



**Universitas Negeri Surabaya**  
**Faculty of Sports and Health Sciences,**  
**Physical Education, Health & Recreation Undergraduate Study Program**

Document Code

## SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
<b>Evaluation of Learning and Learning</b>	8520102236	Compulsory Curriculum Subjects	T=2 P=0 ECTS=3.18	4	May 20, 2023
<b>AUTHORIZATION</b>	<b>SP Developer</b>	Institutional	<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>	
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<b>Learning model</b>	<b>Case Studies</b>
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<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>							
	<b>Program Objectives (PO)</b>							
	<b>PO - 1</b>	Able to understand the basic concepts of testing, measurement, assessment and evaluation						
	<b>PO - 2</b>	Identify assessment techniques and instrument forms						
	<b>PO - 3</b>	Criteria for measuring instruments and analysis of question items						
	<b>PO - 4</b>	Get to know the approach to assessing and determining KKTP						
	<b>PO - 5</b>	Processing assessment results on PJOK subjects						
	<b>PO - 6</b>	planning enrichment and remedial learning programs						
	<b>PLO-PO Matrix</b>							
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> <tr><td>PO-2</td></tr> <tr><td>PO-3</td></tr> <tr><td>PO-4</td></tr> <tr><td>PO-5</td></tr> <tr><td>PO-6</td></tr> </table>	P.O	PO-1	PO-2	PO-3	PO-4	PO-5
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PO-6								

<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																																																																								
	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <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> <tr><td>PO-2</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> <tr><td>PO-3</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> <tr><td>PO-4</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> <tr><td>PO-5</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> <tr><td>PO-6</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> </tbody> </table>	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																	PO-5																	PO-6																
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<b>Short Course Description</b>	This course discusses the concept of evaluation which includes techniques, procedures, processing and utilization of PJOK learning assessment results in schools. Lectures are carried out using a project based learning model through presentations and discussions, practice, project assignments and reflection.
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<b>References</b>	<b>Main :</b>
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1. Arikunto, Suharsimi. 2003. Dasar-Dasar Evaluasi Pendidikan. Jakarta: Bumi Aksara
2. Purwanto, Ngalm. 2006. Prinsip-Prinsip dan Teknik Evaluasi Pengajaran. Bandung: PT. Remaja Rosdakarya
3. Carroll, Bob, 2005. Assessment in Physical Education 13 A Teacher 19s Guide to the Issues, London : The Falmer Press.
4. Kelly, Luke et all. 2010. Everyone can! : skill development and assessment in elementary physical education. Champaign-IL. Human Kinetics.
5. Panduan Pembelajaran dan Asesmen untuk Pendidikan Anak Usia Dini, Pendidikan Dasar dan Pendidikan Menengah, 2022. BADAN STANDAR, KURIKULUM, DAN ASESMEN PENDIDIKAN KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
6. PERATURAN MENTERI PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI REPUBLIK INDONESIA NOMOR 21 TAHUN 2022, TENTANG STANDAR PENILAIAN PENDIDIKAN PADA PENDIDIKAN ANAK USIA DINI, JENJANG PENDIDIKAN DASAR, DAN JENJANG PENDIDIKAN MENENGAH

**Supporters:**

1. Oemar Hamalik (2001) Teknbik Pengukuran dan Evaluasi Pendidikan; Bandung: Mandar Maju.
2. Suharsimi.A. (2001). Dasar-dasar Evaluasi Pendidikan. Jakarta: Bumi Aksara. Stiggins, R.J. (1994). Student-Centered Clasroom Assessment. New York:Macmillan College Publishing Company.

**Supporting lecturer**  
 Dr. Advendi Kristiyandaru, S.Pd., M.Pd.  
 Faridha Nurhayati, S.Pd., M.Kes.  
 Dwi Lorry Juniarisca, S.Pd., M.Ed.  
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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	Analyze the meaning of test, measurement, assessment and evaluation	<ol style="list-style-type: none"> <li>1.Able to analyze the meaning of tests, measurements, assessments and evaluations</li> <li>2.Able to identify differences in tests, measurements, assessments and evaluations</li> </ol>	<p><b>Criteria:</b> A score of 10 is obtained if you can answer the question correctly.</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Tests</p>	Lectures, discussions and questions and answers 3 X 50		<p><b>Material:</b> college contract</p> <p><b>References:</b> Arikunto, Suharsimi. 2003. Basics of Educational Evaluation. Jakarta: Bumi Literacy</p>	5%
2	Get to know the basic principles and implementation of assessments	<ol style="list-style-type: none"> <li>1.Analyze the basic principles of assessment</li> <li>2.Analyze the assessment principles according to Permendikbudristek No. 21 of 2022</li> </ol>	<p><b>Criteria:</b> A score of 10 is given if you can answer the question correctly</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Tests</p>	Lectures, discussions, questions and answers, assignments and presentations 3 X 50		<p><b>Material:</b> Principles of Assessment and Types of Assessment</p> <p><b>Literature:</b> REGULATION OF THE MINISTER OF EDUCATION, CULTURE, RESEARCH, AND TECHNOLOGY OF THE REPUBLIC OF INDONESIA NUMBER 21 OF 2022, CONCERNING EDUCATIONAL ASSESSMENT STANDARDS IN EARLY CHILDHOOD EDUCATION, BASIC EDUCATION LEVELS, AND SECONDARY EDUCATION LEVELS</p>	5%

3	Get to know the basic principles and implementation of assessments	<ol style="list-style-type: none"> <li>1. Analyzing various types of assessments according to Minister of Education and Culture Regulation No. 21 of 2022</li> <li>2. Analyzing the implementation of formative assessments</li> <li>3. Analyzing the implementation of summative assessments</li> </ol>	<p><b>Criteria:</b> A score of 10 is given if you can answer correctly</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Tests</p>	Lectures, discussions, questions and answers, assignments and presentations 3 X 50		<p><b>Material:</b> Various types of assessments</p> <p><b>References:</b> <i>REGULATION OF THE MINISTER OF EDUCATION, CULTURE, RESEARCH AND TECHNOLOGY OF THE REPUBLIC OF INDONESIA NUMBER 21 OF 2022, CONCERNING EDUCATIONAL ASSESSMENT STANDARDS IN EARLY CHILDHOOD EDUCATION, BASIC EDUCATION LEVELS AND SECONDARY EDUCATION LEVELS</i></p> <hr/> <p><b>Material:</b> Various types of assessment</p> <p><b>Literature:</b> <i>Learning and Assessment Guide for Early Childhood Education, Primary Education and Secondary Education, 2022. EDUCATIONAL STANDARDS, CURRICULUM AND ASSESSMENT BOARD MINISTRY OF EDUCATION, CULTURE, RESEARCH AND TECHNOLOGY</i></p>	5%
4	Mastering assessment techniques and instrument forms	<ol style="list-style-type: none"> <li>1. Identify aspects of knowledge</li> <li>2. Identify aspects of attitude</li> <li>3. Identify aspects of skills</li> </ol>	<p><b>Criteria:</b> a score of 10 if you can answer correctly</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Lectures, discussions, questions and answers, assignments and presentations 3 X 50		<p><b>Material:</b> Aspects of assessment</p> <p><b>References:</b> <i>Arikunto, Suharsimi. 2003. Basics of Educational Evaluation. Jakarta: Bumi Literacy</i></p>	5%

5	Mastering assessment techniques and instrument forms	<ol style="list-style-type: none"> <li>1. Identify techniques for assessing knowledge aspects</li> <li>2. Identifying the form of knowledge aspect instruments</li> <li>3. Developing knowledge instruments</li> </ol>	<p><b>Criteria:</b> The score weight for each aspect of the assessment is 40, if you can complete the instruments and scoring guidelines</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Lectures, discussions, questions and answers and assignments 6 X 50		<p><b>Material:</b> Assessment Techniques and Instrument Forms</p> <p><b>Reference:</b> <i>REGULATION OF THE MINISTER OF EDUCATION, CULTURE, RESEARCH, AND TECHNOLOGY OF THE REPUBLIC OF INDONESIA NUMBER 21 OF 2022, CONCERNING EDUCATIONAL ASSESSMENT STANDARDS IN EARLY CHILDHOOD EDUCATION, BASIC EDUCATION LEVELS, AND SECONDARY EDUCATION LEVELS</i></p>	10%
6	Mastering assessment techniques and instrument forms	<ol style="list-style-type: none"> <li>1. Identify techniques for assessing aspects of attitude</li> <li>2. Identifying the form of attitude aspect instruments</li> <li>3. Developing attitude aspect instruments</li> </ol>	<p><b>Criteria:</b> The score weight for each aspect of the assessment is 40, if you can complete the instruments and scoring guidelines</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Lectures, discussions, questions and answers and assignments 6 X 50		<p><b>Material:</b> Assessment techniques and instrument forms</p> <p><b>Reference:</b> <i>Learning and Assessment Guide for Early Childhood Education, Primary Education and Secondary Education, 2022. EDUCATIONAL STANDARDS, CURRICULUM AND ASSESSMENT BOARD MINISTRY OF EDUCATION, CULTURE, RESEARCH AND TECHNOLOGY</i></p>	10%
7	Mastering assessment techniques and instrument forms	<ol style="list-style-type: none"> <li>1. Identify skills aspect assessment techniques</li> <li>2. Identifying the form of skill aspect instruments</li> <li>3. Develop an instrument for assessing skills aspects</li> </ol>	<p><b>Criteria:</b> The score weight for each aspect of the assessment is 40, if you can complete the instruments and scoring guidelines</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Lectures, discussions, questions and answers, assignments and presentations 3 X 50		<p><b>Material:</b> Assessment techniques and instrument forms</p> <p><b>Reference:</b> <i>Learning and Assessment Guide for Early Childhood Education, Primary Education and Secondary Education, 2022. EDUCATIONAL STANDARDS, CURRICULUM AND ASSESSMENT BOARD MINISTRY OF EDUCATION, CULTURE, RESEARCH AND TECHNOLOGY</i></p>	10%

8	UTS	<ol style="list-style-type: none"> <li>1. Analyze the meaning of test, measurement, assessment and evaluation</li> <li>2. Analyze the principles and types of assessment</li> <li>3. Identify aspects of assessment</li> <li>4. Analyze assessment techniques and instrument forms</li> </ol>	<p><b>Criteria:</b> Ability to analyze evaluation concepts and carry out assessments</p> <p><b>Forms of Assessment :</b> Project Results Assessment / Product Assessment, Portfolio Assessment, Tests</p>		<p>quiz 3x50 minutes</p>	<p><b>Material:</b> Tests, measurements, assessment and evaluation <b>References:</b> <i>Arikunto, Suharsimi. 2003. Basics of Educational Evaluation. Jakarta: Bumi Literacy</i></p> <hr/> <p><b>Material:</b> Aspects of assessment <b>Literature:</b> <i>Purwanto, Ngalim. 2006. Principles and Techniques of Teaching Evaluation. Bandung: PT. Rosdakarya Teenager</i></p> <hr/> <p><b>Material:</b> Principles of Assessment and Types of Assessment <b>Literature:</b> REGULATION OF THE MINISTER OF EDUCATION, CULTURE, RESEARCH, AND TECHNOLOGY OF THE REPUBLIC OF INDONESIA NUMBER 21 OF 2022, CONCERNING EDUCATIONAL ASSESSMENT STANDARDS IN EARLY CHILDHOOD EDUCATION, BASIC EDUCATION LEVELS, AND SECONDARY EDUCATION LEVELS</p> <hr/> <p><b>Material:</b> Assessment techniques and instrument forms <b>Reference:</b> <i>Learning and Assessment Guide for Early Childhood Education, Primary Education and Secondary Education, 2022. EDUCATIONAL STANDARDS, CURRICULUM AND ASSESSMENT BOARD MINISTRY OF EDUCATION, CULTURE, RESEARCH AND TECHNOLOGY</i></p>	10%
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9	Identify the criteria for measuring instruments	<ol style="list-style-type: none"> <li>1. identify the criteria for a good measuring instrument</li> <li>2. carry out validity tests of question items</li> <li>3. carry out a reliability test of the question items</li> </ol>	<p><b>Criteria:</b> a score of 10 if you can answer correctly</p> <p><b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance</p>	Lectures, discussions, questions and answers, assignments and presentations 3 X 50	<p><b>Material:</b> Criteria for good measuring instruments <b>References:</b> <i>Arikunto, Suharsimi. 2003. Basics of Educational Evaluation. Jakarta: Bumi Literacy</i></p> <p><b>Material:</b> Analysis of question items <b>References:</b> <i>Purwanto, Ngalm. 2006. Principles and Techniques of Teaching Evaluation. Bandung: PT. Rosdakarya Teenager</i></p>	5%
10	Get to know the assessment approach	<ol style="list-style-type: none"> <li>1. Identifying the analysis of the question items</li> <li>2. Analyze the level of difficulty of the questions</li> <li>3. Carry out an analysis of the differentiating power of the questions</li> </ol>	<p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment, Test</p>	Discussion, questions and answers, assignments, presentations 3 X 50	<p><b>Material:</b> Analysis of question items <b>References:</b> <i>Arikunto, Suharsimi. 2003. Basics of Educational Evaluation. Jakarta: Bumi Literacy</i></p>	5%
11	Get to know the assessment approach	<ol style="list-style-type: none"> <li>1. Identify various assessment approaches</li> <li>2. Analyzing the norm reference approach (PAN)</li> <li>3. Analyzing the benchmark reference approach (PAP)</li> </ol>	<p><b>Criteria:</b> weight value 85, if identifying the assessment approach</p> <p><b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance</p>	Lectures, discussions, questions and answers, assignments and presentations 3 X 50	<p><b>Material:</b> <b>Literature</b> Assessment Approach : <i>Arikunto, Suharsimi. 2003. Basics of Educational Evaluation. Jakarta: Bumi Literacy</i></p>	5%
12	Understanding the preparation of Student Worksheets (LKPD)	<ol style="list-style-type: none"> <li>1. Identify the various types of LKPD</li> <li>2. implement the preparation of LKPD</li> </ol>	<p><b>Criteria:</b> a score weight of 90, if you can analyze the form of the LKPD correctly</p> <p><b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance</p>	Lectures, discussions, questions and answers, assignments and presentations 3 X 50	<p><b>Material:</b> Preparation of Library Teaching Modules : <i>Learning and Assessment Guide for Early Childhood Education, Primary Education and Secondary Education, 2022. EDUCATIONAL STANDARDS, CURRICULUM AND ASSESSMENT BOARD MINISTRY OF EDUCATION, CULTURE, RESEARCH AND TECHNOLOGY</i></p>	10%

13	Mastering the determination of KKTP	<ol style="list-style-type: none"> <li>1. Identify how to determine KKTP</li> <li>2. Analyzing the determination of KKTP</li> </ol>	<p><b>Criteria:</b> a weight of 80, if you can prepare the KKTP in accordance with the learning objectives that have been set</p> <p><b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance</p>	Lectures, discussions, questions and answers, assignments and presentations 3 X 50		<p><b>Material:</b> Determination of KKTP</p> <p><b>Library:</b> <i>Learning and Assessment Guide for Early Childhood Education, Primary Education and Secondary Education, 2022.</i> EDUCATIONAL STANDARDS, CURRICULUM AND ASSESSMENT BOARD MINISTRY OF EDUCATION, CULTURE, RESEARCH AND TECHNOLOGY</p>	5%
14	Mastering how to process and determine assessment criteria for PJOK subjects	<ol style="list-style-type: none"> <li>1. processing and determining criteria for knowledge aspects in the PJOK subject</li> <li>2. processing and determining criteria for assessing attitude aspects in the PJOK subject</li> <li>3. processing and determining criteria for assessing skills aspects in the PJOK subject</li> </ol>	<p><b>Criteria:</b> the value weight is 80, if the value processing process is in accordance with the provisions of the Ministry of Education and Culture</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Lectures, discussions, questions and answers, assignments and presentations 3 X 50		<p><b>Material:</b> Reporting assessment results</p> <p><b>Literature:</b> <i>Learning and Assessment Guide for Early Childhood Education, Primary Education and Secondary Education, 2022.</i> EDUCATIONAL STANDARDS, CURRICULUM AND ASSESSMENT BOARD MINISTRY OF EDUCATION, CULTURE, RESEARCH AND TECHNOLOGY</p>	5%

15	Mastering enrichment and remedial learning methods	<ol style="list-style-type: none"> <li>designing an enrichment learning process</li> <li>designing remedial learning processes</li> </ol>	<p><b>Criteria:</b> score weight of 80, if you can arrange remedial and enrichment programs according to the Minister of Education and Culture Regulation</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Lectures, discussions, questions and answers, assignments and presentations 3 X 50	<p><b>Material:</b> Determining the follow-up to the assessment results</p> <p><b>References:</b> <i>REGULATION OF THE MINISTER OF EDUCATION, CULTURE, RESEARCH AND TECHNOLOGY OF THE REPUBLIC OF INDONESIA NUMBER 21 OF 2022, CONCERNING EDUCATIONAL ASSESSMENT STANDARDS IN EARLY CHILDHOOD EDUCATION, BASIC EDUCATION LEVELS AND SECONDARY EDUCATION LEVELS</i></p> <hr/> <p><b>Material:</b> Follow-up on assessment results</p> <p><b>Library:</b> <i>Learning and Assessment Guide for Early Childhood Education, Primary Education and Secondary Education, 2022. EDUCATIONAL STANDARDS, CURRICULUM AND ASSESSMENT BOARD MINISTRY OF EDUCATION, CULTURE, RESEARCH AND TECHNOLOGY</i></p>	2%
16	Mastering how to process and prepare learning results reports (reports)	<ol style="list-style-type: none"> <li>Processing student assessment results</li> <li>Prepare reports on student learning outcomes</li> </ol>	<p><b>Criteria:</b> a score weight of 85, if you can prepare and fill out a report on student learning outcomes in accordance with the provisions of the Ministry of Education and Culture</p> <p><b>Form of Assessment :</b> Portfolio Assessment, Test</p>	Lectures, discussions, questions and answers, assignments and presentations 3 X 50	<p><b>Material:</b> UAS</p> <p><b>Library:</b> -----, 2007. <i>Physical, Sports and Health Subject Group Assessment Guide. Jakarta: BSNP Ministry of National Education</i></p>	2%

**Evaluation Percentage Recap: Case Study**

No	Evaluation	Percentage
1.	Participatory Activities	20.01%
2.	Project Results Assessment / Product Assessment	50.34%
3.	Portfolio Assessment	4.33%
4.	Practice / Performance	12.5%
5.	Test	11.84%
		99.02%



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.