

Warta KPM – 16 Januari 2020
PRE-REVIEW DOKUMEN SAR AUN QA - BATCH 5 (2020)

Prodi:

1. S1 Biologi
2. S1 Teknik Materia
3. S1 Arsitektur
4. S1 Teknik Geomatika

Komentar Umum

- Dokumen disusun menjadi 2: (1) SAR, (2) Appendix
- Link alamat url tt, harus dipastikan dapat diakses
- Diperhatikan kembali untuk cover, tahun dituliskan 2020.
- Cek ulang, mengenai tulisan – sebaiknya jangan ada yang berwarna merah
- Contoh beberapa Tulisan dengan tanda / notasi sbb, perlu dituliskan ulang, sehingga memberikan pemahaman yang jelas.

- *What is the purpose of the study programme?* → (In first paragraph, last sentence about graduate profile of DMatE and in third paragraph about DMatE)
- *What are the expected learning outcomes?* → (In second paragraph)
- *How are the expected learning outcomes formulated?* → (In Figure 2.1.1 and Enclosure 2.1.1)
- *Do the learning outcomes reflect the vision and mission of the university, faculty or department?*
→ (In paragraph 1 and Enclosure 2.1.1)

Dokumen SAR final:

Dikirimkan kepada KPM melalui email adm-qa@its.a.c.id, dalam 2 file terpisah (SAR dan appendix) pada Maret minggu ke 1 dan akan direview oleh Prof. Moses, sbg asesor AUN-QA

Hasil sementara Pre review atas Kriteria 1 sd 5, secara umum untuk 4 Prodi.

Kriteria 1: ELO

Criteria	Description	Area of Improvement
1. Expected Learning Outcomes	1.1 The expected learning outcomes have been clearly formulated and aligned with the vision and mission of the university [1,2]	Sebaiknya ELO harus disempurnakan untuk menggambarkan hasil yang berbeda. Sebagai contoh untuk Biologi, ELO no 8, dan ELO No 3. Terlihat ELO No 8 tumpang tindih dengan Elo No. 3, karena terlihat mempunyai kesamaan dalam “mampu mengimplementasikan informasi, teknologi komunikasi (ICT)”, dengan “kemampuan menerapkan perangkat lunak tertentu untuk analisis”. ELO tidak usah di clusterkan ke dalam dimensi A / P / C ELO dapat diformulasikan ulang

	1.2 The expected learning outcomes cover both subject specific and generic (i.e. transferable) learning outcomes [3]	Sebaiknya telah ada Peta / matriks antara ELO dengan MK, yang tersedia di Lampiran. Agar dapat diuraikan lebih detail untuk membedakan antara MK yang menghasilkan skill bersifat spesifik dan generik Sebagai contoh untuk Biologi: Table 2.2.1 perlu penjelasan, pada kolom “Preparatory Stage” dan “undergraduate stage”, tampak level kemampuan nya masih rendah (knowing and understanding). Perlu Peta / matriks MK untuk skill “generic” dan “specific”, yang lebih tegas. Sebagai contoh Biologi, dalam gambar 1.1.2 kelompok MK “generic and attitude” dan “specific and knowledge”. Kedua kelompok MK tsb, secara umum tidak dikenal, sebaiknya dituliskan saja, kelompok “generic skill” dan “specific skill”. Peta / matrik ini untuk mempermudah penentuan metode dalam penilaian / asesmen yang tepat untuk kedua jenis MK tersebut.
	1.3 The expected learning outcomes clearly reflect the requirements of the stakeholders [4]	Untuk memenuhi sub kriteria ini, dapat dibuat sebuah histogram – berdasarkan peta / matrik ELO – MK (sks), mana bobot / persentase tertinggi dari pembebanan ELO kepada masing-masing MK. Agar terlihat bahwa ELO yang dominan sebagai permintaan stakeholder.

Indicator:

1. The formulation of the expected learning outcomes takes into account and reflects the vision and mission of the institution. The vision and mission are explicit and known to staff and students.
2. The programme shows the expected learning outcomes of the graduate. Each course and lesson should clearly be designed to achieve its expected learning outcomes which should be aligned to the programme expected learning outcomes.

3. The programme is designed to cover both subject specific outcomes that relate to the knowledge and skills of the subject discipline; and generic (sometimes called transferable skills) outcomes that relate to any and all disciplines e.g. written and oral communication, problem-solving, information technology, teambuilding skills, etc.
4. The programme has clearly formulated the expected learning outcomes which reflect the relevant demands and needs of the stakeholders.

Kriteria 2: Program Specification

Criteria	Description	Area of Improvement
2. Programme Specification	2.1 The information in the programme specification is comprehensive and up-to-date [1, 2]	Semua link harus dapat diakses. Informasi program yang diletakkan dalam website, sebaiknya juga menjelaskan tentang “filosofi Pendidikan”
	2.2 The information in the course specification is comprehensive and up-to-date [1, 2]	Sebaiknya: Disertakan Spesifikasi MK (peta ELO-MK), dan CPMK, serta rencana asesmen yang dilakukan untuk semua MK. Informasi ini ada di website
	2.3 The programme and course specifications are communicated and made available to the stakeholders [1, 2]	Sebaiknya Informasi program di situs web juga berisi informasi tentang bagaimana proses Pendidikan di Prodi ini dilakukan, selain melalui perkuliahan, kerja lab, magang, dll, dan sebaiknya tuliskan pengalaman kerja dan pengalaman belajar mahasiswa sehingga akan mampu menarik calon mahasiswa, dan masyarakat akan tahu kelebihan dari Prodi.

Indikator:

1. The Institution is recommended to publish and communicate the programme and course specifications for each programme it offers, and give detailed information about the programme to help stakeholders make an informed choice about the programme.

2. Programme specification including course specifications describes the expected learning outcomes in terms of knowledge, skills and attitudes. They help students to understand the teaching and learning methods that enable the outcome to be achieved; the assessment methods that enable achievement to be demonstrated; and the relationship of the programme and its study elements.

Kriteria 3: programme structure & Content

Criteria	Description	Area of Improvement
3. Programme Structure and Content	3.1 The curriculum is designed based on constructive alignment with the expected learning outcomes [1]	Sebaiknya ELO terhubung dengan CLO. (atau dikatakan sebagai selaras – constructive alignment). Secara umum, untuk 4 prodi, disarankan untuk menetapkan pemetaan PLO-CLO, sebagai bentuk implementasi pendidikan berbasis hasil (OBE). Hampir semua prodi menggunakan taksonomi Bloom, tetapi hanya eksplorasi kognitif saja, untuk psikomotorik dan taksonomi afektif sebaiknya digunakan juga di ELO / CLO (appendix untuk CLO belum disertakan semua)
	3.2 The contribution made by each course to achieve the expected learning outcomes is clear [2]	Sebaiknya menyertakan MK yang terkait dengan ketrampilan abad 21, sebagai contoh: – Creativity, communication, critical thinking, problem solving, curiosity, metacognition; – Digital, technology, and ICTs skills; – Basic, media, information, financial, scientific literacies and numeracy, – Cross-cultural skills, leadership, global awareness; – Initiative, self-direction, perseverance, responsibility, accountability, adaptability;
	3.3 The curriculum is logically structured, sequenced, integrated and up- to-date [3, 4, 5, 6]	Perlu juga dijelaskan apakah ada aktivitas: Co – curricular dan extra curricular dan mendukung ELO yang mana

Indikator:

1. The curriculum, teaching and learning methods and student assessment are constructively aligned to achieve the expected learning outcomes.
2. The curriculum is designed to meet the expected learning outcomes where the contribution made by each course in achieving the programme's expected learning outcomes is clear.
3. The curriculum is designed so that the subject matter is logically structured, sequenced, and integrated.
4. The curriculum structure shows clearly the relationship and progression of basic courses, the intermediate courses, and the specialised courses.
5. The curriculum is structured so that it is flexible enough to allow students to pursue an area of specialisation and incorporate more recent changes and developments in the field.
6. The curriculum is reviewed periodically to ensure that it remains relevant and up-to-date.

Kriteria 4: Teaching and Learning Strategy

Criteria	Description	Area of Improvement
4. Teaching and Learning Approach	4.1 The educational philosophy is well articulated and communicated to all stakeholders [1]	Perlu ada statement: apakah filosofi Pendidikan yang ditetapkan oleh ITS, dan bagaimana Prodi menjabarkan filosofi tersebut dalam materi MK / dalam delivery MK / dalam ELO / CLO
	4.2 Teaching and learning activities are constructively aligned to the achievement of the expected learning outcomes [2, 3, 4]	Belum terlihat constructive alignment
	4.3 Teaching and learning activities enhance life-long learning [6]	Perlu ada penjelasan tentang LBE, di MK yang mana saja, SCL dengan model apa di MK mana saja. perlu dikembangkan / penjelasan tentang e – learning di m k apa saja, dan untuk mencapai kemampuan yang mana di ELO yang no. berapa

1. The teaching and learning approach is often dictated by the educational philosophy of the university. Educational philosophy can be defined as a set of related beliefs that influences what and how students should be taught. It defines the purpose of education, the roles of teachers and students, and what should be taught and by what methods.
2. Quality learning is understood as involving the active construction of meaning by the student, and not just something that is imparted by the teacher. It is a deep approach of learning that seeks to make meaning and achieve understanding.
3. Quality learning is also largely dependent on the approach that the learner takes when learning. This in turn is dependent on the concepts that the learner holds of learning, what he or she knows about his or her own learning, and the strategies she or he chooses to use.
4. Quality learning embraces the principles of learning. Students learn best in a relaxed, supportive, and cooperative learning environment.
5. In promoting responsibility in learning, teachers should: a. create a teaching-learning environment that enables individuals to participate responsibly in the learning process; and b. provide curricula that are flexible and enable learners to make meaningful choices in terms of subject content, programme routes, approaches to assessment and modes and duration of study.
6. The teaching and learning approach should promote learning, learning how to learn and instil in students a commitment of lifelong learning (e.g. commitment to critical inquiry, information-processing skills, a willingness to experiment with new ideas and practices, etc.).

Kriteria 5: Student Assessment

Criteria	Description	Area of Improvement
5. Student Assessment	5.1 The student assessment is constructively aligned to the achievement of the expected learning outcomes [1, 2]	Perlu dicoba (untuk sem genap 2019/2020) tentang otentik asesmen (merupakan penilaian yang berorientasi pada proses belajar yang berkesinambungan dan hasil belajar yang mencerminkan kemampuan mahasiswa pada saat proses pembelajaran berlangsung)

Criteria	Description	Area of Improvement
		Sebagai contoh: Tugas hanya 1 dilaksanakan selama 14 minggu, dalam setiap minggu mahasiswa menyetorkan / membuat laporan / portfolio hasil tugas nya, dan diberi rubrik, untuk mahasiswa sendiri akan menilai peningkatan kemampuan nya. Dosen membandingkan hasil nilai mahasiswa secara self dengan hasil penilaian dosen.
	5.2 The student assessments including timelines, methods, regulations, weight distribution, rubrics and grading are explicit and communicated to students [4, 5]	Perlu dokumen “rencana asesmen” / diambilkan dari RPS: (1) minggu ke, (2) kemampuan, (3) model asesmen, (4) bobot, dan lampiran marking scheme dan rubrik setiap asesmen Sebutkan MK apa saja Bila disebutkan secara umum menggunakan kuis, uts, dan uts (test), sebaiknya sertakan sebuah matrik (pendukung), MK - bentuk asesmen.
	5.3 Methods including assessment rubrics and marking schemes are used to ensure validity, reliability and fairness of student assessment [6, 7]	Sama dengan 5.2 Gunakan lebih banyak metode asesmen
	5.4 Feedback of student assessment is timely and helps to improve learning [3]	Harus ada penjelasan tentang evaluasi, sehingga akan membantu mahasiswa untuk meningkatkan kemampuan nya secara sendiri (heutagogy) dan untuk secara Bersama group / peer nya (paragogy)
	5.5 Students have ready access to appeal procedure [8]	Perlu SOP / mekanisme banding nilai Dan ada penjelasan nya.

Indikator:

1. Assessment covers:
 - New student admission
 - Continuous assessment during the course of study
 - Final/exit test before graduation

2. In fostering constructive alignment, a variety of assessment methods should be adopted and be congruent with the expected learning outcomes. They should measure the achievement of all the expected learning outcomes of the programme and its courses.
3. A range of assessment methods is used in a planned manner to serve diagnostic, formative, and summative purposes.
4. The student assessments including timelines, methods, regulations, weight distribution, rubrics and grading should be explicit and communicated to all concerned.
5. Standards applied in assessment schemes are explicit and consistent across the programme.
6. Procedures and methods are applied to ensure that student assessment is valid, reliable and fairly administered.
7. The reliability and validity of assessment methods should be documented and regularly evaluated and new assessment methods are developed and tested.
8. Students have ready access to reasonable appeal procedures.

Surabaya, 16 Januari 2020

Kantor Penjaminan Mutu