



**Universitas Negeri Surabaya**  
**Faculty of Economics and Business,**  
**Master of Economics Education 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>																																																																																																				
Entrepreneurship Studies	8710303103		T=3 P=0 ECTS=6.72	2	May 11, 2023																																																																																																				
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>																																																																																																				
	Dr. Siti Sri Wulandari, S.Pd., M.Pd.		Dr. Susanti, S.Pd., M.Si.		Dwi Yuli Rakhmawati, S.Si., M.Si., Ph.D.																																																																																																				
<b>Learning model</b>	<b>Project Based Learning</b>																																																																																																								
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																																																																								
	<b>PLO-7</b>	Able to analyze problems and make appropriate decisions in the context of solving problems in the field of economic education based on the results of information and data analysis, as well as compiling scientific descriptions of the results of the study in the form of scientific written publications.																																																																																																							
	<b>PLO-12</b>	Faithful to God Almighty and able to uphold human values in carrying out duties based on religion, morals and ethics																																																																																																							
	<b>PLO-18</b>	Able to be responsible for the achievement of group work results and supervise and evaluate the completion of work assigned to workers under his/her responsibility																																																																																																							
	<b>Program Objectives (PO)</b>																																																																																																								
	<b>PO - 1</b>	Able to utilize ICT to create an entrepreneurial and creative economy business plan																																																																																																							
	<b>PO - 2</b>	Mastering the concept of cooperation between different economic fields as a basis for analyzing economic problems in everyday life.																																																																																																							
	<b>PO - 3</b>	Critical thinking and analysis in making economic decisions based on financial aspect analysis																																																																																																							
	<b>PO - 4</b>	Responsible for self-learning and coursework																																																																																																							
	<b>PLO-PO Matrix</b>																																																																																																								
		<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th>P.O</th> <th>PLO-7</th> <th>PLO-12</th> <th colspan="2">PLO-18</th> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-4</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>				P.O	PLO-7	PLO-12	PLO-18		PO-1					PO-2					PO-3					PO-4																																																																															
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																																									
	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <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> <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> </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																
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<b>Short Course Description</b>	Discussion of basic concepts of economic theory includes economic problems, economic activities, economic actors, demand and supply, price formation mechanisms, elasticity, government pricing policies, and market structure. Lectures include discussions, case study analysis, presentations and projects.																																																																																																								
<b>References</b>	<b>Main :</b>																																																																																																								
	<ol style="list-style-type: none"> <li>1. Case, Karl E. &amp; Fair Ray C. 2007. Prinsip-prinsip Ekonomi Mikro : Edisi Ketujuh. Jakarta: PT Indeks kelompok Gramedia</li> <li>2. Frank, Robert H. 2008. Microeconomics and Behavior:7th edition. New York: The McGraw-Hill Companies, Inc</li> <li>3. Mankiw, M. Gregory. 2004. Pengantar Ekonomi Mikro. Edisi 3</li> <li>4. Nicholson, Walter. 2002. Mikroekonomi Intermediate dan Aplikasinya. Jakarta: Erlangga</li> <li>5. Pindyck Robert S. &amp; Rubinfeld Daniel L. 2008. Mikroekonomi : Edisi keenam, Jilid 1 dan 2. Jakarta: PT Indeks kelompok Ricard G</li> </ol>																																																																																																								
	<b>Supporters:</b>																																																																																																								

1. Subroto W.T., Harti, Hakim L. 2019. Pelatihan Pembayaran Berbasis Kewirausahaan pada Guru SMA dan SMK Kabupaten Magetan (PKM Pascasarjana Unesa Dana PNBP 2019)
2. Susanti. 2021. Analisis Faktor-faktor yang Mempengaruhi Perilaku Berwirausaha di Masa Pandemi Covid 19 (Penelitian Dasar FEB Unesa Dana PNBP 2021)
3. Harti. 2019. Mentoring Kewirausahaan sebagai Variabel Moderasi Program Mahasiswa Wirausaha untuk Menumbuhkan Intensi Berwirausaha pada Mahasiswa Peserta Student Corner Entrepreneurship Fakultas Ekonomi Universitas Negeri Surabaya (Penelitian Dana UKT FE 2019)
4. Wulandari S.S. 2019. Model Pemberdayaan Petani Spinifex Litoreus (Rumput Laut) untuk Meningkatkan Ekonomi Keluarga Berbasis Inovasi Kewirausahaan Kabupaten Sidoarjo (Penelitian Kompetitif Dana PNBP Unesa 2019)
5. Wulandari S.S. 2020. Formulasi Nutridrink Berbasis Tanaman Toga untuk Meningkatkan Imunitas Tubuh Melawan Covid 19 (Penelitian Penugasan Kebijakan Strategis Universitas Dana PNBP 2020)

**Supporting lecturer**  
 Prof. Dr. Susanti, S.Pd., M.Si.  
 Dr. Siti Sri Wulandari, S.Pd., 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	Able to understand the objectives of entrepreneurship and creative economy courses	1.Explain the basic concepts of entrepreneurship 2.Explain the basic concepts of the creative economy 3.Explain the characteristics of entrepreneurs	<b>Criteria:</b> non-test: Able to understand the objectives of entrepreneurship and creative economy courses  <b>Forms of Assessment :</b> Participatory Activities, Portfolio Assessment, Practical / Performance, Tests	Reading assignments and lectures, Reading macroeconomic theory books about the position of microeconomics, Carrying out discussions about the scope of microeconomic studies from the various illustrative examples presented, Reading microeconomic theory books about the assumptions contained in macroeconomic theory, Reading microeconomic theory books about microeconomic theory analysis tools, Conduct a discussion about the differences between positive economics and normative economics in microeconomics 150 minutes	Reading assignments and lectures, Reading macroeconomic theory books about the position of microeconomics, Carrying out discussions about the scope of microeconomic studies from the various illustrative examples presented, Reading microeconomic theory books about the assumptions contained in macroeconomic theory, Reading microeconomic theory books about the differences between positive economics and normative economics in microeconomics 150 minutes	<b>Material:</b> Able to understand the objectives of entrepreneurship and creative economy courses <b>Reader:</b> Harti. 2019. <i>Entrepreneurship Mentoring as a Moderating Variable for Entrepreneurial Student Programs to Foster Entrepreneurial Intentions in Students Participating in Student Corner Entrepreneurship, Faculty of Economics, State University of Surabaya (UKT FE Fund Research 2019)</i>	3%

2	Able to understand the objectives of entrepreneurship and creative economy courses	<ol style="list-style-type: none"> <li>1.Explain the basic concepts of entrepreneurship</li> <li>2.Explain the basic concepts of the creative economy</li> <li>3.Explain the characteristics of entrepreneurs</li> </ol>	<p><b>Criteria:</b> non-test: Able to understand the objectives of entrepreneurship and creative economy courses</p> <p><b>Forms of Assessment :</b> Participatory Activities, Portfolio Assessment, Practical / Performance, Tests</p>	Reading assignments and lectures, Reading macroeconomic theory books about the position of microeconomics, Carrying out discussions about the scope of microeconomic studies from the various illustrative examples presented, Reading microeconomic theory books about the assumptions contained in macroeconomic theory, Reading microeconomic theory books about microeconomic analysis tools, Conduct a discussion about the differences between positive economics and normative economics in microeconomics 150 minutes	Reading assignments and lectures, Reading macroeconomic theory books about the position of microeconomics, Carrying out discussions about the scope of microeconomic studies from the various illustrative examples presented, Reading microeconomic theory books about the assumptions contained in macroeconomic theory, Reading microeconomic theory books about microeconomic analysis tools, Conduct a discussion about the differences between positive economics and normative economics in microeconomics 150 minutes	<p><b>Material:</b> Able to understand the objectives of entrepreneurship and creative economy courses</p> <p><b>Reader:</b> Harti. 2019. <i>Entrepreneurship Mentoring as a Moderating Variable for Entrepreneurial Student Programs to Foster Entrepreneurial Intentions in Students Participating in Student Corner Entrepreneurship</i>, Faculty of Economics, State University of Surabaya (UKT FE Fund Research 2019)</p>	3%
3	Able to understand the objectives of the general overview of the Business Plan and Innovation	<ol style="list-style-type: none"> <li>1.Analyzing Business Plans</li> <li>2.Analyzing business innovation capabilities</li> </ol>	<p><b>Criteria:</b> non test: Able to understand the objectives of the general description of the Business Plan and Innovation</p> <p><b>Forms of Assessment :</b> Participatory Activities, Portfolio Assessment, Practical Assessment, Practical / Performance, Tests</p>	Reading and discussion assignments, Conducting a discussion about scarcity from the various case examples presented, Reading a book on microeconomic theory about opportunity costs, Carrying out a discussion about the production possibilities curve, Conducting a discussion about three classical and modern economic problems. 150 minutes	Reading and discussion assignments, Conducting a discussion about scarcity from the various case examples presented, Reading a book on microeconomic theory about opportunity costs, Carrying out a discussion about the production possibilities curve, Conducting a discussion about three classical and modern economic problems. 150 minutes	<p><b>Material:</b> Able to understand the objectives of the general description of the Business Plan and Innovation</p> <p><b>Library:</b> Harti. 2019. <i>Entrepreneurship Mentoring as a Moderating Variable for Entrepreneurial Student Programs to Foster Entrepreneurial Intentions in Students Participating in Student Corner Entrepreneurship</i>, Faculty of Economics, State University of Surabaya (UKT FE Fund Research 2019)</p>	3%

4	Able to understand the objectives of the general overview of the Business Plan and Innovation	<ol style="list-style-type: none"> <li>1.Analyzing Business Plans</li> <li>2.Analyzing business innovation capabilities</li> </ol>	<p><b>Criteria:</b> non test: Able to understand the objectives of the general description of the Business Plan and Innovation</p> <p><b>Forms of Assessment :</b> Participatory Activities, Portfolio Assessment, Practical Assessment, Practical / Performance, Tests</p>	Reading and discussion assignments, Conducting a discussion about scarcity from the various case examples presented, Reading a book on microeconomic theory about opportunity costs, Carrying out a discussion about the production possibilities curve, Conducting a discussion about three classical and modern economic problems. 150 minutes	Reading and discussion assignments, Conducting a discussion about scarcity from the various case examples presented, Reading a book on microeconomic theory about opportunity costs, Carrying out a discussion about the production possibilities curve, Conducting a discussion about three classical and modern economic problems. 150 minutes	<p><b>Material:</b> Able to understand the objectives of the general description of the Business Plan and Innovation <b>Library:</b> Harti. 2019. <i>Entrepreneurship Mentoring as a Moderating Variable for Entrepreneurial Student Programs to Foster Entrepreneurial Intentions in Students Participating in Student Corner Entrepreneurship</i>, Faculty of Economics, State University of Surabaya (UKT FE Fund Research 2019)</p>	3%
5	Able to understand general aspects of the market	<ol style="list-style-type: none"> <li>1.Analyze market aspects</li> <li>2.Analyze market behavior</li> <li>3.Analyze market trends</li> </ol>	<p><b>Criteria:</b> non test: Able to understand general aspects of the market</p> <p><b>Forms of Assessment :</b> Participatory Activities, Portfolio Assessment, Practical Assessment</p>	Lectures, questions and answers and discussions, Reading microeconomic theory books about production, consumption and distribution activities, Carrying out discussions about the role of actors in economic activities from the cases presented, Reading microeconomic theory books about circular flow and drawing circular flows. 150 minutes	Lectures, questions and answers and discussions, Reading microeconomic theory books about production, consumption and distribution activities, Carrying out discussions about the role of actors in economic activities from the cases presented, Reading microeconomic theory books about circular flow and drawing circular flows. 150 minutes	<p><b>Material:</b> Able to understand general aspects of the market. <b>Reference:</b> <i>Nicholson, Walter. 2002. Intermediate Microeconomics and Its Applications. Jakarta: Erlangga</i></p>	3%
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8	UTS	UTS	<p><b>Criteria:</b> UTS</p> <p><b>Form of Assessment :</b> Test</p>	Midterm 150 minutes	Midterm 150 minutes	<p><b>Material:</b> -</p> <p><b>Library:</b></p>	20%
9	General understanding of the operational aspects of entrepreneurship	<ol style="list-style-type: none"> <li>1. Describes the request</li> <li>2. Explain the law of demand</li> <li>3. Explain the factors that influence demand</li> <li>4. Create a request table</li> <li>5. Create a demand curve</li> <li>6. Calculating the demand function</li> </ol>	<p><b>Criteria:</b> non test: General understanding of the operational aspects of entrepreneurship</p> <p><b>Forms of Assessment :</b> Participatory Activities, Practical Assessment, Practical / Performance</p>	PBL Doing worksheets, discussing problem solving, Group presentations 150 minutes	PBL Doing worksheets, discussing problem solving, Group presentations 150 minutes	<p><b>Material:</b> General understanding of the operational aspects of entrepreneurship.</p> <p><b>Reference:</b> <i>Harti. 2019. Entrepreneurship Mentoring as a Moderating Variable for Entrepreneurial Student Programs to Foster Entrepreneurial Intentions in Students Participating in Student Corner Entrepreneurship, Faculty of Economics, State University of Surabaya (UKT FE Fund Research 2019)</i></p>	3%
10	General understanding of the operational aspects of entrepreneurship	<ol style="list-style-type: none"> <li>1. Describes the request</li> <li>2. Explain the law of demand</li> <li>3. Explain the factors that influence demand</li> <li>4. Create a request table</li> <li>5. Create a demand curve</li> <li>6. Calculating the demand function</li> </ol>	<p><b>Criteria:</b> non test: General understanding of the operational aspects of entrepreneurship</p> <p><b>Forms of Assessment :</b> Participatory Activities, Practical Assessment, Practical / Performance</p>	PBL Doing worksheets, discussing problem solving, Group presentations 150 minutes	PBL Doing worksheets, discussing problem solving, Group presentations 150 minutes	<p><b>Material:</b> General understanding of the operational aspects of entrepreneurship.</p> <p><b>Reference:</b> <i>Harti. 2019. Entrepreneurship Mentoring as a Moderating Variable for Entrepreneurial Student Programs to Foster Entrepreneurial Intentions in Students Participating in Student Corner Entrepreneurship, Faculty of Economics, State University of Surabaya (UKT FE Fund Research 2019)</i></p>	3%

11	Able to observe businesses that have proven successful	Analyze the results of observations of businesses that have proven successful	<p><b>Criteria:</b> non-test: Able to observe businesses that have proven successful</p> <p><b>Form of Assessment :</b> Portfolio Assessment, Practice / Performance</p>	project based learning. Field observations, processing field data, compiling reports, presenting reports 150 minutes	project based learning. Field observations, processing field data, compiling reports, presenting reports 150 minutes	<p><b>Material:</b> Able to observe businesses that have proven successful.</p> <p><b>Reference:</b> <i>Wulandari SS 2019. Spinifex Liitoreus (Seaweed) Farmer Empowerment Model to Improve the Family Economy Based on Entrepreneurial Innovation in Sidoarjo Regency (Competitive Research on Unesa PNBPFunds 2019)</i></p>	7%
12	Able to observe businesses that have proven successful	Analyze the results of observations of businesses that have proven successful	<p><b>Criteria:</b> non-test: Able to observe businesses that have proven successful</p> <p><b>Form of Assessment :</b> Portfolio Assessment, Practice / Performance</p>	project based learning. Field observations, processing field data, compiling reports, presenting reports 150 minutes	project based learning. Field observations, processing field data, compiling reports, presenting reports 150 minutes	<p><b>Material:</b> Able to observe businesses that have proven successful.</p> <p><b>Reference:</b> <i>Wulandari SS 2019. Spinifex Liitoreus (Seaweed) Farmer Empowerment Model to Improve the Family Economy Based on Entrepreneurial Innovation in Sidoarjo Regency (Competitive Research on Unesa PNBPFunds 2019)</i></p>	7%
13	Able to observe businesses that have proven successful	Analyze the results of observations of businesses that have proven successful	<p><b>Criteria:</b> non-test: Able to observe businesses that have proven successful</p> <p><b>Form of Assessment :</b> Portfolio Assessment, Practice / Performance</p>	project based learning. Field observations, processing field data, compiling reports, presenting reports 150 minutes	project based learning. Field observations, processing field data, compiling reports, presenting reports 150 minutes	<p><b>Material:</b> Able to observe businesses that have proven successful.</p> <p><b>Reference:</b> <i>Wulandari SS 2019. Spinifex Liitoreus (Seaweed) Farmer Empowerment Model to Improve the Family Economy Based on Entrepreneurial Innovation in Sidoarjo Regency (Competitive Research on Unesa PNBPFunds 2019)</i></p>	3%
14	Able to observe businesses that have proven successful	Analyze the results of observations of businesses that have proven successful	<p><b>Criteria:</b> non-test: Able to observe businesses that have proven successful</p> <p><b>Form of Assessment :</b> Portfolio Assessment, Practice / Performance</p>	project based learning. Field observations, processing field data, compiling reports, presenting reports 150 minutes	project based learning. Field observations, processing field data, compiling reports, presenting reports 150 minutes	<p><b>Material:</b> Able to observe businesses that have proven successful.</p> <p><b>Reference:</b> <i>Wulandari SS 2019. Spinifex Liitoreus (Seaweed) Farmer Empowerment Model to Improve the Family Economy Based on Entrepreneurial Innovation in Sidoarjo Regency (Competitive Research on Unesa PNBPFunds 2019)</i></p>	3%

15	Able to observe businesses that have proven successful	Analyze the results of observations of businesses that have proven successful	<b>Criteria:</b> non-test: Able to observe businesses that have proven successful  <b>Form of Assessment :</b> Portfolio Assessment, Practice / Performance	project based learning. Field observations, processing field data, compiling reports, presenting reports 150 minutes	project based learning. Field observations, processing field data, compiling reports, presenting reports 150 minutes	<b>Material:</b> Able to observe businesses that have proven successful. <b>Reference:</b> <i>Wulandari SS 2019. Spinifex Liitoreus (Seaweed) Farmer Empowerment Model to Improve the Family Economy Based on Entrepreneurial Innovation in Sidoarjo Regency (Competitive Research on Unesa PNBPFunds 2019)</i>	3%
16	UAS	UAS	<b>Criteria:</b> UAS  <b>Form of Assessment :</b> Test	UAS 150 minutes	UAS 150 minutes	<b>Material:</b> - <b>Library:</b>	30%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	7.7%
2.	Portfolio Assessment	17.2%
3.	Practical Assessment	6.2%
4.	Practice / Performance	16.2%
5.	Test	52.7%
		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.