



**Universitas Negeri Surabaya**  
**Faculty of Social and Legal Sciences,**  
**Pancasila and Citizenship Education 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>																																																																																																								
Basic Concepts of Civics	8720502075	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	1	July 17, 2024																																																																																																								
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>																																																																																																								
	Dr. Rr. Nanik Setyowati, M.Si.		Listyaningsih, S.Pd., M.Pd.		Maya Mustika Kartika Sari, S.Sos., M.I.P.																																																																																																								
<b>Learning model</b>	<b>Case Studies</b>																																																																																																												
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>																																																																																																												
	<b>PLO-7</b>	Able to plan, implement, evaluate and develop PPKn learning using creatively relevant approaches by utilizing various science and technology-based learning resources, which are in accordance with the changing needs of the country and society.																																																																																																											
	<b>PLO-11</b>	Able to master the basic and theoretical concepts of citizenship, politics, law, social, humanities, state and nation as well as Pancasila values, morals and culture.																																																																																																											
	<b>Program Objectives (PO)</b>																																																																																																												
	<b>PO - 1</b>	Utilizing science and technology to explore information and learning resources related to the basic concepts of Citizenship Education																																																																																																											
	<b>PO - 2</b>	Mastering knowledge about the basic concepts of Citizenship Education and the role of citizens in various aspects of social, national and state life																																																																																																											
	<b>PO - 3</b>	Able to make appropriate decisions in dealing with problems in social, national and state life																																																																																																											
	<b>PO - 4</b>	Have a responsible attitude as a good citizen which is reflected in attitudes and behavior in social, national and state life																																																																																																											
	<b>PLO-PO Matrix</b>																																																																																																												
		<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>P.O</th> <th>PLO-7</th> <th>PLO-11</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> <td></td> </tr> <tr> <td>PO-4</td> <td></td> <td></td> </tr> </tbody> </table>				P.O	PLO-7	PLO-11	PO-1			PO-2			PO-3			PO-4																																																																																											
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<b>Short Course Description</b>	The Basic Concepts of Citizenship Education (Ilmu Kewarganegaraan/IKN) course discusses the concepts, theories and qualifications of citizens, understands the history of the development of Civics and examines the role of citizens in various aspects of life (Politics, economics, law, socio-culture and defense and security), so that it can develop citizens who are intelligent, democratic, responsible and participatory in social life. The assessment is carried out through concept presentation, discussion, case studies, and assignments both individually and in groups.																																																																																																												
<b>References</b>	<b>Main :</b>																																																																																																												
	<ol style="list-style-type: none"> <li>1. Wahab, Azis, Abdul dan Sapriya. 2011. Teori dan Landasan Pendidikan Kewarganegaraan . Bandung : Alfabeta</li> <li>2. Cholisin. 2013. Ilmu Kewarganegaraan (Civics) . Yogyakarta: Penerbit Ombak</li> <li>3. Cogan, John J. 1998. Citizenship for the 21st Century: An International Perspective on Education. Logan: Cogan Page</li> <li>4. Nurmulina Komala dan Syaifulloh. 2008. Memahami Pendidikan Kewarganegaraan . Bandung: Laboratorium PKn UPI</li> <li>5. Listyaningsih dan Suwanda, I Made. 2016. Konsep Dasar Pendidikan Kewarganegaraan. Surabaya: Unesa University Press</li> </ol>																																																																																																												
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<b>Supporting lecturer</b>	Dr. Hj. Raden Roro Nanik Setyowati, M.Si. Listyaningsih, 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	Analyzing the Basic Concepts of IKN	1.Explain the meaning of IKN-PKN 2. Identifying the Goals of IKN 3. Identifying the scope of IKN	<b>Criteria:</b> Assessment is based on reports made by students which include the completeness of the content and the various sources used  <b>Form of Assessment :</b> Participatory Activities	Pulpit lecture Brainstorming Questions and answers 2 X 50	Lectures, questions and answers	<b>Material:</b> Basic Concepts of IKN and Civics <b>Library:</b> <i>Listyaningsih and Suwanda, I Made. 2016. Basic Concepts of Citizenship Education. Surabaya: Unesa University Press</i>  <b>Material:</b> Definition, objectives and scope of IKN-PKN <b>Reader:</b> <i>Wahab, Azis, Abdul and Sapriya. 2011. Theory and Foundations of Citizenship Education. Bandung: Alfabeta</i>	2%
2	Analyzing the History of the Development of Civics / Citizenship Science (IKN) and Citizenship Education	1. Analyzing the Development of IKN and Civics in the United States 2. Analyzing the Brief Development of Civics and Civics in Indonesia	<b>Criteria:</b> Grading is based on a rubric  <b>Form of Assessment :</b> Participatory Activities, Tests	Questions and answers Discussion Cooperative learning 2 X 50	Lectures, questions and answers, discussions 2 x 50	<b>Material:</b> History of the development of IKN and Civics <b>Library:</b> <i>Cholisin. 2013. Citizenship Science (Civics). Yogyakarta: Ombak Publishers</i>  <b>Material:</b> History of the development of IKN and PKn <b>Library:</b> <i>Listyaningsih and Suwanda, I Made. 2016. Basic Concepts of Citizenship Education. Surabaya: Unesa University Press</i>  <b>Material:</b> History of the development of IKN and PKn <b>Reader:</b> <i>Wahab, Azis, Abdul and Sapriya. 2011. Theory and Foundations of Citizenship Education. Bandung: Alfabeta</i>	2%

3	Analyze the notions of citizen, population and people, as well as the relationship between the three in the citizenship constellation	<ol style="list-style-type: none"> <li>1.Explain the nature of citizens and residents</li> <li>2.Explain how to obtain citizenship</li> <li>3.explain the causes of loss of citizenship of the Republic of Indonesia</li> </ol>	<b>Criteria:</b> Scoring guidelines  <b>Form of Assessment :</b> Participatory Activities	Cooperative learning discussion answers 4 X 50		<b>Material:</b> Development of IKn and Civics in Indonesia <b>Reference:</b> <i>Cholisin. 2013. Citizenship Science (Civics). Yogyakarta: Ombak Publishers</i> <hr/> <b>Material:</b> Development of Civics in Indonesia <b>Reference:</b> <i>Wahab, Azis, Abdul and Sapriya. 2011. Theory and Foundations of Citizenship Education. Bandung: Alfabeta</i>	2%
4	Analyze the notions of citizen, population and people, as well as the relationship between the three in the citizenship constellation	<ol style="list-style-type: none"> <li>1.Explain the nature of citizens and residents</li> <li>2.Explain how to obtain citizenship</li> <li>3.explain the causes of loss of citizenship of the Republic of Indonesia</li> </ol>	<b>Criteria:</b> Scoring guidelines  <b>Form of Assessment :</b> Participatory Activities	Cooperative learning discussion answers 2 X 50	Discussion and questions and answers 2 x 40	<b>Material:</b> The essence of citizens and residents <b>Reader:</b> <i>Cholisin. 2013. Citizenship Science (Civics). Yogyakarta: Ombak Publishers</i> <hr/> <b>Material:</b> Indonesian Citizenship <b>Reference:</b> <i>Listyaningsih and Suwanda, I Made. 2016. Basic Concepts of Citizenship Education. Surabaya: Unesa University Press</i>	2%
5	Identifying the Rights and Obligations of Citizens	<ol style="list-style-type: none"> <li>1. Identify the rights and obligations of citizens in the 1945 Constitution</li> <li>2. Analyze the implementation of citizens' rights and obligations in the 1945 Constitution</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1. Observation Sheet for Discussion and Presentation Activities</li> <li>2. No</li> <li>3. Indicator</li> <li>4. Score</li> <li>5. 3</li> <li>6. 2</li> <li>7. 1</li> <li>8. 1</li> <li>9. Clarity of opinion</li> <li>10. Ideas are stated clearly</li> <li>11. The ideas expressed are less clear</li> <li>12. Ideas are not stated clearly</li> <li>13. 2</li> <li>14. Argumentation ability</li> <li>15. The reasons to support his opinion are stated clearly, logically, supported by data/examples</li> <li>16. The reasons to support his opinion are stated in a unclear and logical manner, without data/examples</li> <li>17. The reasons to support his opinion are presented unclearly and logically, and</li> </ol>	Collaborative learning Discussion Questions and answers 4 X 50		<b>Material:</b> Rights and obligations of citizens in the 1945 Constitution <b>Reference:</b> <i>Listyaningsih and Suwanda, I Made. 2016. Basic Concepts of Citizenship Education. Surabaya: Unesa University Press</i>	2%

			<p>without data/examples</p> <p>18.3</p> <p>19.Ability to ask questions</p> <p>20.Questions are stated clearly and in accordance with the discussion material</p> <p>21.The question is stated unclearly</p> <p>22.Questions are asked unclearly</p> <p>23.4</p> <p>24.Ability to respond to other people's opinions</p> <p>25.Responses to other people's opinions are stated clearly, according to the flow of the conversation, supported by data/examples</p> <p>26.Responses to other people's opinions are expressed unclearly, not in accordance with the flow of the conversation, without data/examples</p> <p>27.Responses to other people's opinions are stated unclearly, do not fit the flow of the conversation, and are not supported by data</p> <p>28.5</p> <p>29.Ability to respect other people's opinions</p> <p>30.Listen attentively to friends who are having an opinion</p> <p>31.Not listening attentively to friends who are having an opinion</p> <p>32.Don't pay attention to friends who are having an opinion</p> <p><b>Form of Assessment :</b> <b>Participatory Activities</b></p>				
6	Identifying the Rights and Obligations of Citizens	<p>1. Identify the rights and obligations of citizens in the 1945 Constitution</p> <p>2. Analyze the implementation of citizens' rights and obligations in the 1945 Constitution</p>	<p><b>Criteria:</b></p> <p>1. Observation Sheet for Discussion and Presentation Activities</p> <p>2. No</p> <p>3. Indicator</p> <p>4. Score</p> <p>5.3</p> <p>6.2</p> <p>7.1</p> <p>8.1</p> <p>9. Clarity of opinion</p> <p>10. Ideas are stated clearly</p> <p>11. The ideas expressed are less clear</p> <p>12. Ideas are not stated clearly</p> <p>13.2</p> <p>14. Argumentation ability</p> <p>15. The reasons to support his opinion are stated clearly, logically, supported by data/examples</p> <p>16. The reasons to support his</p>	Collaborative learning Discussion Questions and answers 4 X 50	collaborative learning, discussion and question and answer	<p><b>Material:</b> Rights and obligations of citizens in the 1945 Constitution</p> <p><b>Reference:</b> <i>Listyaningsih and Suwanda, I Made. 2016. Basic Concepts of Citizenship Education. Surabaya: Unesa University Press</i></p>	2%

opinion are stated in a unclear and logical manner, without data/examples

17.The reasons to support his opinion are presented unclearly and logically, and without data/examples

18.3

19.Ability to ask questions

20.Questions are stated clearly and in accordance with the discussion material

21.The question is stated unclearly

22.Questions are asked unclearly

23.4

24.Ability to respond to other people's opinions

25.Responses to other people's opinions are stated clearly, according to the flow of the conversation, supported by data/examples

26.Responses to other people's opinions are expressed unclearly, not in accordance with the flow of the conversation, without data/examples

27.Responses to other people's opinions are stated unclearly, do not fit the flow of the conversation, and are not supported by data

28.5

29.Ability to respect other people's opinions

30.Listen attentively to friends who are having an opinion

31.Not listening attentively to friends who are having an opinion

32.Don't pay attention to friends who are having an opinion

**Form of Assessment**  
: Participatory Activities

7	Analyzing Citizenship Theory	<ol style="list-style-type: none"> <li>1. Analyze early ideas of citizenship</li> <li>2. Analyze three theories of citizenship</li> </ol>	<p><b>Criteria:</b> Discussion and questions and answers</p> <p><b>Forms of Assessment :</b> Participatory Activities, Portfolio Assessment, Practice / Performance</p>	PBL Discussion Questions and answers 2 X 50		<p><b>Material:</b> Initial ideas of citizenship</p> <p><b>Readers:</b> Wahab, Azis, Abdul and Sapriya. 2011. <i>Theory and Foundations of Citizenship Education</i>. Bandung: Alfabeta</p> <hr/> <p><b>Material:</b> Citizenship theory</p> <p><b>Reader:</b> Wahab, Azis, Abdul and Sapriya. 2011. <i>Theory and Foundations of Citizenship Education</i>. Bandung: Alfabeta</p>	14%
8	Students can understand material about the essence of the basic concepts of Civics, the history of the development of IKN and Civics, Citizenship, the rights and obligations of citizens and citizenship theory	<ol style="list-style-type: none"> <li>1. Explain the meaning of IKN-PKN</li> <li>2. Identifying the Goals of IKN</li> <li>3. Identifying the scope of IKN</li> <li>4. Explain the nature of citizens and residents</li> <li>5. Explain how to obtain citizenship</li> <li>6. Explain the causes of loss of citizenship of the Republic of Indonesia</li> <li>7. Identify the rights and obligations of citizens in the 1945 Constitution</li> <li>8. Analyze the implementation of citizens' rights and obligations in the 1945 Constitution</li> </ol>	<p><b>Criteria:</b> Each question scores 25 if correct</p> <p><b>Form of Assessment :</b> Test</p>	2 X 50		<p><b>Material:</b> The essence of citizens and residents</p> <p><b>Reader:</b> Wahab, Azis, Abdul and Sapriya. 2011. <i>Theory and Foundations of Citizenship Education</i>. Bandung: Alfabeta</p> <hr/> <p><b>Material:</b> Rights and obligations of citizens</p> <p><b>Reference:</b> Listyaningsih and Suwanda, I Made. 2016. <i>Basic Concepts of Citizenship Education</i>. Surabaya: Unesa University Press</p> <hr/> <p><b>Material:</b> History of the development of IKN and Civics</p> <p><b>Library:</b> Cholisin. 2013. <i>Citizenship Science (Civics)</i>. Yogyakarta: Ombak Publishers</p>	20%
9	Students are able to analyze global citizens	<ol style="list-style-type: none"> <li>1. Explain the meaning of globalization</li> <li>2. Identifying the Characteristics of Globalization</li> <li>3. Identifying the Impact of Globalization</li> </ol>	<p><b>Criteria:</b> Discussion observation sheet</p> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	Discussion, question and answer		<p><b>Material:</b> Global Citizen</p> <p><b>Reference:</b> Cogan, John J. 1998. <i>Citizenship for the 21st Century: An International Perspective on Education</i>. Logan: Cogan Page</p>	2%

10	Students are able to analyze global citizens	<ol style="list-style-type: none"> <li>1. Identifying Characteristics of Global Citizens</li> <li>2. Analyzing Contemporary Issues of Global Citizenship</li> <li>3. Analyzing the Role of Citizenship Education in the Era of Globalization</li> </ol>	<p><b>Criteria:</b> Discussion observation sheet</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	discussion, question and answer		<p><b>Material:</b> Globalization <b>Readers:</b> Wahab, Azis, Abdul and Sapriya. 2011. <i>Theory and Foundations of Citizenship Education</i>. Bandung: Alfabeta</p> <hr/> <p><b>Material:</b> characteristics of Global Citizens <b>Reader:</b> Wahab, Azis, Abdul and Sapriya. 2011. <i>Theory and Foundations of Citizenship Education</i>. Bandung: Alfabeta</p>	7%
11	Students are able to analyze the Characteristics of Good Citizens	<ol style="list-style-type: none"> <li>1. Analyzing the characteristics of intelligent citizens</li> <li>2. Analyzing the dimensions of Citizen Intelligence</li> </ol>	<p><b>Criteria:</b> Scoring guidelines</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Discussion, question and answer		<p><b>Material:</b> Characteristics of citizens <b>References:</b> Wahab, Azis, Abdul and Sapriya. 2011. <i>Theory and Foundations of Citizenship Education</i>. Bandung: Alfabeta</p>	5%
12	Students are able to analyze the Characteristics of Good Citizens	<ol style="list-style-type: none"> <li>1. Analyzing Participatory Citizenship</li> <li>2. Analyzing Religious Citizens</li> </ol>	<p><b>Criteria:</b> Scoring guidelines</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Discussion, question and answer		<p><b>Material:</b> Participatory citizens <b>References:</b> Wahab, Azis, Abdul and Sapriya. 2011. <i>Theory and Foundations of Citizenship Education</i>. Bandung: Alfabeta</p>	2%
13	Students are able to analyze the role of citizens in various aspects of national and state life	The Role of Citizens in Various Aspects of National and State Life	<p><b>Criteria:</b> Discussion observation sheet</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Discussion, question and answer		<p><b>Material:</b> The role of citizens <b>Reference:</b> Nurmalina Komala and Syaifulloh. 2008. <i>Understanding Citizenship Education</i>. Bandung: UPI Civics Laboratory</p>	4%
14	Students are able to play the role of citizens in various aspects of national and state life	Understanding the Role of Citizens in Various Aspects of National and State Life	<p><b>Criteria:</b> Discussion observation sheet</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Discussion, question and answer		<p><b>Material:</b> The role of citizens <b>Reference:</b> Nurmalina Komala and Syaifulloh. 2008. <i>Understanding Citizenship Education</i>. Bandung: UPI Civics Laboratory</p>	2%
15	Students are able to play the role of citizens in various aspects of national and state life	<ol style="list-style-type: none"> <li>1.15.1 Shows one case of Citizenship in Various Aspects of National and State Life</li> <li>2.15.2 Provide solutions related to cases presented by students</li> </ol>	<p><b>Criteria:</b> Discussion assessment</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Discussion, question and answer		<p><b>Material:</b> The role of citizens <b>Reference:</b> Samsuri. 2012. <i>Citizen Character Education</i>. Surakarta: Hanif Library</p>	2%

16	Final exams	Analyze the role of citizens in various aspects of life	<b>Criteria:</b> UAS scoring guidelines  <b>Form of Assessment</b> : Test		Objective test	<b>Material:</b> Theory of citizenship <b>Bibliography:</b> Wahab, Azis, Abdul and Sapriya. 2011. <i>Theory and Foundations of Citizenship Education</i> . Bandung: Alfabeta  <b>Material:</b> Rights and obligations of citizens <b>Reference:</b> Listyaningsih and Suwanda, I Made. 2016. <i>Basic Concepts of Citizenship Education</i> . Surabaya: Unesa University Press	30%
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#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	34%
2.	Project Results Assessment / Product Assessment	2.33%
3.	Portfolio Assessment	8%
4.	Practice / Performance	4.67%
5.	Test	51%
		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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.