



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
Employment Law	7420102058	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	3	August 18, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Arinto Nugroho, S.H., S.Pd., M.H.		Arinto Nugroho, S.H., S.Pd., M.H.			Vita Mahardhika, S.H., M.H.	

Learning model	Case Studies
-----------------------	--------------

Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																
	PLO-5	Able to resolve legal issues by elaborating on positive law and legal principles in the field of sports law and law in general;																																																															
	PLO-12	Able to understand material legal aspects																																																															
	PLO-16	Able to make appropriate decisions in resolving legal problems																																																															
	PLO-20	Act as a citizen who is proud and loves the country by obeying the law and being disciplined in social and state life;																																																															
	Program Objectives (PO)																																																																
	PO - 1	Able to resolve legal issues by elaborating on positive law and legal principles in the field of employment law																																																															
	PLO-PO Matrix																																																																
		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>P.O</td> <td>PLO-5</td> <td>PLO-12</td> <td>PLO-16</td> <td>PLO-20</td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>				P.O	PLO-5	PLO-12	PLO-16	PLO-20	PO-1																																																						
	P.O	PLO-5	PLO-12	PLO-16	PLO-20																																																												
PO-1																																																																	
PO Matrix at the end of each learning stage (Sub-PO)																																																																	
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>															P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																
P.O	Week																																																																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																																	
PO-1																																																																	

Short Course Description	Employment Law is a course that discusses employment issues from legal aspects, principles, theory, practice and legal politics as well as resolving cases involving industrial relations, worker welfare and protection, occupational health and safety, termination of employment relations and resolving industrial relations disputes. , planning and placement of workers both at home and abroad, . Lectures are carried out with lectures, case study analysis, presentations and discussions.
---------------------------------	---

References	Main :	
		<ol style="list-style-type: none"> 1. Agusmidah. 2010. Hukum ketenagakerjaan Indonesia: Dinamika & Kajian Teori. Jakarta: Ghalia Indonesia. 2. Husni, Lalu. 2006. Pengantar Hukum Ketenagakerjaan Indonesia. Jakarta: Raja Grafindo Persada. 3. Uwiyono, Aloysius et all. 2014. Asas-Asas Hukum Perburuhan. Jakarta: Raja Grafindo Persada. 4. Wijayanti, Asri. 2009. Hukum Ketenagakerjaan Pasca Reformasi. Jakarta: Sinar Grafika.
	Supporters:	<ol style="list-style-type: none"> 1. Undang-Undang Nomor 13 Tahun 2003 Tentang Ketenagakerjaan

Supporting lecturer	Emmilia Rusdiana, S.H., M.H. Arinto Nugroho, S.H., S.Pd., M.H. Ahmad Nailul Author, S.H., S.I.P., 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 understand the politics of employment law	<p>1.Students can: Explain the meaning of employment law</p> <p>2.Shows the scope, nature and essence of Employment Law</p> <p>3.Shows the politics of Labor Law based on history</p>	<p>Criteria: Students get a score between 70 and 100 if they are actively involved in questions and answers and are able to answer correctly</p> <p>Form of Assessment : Participatory Activities</p>	Discussion, questions and answers between student group members to share views, ideas and solutions to a 4 X 50 case	Discussion, questions and answers between student group members to share views, ideas and solutions to a 4 X 50 case	<p>Material: Understanding Employment Law</p> <p>Reader: <i>Wijayanti, Asri. 2009. Post-Reformation Employment Law. Jakarta: Sinar Graphics.</i></p>	5%
2	Students are able to understand the politics of employment law	<p>1.Students can: Explain the meaning of employment law</p> <p>2.Shows the scope, nature and essence of Employment Law</p> <p>3.Shows the politics of Labor Law based on history</p>	<p>Criteria:</p> <p>1.Value 4 2.Answers are delivered coherently with appropriate intonation and emphasis, show good understanding of the concept, according to media criteria, answers to the questioner are correct, able to formulate suggestions for improvement</p> <p>3.Value 3 4.Answers are delivered coherently with appropriate intonation and emphasis, but lack some understanding of concepts, answers to the questioner are generally correct, able to formulate suggestions for improvement</p> <p>5.Value 2 6.The answer given is not coherent and/or shows a lack of understanding of several concepts, the answer to the question asker is generally not correct but is still able to formulate suggestions for improvement</p> <p>7.Value 1 8.Answers are submitted but are not coherent and/or show a lack of understanding of many concepts, the answer to a question is incorrect and unable to formulate suggestions for improvement</p> <p>Form of Assessment : Participatory Activities</p>	Student discussion between groups 4 X 50	Student discussion between groups 2 X 50	<p>Material: Politics of Employment Law</p> <p>Reference: <i>Husni, Lulu. 2006. Introduction to Indonesian Employment Law. Jakarta: Raja Grafindo Persada.</i></p>	10%

3	Students are able to understand the Right to Work and Workforce placement	<ol style="list-style-type: none"> 1. Students can: Explain the right to work and a decent living 2. Summing up Employment placement policy: 3. Categorize placements within the country and placements abroad 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Value 4 2. Answers are delivered coherently with appropriate intonation and emphasis, show good understanding of the concept, according to media criteria, answers to the questioner are correct, able to formulate suggestions for improvement 3. Value 3 4. Answers are delivered coherently with appropriate intonation and emphasis, but lack some understanding of concepts, answers to the questioner are generally correct, able to formulate suggestions for improvement 5. Value 2 6. The answer given is not coherent and/or shows a lack of understanding of several concepts, the answer to the question asker is generally not correct but is still able to formulate suggestions for improvement 7. Value 1 8. Answers are submitted but are not coherent and/or show a lack of understanding of many concepts, the answer to a question is incorrect and unable to formulate suggestions for improvement <p>Form of Assessment : Participatory Activities</p>	Small group discussion 2 X 50	Small group discussion 1 x 50	<p>Material: The right to decent work Reference: <i>Husni, Lalu. 2006. Introduction to Indonesian Employment Law. Jakarta: Raja Grafindo Persada.</i></p>	10%
---	---	---	---	----------------------------------	----------------------------------	---	-----

4	Students are able to understand work relations and industrial relations	<p>1. Students can: Understand the explanation of work relationships, work agreements, specific time work agreements (PKWT) and</p> <p>2. Indefinite Time Work Agreement (PKWTT)</p> <p>3. Categorizes industrial relations, trade unions, employers' associations and government</p> <p>4. Distinguish between Company Regulations, Employment Agreements and Collective Labor Agreements</p>	<p>Criteria:</p> <p>1. Value 4</p> <p>2. Answers are delivered coherently with appropriate intonation and emphasis, show good understanding of the concept, according to media criteria, answers to the questioner are correct, able to formulate suggestions for improvement</p> <p>3. Value 3</p> <p>4. Answers are delivered coherently with appropriate intonation and emphasis, but lack some understanding of concepts, answers to the questioner are generally correct, able to formulate suggestions for improvement</p> <p>5. Value 2</p> <p>6. The answer given is not coherent and/or shows a lack of understanding of several concepts, the answer to the question asker is generally not correct but is still able to formulate suggestions for improvement</p> <p>7. Value 1</p> <p>8. Answers are submitted but are not coherent and/or show a lack of understanding of many concepts, the answer to a question is incorrect and unable to formulate suggestions for improvement</p> <p>Form of Assessment : Practice / Performance</p>	The group discussion discusses cases regarding 4 X 50 work relationships	Group discussions discuss cases regarding work relationships 2 x 50	<p>Material: Work Relations</p> <p>Reader: <i>Wijayanti, Asri. 2009. Post-Reformation Employment Law. Jakarta: Sinar Graphics.</i></p>	5%
---	---	--	--	--	--	--	----

5	Students are able to understand work relations and industrial relations	<p>1. Students can: Understand the explanation of work relationships, work agreements, specific time work agreements (PKWT) and</p> <p>2. Indefinite Time Work Agreement (PKWTT)</p> <p>3. Categorizes industrial relations, trade unions, employers' associations and government</p> <p>4. Distinguish between Company Regulations, Employment Agreements and Collective Labor Agreements</p>	<p>Criteria:</p> <p>1. Value 4</p> <p>2. Answers are delivered coherently with appropriate intonation and emphasis, show good understanding of the concept, according to media criteria, answers to the questioner are correct, able to formulate suggestions for improvement</p> <p>3. Value 3</p> <p>4. Answers are delivered coherently with appropriate intonation and emphasis, but lack some understanding of concepts, answers to the questioner are generally correct, able to formulate suggestions for improvement</p> <p>5. Value 2</p> <p>6. The answer given is not coherent and/or shows a lack of understanding of several concepts, the answer to the question asker is generally not correct but is still able to formulate suggestions for improvement</p> <p>7. Value 1</p> <p>8. Answers are submitted but are not coherent and/or show a lack of understanding of many concepts, the answer to a question is incorrect and unable to formulate suggestions for improvement</p> <p>Form of Assessment : Participatory Activities</p>	Discussion between groups 4 X 50		<p>Material: Employment Agreement Reader: <i>Agusmidah. 2010. Indonesian labor law: Dynamics & Theoretical Study. Jakarta: Ghalia Indonesia.</i></p>	5%
---	---	--	--	-------------------------------------	--	--	----

6	Able to understand wage material	<p>1.Students can: Explain the concept of wages and minimum wages</p> <p>2.Concludes the role of the Wages Council</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Value 4 2.Answers are delivered coherently with appropriate intonation and emphasis, show good understanding of the concept, according to media criteria, answers to the questioner are correct, able to formulate suggestions for improvement 3.Value 3 4.Answers are delivered coherently with appropriate intonation and emphasis, but lack some understanding of concepts, answers to the questioner are generally correct, able to formulate suggestions for improvement 5.Value 2 6.The answer given is not coherent and/or shows a lack of understanding of several concepts, the answer to the question asker is generally not correct but is still able to formulate suggestions for improvement 7.Value 1 8.Answers are submitted but are not coherent and/or show a lack of understanding of many concepts, the answer to a question is incorrect and unable to formulate suggestions for improvement <p>Form of Assessment : Participatory Activities</p>	Discussion regarding the 2 X 50 wage case	The discussion on Zoom discussed a case	<p>Material: Remuneration</p> <p>Reader: <i>Wijayanti, Asri. 2009. Post-Reformation Employment Law. Jakarta: Sinar Graphics.</i></p>	5%
---	----------------------------------	--	---	---	---	--	----

7	Able to understand wage material	<p>1.Students can: Explain the concept of wages and minimum wages</p> <p>2.Concludes the role of the Wages Council</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Value 4 2.Answers are delivered coherently with appropriate intonation and emphasis, show good understanding of the concept, according to media criteria, answers to the questioner are correct, able to formulate suggestions for improvement 3.Value 3 4.Answers are delivered coherently with appropriate intonation and emphasis, but lack some understanding of concepts, answers to the questioner are generally correct, able to formulate suggestions for improvement 5.Value 2 6.The answer given is not coherent and/or shows a lack of understanding of several concepts, the answer to the question asker is generally not correct but is still able to formulate suggestions for improvement 7.Value 1 8.Answers are submitted but are not coherent and/or show a lack of understanding of many concepts, the answer to a question is incorrect and unable to formulate suggestions for improvement <p>Form of Assessment : Participatory Activities</p>	Students carry out in-depth discussions regarding the 2 X 50 wage case	Discussion on Zoom regarding 1 x 50 wages	<p>Material: Remuneration</p> <p>Reader: <i>Wijayanti, Asri. 2009. Post-Reformation Employment Law. Jakarta: Sinar Graphics.</i></p>	3%
---	----------------------------------	--	---	--	---	--	----

8	UTS	UTS	Criteria: UTS Form of Assessment : Test	UTS 2 X 50	UTS	Material: The right to decent work Reference: <i>Wijayanti, Asri. 2009. Post-Reformation Employment Law. Jakarta: Sinar Graphics.</i> ----- Material: Library Work Relations : ----- Material: Occupational safety and health Reader: <i>Wijayanti, Asri. 2009. Post-Reformation Employment Law. Jakarta: Sinar Graphics.</i>	10%
9	Understanding the protection of workers with disabilities, children and women	Students can: Understand the explanation about workers with disabilities. Demonstrate forms of legal protection for children and women	Criteria: Observation of activities in class/LMS Form of Assessment : Participatory Activities	Discussion on cases of child and/or female labor 2 X 50	Discussion on Zoom regarding child and/or women's labor	Material: Women and/or child workers Reference: <i>Wijayanti, Asri. 2009. Post-Reformation Employment Law. Jakarta: Sinar Graphics.</i>	2%

10	Understanding the protection of workers with disabilities, children and women	Students can: Understand the explanation about workers with disabilities. Demonstrate forms of legal protection for children and women	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Value 4 2.Answers are delivered coherently with appropriate intonation and emphasis, show good understanding of the concept, according to media criteria, answers to the questioner are correct, able to formulate suggestions for improvement 3.Value 3 4.Answers are delivered coherently with appropriate intonation and emphasis, but lack some understanding of concepts, answers to the questioner are generally correct, able to formulate suggestions for improvement 5.Value 2 6.The answer given is not coherent and/or shows a lack of understanding of several concepts, the answer to the question asker is generally not correct but is still able to formulate suggestions for improvement 7.Value 1 8.Answers are submitted but are not coherent and/or show a lack of understanding of many concepts, the answer to a question is incorrect and unable to formulate suggestions for improvement <p>Form of Assessment : Participatory Activities</p>	Questions and answers between groups related to the results of the 2 X 50 small group discussions	Questions and answers between groups related to the results of small group discussions on Zoom 1 x 50	<p>Material: cases about children</p> <p>References: <i>Wijayanti, Asri. 2009. Post-Reformation Employment Law. Jakarta: Sinar Graphics.</i></p>	10%
----	---	--	---	---	--	--	-----

11	Understanding Occupational Health and Safety Protection	<p>1. Students can: Understand the explanation of working time and rest time, occupational health and safety</p> <p>2. Classifying types of labor social security</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Value 4 2. Answers are delivered coherently with appropriate intonation and emphasis, show good understanding of the concept, according to media criteria, answers to the questioner are correct, able to formulate suggestions for improvement 3. Value 3 4. Answers are delivered coherently with appropriate intonation and emphasis, but lack some understanding of concepts, answers to the questioner are generally correct, able to formulate suggestions for improvement 5. Value 2 6. The answer given is not coherent and/or shows a lack of understanding of several concepts, the answer to the question asker is generally not correct but is still able to formulate suggestions for improvement 7. Value 1 8. Answers are submitted but are not coherent and/or show a lack of understanding of many concepts, the answer to a question is incorrect and unable to formulate suggestions for improvement <p>Form of Assessment : Participatory Activities</p>	Discussion, questions and answers 4 X 50		<p>Material: Occupational safety and health</p> <p>Reference: <i>Husni, Lulu. 2006. Introduction to Indonesian Employment Law. Jakarta: Raja Grafindo Persada.</i></p>	5%
----	---	---	---	---	--	--	----

12	Understanding Occupational Health and Safety Protection	<p>1. Students can: Understand the explanation of working time and rest time, occupational health and safety</p> <p>2. Classifying types of labor social security</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Value 4 2. Answers are delivered coherently with appropriate intonation and emphasis, show good understanding of the concept, according to media criteria, answers to the questioner are correct, able to formulate suggestions for improvement 3. Value 3 4. Answers are delivered coherently with appropriate intonation and emphasis, but lack some understanding of concepts, answers to the questioner are generally correct, able to formulate suggestions for improvement 5. Value 2 6. The answer given is not coherent and/or shows a lack of understanding of several concepts, the answer to the question asker is generally not correct but is still able to formulate suggestions for improvement 7. Value 1 8. Answers are submitted but are not coherent and/or show a lack of understanding of many concepts, the answer to a question is incorrect and unable to formulate suggestions for improvement <p>Form of Assessment : Practice / Performance</p>	Case discussion on occupational health and safety 4 X 50	<p>Material: Occupational safety and health</p> <p>Reference: <i>Husni, Lulu. 2006. Introduction to Indonesian Employment Law. Jakarta: Raja Grafindo Persada.</i></p>	5%
----	---	---	---	---	--	----

13	understand Labor Dispute Resolution	<p>1. Students can: Categorize the types of disputes</p> <p>2. Understanding industrial relations dispute resolution</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Value 4 2. Answers are delivered coherently with appropriate intonation and emphasis, show good understanding of the concept, according to media criteria, answers to the questioner are correct, able to formulate suggestions for improvement 3. Value 3 4. Answers are delivered coherently with appropriate intonation and emphasis, but lack some understanding of concepts, answers to the questioner are generally correct, able to formulate suggestions for improvement 5. Value 2 6. The answer given is not coherent and/or shows a lack of understanding of several concepts, the answer to the question asker is generally not correct but is still able to formulate suggestions for improvement 7. Value 1 8. Answers are submitted but are not coherent and/or show a lack of understanding of many concepts, the answer to a question is incorrect and unable to formulate suggestions for improvement <p>Form of Assessment : Participatory Activities</p>	Cooperative, discussion, question and answer 4 X 50		<p>Material: Industrial Relations Disputes Reader: <i>Wijayanti, Asri. 2009. Post-Reformation Employment Law. Jakarta: Sinar Graphics.</i></p>	5%
----	-------------------------------------	--	---	--	--	--	----

14	understand Labor Dispute Resolution	<p>1. Students can: Categorize the types of disputes</p> <p>2. Understanding industrial relations dispute resolution</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Value 4 2. Answers are delivered coherently with appropriate intonation and emphasis, show good understanding of the concept, according to media criteria, answers to the questioner are correct, able to formulate suggestions for improvement 3. Value 3 4. Answers are delivered coherently with appropriate intonation and emphasis, but lack some understanding of concepts, answers to the questioner are generally correct, able to formulate suggestions for improvement 5. Value 2 6. The answer given is not coherent and/or shows a lack of understanding of several concepts, the answer to the question asker is generally not correct but is still able to formulate suggestions for improvement 7. Value 1 8. Answers are submitted but are not coherent and/or show a lack of understanding of many concepts, the answer to a question is incorrect and unable to formulate suggestions for improvement <p>Form of Assessment : Participatory Activities</p>	Discussion of 4 X 50 industrial relations disputes		<p>Material: Industrial Relations Disputes Reader: Agusmidah. 2010. <i>Indonesian labor law: Dynamics & Theoretical Study.</i> Jakarta: Ghalia Indonesia.</p>	5%
----	-------------------------------------	--	---	--	--	--	----

15	Understanding the Placement and Protection of Migrant Workers	Students can: Understand the explanation of the rights of migrant workers to placement and protection from pre-placement to post-placement	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Value 4 2.Answers are delivered coherently with appropriate intonation and emphasis, show good understanding of the concept, according to media criteria, answers to the questioner are correct, able to formulate suggestions for improvement 3.Value 3 4.Answers are delivered coherently with appropriate intonation and emphasis, but lack some understanding of concepts, answers to the questioner are generally correct, able to formulate suggestions for improvement 5.Value 2 6.The answer given is not coherent and/or shows a lack of understanding of several concepts, the answer to the question asker is generally not correct but is still able to formulate suggestions for improvement 7.Value 1 8.Answers are submitted but are not coherent and/or show a lack of understanding of many concepts, the answer to a question is incorrect and unable to formulate suggestions for improvement <p>Form of Assessment : Participatory Activities</p>	Discussion about the case of 2 X 50 migrant workers		<p>Material: Migrant workers</p> <p>References: <i>Wijayanti, Asri. 2009. Post-Reformation Employment Law. Jakarta: Sinar Graphics.</i></p>	5%
----	---	--	---	---	--	---	----

16	UAS	UAS	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Value 4 2.Answers are delivered coherently with appropriate intonation and emphasis, show good understanding of the concept, according to media criteria, answers to the questioner are correct, able to formulate suggestions for improvement 3.Value 3 4.Answers are delivered coherently with appropriate intonation and emphasis, but lack some understanding of concepts, answers to the questioner are generally correct, able to formulate suggestions for improvement 5.Value 2 6.The answer given is not coherent and/or shows a lack of understanding of several concepts, the answer to the question asker is generally not correct but is still able to formulate suggestions for improvement 7.Value 1 8.Answers are submitted but are not coherent and/or show a lack of understanding of many concepts, the answer to a question is incorrect and unable to formulate suggestions for improvement 9.Students answer the questions correctly <p>Form of Assessment : Test</p>	UAS 2 X 50	UAS	<p>Material: Occupational safety and health Reader: <i>Wijayanti, Asri. 2009. Post-Reformation Employment Law. Jakarta: Sinar Graphics.</i></p> <p>Material: Industrial Relations Disputes Literature:</p> <p>Material: Migrant workers References:</p>	10%
----	-----	-----	--	---------------	-----	---	-----

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	70%
2.	Practice / Performance	10%
3.	Test	20%
		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.