



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

Document Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>																																																		
Micro Learning	8520102238	Compulsory Study Program Subjects	T=0	P=0	ECTS=0	4	February 1, 2023																																																		
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																																			
	Prof. Dr. Drs. Abdul Rachman Syam Tuasikal, M.Pd. ; Hamdani, S.Pd., M.Pd. ; Dr. Nanik Indahwati, S.Pd., M.Or. ; Dr. Advendi Kristiyandaru, S.Pd., M.Pd. dan 2 lainnya		Prof. Dr. Drs. Abdul Rachman Syam Tuasikal, M.Pd			Dr. Mochamad Ridwan, S.Pd., M.Pd.																																																			
<b>Learning model</b>	Project Based Learning																																																								
<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>	Contribute to improving the quality of life in society, nation, state and civilization based on Pancasila in Micro Learning lectures																																																							
	<b>PLO-PO Matrix</b>																																																								
	<table border="1" style="margin: auto;"> <tr><td style="padding: 5px;">P.O</td></tr> <tr><td style="padding: 5px;">PO-1</td></tr> </table>	P.O	PO-1																																																						
P.O																																																									
PO-1																																																									
<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																									
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="padding: 5px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="padding: 5px;">1</td><td style="padding: 5px;">2</td><td style="padding: 5px;">3</td><td style="padding: 5px;">4</td><td style="padding: 5px;">5</td><td style="padding: 5px;">6</td><td style="padding: 5px;">7</td><td style="padding: 5px;">8</td><td style="padding: 5px;">9</td><td style="padding: 5px;">10</td><td style="padding: 5px;">11</td><td style="padding: 5px;">12</td><td style="padding: 5px;">13</td><td style="padding: 5px;">14</td><td style="padding: 5px;">15</td><td style="padding: 5px;">16</td> </tr> <tr> <td style="padding: 5px;">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																																																									
<b>Short Course Description</b>	This course examines school-based management, clinical supervision through presentations and discussions, and facilitates students in developing learning tools based on the applicable curriculum, needs and diversity of students, including those with special needs. This device is a means of preparing students to manage learning at school for microteaching courses in accordance with applicable National Education Standards through workshops and discussions. Students are required to utilize ICT and research results to produce products in the form of learning tools for primary and secondary education. Apart from that, it also equips students to have teaching skills in the form of micro teaching and peer teaching, all of which are carried out using the case method or project based learning.																																																								
<b>References</b>	<b>Main :</b>																																																								
	1. Nurkolis. 2003. Manajemen Berbasis Sekolah: Teori, Model, dan Aplikasi. Jakarta: Grasindo																																																								
	<b>Supporters:</b>																																																								
	1. Artikel yang relevan dari jurnal nasional atau internasional terbit dalam 10 tahun terakhir.																																																								
<b>Supporting lecturer</b>	Drs. Sudarso, M.Pd. Drs. Hari Wisnu, M.Pd. Dra. Sasminta Christina Yuli Hartati, M.Pd. Dr. Setiyo Hartoto, M.Kes. Dr. Nanik Indahwati, S.Pd., M.Or. Dr. Sapto Wibowo, S.Pd., M.Pd. Dr. Advendi Kristiyandaru, S.Pd., M.Pd. Hamdani, S.Pd., M.Pd. Faridha Nurhayati, S.Pd., M.Kes. Dr. Mochamad Ridwan, S.Pd., M.Pd. Dwi Lorry Juniarisca, S.Pd., M.Ed.																																																								
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time ]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																																																		
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																																				
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																																		

1	Have knowledge of school-based management, clinical supervision, micro teaching and learning planning	1.Explains concepts and MBS from various learning sources and ICT 2.Explain the characteristics of schools that implement SBM	<b>Criteria:</b> Participation Assessment Criteria  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Learning Form: Face-to-face lecture  Learning method: Discussion & questions and answers about school-based management material clinical supervision, micro teaching and learning planning 2 X 50' / 3.18 ECTS	Learning Form: Virtual face-to-face lecture via vlearning and zoom  Learning method: Discussion & questions and answers about school-based management material clinical supervision, micro teaching and learning planning 2 X 50' / 3.18 ECTS	<b>Material:</b> School-based management, clinical supervision, micro teaching. <b>Reference:</b> <i>Nurkolis. 2003. School-Based Management: Theory, Models, and Applications. Jakarta: Grasindo</i>	2%
2	Have knowledge of school-based management, clinical supervision, micro teaching and learning	identify the school curriculum	<b>Criteria:</b> Participation Assessment Criteria  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Learning Form: Face-to-face lecture  Learning method: Discussion & questions and answers about school-based management material, clinical supervision, micro teaching and learning 2 X 50' / 3.18 ECTS	Learning Form: Virtual face-to-face lecture via vlearning and zoom  Learning method: Discussion & questions and answers about school-based management material, clinical supervision, micro teaching and learning 2 X 50' / 3.18 ECTS	<b>Material:</b> School-based management, clinical supervision, micro teaching and learning <b>Reference:</b> <i>Nurkolis. 2003. School-Based Management: Theory, Models, and Applications. Jakarta: Grasindo</i>	5%
3	Have knowledge of school-based management, clinical supervision, micro teaching and learning	Students are able to identify the school curriculum	<b>Criteria:</b> Participation assessment rubric  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Learning Form: Face-to-face lecture  Learning method: Discussion & questions and answers about school-based management material, clinical supervision, micro teaching and learning 2 X 50' / 3.18 ECTS	Learning Form: Virtual face-to-face lecture via vlearning and zoom  Learning method: Discussion & questions and answers about school-based management material, clinical supervision, micro teaching and learning 2 X 50' / 3.18 ECTS	<b>Material:</b> School-based management, clinical supervision, micro teaching and learning <b>Reference:</b> <i>Nurkolis. 2003. School-Based Management: Theory, Models, and Applications. Jakarta: Grasindo</i>	6%
4	Have knowledge of school-based management, clinical supervision, micro teaching and learning	Students are able to identify the school curriculum	<b>Criteria:</b> Participation assessment rubric  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Learning Form: Face-to-face lecture  Learning method: Discussion & questions and answers about school-based management material, clinical supervision, micro teaching and learning 2 X 50' / 3.18 ECTS	Learning Form: Virtual face-to-face lecture via vlearning and zoom  Learning method: Discussion & questions and answers about school-based management material, clinical supervision, micro teaching and learning 2 X 50' / 3.18 ECTS	<b>Material:</b> School-based management, clinical supervision, micro teaching and learning <b>Reference:</b> <i>Nurkolis. 2003. School-Based Management: Theory, Models, and Applications. Jakarta: Grasindo</i>	8%
5	Have knowledge of school-based management, clinical supervision, micro teaching and learning	Students are able to identify the school curriculum	<b>Criteria:</b> Participation assessment rubric  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Learning Form: Face-to-face lecture  Learning method: Discussion & questions and answers about school-based management material, clinical supervision, micro teaching and learning 2 X 50' / 3.18 ECTS	Learning Form: Virtual face-to-face lecture via vlearning and zoom  Learning method: Discussion & questions and answers about school-based management material, clinical supervision, micro teaching and learning 2 X 50' / 3.18 ECTS	<b>Material:</b> School-based management, clinical supervision, micro teaching and learning <b>Reference:</b> <i>Nurkolis. 2003. School-Based Management: Theory, Models, and Applications. Jakarta: Grasindo</i>	2%

6	<p>1. Make decisions about designing, implementing, evaluating learning in accordance with the characteristics of the material</p> <p>2. Develop learning tools that take into account the diversity of students, including students with special needs</p> <p>3. Utilizing research results to develop effective learning tools</p>	<p>Students are able to develop learning tools in the form of syllabi, lesson plans and teaching materials</p>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Participation assessment rubric</li> <li>2. Performance assessment rubric</li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning method: Discussion &amp; questions and answers about design, implementation and evaluation of learning material in accordance with the characteristics of the material which takes into account the diversity of students, including students with special needs by utilizing the results of previous research 2 X 50' / 3.18 ECTS</p>	<p>Learning Form: Virtual face-to-face lecture via vlearning and zoom</p> <p>Learning method: Discussion &amp; questions and answers about learning design, implementation and evaluation materials in accordance with the characteristics of the material which takes into account the diversity of students, including students with special needs by utilizing the results of previous research 2 50' / 3.18 ECTS</p>	<p><b>Material:</b> Design, implementation, evaluation of learning in accordance with the characteristics of the material that takes into account the diversity of students.</p> <p><b>Literature:</b> <i>Relevant articles from national or international journals published in the last 10 years.</i></p>	4%
---	--	--	---	---	--	---	----

7	<p>1. Make decisions about designing, implementing, evaluating learning in accordance with the characteristics of the material</p> <p>2. Develop learning tools that take into account the diversity of students, including students with special needs</p> <p>3. Utilizing research results to develop effective learning tools</p>	<p>Students are able to develop learning tools in the form of syllabi, lesson plans and teaching materials</p>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Participation assessment rubric</li> <li>2. Performance assessment rubric</li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning Method: Problem based learning</p> <ul style="list-style-type: none"> <li>• Phase 1: Orientation of students to the problem; The lecturer conveys the problem that will be solved as a group regarding the design, implementation, evaluation of learning in accordance with the characteristics of the material which takes into account the diversity of students. Students observe and understand the problems presented by the lecturer or obtained from recommended reading materials</li> <li>• Phase 2: Organizing students to learn; The lecturer ensures that each member understands their respective assignments. Students discuss and divide assignments to find the data/materials/tools needed to solve the problem</li> <li>• Phase 3: Guiding individual and group investigations; The lecturer monitors student involvement in collecting data/materials during the investigation process. Students conduct investigations (search for data/references/sources) for group discussion materials</li> <li>• Phase 4: Develop and present the results of the work; and the lecturer monitors the discussion and guides the preparation of reports so that each group's work is ready to be presented. Students hold discussions to produce problem solving solutions and the results are presented/presented in the form of work</li> <li>• Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presentation and encourages groups to give awards and input to other groups. Students. Each group makes a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups 2 X 50' / 3.18 ECTS</li> </ul>	<p>Learning Form: Virtual face-to-face lecture via vlearning and zoom</p> <p>Learning Method: Problem based learning using LMS V-learning: <a href="http://vlearning.unesa.ac.id">http://vlearning.unesa.ac.id</a></p> <ul style="list-style-type: none"> <li>• Phase 1: Orientation of students on problems; The lecturer conveys the problem that will be solved as a group regarding the design, implementation, evaluation of learning in accordance with the characteristics of the material which takes into account the diversity of students. Students observe and understand the problems presented by the lecturer or obtained from recommended reading materials</li> <li>• Phase 2: Organizing students to learn; The lecturer ensures that each member understands their respective assignments. Students discuss and divide assignments to find the data/materials/tools needed to solve the problem</li> <li>• Phase 3: Guiding individual and group investigations; The lecturer monitors student involvement in collecting data/materials during the investigation process. Students conduct investigations (search for data/references/sources) for group discussion materials</li> <li>• Phase 4: Develop and present the results of the work; and the lecturer monitors the discussion and guides the preparation of reports so that each group's work is ready to be presented. Students hold discussions to produce problem solving solutions and the results are presented/presented in the form of work</li> <li>• Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presentation and encourages groups to give awards and input to other groups. Students. Each group makes a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups 2 X 50' / 3.18 ECTS</li> </ul>	<p><b>Material:</b> Design, implementation, evaluation of learning in accordance with the characteristics of the material that takes into account the diversity of students.</p> <p><b>Literature:</b> <i>Relevant articles from national or international journals published in the last 10 years.</i></p>	5%
---	--	--	---	--	--	---	----

8	<p>1. Make decisions about designing, implementing, evaluating learning in accordance with the characteristics of the material</p> <p>2. Develop learning tools that take into account the diversity of students, including students with special needs</p> <p>3. Utilizing research results to develop effective learning tools</p>	<p>Students are able to develop learning tools in the form of syllabi, lesson plans and teaching materials</p>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Participation assessment rubric</li> <li>2. Performance assessment rubric</li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning Method: Problem based learning</p> <ul style="list-style-type: none"> <li>• Phase 1: Orientation of students to the problem; The lecturer conveys the problem that will be solved as a group regarding the design, implementation, evaluation of learning in accordance with the characteristics of the material which takes into account the diversity of students. Students observe and understand the problems presented by the lecturer or obtained from recommended reading materials</li> <li>• Phase 2: Organizing students to learn; The lecturer ensures that each member understands their respective assignments. Students discuss and divide assignments to find the data/materials/tools needed to solve the problem</li> <li>• Phase 3: Guiding individual and group investigations; The lecturer monitors student involvement in collecting data/materials during the investigation process. Students conduct investigations (search for data/references/sources) for group discussion materials</li> <li>• Phase 4: Develop and present the results of the work; and the lecturer monitors the discussion and guides the preparation of reports so that each group's work is ready to be presented. Students hold discussions to produce problem solving solutions and the results are presented/presented in the form of work</li> <li>• Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presentation and encourages groups to give awards and input to other groups. Students. Each group makes a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups 2 X 50' / 3.18 ECTS</li> </ul>	<p>Learning Form: Virtual face-to-face lecture via vlearning and zoom</p> <p>Learning Method: Problem based learning using LMS V-learning: <a href="http://vlearning.unesa.ac.id">http://vlearning.unesa.ac.id</a></p> <ul style="list-style-type: none"> <li>• Phase 1: Orientation of students on problems; The lecturer conveys the problem that will be solved as a group regarding the design, implementation, evaluation of learning in accordance with the characteristics of the material which takes into account the diversity of students. Students observe and understand the problems presented by the lecturer or obtained from recommended reading materials</li> <li>• Phase 2: Organizing students to learn; The lecturer ensures that each member understands their respective assignments. Students discuss and divide assignments to find the data/materials/tools needed to solve the problem</li> <li>• Phase 3: Guiding individual and group investigations; The lecturer monitors student involvement in collecting data/materials during the investigation process. Students conduct investigations (search for data/references/sources) for group discussion materials</li> <li>• Phase 4: Develop and present the results of the work; and the lecturer monitors the discussion and guides the preparation of reports so that each group's work is ready to be presented. Students hold discussions to produce problem solving solutions and the results are presented/presented in the form of work</li> <li>• Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presentation and encourages groups to give awards and input to other groups. Students. Each group makes a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups 2 X 50' / 3.18 ECTS</li> </ul>	<p><b>Material:</b> Design, implementation, evaluation of learning in accordance with the characteristics of the material that takes into account the diversity of students.</p> <p><b>Literature:</b> <i>Relevant articles from national or international journals published in the last 10 years.</i></p>	5%
9		<p>Students master the material for meetings 1-7</p>	<p><b>Criteria:</b> UTS assessment criteria rubric</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	2 X 50' / 3.18 ECTS	2 X 50' / 3.18 ECTS	<p><b>Material:</b> remedial uts</p> <p><b>Library:</b> <i>Nurkolis. 2003. School-Based Management: Theory, Models, and Applications. Jakarta: Grasindo</i></p>	15%

10	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics (4)	- Carry out learning based on the tools developed - Identify the advantages and disadvantages of learning tools that have been tried - Develop plans to improve learning tools	<b>Criteria:</b> 1.Performance assessment rubric 2.Participation assessment rubric 3.Performance assessment rubric  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Micro teaching and simulation 2 X 50' / 3.18 ECTS	Micro teaching and online simulation 2 X 50' / 3.18 ECTS	<b>Material:</b> Developed tools - Identifying the advantages and disadvantages of learning tools that have been tried - Developing a plan to improve learning tools <b>References:</b> <i>Relevant articles from national or international journals published in the last 10 years.</i>	5%
11	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics (4)	- Carry out learning based on the tools developed - Identify the advantages and disadvantages of learning tools that have been tried - Develop plans to improve learning tools	<b>Criteria:</b> 1.Performance assessment rubric 2.Participation assessment rubric 3.Performance assessment rubric  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Micro teaching and simulation 2 X 50' / 3.18 ECTS	Micro teaching and online simulation 2 X 50' / 3.18 ECTS	<b>Material:</b> Developed tools - Identifying the advantages and disadvantages of learning tools that have been tried - Developing a plan to improve learning tools <b>References:</b> <i>Relevant articles from national or international journals published in the last 10 years.</i>	8%
12	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics (4)	- Carry out learning based on the tools developed - Identify the advantages and disadvantages of learning tools that have been tried - Develop plans to improve learning tools	<b>Criteria:</b> 1.Performance assessment rubric 2.Participation assessment rubric 3.Performance assessment rubric  <b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Micro teaching and simulation 2 X 50' / 3.18 ECTS	Micro teaching and online simulation 2 X 50' / 3.18 ECTS	<b>Material:</b> Developed tools - Identifying the advantages and disadvantages of learning tools that have been tried - Developing a plan to improve learning tools <b>References:</b> <i>Relevant articles from national or international journals published in the last 10 years.</i>	5%
13	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics (4)	- Carry out learning based on the tools developed - Identify the advantages and disadvantages of learning tools that have been tried - Develop plans to improve learning tools	<b>Criteria:</b> 1.Performance assessment rubric 2.Participation assessment rubric 3.Performance assessment rubric  <b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Micro teaching and simulation 2 X 50' / 3.18 ECTS	Micro teaching and online simulation 2 X 50' / 3.18 ECTS	<b>Material:</b> Developed tools - Identifying the advantages and disadvantages of learning tools that have been tried - Developing a plan to improve learning tools <b>References:</b> <i>Relevant articles from national or international journals published in the last 10 years.</i>	5%
14	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics (4)	- Carry out learning based on the tools developed - Identify the advantages and disadvantages of learning tools that have been tried - Develop plans to improve learning tools	<b>Criteria:</b> 1.Performance assessment rubric 2.Participation assessment rubric 3.Performance assessment rubric  <b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Micro teaching and simulation 2 X 50' / 3.18 ECTS	Micro teaching and online simulation 2 X 50' / 3.18 ECTS	<b>Material:</b> Developed tools - Identifying the advantages and disadvantages of learning tools that have been tried - Developing a plan to improve learning tools <b>References:</b> <i>Relevant articles from national or international journals published in the last 10 years.</i>	5%

15	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics	1.- Students are able to carry out learning based on the tools developed 2.- Students are able to identify the advantages and disadvantages of learning devices that have been tried. - Develop a plan to improve learning devices	<b>Criteria:</b> 1.Performance assessment rubric 2.Participation assessment rubric 3.Performance assessment rubric  <b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Micro teaching and simulation 2 X 50' / 3.18 ECTS	Micro teaching and online simulation 2 X 50' / 3.18 ECTS	<b>Material:</b> Developed tools - Identifying the advantages and disadvantages of learning tools that have been tried - Developing a plan to improve learning tools <b>References:</b> <i>Relevant articles from national or international journals published in the last 10 years.</i>	5%
16	Have a responsible attitude by applying learning that is relevant to competency	Students master the material from meetings 1-15	<b>Criteria:</b> UAS assessment criteria rubric  <b>Form of Assessment :</b> Participatory Activities	2 X 50' / 3.18 ECTS	2 X 50' / 3.18 ECTS	<b>Material:</b> UAS Assessment <b>Reader:</b> <i>Nurkolis. 2003. School-Based Management: Theory, Models, and Applications. Jakarta: Grasindo</i>	15%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	34.17%
2.	Project Results Assessment / Product Assessment	53.17%
3.	Practice / Performance	12.67%
		100%

#### Notes

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.