:** Students work on analysis assignments related to class-based assessments **Form of Assessment** : Test	Lectures, discussions, questions and answers. assignment 4 X 50	Lectures, discussions, questions and answers. 4 x 50	**Material:** Basics of Educational Evaluation **Reference:** *Arikunto, S. 2013. Basics of Educational Evaluation. Jakarta: PT Bumi Aksara* **Material:** Evaluation of Library Learning Program **:** *Eko Putro Widoyoko. 2010. Evaluation of Learning Programs. Yogyakarta: Learning Library* **Material:** Educational Measurement, Assessment and Evaluation **Reference:** *Mardapi, D. 2017. Educational Measurement, Assessment and Evaluation. Yogyakarta: Parama Publishing* **Material:** Program Evaluation Handout **Literature:** *Rusijono, et al. 2020. Program Evaluation Handout. Surabaya: Unesa FIP Educational Technology* **Material:** Handbook of training evaluation and measurement methods. **References:** *Phillips, JJ and Phillips, PP, 2016. Handbook of training evaluation and measurement methods. Routledge.* **Material:** Implementing the four levels: A practical guide for effective evaluation of training programs: Easyread super large 24pt edition. **References:** *Kirkpatrick, DL, 2009. Implementing the four levels: A practical guide for effective evaluation of training programs: Easyread super large 24pt edition. ReadHowYouWant. com.*	2%

| 2 | Understand the concept of class-based assessment | Can explain the objectives, functions and principles of program evaluation | **Criteria:** The activeness and quality of opinions expressed during the discussion

Form of Assessment : Portfolio Assessment, Test | Lectures, discussions, questions and answers. 4 X 50 | Lectures, discussions, questions and answers. 4 x 50 | **Material:** Basics of Educational Evaluation **Reference:** *Arikunto, S. 2013. Basics of Educational Evaluation. Jakarta: PT Bumi Aksara*

Material: Evaluation of Library Learning Program *: Eko Putro Widoyoko. 2010. Evaluation of Learning Programs. Yogyakarta: Learning Library*

Material: Educational Measurement, Assessment and Evaluation **Reference:** *Mardapi, D. 2017. Educational Measurement, Assessment and Evaluation. Yogyakarta: Parama Publishing*

Material: Program Evaluation Handout **Literature:** *Rusijono, et al. 2020. Program Evaluation Handout. Surabaya: Unesa FIP Educational Technology*

Material: Handbook of training evaluation and measurement methods. **References:** *Phillips, JJ and Phillips, PP, 2016. Handbook of training evaluation and measurement methods. Routledge.*

Material: Implementing the four levels: A practical guide for effective evaluation of training programs: Easyread super large 24pt edition. **References:** *Kirkpatrick, DL, 2009. Implementing the four levels: A practical guide for effective evaluation of training programs: Easyread super large 24pt edition. ReadHowYouWant. com.* | 2% |

| 3 | Understand the basic concepts of program evaluation models | 1. Can understand the meaning of program evaluation models 2. Can understand the different concepts of program evaluation. | **Criteria:** Students work on analysis assignments related to program evaluation models **Form of Assessment** : Portfolio Assessment, Test | Lectures, questions and answers, practice, assignments 4 X 50 | Lectures, questions and answers, practice. 4 x 50 | **Material:** Basics of Educational Evaluation **Reference:** *Arikunto, S. 2013. Basics of Educational Evaluation. Jakarta: PT Bumi Aksara*

Material: Evaluation of Library Learning Program **:** *Eko Putro Widoyoko. 2010. Evaluation of Learning Programs. Yogyakarta: Learning Library*

Material: Educational Measurement, Assessment and Evaluation **Reference:** *Mardapi, D. 2017. Educational Measurement, Assessment and Evaluation. Yogyakarta: Parama Publishing*

Material: Program Evaluation Handout **Literature:** *Rusijono, et al. 2020. Program Evaluation Handout. Surabaya: Unesa FIP Educational Technology*

Material: Handbook of training evaluation and measurement methods. **References:** *Phillips, JJ and Phillips, PP, 2016. Handbook of training evaluation and measurement methods. Routledge.*

Material: Implementing the four levels: A practical guide for effective evaluation of training programs: Easyread super large 24pt edition. **References:** *Kirkpatrick, DL, 2009. Implementing the four levels: A practical guide for effective evaluation of training programs: Easyread super large 24pt edition. ReadHowYouWant. com.* | 4% |
| 3 | Understand the basic concepts of program evaluation models | 1. Can understand the meaning of program evaluation models 2. Can understand the different concepts of program evaluation. | **Criteria:** Students work on analysis assignments related to program evaluation models **Form of Assessment** : Portfolio Assessment, Test | Lectures, questions and answers, practice, assignments 4 X 50 | Lectures, questions and answers, practice. 4 x 50 | | |

| 4 | Understanding Kirkpatrick's evaluation model | Can explain the basic concepts and scope of the Kirkpatrick evaluation model. | **Criteria:** Group 1 presented the basic concepts and scope of Kirkpatrick evaluation.

Form of Assessment : Practice / Performance | Lectures, discussions and consultations. 4 X 50 | Lectures, discussions and consultations. 4 x 50 | **Material:** Basics of Educational Evaluation **Reference:** *Arikunto, S. 2013. Basics of Educational Evaluation. Jakarta: PT Bumi Aksara*

Material: Evaluation of Library Learning Program **:** *Eko Putro Widoyoko. 2010. Evaluation of Learning Programs. Yogyakarta: Learning Library*

Material: Educational Measurement, Assessment and Evaluation **Reference:** *Mardapi, D. 2017. Educational Measurement, Assessment and Evaluation. Yogyakarta: Parama Publishing*

Material: Program Evaluation Handout **Literature:** *Rusijono, et al. 2020. Program Evaluation Handout. Surabaya: Unesa FIP Educational Technology*

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Material: Implementing the four levels: A practical guide for effective evaluation of training programs: Easyread super large 24pt edition. **References:** *Kirkpatrick, DL, 2009. Implementing the four levels: A practical guide for effective evaluation of training programs: Easyread super large 24pt edition. ReadHowYouWant.com.* | 8% |

| 5 | Understand the Countenance Stake evaluation model | Can explain the basic concepts and scope of the Countenance Stake evaluation model. | **Criteria:** Group 2 presented the basic concepts and scope of Stake Countenance evaluation.

Form of Assessment : Practice/Performance, Test | Lectures, discussions and consultations. 4 X 50 | Lectures, discussions and consultations. 4 X 50 | **Material:** Basics of Educational Evaluation **Reference:** *Arikunto, S. 2013. Basics of Educational Evaluation. Jakarta: PT Bumi Aksara*

Material: Evaluation of Library Learning Program **:** *Eko Putro Widoyoko. 2010. Evaluation of Learning Programs. Yogyakarta: Learning Library*

Material: Educational Measurement, Assessment and Evaluation **Reference:** *Mardapi, D. 2017. Educational Measurement, Assessment and Evaluation. Yogyakarta: Parama Publishing*

Material: Program Evaluation Handout **Literature:** *Rusijono, et al. 2020. Program Evaluation Handout. Surabaya: Unesa FIP Educational Technology*

Material: Handbook of training evaluation and measurement methods. **References:** *Phillips, JJ and Phillips, PP, 2016. Handbook of training evaluation and measurement methods. Routledge.*

Material: Implementing the four levels: A practical guide for effective evaluation of training programs: Easyread super large 24pt edition. **References:** *Kirkpatrick, DL, 2009. Implementing the four levels: A practical guide for effective evaluation of training programs: Easyread super large 24pt edition. ReadHowYouWant.com.* | 12% |

| 6 | Understand the CSE-UCLA evaluation model | Can explain the basic concepts and scope of the CSE-UCLA evaluation model. | **Criteria:** Group 3 presented the basic concepts and scope of CSE-UCLA evaluation. **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment | Lectures, discussions and consultations. 4 X 50 | Lectures, discussions and consultations. 4 X 50 | **Material:** Basics of Educational Evaluation **Reference:** *Arikunto, S. 2013. Basics of Educational Evaluation. Jakarta: PT Bumi Aksara* **Material:** Evaluation of Library Learning Program **:** *Eko Putro Widoyoko. 2010. Evaluation of Learning Programs. Yogyakarta: Learning Library* **Material:** Educational Measurement, Assessment and Evaluation **Reference:** *Mardapi, D. 2017. Educational Measurement, Assessment and Evaluation. Yogyakarta: Parama Publishing* **Material:** Program Evaluation Handout **Literature:** *Rusijono, et al. 2020. Program Evaluation Handout. Surabaya: Unesa FIP Educational Technology* **Material:** Handbook of training evaluation and measurement methods. **References:** *Phillips, JJ and Phillips, PP, 2016. Handbook of training evaluation and measurement methods. Routledge.* | 4% |

| 7 | Understand the Discrepancy evaluation model | Can explain the basic concepts and scope of the Discrepancy evaluation model | **Criteria:** accuracy and suitability of the product produced with the IPO concept

Forms of Assessment :
Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment | Lectures, discussions and consultations. 4 X 50 | Lectures, discussions and consultations. 4 X 50 | **Material:** Basics of Educational Evaluation **Reference:** *Arikunto, S. 2013. Basics of Educational Evaluation. Jakarta: PT Bumi Aksara*

Material: Evaluation of Library Learning Program **:** *Eko Putro Widoyoko. 2010. Evaluation of Learning Programs. Yogyakarta: Learning Library*

Material: Educational Measurement, Assessment and Evaluation **Reference:** *Mardapi, D. 2017. Educational Measurement, Assessment and Evaluation. Yogyakarta: Parama Publishing*

Material: Program Evaluation Handout **Literature:** *Rusijono, et al. 2020. Program Evaluation Handout. Surabaya: Unesa FIP Educational Technology*

Material: Handbook of training evaluation and measurement methods. **References:** *Phillips, JJ and Phillips, PP, 2016. Handbook of training evaluation and measurement methods. Routledge.* | 8% |
| 8 | Sub Summative Exam (UTS) | Program analysis results | **Criteria:** suitability of work results with the material presented

Form of Assessment : Practice / Performance | 4 X 50 | | **Material:** basics of evaluation **Reference:** *Arikunto, S. 2013. Basics of Educational Evaluation. Jakarta: PT Bumi Aksara*

Material: program evaluation **Reader:** *Eko Putro Widoyoko. 2010. Evaluation of Learning Programs. Yogyakarta: Learning Library* | 15% |

| 9 | able to apply evaluation models according to program characteristics | Can explain the basic concepts and scope of the CIPP evaluation model. | **Criteria:** Group 5 presented the basic concepts and scope of CIPP evaluation. **Form of Assessment** : Project Results Assessment / Product Assessment, Portfolio Assessment | Lectures, discussions and consultations. 4 X 50 | Lectures, discussions and consultations. 4 x 50 | **Material:** Basics of Educational Evaluation **Reference:** *Arikunto, S. 2013. Basics of Educational Evaluation. Jakarta: PT Bumi Aksara* **Material:** Evaluation of Library Learning Program **:** *Eko Putro Widoyoko. 2010. Evaluation of Learning Programs. Yogyakarta: Learning Library* **Material:** Educational Measurement, Assessment and Evaluation **Reference:** *Mardapi, D. 2017. Educational Measurement, Assessment and Evaluation. Yogyakarta: Parama Publishing* **Material:** Program Evaluation Handout **Literature:** *Rusijono, et al. 2020. Program Evaluation Handout. Surabaya: Unesa FIP Educational Technology* **Material:** Handbook of training evaluation and measurement methods. **References:** *Phillips, JJ and Phillips, PP, 2016. Handbook of training evaluation and measurement methods. Routledge.* | 4% |

| 10 | Understand the CIPPO evaluation model | Can explain the basic concepts and scope of the CIPPO evaluation model. | **Criteria:** Group 6 presented the basic concepts and scope of CIPPO evaluation. **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance | Lectures, discussions and consultations. 4 x 50 | Lectures, discussions and consultations. 4 x 50 | **Material:** Basics of Educational Evaluation **Reference:** *Arikunto, S. 2013. Basics of Educational Evaluation. Jakarta: PT Bumi Aksara*

Material: Evaluation of Library Learning Program **:** *Eko Putro Widoyoko. 2010. Evaluation of Learning Programs. Yogyakarta: Learning Library*

Material: Educational Measurement, Assessment and Evaluation **Reference:** *Mardapi, D. 2017. Educational Measurement, Assessment and Evaluation. Yogyakarta: Parama Publishing*

Material: Program Evaluation Handout **Literature:** *Rusijono, et al. 2020. Program Evaluation Handout. Surabaya: Unesa FIP Educational Technology*

Material: Handbook of training evaluation and measurement methods. **References:** *Phillips, JJ and Phillips, PP, 2016. Handbook of training evaluation and measurement methods. Routledge.* | 8% |

| 11 | Apply model evaluation according to the program being evaluated | Can provide arguments regarding the selection of evaluation models. | **Criteria:**
Students conduct group discussions to evaluate a program by determining the appropriate evaluation model.

Form of Assessment :
Assessment of Project Results / Product Assessment, Practices / Performance | Asynchronous 4 X 50 | Asynchronous 4 x 50 | **Material:** Basics of Educational Evaluation
Reference: *Arikunto, S. 2013. Basics of Educational Evaluation. Jakarta: PT Bumi Aksara*

Material: Evaluation of Library Learning Program
: *Eko Putro Widoyoko. 2010. Evaluation of Learning Programs. Yogyakarta: Learning Library*

Material: Educational Measurement, Assessment and Evaluation
Reference: *Mardapi, D. 2017. Educational Measurement, Assessment and Evaluation. Yogyakarta: Parama Publishing*

Material: Program Evaluation Handout
Literature: *Rusijono, et al. 2020. Program Evaluation Handout. Surabaya: Unesa FIP Educational Technology*

Material: Handbook of training evaluation and measurement methods.
References: *Phillips, JJ and Phillips, PP, 2016. Handbook of training evaluation and measurement methods. Routledge.* | 4% |

| 12 | Apply model evaluation according to the program being evaluated | Can provide arguments regarding the selection of evaluation models. | **Criteria:** Students conduct group discussions to evaluate a program by determining the appropriate evaluation model.

Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance | Asynchronous 4 x 50 | Asynchronous 4 x 50 | **Material:** Basics of Educational Evaluation **Reference:** *Arikunto, S. 2013. Basics of Educational Evaluation. Jakarta: PT Bumi Aksara*

Material: Evaluation of Library Learning Program **:** *Eko Putro Widoyoko. 2010. Evaluation of Learning Programs. Yogyakarta: Learning Library*

Material: Educational Measurement, Assessment and Evaluation **Reference:** *Mardapi, D. 2017. Educational Measurement, Assessment and Evaluation. Yogyakarta: Parama Publishing*

Material: Program Evaluation Handout **Literature:** *Rusijono, et al. 2020. Program Evaluation Handout. Surabaya: Unesa FIP Educational Technology*

Material: Handbook of training evaluation and measurement methods. **References:** *Phillips, JJ and Phillips, PP, 2016. Handbook of training evaluation and measurement methods. Routledge.* | 8% |

| 13 | Apply model evaluation according to the program being evaluated | Can provide arguments regarding the selection of evaluation models. | **Criteria:** Students conduct group discussions to evaluate a program by determining the appropriate evaluation model.

Form of Assessment : Participatory Activities, Portfolio Assessment | Asynchronous 4 X 50 | Asynchronous 4 X 50 | **Material:** Basics of Educational Evaluation **Reference:** *Arikunto, S. 2013. Basics of Educational Evaluation. Jakarta: PT Bumi Aksara*

Material: Evaluation of Library Learning Program **:** *Eko Putro Widoyoko. 2010. Evaluation of Learning Programs. Yogyakarta: Learning Library*

Material: Educational Measurement, Assessment and Evaluation **Reference:** *Mardapi, D. 2017. Educational Measurement, Assessment and Evaluation. Yogyakarta: Parama Publishing*

Material: Program Evaluation Handout **Literature:** *Rusijono, et al. 2020. Program Evaluation Handout. Surabaya: Unesa FIP Educational Technology*

Material: Handbook of training evaluation and measurement methods. **References:** *Phillips, JJ and Phillips, PP, 2016. Handbook of training evaluation and measurement methods. Routledge.* | 3% |

| 14 | Present the results of program evaluation using appropriate models | Can provide arguments regarding the selection of evaluation models. | **Criteria:** Groups 1, 2 & 3 presented the evaluation results.

Form of Assessment : Participatory Activities, Portfolio Assessment | Lectures, discussions and consultations. 4 X 50 | Lectures, discussions and consultations. | **Material:** Basics of Educational Evaluation **Reference:** *Arikunto, S. 2013. Basics of Educational Evaluation. Jakarta: PT Bumi Aksara*

Material: Evaluation of Library Learning Program **:** *Eko Putro Widoyoko. 2010. Evaluation of Learning Programs. Yogyakarta: Learning Library*

Material: Educational Measurement, Assessment and Evaluation **Reference:** *Mardapi, D. 2017. Educational Measurement, Assessment and Evaluation. Yogyakarta: Parama Publishing*

Material: Program Evaluation Handout **Literature:** *Rusijono, et al. 2020. Program Evaluation Handout. Surabaya: Unesa FIP Educational Technology*

Material: Handbook of training evaluation and measurement methods. **References:** *Phillips, JJ and Phillips, PP, 2016. Handbook of training evaluation and measurement methods. Routledge.* | 4% |

| 15 | Present the results of program evaluation using appropriate models | Can provide arguments regarding the selection of evaluation models. | **Criteria:** Groups 4, 5 & 6 presented the evaluation results. **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance | Lectures, discussions and consultations. 4 X 50 | Lectures, discussions and consultations. 4 X 50 | **Material:** Basics of Educational Evaluation **Reference:** *Arikunto, S. 2013. Basics of Educational Evaluation. Jakarta: PT Bumi Aksara*

 Material: Evaluation of Library Learning Program **:** *Eko Putro Widoyoko. 2010. Evaluation of Learning Programs. Yogyakarta: Learning Library*

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 Material: Handbook of training evaluation and measurement methods. **References:** *Phillips, JJ and Phillips, PP, 2016. Handbook of training evaluation and measurement methods. Routledge.* | 4% |
| 16 | UAS | Students are able to determine program evaluation results using appropriate models | **Criteria:** A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79) B = 75 - 79 (3.6 - 3.69) B = 70 - 74 (3.5 - 3.59) B- = 65 - 69 (3.4 - 3.49) C = 50 – 64 (3.00 – 3.39) D = 25 – 50 (2.00 – 2.99) E = < 25 (0 – 1.99) **Form of Assessment** : Project Results Assessment / Product Assessment | Project Based Learning 2 X 50 | -
 - | **Material:** results of program evaluation using an appropriate model. **Reference:** *Rusijono, et al. 2020. Program Evaluation Handout. Surabaya: Unesa FIP Educational Technology* | 10% |

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	10.5%
2.	Project Results Assessment / Product Assessment	25%
3.	Portfolio Assessment	15.5%
4.	Practice / Performance	38%
5.	Test	11%
		100%

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.