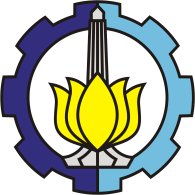
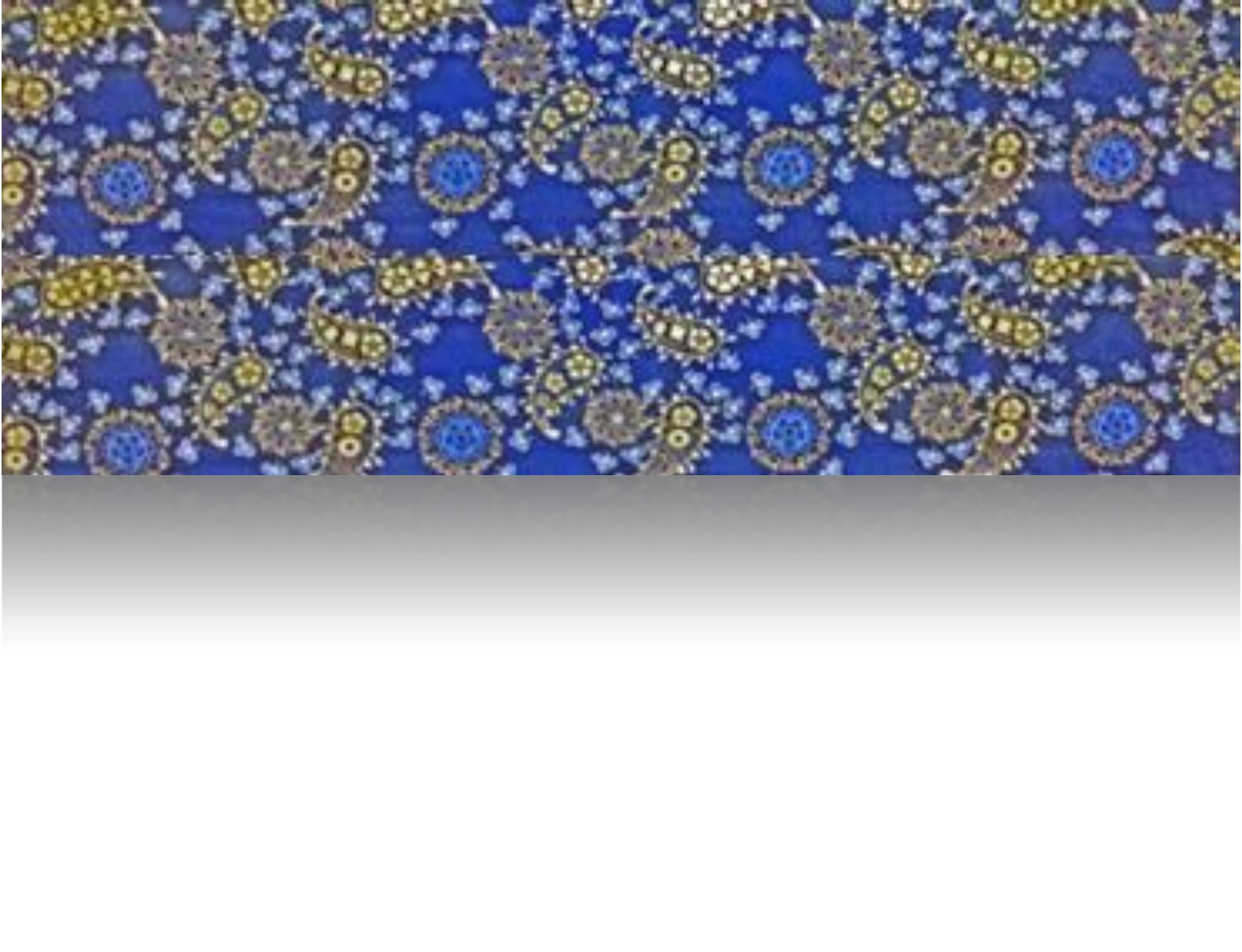


**REVIEW SAR-ASIIN**

**Name of SP: …………………**





PENGANTAR

**INSTITUT TEKNOLOGI SEPULUH NOPEMBER**

**Jl. Arif Rahman Hakim, Surabaya, Indonesia, 60111**

**2020**

PENDAHULUAN

|  |  |
| --- | --- |
| Nama Prodi yang direview | : Prodi X |
| Nama Reviewer | : |
| Tanggal Review | : |

KOMENTAR UMUM

|  |  |  |
| --- | --- | --- |
| **NO** |  | **Komentar (Ya / Tidak)\*** |
| 1 | Apakah SAR mengikuti template yang distandarkan oleh badan akreditasi ASIIN |  |
| 2 | Apakah tabel karakteristik Prodi telah terisi? |  |
| 3 | Apakah telah dituliskan “List of Glossary and Abbrevitaion” |  |
| 4 | Apakah Jumlah halaman dokumen SAR **maksimum 60 halaman** |  |

\* Dapat diberi penjelasan yang lebih detil, contoh: “Ya, namun tidak lengkap”, “Ya, namun font tidak seragam, dll

| **STANDAR DAN BUTIR STANDAR** | **APAKAH ISIAN SAR TELAH MENJAWAB PERTANYAAN BERIKUT?** | **ADA PENJELASAN /JAWABAN dalam SAR** | | **Komentar**  **A: Jawaban Sangat Kuat / Berkorelasi Dengan Pertanyaan, dan Ada Evidence,**  **C: Jawaban - Menjawab Pertanyaan Namun Tidak Didukung Dengan Evidence, bersifat normatif**  **W: Jawaban Tidak Berkorelasi dengan Pertanyaan** |
| --- | --- | --- | --- | --- |
| **YA** | **TIDAK** |
| (1) | (2) | (3) | (4) | (5) |
| 1 | **STANDARD 1: THE DEGREE PROGRAMME: CONCEPT, CONTENT & IMPLEMENTATION** | | | |
| 1.1 | **Objective and Learning Outcomes of A Degree Programme (Intended Qualification Profile)** |  |  |  |
|  | How has the intended competence profile of the degree programme been developed (regarding launch of the process, procedure, participants? |  |  |  |
|  | How does the higher education institution correlate the competence profile with the sample learning outcomes from the, in their opinion, (most) relevant Subject-Specific Criteria (SSC)? |  |  |  |
|  | Where do the responsible persons see possible differences to the relevant Subject-Specific Criteria (SSC)? How can they be explained? |  |  |  |
|  | For interdisciplinary degree programmes: How does the defined competence profile take into account the specifications of the interdisciplinary character? |  |  |  |
|  | Do the defined competence objectives for graduates of the degree programme find the approval of the students and the teaching staff? |  |  |  |
|  | Have the learning outcomes of the degree programme been verified within the last few years? If so, for what reasons were adjustments made? |  |  |  |
|  | How does the intended competence profile comply with specific areas of the profession? |  |  |  |
|  | Are there any peculiarities within in qualitative or quantitative data/information of the higher education institution with regard to the acceptance of the competence profile on the labour market? |  |  |  |
|  | Possible EVIDENCE 1.1 | | | |
|  | * Documents/other sources where objectives and learning outcomes are written down and published, e.g. regulations, homepage, diploma supplement, student guides * Internal records that document the participation of the different stakeholders, e.g. standards, process descriptions, results from questionnaires, records of proceedings * Objectives-Module-Matrix (if subject-specific: based on the Subject-Specific Criteria (SSC) template) * Module descriptions as they are available to students and the teaching staff * The degree programme title reflects the intended aims and learning outcomes as well as, fundamentally, the main course language. [Documentation/supporting: guidelines, website, Diploma Supplement, etc] | | | |
| **1.2** | **The Title of Degree Programme** |  |  |  |
|  | What are the reasons for the name of the degree programme? |  |  |  |
|  | Does the name of the degree programme correspond with the terminology used by the subject-specific community? |  |  |  |
|  | Have any misunderstandings or wrong expectations by students or by employers occurred which might be due to the name? If so, how was the reaction? |  |  |  |
|  | Possible Evidence 1.2 | | | |
|  | * Documents where the language of the degree programme is regulated. * Documents about possible discussions within the higher education institution about the name of the degree programme (records of proceedings etc.) | | | |
| **1.3** | **Curriculum** |  |  |  |
|  | From the viewpoint of the responsible persons and participants of the degree programme, how does the curriculum/ how do the single modules contribute towards achieving the intended competence profile? |  |  |  |
|  | In the course of matching the intended competence profile with the curriculum has there been any need for adjustments within the last few years? What were the reasons? What was the reaction? |  |  |  |
|  | Possible Evidence 1.3 | | | |
|  | * Curricular overview/study plan that informs about the student workload for each module in every semester (possibly with location of publication like homepage, student guides, study and examination regulations) * Objectives-Module-Matrix * Module descriptions as they are available to students and the teaching staff * Possibly relevant results from questionnaires/evaluations | | | |
| **1.4** | **Admission Requirement** |  |  |  |
|  | How do the responsible persons recognize that the (formal and subject-specific) admission requirements promote the achievement of the intended competence profiles? |  |  |  |
|  | If applicable: What was the reaction if the admission requirements did not fulfil this objective from the point of view of those responsible? |  |  |  |
|  | Possible Evidence 1.4 | | | |
|  | * Study and examination regulations or specific admission regulations * Information about the admission requirements for the degree programme on websites, in student guides etc. * Information about the profiles of the applicants and the admitted students | | | |
| **2** | **STANDARD 2: THE DEGREE PROGRAMME: STRUCTURES, METHODS AND IMPLEMENTATION** | | | |
| **2.1** | **Structure and modules** |  |  |  |
|  | How is it ensured that the modules are consistent within themselves, are matched against each other and, where applicable, build upon each other? How do those responsible for the degree programme react if single modules do not fit (anymore) into the general concept of the degree programme? |  |  |  |
|  | How do those responsible for the degree programme recognize that the modules of a degree programme *viewed all together* support the intended academic level? |  |  |  |
|  | In what way do the offered election options within the degree programme promote the achievement of the intended competence profile? |  |  |  |
|  | To what extent are the students able to implement individual windows of mobility? What problems are there? How was the reaction towards them? |  |  |  |
|  | Were there any problems with regard to the intended graduation time during the last few years? If yes, what problems? How were they dealt with? |  |  |  |
|  | Do the possibly necessary working practice intervals of the degree programme fulfil the expectations with regard to the intended learning outcomes? Were there any problems with the organization or the quality of the working practice intervals of the students? If yes, what was done? |  |  |  |
|  | Which principle does the institution of higher education follow with respect to credits acquired externally by the students? |  |  |  |
|  | Possible Evidence 2.1 | | | |
|  | * Objectives-Module-Matrix (*refer to criterion 1.1*) * Module descriptions as are available to students and the teaching staff * Documents where the courses of studies and their organization are regulated * Student progression statistics * Documents that inform about the effective regulations about (outgoing) mobility, working practice intervals and the recognition of externally acquired credits * Possibly statistical data about student (outgoing) mobility and working practice intervals * Relevant results from internal questionnaires and evaluations | | | |
| **2.2** | **Work load and credits** |  |  |  |
|  | On what basis (of calculation) are credit points allocated to single modules? |  |  |  |
|  | How do those responsible for the degree programme and other stakeholders - including the students - rate the student workload? What problems do occur? What is done to solve them? |  |  |  |
|  | Are all mandatory parts of the degree programme (including working practice intervals) awarded with credits? If not, why? |  |  |  |
|  | Possible Evidence 2.2 | | | |
|  | * Module descriptions as are available to students and the teaching staff * Documents where the courses of studies and their organization are regulated * Student progression statistics * Documents that regulate the awarding of credit points for the whole higher education institution/ the degree programme * A conversion formula/ table if no ECTS-credits are awarded originally * Relevant results from internal surveys and evaluations – possibly statistical data about the student workload | | | |
| **2.3** | **Teaching methodology** |  |  |  |
|  | How do the teaching staff and those responsible for the degree programme recognize that didactical instruments and methods promote the achievement of the intended learning outcomes of the degree programme? |  |  |  |
|  | Are all members of the teaching staff able to apply the didactical instruments and methods most ideal in their opinion? If not, why? |  |  |  |
|  | What elements support the independent scientific work of the students? |  |  |  |
|  | Possible Evidence 2.3 | | | |
|  | * Documents out of the daily use of the higher education institution that make apparent the existing didactical concept * Module descriptions as are available to students and the teaching staff * Relevant results from internal surveys and evaluations | | | |
| **2.4** | **Support and Assistance** |  |  |  |
|  | Which of the existing advice and support on offer for students are deemed by those involved in the degree programme – including students – to be the most effective with respect to the academic success? |  |  |  |
|  | What advice and support on offer for students are missed by the stakeholders including the students? Why are they not put into practice? |  |  |  |
|  | Possible Evidence 2.4 | | | |
|  | * Documents out of the daily use of the higher education institution that make apparent the existing advice and support concept * Relevant results from internal surveys and evaluations ( also peculiarities with respect to the effect of possibly existing measures to avoid unequal treatment in the higher education institution) | | | |
| 3 | STANDARD 3: EXAMS: SYSTEM, CONCEPT AND ORGANISATION | | | |
|  | Which of the used forms of examination are considered by the teaching staff and the people responsible for the degree programme to be particularly suited to verify the achieved learning outcomes? |  |  |  |
|  | Which consequences for the feasibility of the degree programme do the existing regulations on possible re-sits, disability compensation for handicapped students, absence because of illness etc., have? |  |  |  |
|  | Were there any cases where the specific exam management (e.g. date of exam, correction time) had negative effects on the study progress? If yes, what conclusions were drawn? |  |  |  |
|  | How are the assessment criteria made transparent for the students and teaching staff? |  |  |  |
|  | What experiences have been made with student assignments completed outside the institution with respect to quality assurance and level of compliance with the quality expectations? |  |  |  |
|  | Possible Evidence 3 | | | |
|  | * Module descriptions as are available to students and the teaching staff, also for the final paper * Regulations for exams * Relevant results from internal surveys and evaluations with respect to exam management and the learning outcome orientation of the exams * Examples of exam schedules (including the date of the exams) * Statistical data about the progress of studies, e.g. average grade, failure rate, amount of re-sits | | | |
| **4** | STANDARD 4: RESSOURCES | | | |
| **4.1** | **Staff** |  |  |  |
|  | In which way do those responsible for the degree programme recognize that the number and the academic qualification of the teaching staff are sufficient for teaching and supervision? |  |  |  |
|  | How satisfied are those involved in the degree programme with the amount of resources available for teaching, supervision and administration? |  |  |  |
|  | How do those responsible for the degree programme react on occurring problems and bottlenecks? |  |  |  |
|  | What constitutes the quality of possibly employed visiting lecturers and how is this measured? |  |  |  |
|  | In what way do the research and development activities carried out by the teaching staff support the development of the degree programme? |  |  |  |
|  | Possible Evidence 4.1 | | | |
|  | * Description of the teaching staff (e.g. CVs) * Document out the daily use of the higher education institution that demonstrates the sufficient amount of teaching resources * Student numbers * (Short) Description of research activities related to the degree programme | | | |
| **4.2** | **Staff development** |  |  |  |
|  | Who is responsible for the academic and didactic development of the teaching staff? |  |  |  |
|  | How do the responsible persons recognize that professional development measures are wanted or necessary? |  |  |  |
|  | Possible Evidence 4.2 |  |  |  |
|  | * Description of didactical training opportunities (possibly link to the webpage) and of measures that support the teaching staff in its use * Statistical data about further development opportunities, e.g. research semesters, visiting professorships, seminars, conferences, workshops | | | |
| **4.3** | **Funds and equipment** |  |  |  |
|  | How satisfied are the participants of the degree programme with its equipment and facilities? |  |  |  |
|  | How do the people responsible for the degree programme react to bottlenecks in equipment and facilities? |  |  |  |
|  | Do the higher education institutions internal and external cooperations work successfully from the point of view of those responsible? |  |  |  |
|  | Possible Evidence 4.3 | | | |
|  | * Cooperation agreements, regulations for internal and external cooperations * Documents out the daily use of the higher education institution that describe the equipment and facilities, e.g. laboratory handbooks, inventory lists, financial plans | | | |
| 5 | STANDARD 5: TRANSPARENCY and DOCUMENTATION | | | |
| **5.1** | **Module description** |  |  |  |
|  | The module descriptions are accessible to all students and teaching staff and contain the following:   * module identification code * person(s) responsible for each module * teaching method(s) and work load * credit points * intended learning outcomes * module content * planned use/applicability * admission and examination requirements * form(s) of assessment and details explaining how the module mark is calculated * recommended literature * date of last amendment made |  |  |  |
|  | Possible Evidence 5.1 | | | |
|  | Module description as they are available to students and the teaching staff | | | |
| 5.2 | Diploma and Diploma Suplement |  |  |  |
|  | Have any problems occurred with awarding the graduation certificates and Diploma Supplements to the students? If yes, what was the reaction? |  |  |  |
|  | Possible Evidence 5.2 | | | |
|  | * Sample graduation certificate for each degree programme * Sample Diploma Supplement for each degree programme * Sample transcript of records for each degree programme | | | |
| **5.3** | **Relevant Rules** |  |  |  |
|  | How is it ensured that domestic and foreign students know their rights and duties? |  |  |  |
|  | Who is responsible for taking decisions about which documents? |  |  |  |
|  | Possible Evidence 5.3 | | | |
|  | * Presentation of all relevant regulations with respect to study progress, access, graduation, exams, quality assurance etc., together with information about the level of the binding character * Link to the place, where the documents are published, e.g. web pages | | | |
| 6 | STANDARD 6: QUALITY MANAGEMENT: QUALITY ASSESSMENT AND DEVELOPMENT | | | |
|  | What measures for the improvement of the quality of the degree programmes have been taken within the last few years? |  |  |  |
|  | Which elements of the internal quality assessment have been especially useful for the continuous improvement of the degree programmes? |  |  |  |
|  | To what extent is the aspect of “learning outcome orientation” taken into consideration in the conception and the practical use of the instruments of quality assurance of a degree programme? |  |  |  |
|  | How do the students evaluate the internal quality assessment and development of their degree programmes with respect to   * + their participation?   + the consequences on their studies? |  |  |  |
|  | How do the teaching staff and executive level evaluate the internal quality assessment and development of their degree programmes with respect to   * + their participation?   + the support at solving problems and the improvement of teaching? |  |  |  |
|  | Possible Evidence 6 | | | |
|  | * Internal regulations about quality management (quality assurance regulation etc.) * Sample information material about the quality management and its results which the higher education institution regularly uses for its internal and external communication (e.g. link to specific web pages, reports, flyer) * Quantitative and qualitative statistical data from evaluations, study progression statistics, number of graduates, and their distribution etc. | | | |

LAMPIRAN

Characteristics of the Degree Programmes

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **a) Name** | **Final degree (original / English translation)** | **b) Areas of Specialization** | **c) corresponding level of EQF** | **d) Mode of Study** | **e) Double/Joint Degree** | **f) Duration** | **Credit points/unit** | **h) Intake rhythm & First time of offer** |
| Programme 1 |  |  |  |  |  |  | Sks equivalent to ECTS |  |