							Document Code
	Universitas Negeri Surabaya **Faculty of Education, Master of Education** **Education Management Study Program**						

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight				SEMESTER	Compilation Date
Audit and Quality Assurance Skills, Accreditation,	8610402021		**T=2**	**P=0**	**ECTS=4.48**		2	July 18, 2024

AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator
	....		....	Dr. Amrozi Khamidi, S.Pd., M.Pd.

Learning model	**Case Studies**

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix

	P.O

	PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	Study of knowledge related to quality, quality standards in education, internal quality assurance system (SPMI) according to the Ministry of Research, Technology and Higher Education and the Ministry of Education and Culture, and discussion of School/Prodi accreditation. Analysis of quality differences according to ISO 9001:2008 and ISO 9001:2015. The role and function of the Manager in designing, implementing and assessing the accreditation of Schools/Madrasahs and tertiary institutions, as well as having academic and non-academic auditing skills. The assessment is carried out through the presentation of concepts, presentation of operational examples of each study material. The assessment activity ended with an exercise in making audit instruments and auditing postgraduate and school study programs, then creating an audit report

References	**Main :**
	1. Peraturan Menteri Riset, Tekno logi, Dan Pendidikan Tinggi Republik Indonesia Nomor 44 Tahun 2015 Tentang Standar Nasional Pendidikan Tinggi 2. Tim Pengembang SPMI (2016) Kebijakan Nasional Sis tem Penjaminan Mutu Pendidikan Tinggi Kementerian Riset, Teknologi, dan Pendidikan Tinggi 3. TUV Rheinland. (2015) Awareness Quality Management System ISO 9001:2015* New version . Materi Pelatihan PT TUV Rheinland Indonesia. 4. Tampubolon, Daulat P. (2001). Perguruan Tinggi Bermutu; Paradigma Baru Manajemen Pendidikan Tinggi Menghadapi Tantangan Abad ke-21. Jakarta: PT Gramedia Pustaka Utama. 5. Safrudin Aziz, M.Pd., 2016. Manajemen Mutu Pendidikan Tinggi, Koreksi dan Implemtasi, Penerbit Gava Media, Yogyakarta,
	Supporters:

Supporting lecturer	Dr. Meini Sondang Sumbawati, M.Pd. Prof. Dr. Eni Wuryani, S.E., M.Si., CMA.

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 quality and why quality assurance is needed	1. Explain the concept of academic and non-academic quality. 2. Identify the role of quality assurance	**Criteria:** Participation Assessment Participants actively ask or answer questions	Discussion and Questions and Answers 2 X 50			0%
2							0%
3							0%
4							0%
5							0%
6							0%
7							0%
8							0%
9							0%
10							0%
11							0%
12							0%
13							0%
14							0%
15							0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.

5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.