



The slide features a blue header with the Universitas Gadjah Mada logo and name. The main title 'AUN-QA SYSTEM AND STANDARD' is in large, bold, blue letters. Below it, the presenter's name 'Leni Sophia Heliani' and her role 'Tim Ahli KJM-UGM, Asesor AUN' are listed. The date and location 'UIN Sunan Gunung Djati, 12 Juli 2019' are also present. The footer includes 'UGM.AC.ID' and the motto 'LOCALLY ROOTED, GLOBALLY RESPECTED'.

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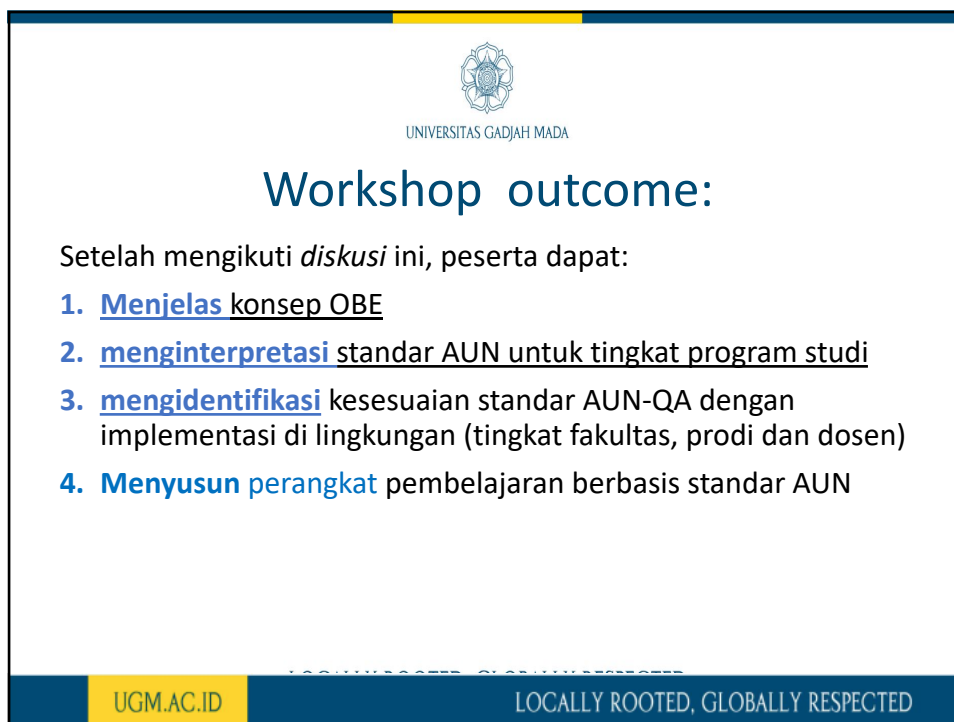
# AUN-QA SYSTEM AND STANDARD

Leni Sophia Heliani  
Tim Ahli KJM-UGM, Asesor AUN

UIN Sunan Gunung Djati, 12 Juli 2019

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The slide features the Universitas Gadjah Mada logo and name at the top. The title 'Workshop outcome:' is in large, bold, blue letters. Below it, a paragraph states 'Setelah mengikuti *diskusi* ini, peserta dapat:'. A list of four outcomes follows, each starting with a blue number and a bolded action verb. The footer includes 'UGM.AC.ID' and the motto 'LOCALLY ROOTED, GLOBALLY RESPECTED'.

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## Workshop outcome:

Setelah mengikuti *diskusi* ini, peserta dapat:

1. **Menjelas** konsep OBE
2. **menginterpretasi** standar AUN untuk tingkat program studi
3. **mengidentifikasi** kesesuaian standar AUN-QA dengan implementasi di lingkungan (tingkat fakultas, prodi dan dosen)
4. **Menyusun** perangkat pembelajaran berbasis standar AUN

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## References

- AUN-QA , Guide to AUN-QA Assessment at Programme Level V.3, 2015
- Materi T-1: AUN-QA
- Materi OBE: KJM - UGM

## ASEAN University Network (AUN)

In Brief

### Objectives of AUN

- **To strengthen existing network of cooperation among universities in ASEAN**
- **To promote collaborative study, research and educational programmes on the priority areas identified by ASEAN**
- **To promote cooperation and solidarity among scholars, academicians and researchers in the ASEAN Member States**
- **To serve as the policy-oriented body in HE in the ASEAN region**

## AUN Thematic Networks

- **AUN Quality Assurance (AUN-QA)**  
**Secretariat: Chulalongkorn University**
- **AUN Southeast Asia Engineering Education Development Network (AUN/SEED-Net)** **Secretariat: Chulalongkorn University**
- **ASEAN Graduate Business and Economics Programme Network (AGBEP)**  
**Secretariat: Universitas Gadjah Mada**
- **AUN Human Rights Education Network (AUN-HREN)**  
**Secretariat: Mahidol University**
- **AUN Inter-Library Online (AUNILO)**  
**Secretariat: Universiti Sains Malaysia**
- **ASEAN Credit Transfer System (ACTS)**  
**Secretariat: Universitas Indonesia**
- **AUN Intellectual Property (AUNIP)**  
**Secretariat: Chulalongkorn University**
- **AUN University Social Responsibility & Sustainability (AUN-USR&S)**  
**Secretariat: Universiti Kebangsaan Malaysia**

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## AUN Quality Assurance

### Benefit of AUN-QA for higher Education in ASEAN

- Harmonisation of QA Framework in ASEAN  
 - A system of readable and comparable Degree

↓ Free flow of workforce In 2010

Enhancing movement of business persons, professionals, talents and labour in ASEAN

ASEAN Charter: Article 1

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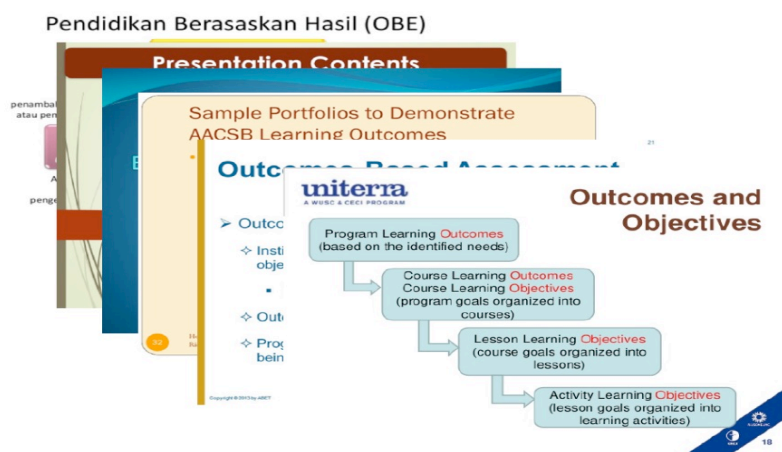
Accreditation, Assessment, Audit and Evaluation

## AUN-QA Assessment (for the purpose of improving the effectiveness of QA system)

- Non-prescriptive
  - Recommend areas for improvement rather than mandating solutions
  - Contextualised rather than standardised QA practices
- ➔ implementation of **Outcomes based Education**

## Philosophy of AUNQA

### Outcome-based Education

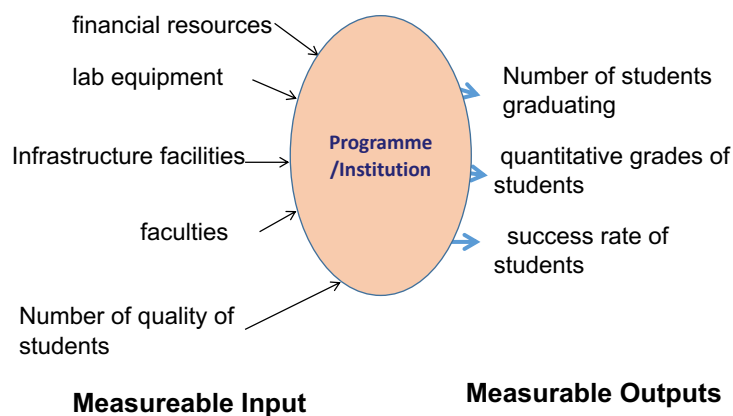


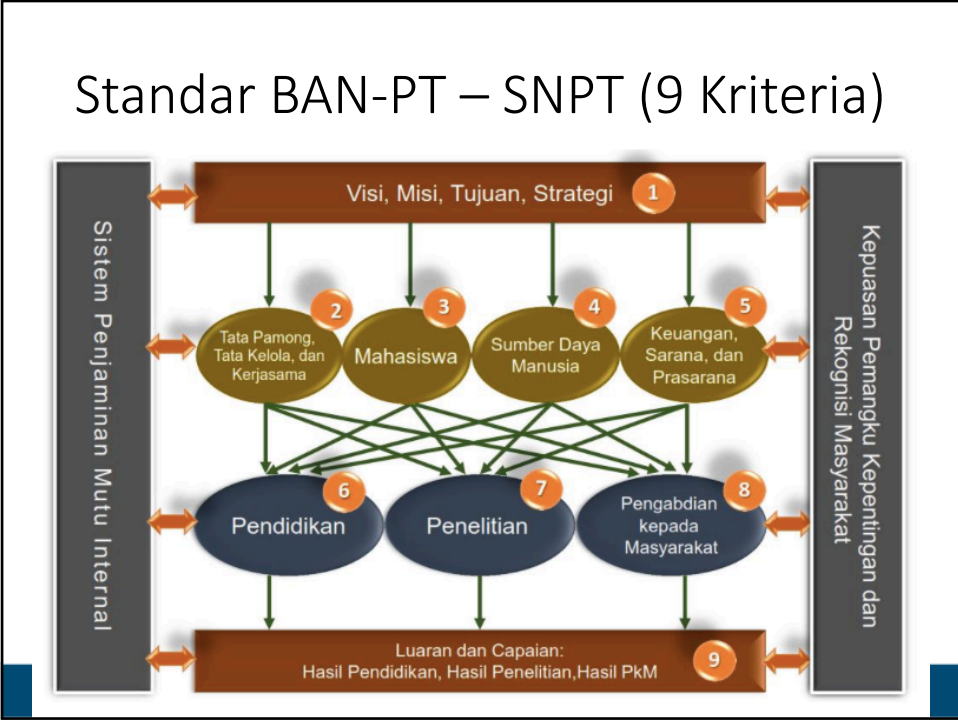
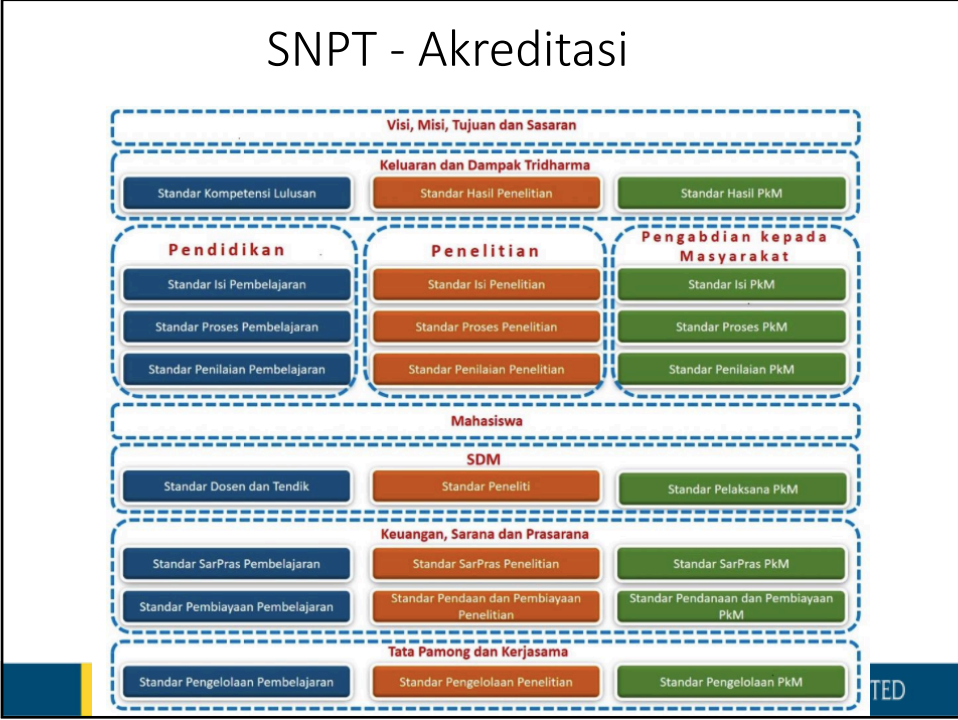


## Mengapa OBE???

- Perkembangan dunia pendidikan → OBE
- Industry 4.0 → education 4.0
- Peraturan dan standar nasional
- Persyaratan akreditasi/sertifikasi :
  - Nasional : BAN-PT → instrumen baru 9 standar
  - Regional : sertifikasi AUN-QA
  - Internasional: AACSB, ABET, ASIIN, KAAB, AHPGS, dll.

## Input-Output Based Education (BAN-PT: 7 standar)





**Review: Konsep Pendidikan berbasis Luaran  
(Outcomes-Based Concept)**

Level	Output	Outcome	Impact
Dosen	Jumlah tatap muka perkuliahan	mahasiswa mencapai kemampuan sikap, pengetahuan, skill (capaian pembelajaran) dari MK	Mahasiswa mampu menggunakan kemampuan sikap, pengetahuan dan skill untuk menyelesaikan permasalahan nyata.
Prodi	Jumlah lulusan	lulusan dengan kemampuan/pemenuhan nilai, pengetahuan dan skill yang relevan dengan pengguna dan mampu menunjukkan kemampuannya sesuai harapan	Lulusan berkontribusi dalam peningkatan organisasi atau masyarakat.
Universitas	Jumlah lulusan sarjana dan pascasarjana	tingkat keterserapan lulusan di dunia kerja dan mutu lulusan yang tinggi	Lulusan memberikan kontribusi terhadap masyarakat dan negara yang lebih baik.

OBE LSH-UGM, 2018

## Outcome Based Education (OBE)

- OBE is the education process that focused at **achieving** the certain specified concrete outcome (results oriented knowledge, ability and behavior).
- OBE is a process that involves the restructuring of curriculum, assessment and reporting practices in education to reflect **the achievement of high order learning and mastery rather than accumulation of course credits.**

### Review: Outcome-based Education (OBE)

Diawali dengan **Gambaran yang jelas** tentang kemampuan penting yang **bisa dilakukan** oleh mahasiswa pada **saat lulus**

mengorganisasi **kurikulum**, **sistem pembelajaran** dan **penilaian**, secara terstruktur untuk memastikan bahwa **proses pembelajaran terjadi**

**keluaran/CP lulusan tercapai.**

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### Outcome Based Education

The diagram illustrates the components of Outcome Based Education (OBE) as a staircase:

- OBE (Outcomes)**: What the student should be able to do?
- OBC (Curriculum)**: How to make the student achieve the outcome?
- OBLT (Learning & Teaching)**: How to measure what the student has achieved?
- OBA (Assessment)**

Additional elements in the diagram include:

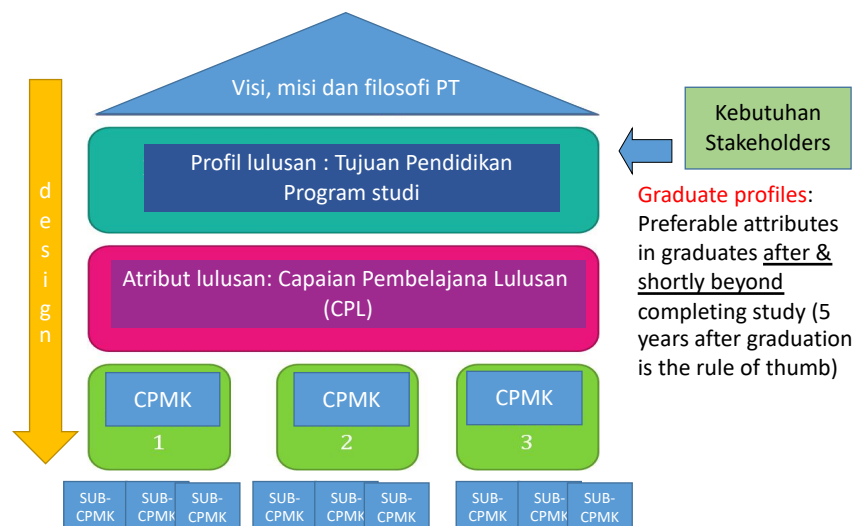
- Attributes**: A green box with an arrow pointing to the OBE level.
- Green circular icons with white arrows pointing down, indicating a flow or relationship between levels.

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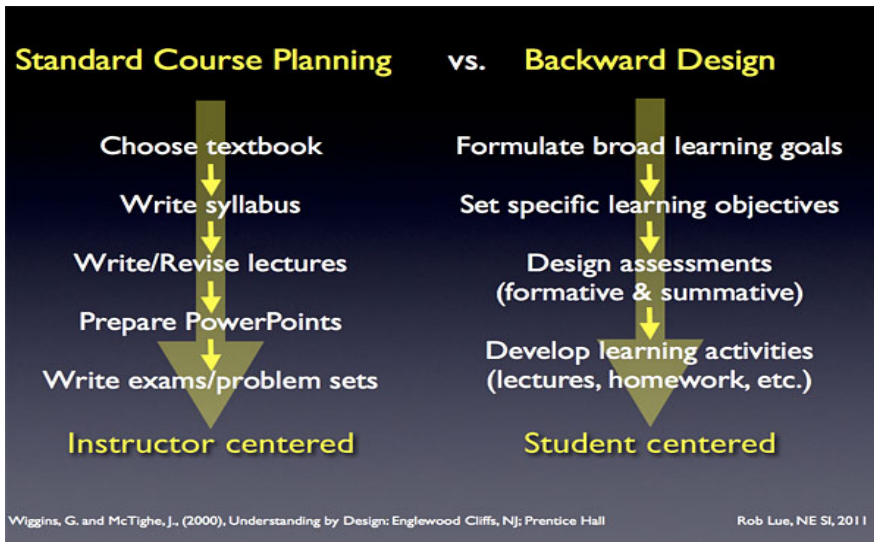
## Review: konsep dan prinsip utama OBE

1. Fokus pada Capaian Pembelajaran
2. Backwards curriculum design
3. Kesesuaian terstruktur (Learning outcome– learning activities - assessment )
4. Memfasilitasi kesempatan belajar
5. Siklus sistematik P-D-C-A

### 1. Fokus pada Capaian Pembelajaran.



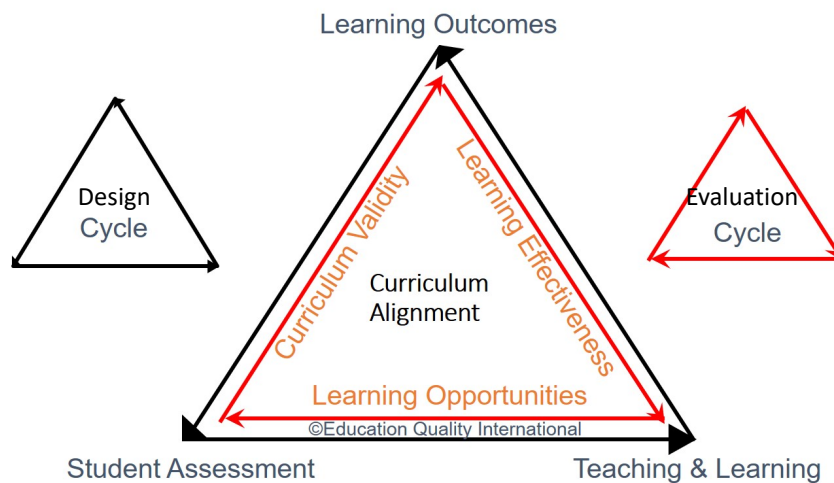
## 2. Backward Curriculum Design



Sumber: 1st AUN-QA Workshop, Applied Approach to Designing and Implementing OBE Framework

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## 3. Constructive Alignment (kesesuaian terstruktur)



Adapted from source: Lori W. Anderson, "Curricular Alignment: a Re-Examination"  
Sumber: 1st AUN-QA Workshop, Applied Approach to Designing and Implementing OBE Framework

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#### 4. Kesempatan belajar

### What is Education 4.0?



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#### 5: P – D – C – A secara sistimatik

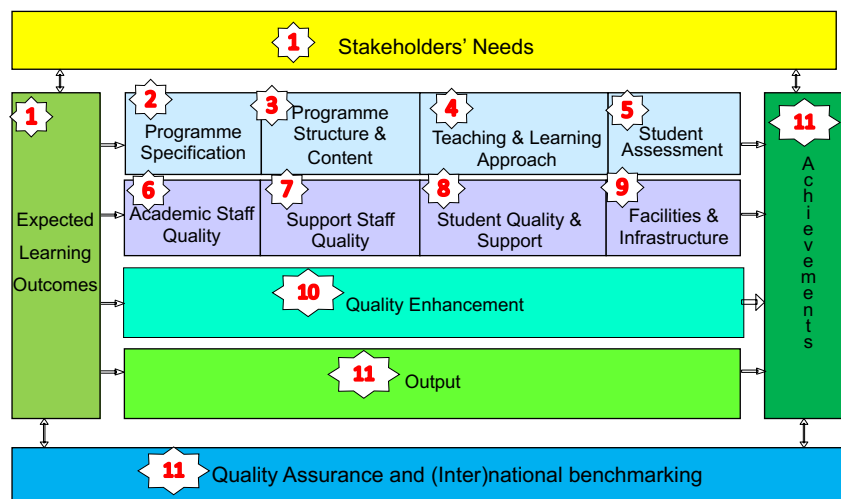


<http://cei.ust.hk/t> UGM.AC.ID LOCALLY ROOTED, GLOBALLY RESPECTED

## AUN-QA at Programme Level

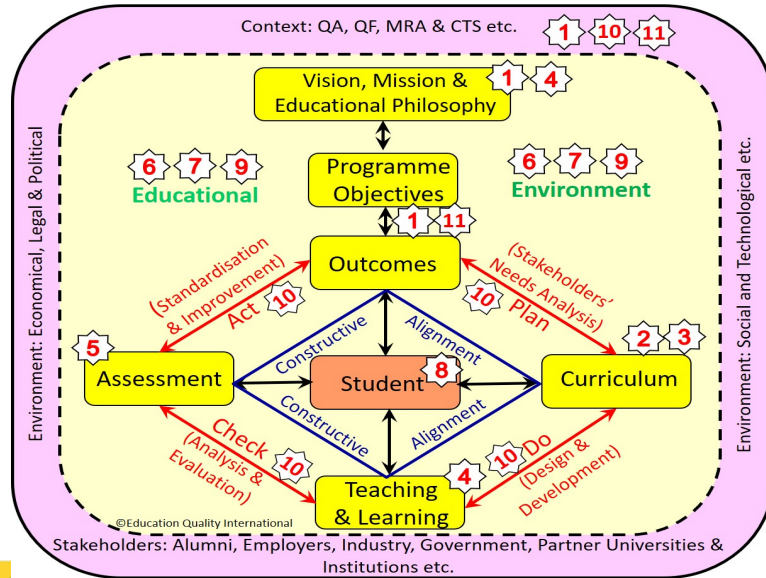


## AUN-QA at Programme Level (3<sup>rd</sup> Version)



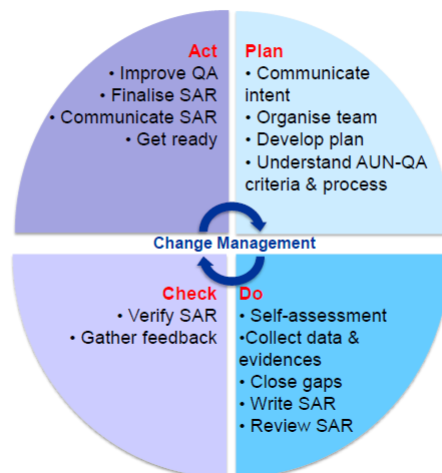


### P-D-C-A Cycles at Fact and Program level



Stakeholders' Needs & Engagement UGM.AC.ID LOCALLY ROOTED, GLOBALLY RESPECTED

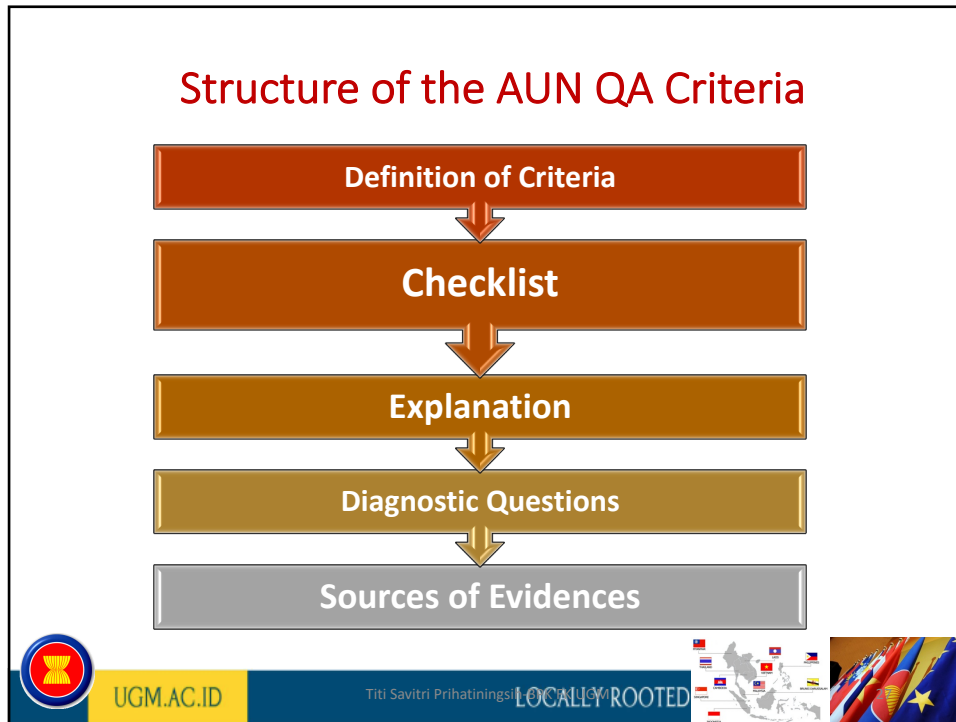
### PDCA Approach to Self-assessment at Programme Level



Ong, 2012

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## 1. Expected Learning Outcomes

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 described to meet the expected learning outcomes.
3. The programme covers all disciplines and skills of the subject (s) that are required for the programme and all disciplines e.g. written, oral, 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.

1	Expected Learning Outcomes	1	2	3	4	5	6	7
1.1	The expected learning outcomes have been clearly formulated in the curriculum of the university.							
1.2	The expected learning outcomes cover all disciplines and general skills.							
1.3	The expected learning outcomes clearly reflect the requirements of the stakeholders [4]							
Overall opinion								

**Diagnostic Questions:**

- What is the vision and mission of the institution?
- What are the expected learning outcomes of the graduate?
- How are the expected learning outcomes formulated in the curriculum?

## 1. Expected Learning Outcome

### Criteria/standard:

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.*

## c. Checklist

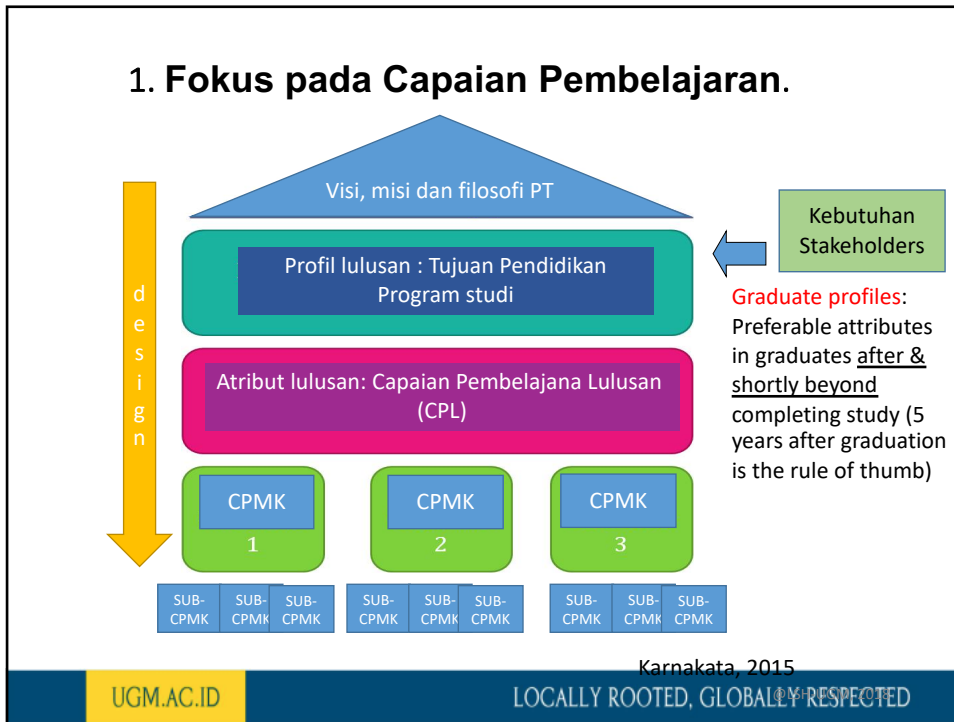
1	Expected Learning Outcomes	1	2	3	4	5	6	7
1.1	The expected learning outcomes have been clearly formulated and aligned with the vision and mission of the university [1,2]							
1.2	The expected learning outcomes cover both subject specific and generic (i.e. transferable) learning outcomes [3]							
1.3	The expected learning outcomes clearly reflect the requirements of the stakeholders [4]							
	<b>Overall opinion</b>							

## d. Diagnostic Questions

- What is the purpose of the study programme?
- What are the expected learning outcomes?
- How are the expected learning outcomes formulated?
- Do the learning outcomes reflect the vision and mission of the university, faculty or department?
- Does the labour market set any specific requirements for graduates to meet?
- To what extent is the content of the programme tuned to the labour market?
- Is there a well-defined job profile?
- How are the learning outcomes made known to staff and students?
- Are the learning outcomes measurable and achievable? How?
- To what extent have the learning outcomes been achieved?
- Are learning outcomes being reviewed periodically?
- How are the learning outcomes translated into concrete requirements of the graduate (i.e. knowledge, skills and attitudes including habits of mind)?

## e. Sources of Evidence

- Programme and course specifications
- Course brochure and prospectus or bulletin
- Skills matrix
- Stakeholders' input
- University and faculty websites
- Curriculum review minutes and documents
- Accreditation and benchmarking reports



## Profile: PeO .....

<b>Professional Surveyor</b>	Able to apply fundamental mathematic, scientific, and engineering principles in formulating and solving engineering problems to support an excellent career in Geodetic Engineering areas of practice or other relevant fields.
<b>Researcher/ lecturer</b>	Be able to develop and expand their knowledge of geodetic engineering fields, as well as other relevant field through further professional licensure or graduate studies in engineering or science.
<b>Middle level manager</b>	Be able to work effectively in multidisciplinary and diverse professional environments as well as to provide leadership and demonstrate professional integrity.

Geodetic Engineering, 2016

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### Visi, misi, nilai Stakeholder

User, masyarakat profesi, alumni

### Standar internasional

IEA Graduate Attributes, ...

### Standar nasional

SNPT

### Lembaga akreditasi

BAN PT, IABEE, LAM PS

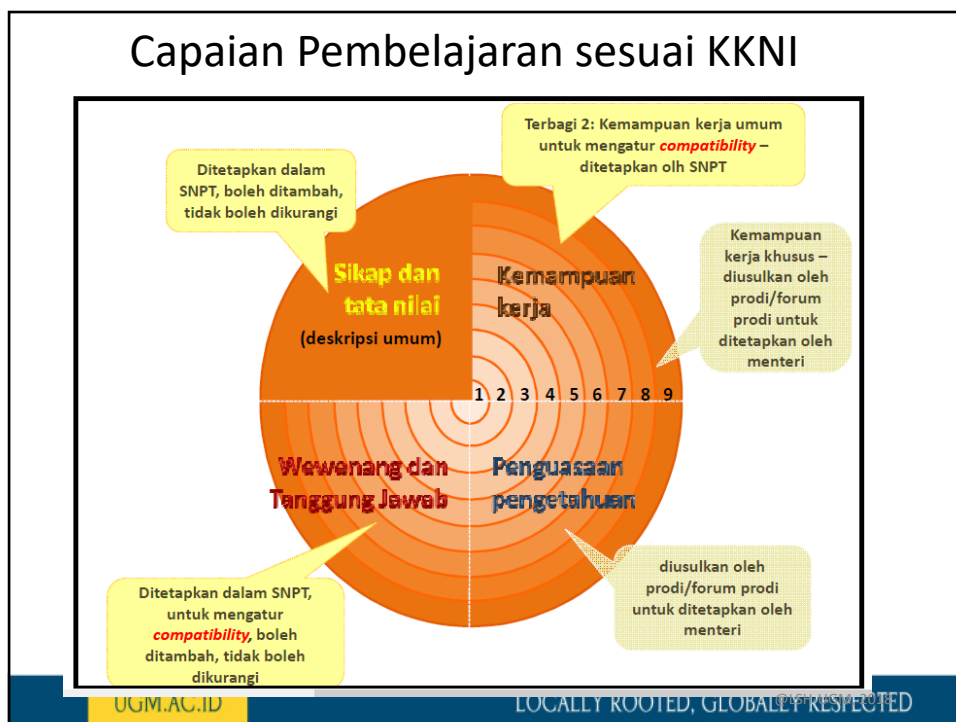
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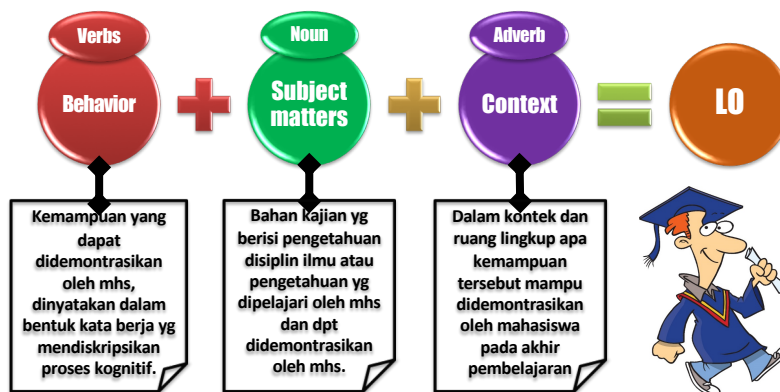




### Acuan KKNI untuk Rumusan PENGETAHUAN

LEVEL KUALIFIKASI	KATA KUNCI PENGETAHUAN DALAM KKNI	KESETARAAN PROGRAM
9	Mampu <b>memecahkan permasalahan</b> sains, teknologi, dan atau seni di dalam bidang keilmuannya melalui pendekatan <b>inter, multi atau transdisipliner</b> .	Doktor
8	<b>Mampu memecahkan permasalahan</b> ilmu pengetahuan, teknologi, dan/atau seni di dalam bidang keilmuannya melalui pendekatan <b>inter</b> atau <b>multidisipliner</b> .	Magister
7	Mampu <b>memecahkan permasalahan</b> sains, teknologi, dan atau seni di dalam bidang keilmuannya melalui pendekatan <b>monodisipliner</b> .	Profesi
6	<b>Menguasai konsep teoritis</b> bidang pengetahuan tertentu secara umum dan konsep teoritis bagian khusus dalam bidang pengetahuan tersebut secara mendalam, serta <b>mampu memformulasikan</b> penyelesaian <b>masalah prosedural</b> .	Sarjana
5	<b>Menguasai konsep teoritis</b> bidang pengetahuan tertentu secara umum, serta <b>mampu memformulasikan</b> penyelesaian <b>masalah prosedural</b> .	Diploma 3
4	<b>Menguasai beberapa prinsip dasar</b> bidang keahlian tertentu dan <b>mampu menelaraskan</b> dengan permasalahan faktual di bidang kerjanya.	Diploma 2
3	<b>Memiliki pengetahuan operasional</b> yang lengkap, prinsip-prinsip serta konsep umum yang terkait dengan fakta bidang keahlian tertentu, sehingga <b>mampu menyelesaikan berbagai</b> masalah yang lazim dengan metode yang sesuai.	Diploma 1

### Anatomy LO



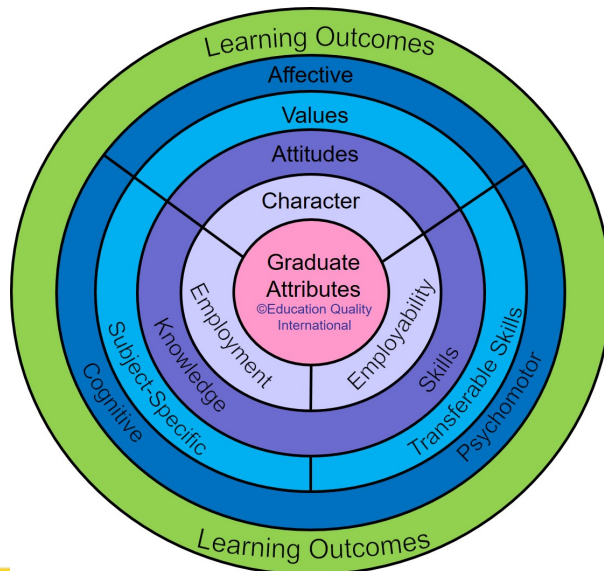
Contoh:

Mampu **menyusun** **rancangan proyek** **kewirausahaan kecil dan menengah**.

Kemampuan      Bahan kajian      Kontek



## Learning Outcomes



## Revised Bloom's Taxonomy: Action verb: Cognitive

REMEMBER	UNDERSTAND	APPLY	ANALYZE	EVALUATE	CREATE
Retrieve knowledge from long-term memory	Construct meaning from instructional messages, including oral, written, graphic communication	Carry out/use procedure in a given situation	Break material into constituent parts; determine how parts relate to one another and to an overall structure or purpose	Make judgments based on criteria and standards	Put elements together to form coherent or functional whole; reorganize elements into a new pattern or structure
<u>Sample Verbs:</u>	<u>Sample Verbs:</u>	<u>Sample Verbs:</u>	<u>Sample Verbs:</u>	<u>Sample Verbs:</u>	<u>Sample Verbs:</u>
<ul style="list-style-type: none"> <li>Define</li> <li>Describe</li> <li>Label</li> <li>List</li> <li>Match</li> <li>Recall</li> <li>Recognize</li> <li>State</li> </ul>	<ul style="list-style-type: none"> <li>Classify</li> <li>Compare</li> <li>Discuss</li> <li>Exemplify</li> <li>Explain</li> <li>Identify</li> <li>Illustrate</li> <li>Infer</li> <li>Interpret</li> <li>Predict</li> <li>Report</li> <li>Review</li> <li>Summarize</li> <li>Translate</li> </ul>	<ul style="list-style-type: none"> <li>Apply</li> <li>Change</li> <li>Choose</li> <li>Demonstrate</li> <li>Execute</li> <li>Implement</li> <li>Prepare</li> <li>Solve</li> <li>Use</li> </ul>	<ul style="list-style-type: none"> <li>Analyze</li> <li>Attribute</li> <li>Debate</li> <li>Differentiate</li> <li>Distinguish</li> <li>Examine</li> <li>Organize</li> <li>Research</li> </ul>	<ul style="list-style-type: none"> <li>Appraise</li> <li>Check</li> <li>Critique</li> <li>Judge</li> </ul>	<ul style="list-style-type: none"> <li>Compose</li> <li>Construct</li> <li>Create</li> <li>Design</li> <li>Develop</li> <li>Formulate</li> <li>Generate</li> <li>Invent</li> <li>Make</li> <li>Organize</li> <li>Plan</li> <li>Produce</li> <li>Propose</li> </ul>

## Revised Bloom's Taxonomy: Action verb: Affective

RECEIVE	RESPOND	VALUE	ORGANIZE	INTERNALIZE (CHARACTERIZE)
Selectively responds to stimuli	Responds to stimuli	Attaches value or worth to something	Conceptualizes value and resolves conflict between this value and other values	Integrate the value into a value system that controls behavior
<u>Sample Verbs:</u>	<u>Sample Verbs:</u>	<u>Sample Verbs:</u>	<u>Sample Verbs:</u>	<u>Sample Verbs:</u>
<ul style="list-style-type: none"> <li>• Acknowledge</li> <li>• Choose</li> <li>• Demonstrate awareness</li> <li>• Demonstrate tolerance</li> <li>• Locate</li> <li>• Select</li> </ul>	<ul style="list-style-type: none"> <li>• Answer</li> <li>• Communicate</li> <li>• Comply</li> <li>• Contribute</li> <li>• Cooperate</li> <li>• Discuss</li> <li>• Participate willingly</li> <li>• Volunteer</li> </ul>	<ul style="list-style-type: none"> <li>• Adopt</li> <li>• Assume responsibility</li> <li>• Behave according to</li> <li>• Choose</li> <li>• Commit</li> <li>• Express</li> <li>• Initiate</li> <li>• Justify</li> <li>• Propose</li> <li>• Show concern</li> <li>• Use resources to</li> </ul>	<ul style="list-style-type: none"> <li>• Adapt</li> <li>• Adjust</li> <li>• Arrange</li> <li>• Balance</li> <li>• Classify</li> <li>• Conceptualize</li> <li>• Formulate</li> <li>• Organize</li> <li>• Prepare</li> <li>• Rank</li> <li>• Theorize</li> </ul>	<ul style="list-style-type: none"> <li>• Act upon</li> <li>• Advocate</li> <li>• Defend</li> <li>• Exemplify</li> <li>• Influence</li> <li>• Perform</li> <li>• Practice</li> <li>• Serve</li> <li>• Support</li> </ul>

## Revised Bloom's Taxonomy: Action verb: Psychomotorics

PERCEIVE	SET	RESPOND AS GUIDED	ACT	RESPOND OVERTLY	ADAPT	ORGANIZE
Senses cues that guide motor activity	Is mentally, emotionally, physically ready to act	Imitates and practices skills	Performs acts with increasing efficiency, confidence, ad proficiency	Performs acts automatically	Adapts skill sets to solve a problem	Creates new patterns for specific situations
<u>Sample Verbs:</u>	<u>Sample Verbs:</u>	<u>Sample Verbs:</u>	<u>Sample Verbs:</u>	<u>Sample Verbs:</u>	<u>Sample Verbs:</u>	<u>Sample Verbs:</u>
<ul style="list-style-type: none"> <li>• Detect</li> <li>• Differentiate</li> <li>• Distinguish</li> <li>• Identify</li> <li>• Observe</li> <li>• Recognize</li> <li>• Relate</li> <li>• Describe the perception</li> <li>• Describe the sensation:                             <ul style="list-style-type: none"> <li>◦ Hear</li> <li>◦ Listen</li> <li>◦ See</li> <li>◦ Smell</li> <li>◦ Taste</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Assume a stance</li> <li>• Display</li> <li>• Perform motor skills</li> <li>• Position the body</li> <li>• Proceed</li> <li>• Show</li> </ul>	<ul style="list-style-type: none"> <li>• Copy</li> <li>• Duplicate</li> <li>• Imitate</li> <li>• Operate under supervision</li> <li>• Practice</li> <li>• Repeat</li> <li>• Reproduce</li> </ul>	<ul style="list-style-type: none"> <li>• Assemble</li> <li>• Calibrate</li> <li>• Complete with confidence</li> <li>• Conduct</li> <li>• Construct</li> <li>• Demonstrate</li> <li>• Dismantle</li> <li>• Fix</li> <li>• Execute</li> <li>• Improve efficiency</li> <li>• Make</li> <li>• Manipulate</li> <li>• Measure</li> <li>• Mend</li> <li>• Organize</li> <li>• Produce</li> </ul>	<ul style="list-style-type: none"> <li>• Act habitually</li> <li>• Control</li> <li>• Direct</li> <li>• Guide</li> <li>• Manage</li> <li>• Perform</li> </ul> <p><i>Note: Same verbs as "ACT", but with modifiers describing the performance, e.g., faster, better, more accurate, outstanding, etc.</i></p>	<ul style="list-style-type: none"> <li>• Adapt</li> <li>• Alter</li> <li>• Change</li> <li>• Rearrange</li> <li>• Reorganize</li> <li>• Revises</li> </ul>	<ul style="list-style-type: none"> <li>• Arrange</li> <li>• Build</li> <li>• Compose</li> <li>• Construct</li> <li>• Create</li> <li>• Design</li> <li>• Originate</li> <li>• Make</li> </ul>

## 21<sup>st</sup> century Learning outcomes

- Communication skills (reading, writing, speaking, listening)
- Computation skills (understanding and applying mathematical concepts and reasoning, analyzing and using numerical data)
- Community skills (citizenship; diversity/pluralism; local, community, global, environmental awareness)
- Critical thinking and problem solving skills (analysis, synthesis, evaluation, decision making, creative thinking)
- 5. Information management skills (collecting, analyzing, and organizing information from a variety of sources)
- Interpersonal skills (teamwork, relationship management, conflict resolution, workplace skills)
- Personal skills (ability to understand and manage self, management of change, learning to learn, personal responsibility, aesthetic responsiveness, wellness)
- Technology skills (computer literacy, Internet skills, retrieving and managing information via technology)

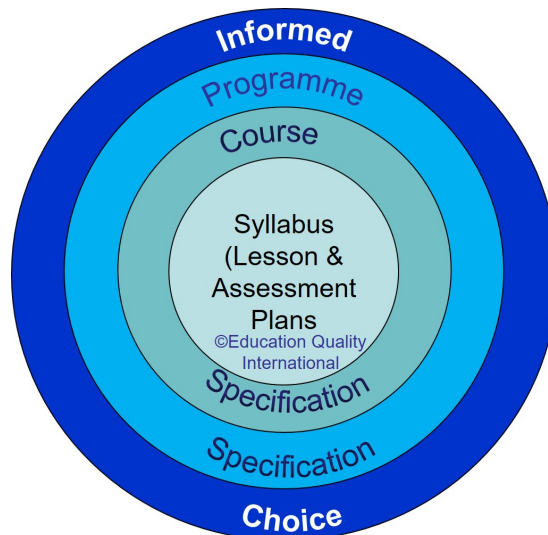
## 2. Programme Specification

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.*

### c. Checklist

2	Programme Specification	1	2	3	4	5	6	7
2.1	The information in the programme specification is comprehensive and up-to-date [1, 2]							
2.2	The information in the course specification is comprehensive and up-to-date [1, 2]							
2.3	The programme and course specifications are communicated and made available to the stakeholders [1, 2]							
	<b>Overall opinion</b>							

### Principle of Programme Specification



## 2. Programme Specification

Programme specification is a set of documents that describes the study programme offered by the university. The programme specification usually encompasses the following items:

- a summary of programme aims and intended outcomes;
- an outline of the course structure;
- a matrix showing how the programme learning outcomes are achieved through the courses; and
- a set of course specifications

Ref: T1 AUN-QA at Programme Level

QA at Programme Level

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## 2. Programme Specification (→ short version)

The information to be included in the **programme specification** is listed below.

- Awarding body/institution
- Teaching institution (if different)
- Details of the accreditation by a professional or statutory body
- Name of the final award
- Programme title
- Expected Learning outcomes of the programme
- Admission criteria or requirements to the programme
- Relevant subject benchmark statements and other external and internal reference points used to provide information on programme outcomes
- Programme structure and requirements including levels, courses, credits, etc.
- Date on which the programme specification was written or revised

QA at Programme Level

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## 2. Course Specification

The information to be included in the **course specification** is listed below.

- Course title
- Course requirements such as pre-requisite to register for the course, credits, etc.
- Expected learning outcomes of the course in terms of knowledge, skills and attitudes
- Teaching, learning and assessment methods to enable outcomes to be achieved and demonstrated
- Course description and outline or syllabus
- Details of student assessment
- References
- Date on which the course specification was written or revised.

## 3. Programme Structure and Content

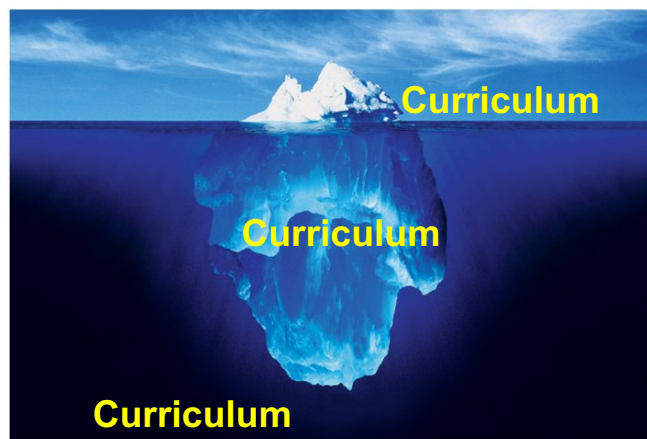
### Criteria/standard:

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.*

## b. Checklist

3	Programme Structure and Content	1	2	3	4	5	6	7
3.1	The curriculum is designed based on constructive alignment with the expected learning outcomes [1]							
3.2	The contribution made by each course to achieve the expected learning outcomes is clear [2]							
3.3	The curriculum is logically structured, sequenced, integrated and up-to-date [3, 4, 5, 6]							
	<b>Overall opinion</b>							

## What is a Curriculum? The Three Types of Curriculum





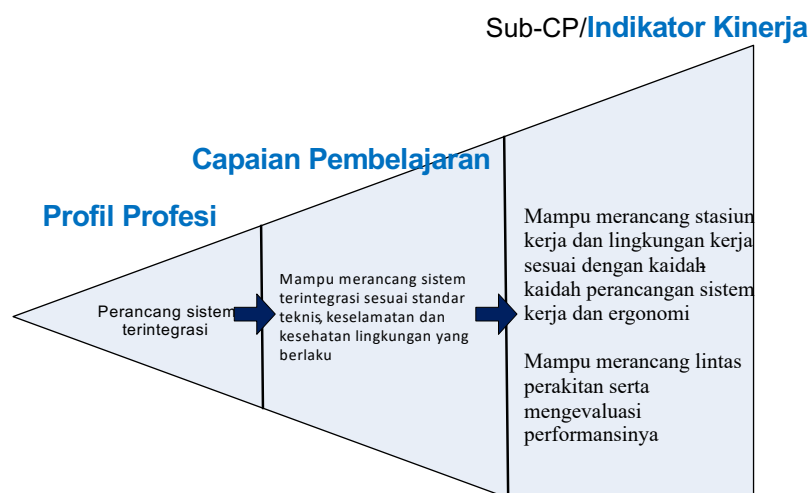
## Structured-Curriculum

- **Constructive alignment** between the courses, teaching and learning also assessment methods: the curriculum should be designed so that the teaching activities, learning activities and assessment tasks are co-ordinated with the learning outcomes.
- Constructive alignment includes:
  - ✓ defining ELOs that are measurable;
  - ✓ selecting teaching and learning methods that are likely to ensure that the ELOs are achieved; and
  - ✓ assessing how well the students have achieved the ELO as intended.

Ref: T1 AUN-QA at Programme Level  
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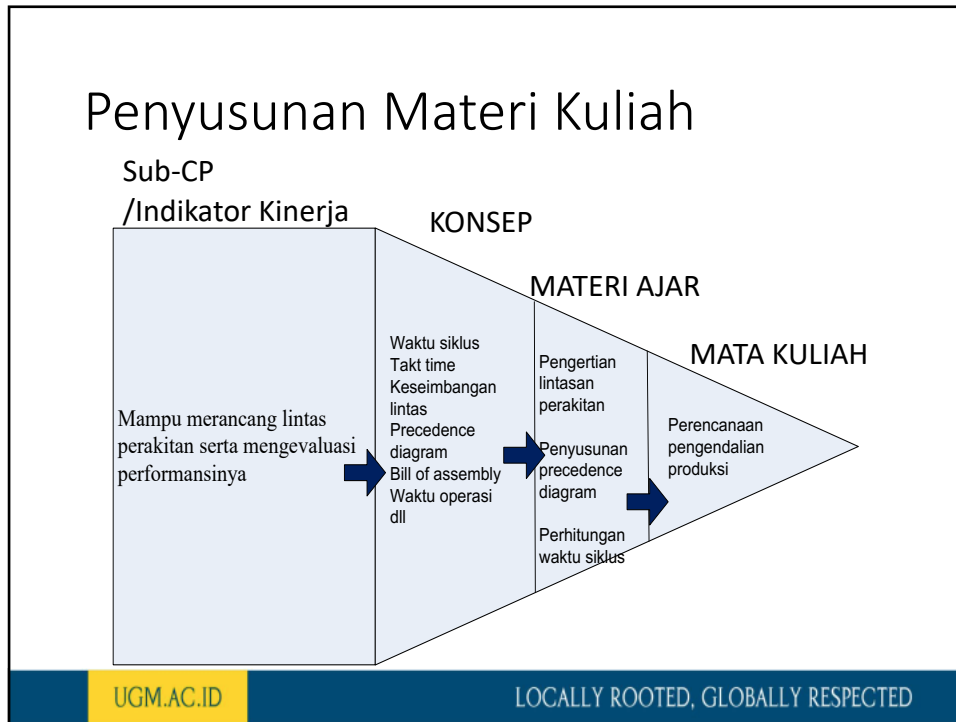
## CPL – Desain struktur kurikulum



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### Matriks Pengalaman Belajar

Capaian Pembelajaran (Kompetensi)	Pengalaman Belajar		Bahan Kajian (Ruang Lingkup Materi)	Media dan Teknologi	Mata Kuliah	Indikator	Asesmen
	sub kompetensi	aktivitas, metode pembelajaran					
			Substansi: pokok bahasan dan sub pokok bahasan				

Sumber: Paulina Pannen, Presentasi KKN Desember 2012

## peta / matrik kurikulum

No.	Kelompok MK	Nama Mata Kuliah	SKS		Semester	Student Outcome													
			Wajib	Pilihan		a	b	c	d	e	f	g	h	i	j	k			
1	MK Umum (dasar sains)	Calculus I	2		1	3											1		
2		Linear Algebra	2		1	3											1		
3		Statistics and Theory of Error	3		1	3					2	1							
4		Geology	2		1	3								1				1	
5		Calculus II	2		2	3												1	
6		Fundamental of Physics	2		2	3												1	
7		Basics of Computer Programming	2+1		2	3	2			1								1	1
8	MK Umum (Humaniora)	Labour Law		2	2					3		2				1		1	3
		Agrarian Law	2		1				1		3					2	2		
9		Adjustment Computation	3		2	3	2	2								1			2
10		Field Camp	0-3		5		3	3	3	3	1	2				2	2	3	
11	MK Umum (kompetensi)	Internship	0-3		6		3	3	2		1	2	1	1	1	1	1	3	
12		Applied Adjustment Computation		2	genap		3	2		2	1					1			2
13		Coordinate System and Transformation	2		3	3	2									1			1
14	MK Umum (lanjut)	Management and Entrepreneurship	2		7		2	2	1	3						1	1		2
15		Research Methodology	2		7					3	2	3				1			
16		Final Project	4		Sem. 8		3	3			3	3				1	1		3

Kontribusi: 1: rendah, 3: kuat

## Kesuaian CPMK dan CPL

14. Capaian Pembelajaran Matakuliah (CLO - Course Learning Outcome)	Mahasiswa mampu:	SO-PI
	CLO-1. mengidentifikasi permasalahan dan menganalisis batasan-batasan dalam pengembangan JKG	c1.
	CLO-2. menetapkan spesifikasi teknis yang sesuai dengan mengevaluasi hasil perhitungan JKG	c2
	CLO-3. melakukan desain jaring kontrol geodesi menggunakan metoda optimasi jaring	b1
	CLO-4. membandingkan data dan hasil optimasi terhadap model/standar klasifikasi optimasi berdasarkan presisi, akurasi dan kehandalan	b3
	CLO-5. menjelaskan hasil analisis optimasi jaring berdasarkan klasifikasi presisi, akurasi dan kehandalan	b4
	CLO-6. dapat menetapkan jenis peralatan, metoda pengukuran dan pengolahan JKG sesuai dengan spesifikasi teknik JKG yang telah ditetapkan	k1
	CLO-7. dapat menjelaskan penggunaan alat, metoda dan kompetensi sesuai dengan spesifikasi JKG	k2
	CLO-8. Dapat mengaplikasikan alat dan metoda pengolahan dan pengujian data JKG sesuai dengan spesifikasi teknis JKG	k3
	CLO-9. dapat merefleksikan alasan pemilihan alat, metoda berdasarkan spesifikasi teknis JKG	k4

## State of the art of the Curriculum

### Curriculum evaluation:

- Major evaluation → curriculum evaluation/revision, every 5 years
- Minor evaluation → RPS evaluation & revision, every year (before the academic year starting)

### State of the art of the field:

- Capita Selecta, seminar courses

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## 4. Teaching and Learning

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.).*

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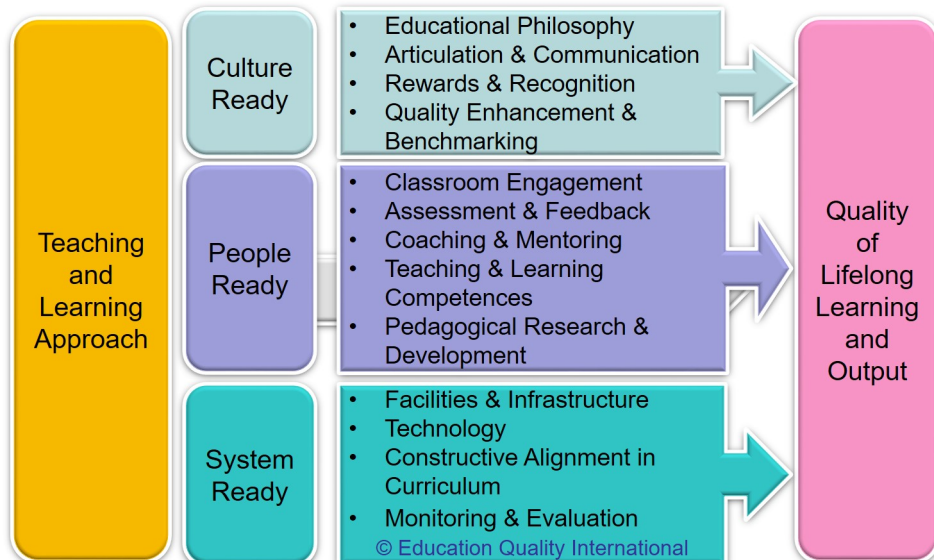
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## b. Checklist

4	Teaching and Learning Approach	1	2	3	4	5	6	7
4.1	The educational philosophy is well articulated and communicated to all stakeholders [1]							
4.2	Teaching and learning activities are constructively aligned to the achievement of the expected learning outcomes [2, 3, 4, 5]							
4.3	Teaching and learning activities enhance life-long learning [6]							
	<b>Overall opinion</b>							

## Principle of Teaching and Learning Approach



Ref: T1 AUN-QA at Programme Level

## Kesempatan belajar:Proses Pembelajaran

**What is Education 4.0?**

www.theGeniusWorks.com

### Teaching and Learning Approach

Strategy	Description
Direct Instruction	Information is conveyed to the learners in the most direct manner.
Indirect Instruction	Learners are facilitated in the learning process without any overt teaching being done by the teacher.
Experiential Learning	Learners learn best when they go through an experience of learning.
Interactive Instruction	Learning occurs from peers and teacher via multiple interactions.
Independent Study	Any educational activity carried out by an individual with little or no guidance.

Ref: T1 AUN-QA at Programme Level

## Lifelong Learning

Lifelong learning is defined as “all learning activity undertaken throughout Life, with the aim of improving knowledge, skills and competence, within a personal, civic, social and/or employment-related perspective”

*Source: European Commission*

Ref: T1 AUN-QA at Programme Level

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## Lifelong Learning

The European Reference Framework sets out eight key competences for lifelong learning:

1. Communication in the mother tongue;
2. Communication in foreign languages;
3. Mathematical competence and basic competences in science and technology;
4. Digital competence;
5. Learning to learn;
6. Social and civic competences;
7. Sense of initiative and entrepreneurship;
8. Cultural awareness and expression.

Ref: T1 AUN-QA at Programme Level

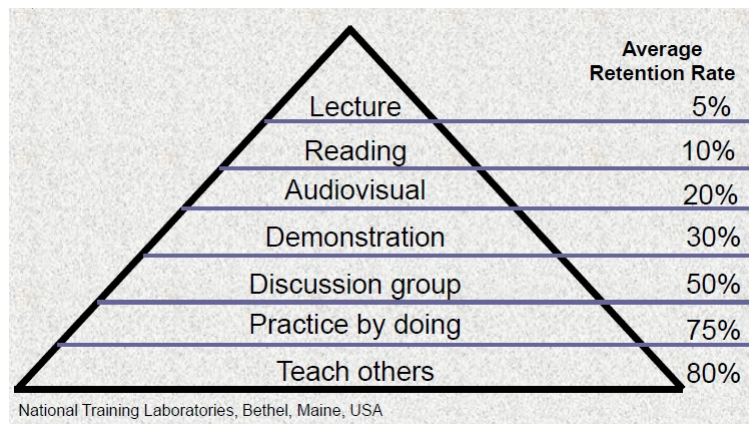
*Source: European Commission*

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## The Learning Pyramid



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## 5. Student Assessment

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.*

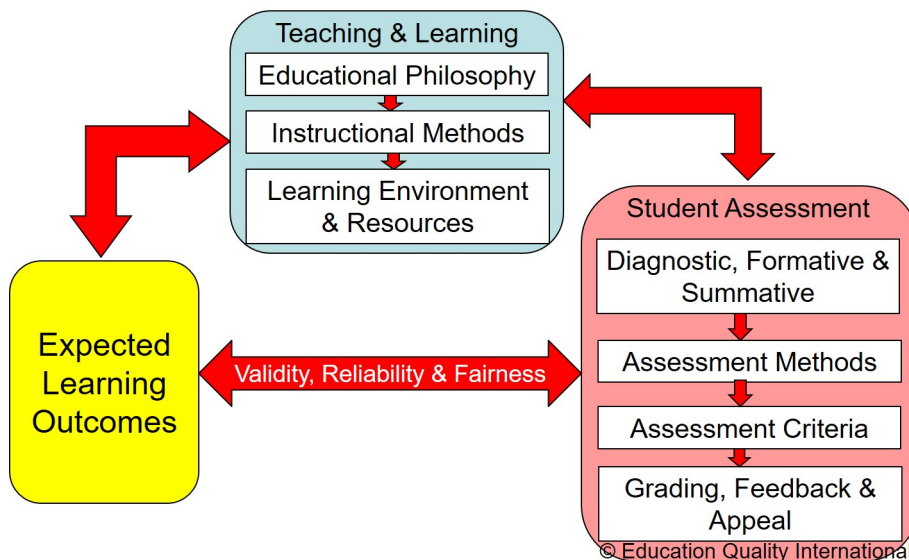
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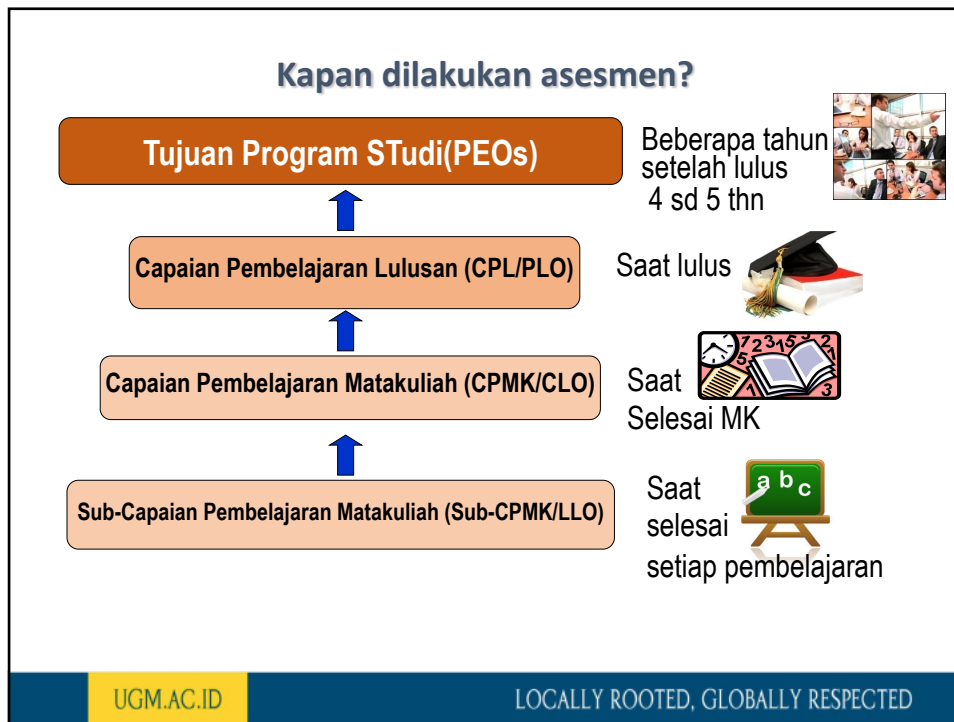
### b. Checklist

5	Student Assessment	1	2	3	4	5	6	7
5.1	The student assessment is constructively aligned to the achievement of the expected learning outcomes [1, 2]							
5.2	The student assessments including timelines, methods, regulations, weight distribution, rubrics and grading are explicit and communicated to students [4, 5]							
5.3	Methods including assessment rubrics and marking schemes are used to ensure validity, reliability and fairness of student assessment [6, 7]							
5.4	Feedback of student assessment is timely and helps to improve learning [3]							
5.5	Students have ready access to appeal procedure [8]							
<b>Overall opinion</b>								

### Principle of Student Assessment







## Rencana Penilaian MK

	UTS (30%)	UAS (30%)	Tugas 1 Identifikasi JKG (5%)	Tugas II SNI(5%)	Tugas Optima si(10%)	Tugas III Projek JKH (15%)	Tugas IV JKV/JKGb (5%)
CO.1			X				
CO.2	X			X			
CO.3	X				X		
CO.4	X						
CO.5		X			X		
CO.6	X	X				X	X
CO.7	X	X				X	X
CO.8		X				X	X
CO.9		X				X	X

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## Rubrik penilaian Kompetensi Lulusan

	Unsatisfactory 1	Developing 2	Satisfactory 3	Exemplary 4
Performance indicators	Descriptor	Descriptor	Descriptor	Descriptor
Performance indicators	Descriptor	Descriptor	Descriptor	Descriptor
Performance indicators	Descriptor	Descriptor	Descriptor	Descriptor
Performance indicators	Descriptor	Descriptor	Descriptor	Descriptor

Diagram illustrating the rubric structure with annotations:

- Scales:** A bracket spans across the top row (Unsatisfactory 1 to Exemplary 4).
- Descriptors:** A bracket spans across the bottom row (Descriptor to Descriptor).
- Dimensions:** A blue box highlights the first column (Descriptor).
- Descriptors:** A blue box highlights the second and third columns (Descriptor, Descriptor).

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## 6. Academic Staff Quality

- Both short-term and long-term planning of academic staff establishment or needs (including succession, promotion, re-deployment, termination, and retirement plans) are carried out to ensure that the quality and quantity of academic staff fulfil the needs for education, research and service.
- Staff-to-student ratio and workload are measured and monitored to improve the quality of education, research and service.
- Competences of academic staff are identified and evaluated. A competent academic staff will be able to:
  - design and deliver a coherent teaching and learning curriculum;
  - apply a range of teaching and learning methods and select most appropriate assessment methods to achieve the expected learning outcomes;
  - develop and use a variety of instructional media;
  - monitor and evaluate their own teaching performance and evaluate courses they deliver;
  - reflect upon their own teaching practices; and
  - conduct research and provide services to benefit stakeholders
- Recruitment and promotion of academic staff are based on merit system, which includes teaching, research and service.
- Roles and relationship of academic staff members are well defined and understood.
- Duties allocated to academic staff are appropriate to qualifications, experience, and aptitude.
- All academic staff members are accountable to the university and its stakeholders, taking into account their academic freedom and professional ethics.
- Training and development needs for academic staff are systematically identified, and appropriate training and development activities are implemented to fulfil the identified needs.
- Performance management including rewards and recognition is implemented to motivate and support education, research and service.
- The types and quantity of research activities by academic staff are established, monitored and benchmarked for improvement.

QA at Programme Level

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## 6. Academic Staff Quality

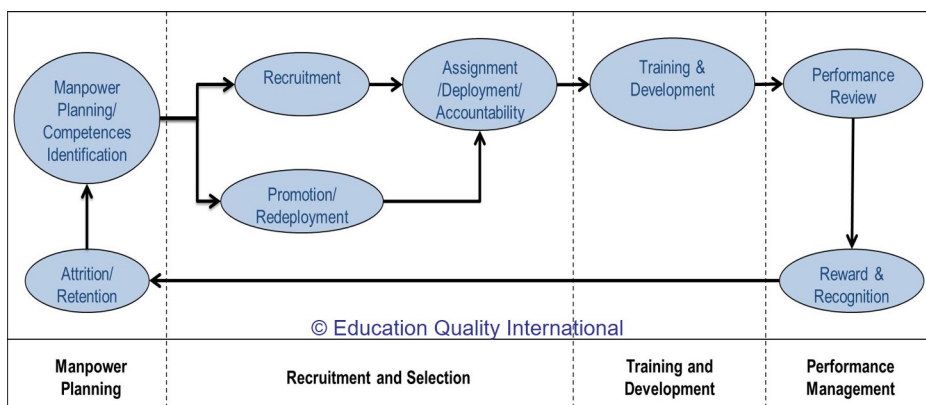
6	Academic Staff Quality	1	2	3	4	5	6	7
6.1	Academic staff planning (considering succession, promotion, re-deployment, termination, and retirement) is carried out to fulfil the needs for education, research and service [1]							
6.2	Staff-to-student ratio and workload are measured and monitored to improve the quality of education, research and service [2]							
6.3	Recruitment and selection criteria including ethics and academic freedom for appointment, deployment and promotion are determined and communicated [4, 5, 6, 7]							
6.4	Competences of academic staff are identified and evaluated [3]							
6.5	Training and developmental needs of academic staff are identified and activities are implemented to fulfil them [8]							
6.6	Performance management including rewards and recognition is implemented to motivate and support education, research and service [9]							
6.7	The types and quantity of research activities by academic staff are established, monitored and benchmarked for improvement [10]							

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Overall opinion

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## Principle of Academic Staff Quality



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Ref: T1 AUN-QA at Programme Level  
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## 6. Academic Staff Quality

### How to calculate FTEs?

#### Investment of Time

##### Academic Staff

For example, if 1 FTE is equal to 40 hours per week (full-time employment), then the FTE of an academic staff member with a teaching load of 8 hours per week will be \_\_\_\_\_ (i.e. 8/40).

##### Student

For example, if 1 FTE student has to attend 20 hours of lesson a week, then the FTE of a part-time student with 10 hours of lesson a week will be \_\_\_\_\_ (i.e. 10/20).

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## 6. Academic Staff Quality

### Calculating FTEs

Category	M	F	Total		Percentage of PhDs
			Headcounts	FTEs	
Professors					
Associate/ Assistant Professors					
Full-time Lecturers					
Part-time Lecturers					
Visiting Professors/ Lecturers					
Total					

Ref: T1 AUN-QA at Programme Level

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## 6. Academic Staff Quality

### Staff-to-student Ratio

Academic Year	Total FTEs of Academic Staff	Total FTEs of students	Staff-to-student Ratio

Ref: T1 AUN-QA at Programme Level

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## 7. Support Staff Quality

1. Both short-term and long-term planning of support staff establishment or needs of the library, laboratory, IT facility and student services are carried out to ensure that the quality and quantity of support staff fulfil the needs for education, research and service.
2. Recruitment and selection criteria for appointment, deployment and promotion of support staff are determined and communicated. Roles of support staff are well defined and duties are allocated based on merits, qualifications and experiences.
3. Competences of support staff are identified and evaluated to ensure that their competencies remain relevant and the services provided by them satisfy the stakeholders' needs.
4. Training and development needs for support staff are systematically identified, and appropriate training and development activities are implemented to fulfil the identified needs.
5. Performance management including rewards and recognition is implemented to motivate and support education, research and service.

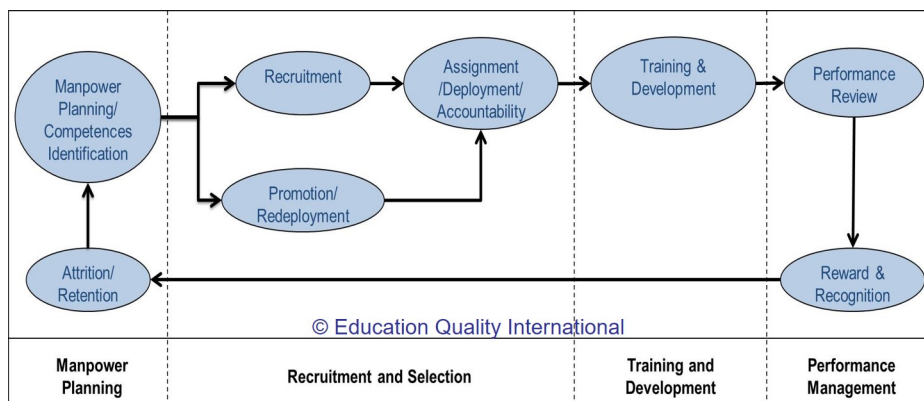
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## 7. Support Staff Quality

7	Support Staff Quality	1	2	3	4	5	6	7
7.1	Support staff planning (at the library, laboratory, IT facility and student services) is carried out to fulfil the needs for education, research and service [1]							
7.2	Recruitment and selection criteria for appointment, deployment and promotion are determined and communicated [2]							
7.3	Competences of support staff are identified and evaluated [3]							
7.4	Training and developmental needs of support staff are identified and activities are implemented to fulfil them [4]							
7.5	Performance management including rewards and recognition is implemented to motivate and support education, research and service [5]							
	<b>Overall opinion</b>							

## Principle of Support Staff Quality



Ref: T1 AUN-QA at Programme Level

## 7. Support Staff Quality

Support Staff	Highest Educational Attainment				Total
	High School	Bachelor's	Master's	Doctoral	
Library Personnel					
Laboratory Personnel					
IT Personnel					
Administrative Personnel					
Student Services Personnel (enumerate the services)					
Total					

Ref: T1 AUN-QA at Programme Level

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## 8. Student Quality and Support

1. The student intake policy and the admission criteria to the programme are clearly defined, communicated, published, and up-to-date.
2. The methods and criteria for the selection of students are determined and evaluated.
3. There is an adequate monitoring system for student progress, academic performance, and workload. Student progress, academic performance and workload are systematically recorded and monitored, feedback to students and corrective actions are made where necessary.
4. Academic advice, co-curricular activities, student competition, and other student support services are available to improve learning and employability.
5. In establishing a learning environment to support the achievement of quality student learning, the institution should provide a physical, social and psychological environment that is conducive for education and research as well as personal well-being.

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## 8. Student Quality and Support

8	Student Quality and Support	1	2	3	4	5	6	7
8.1	The student intake policy and admission criteria are defined, communicated, published, and up-to-date [1]							
8.2	The methods and criteria for the selection of students are determined and evaluated [2]							
8.3	There is an adequate monitoring system for student progress, academic performance, and workload [3]							
8.4	Academic advice, co-curricular activities, student competition, and other student support services are available to improve learning and employability [4]							
8.5	The physical, social and psychological environment is conducive for education and research as well as personal well-being [5]							
	<b>Overall opinion</b>							

## 8. Student Quality and Support

### Intake of First-Year Students (last 5 academic years)

Academic Year	Applicants		
	No. Applied	No. Offered	No. Admitted/Enrolled

### Total Number of Students (last 5 academic years)

Academic Year	Students					Total
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	>4 <sup>th</sup> Year	

## 9. Facilities and Infrastructure

1. The physical resources to deliver the curriculum, including equipment, materials and information technology are sufficient.
2. Equipment is up-to-date, readily available and effectively deployed.
3. Learning resources are selected, filtered, and synchronised with the objectives of the study programme.
4. A digital library is set up in keeping with progress in information and communication technology.
5. Information technology systems are set up to meet the needs of staff and students.
6. The institution provides a highly accessible computer and network infrastructure that enables the campus community to fully exploit information technology for teaching, research, services and administration.
7. Environmental, health and safety standards and access for people with special needs are defined and implemented.

Ref: T1 AUN-QA at Programme Level

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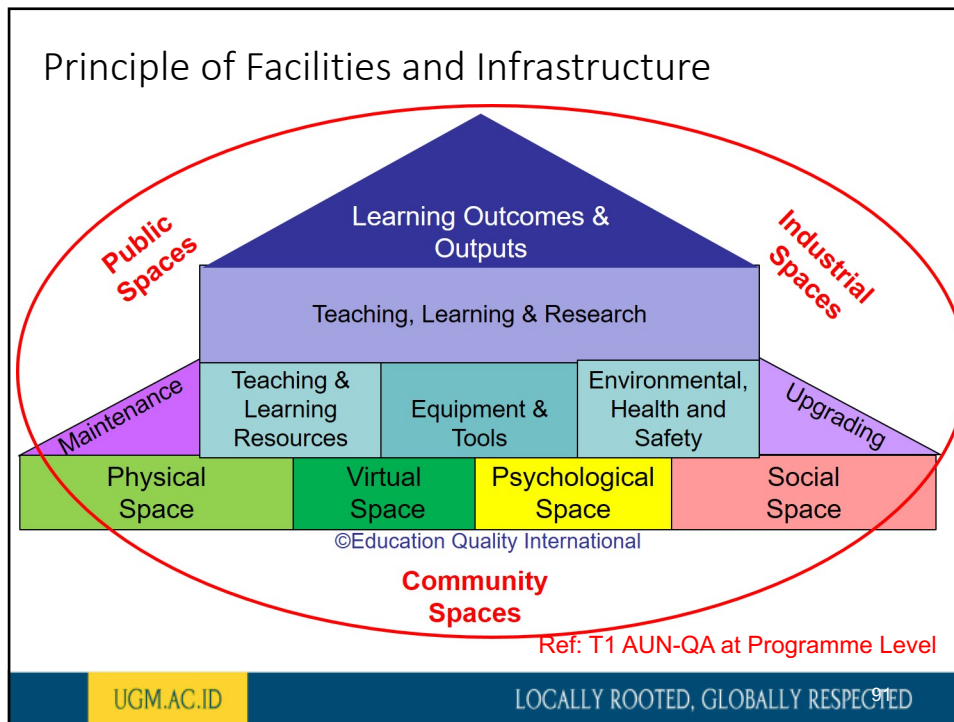
LOCALLY ROOTED, GLOBALLY RESPECTED<sup>89</sup>D

## 9. Facilities and Infrastructure

9	Facilities and Infrastructure	1	2	3	4	5	6	7
9.1	The teaching and learning facilities and equipment (lecture halls, classrooms, project rooms, etc.) are adequate and updated to support education and research [1]							
9.2	The library and its resources are adequate and updated to support education and research [3, 4]							
9.3	The laboratories and equipment are adequate and updated to support education and research [1, 2]							
9.4	The IT facilities including e-learning infrastructure are adequate and updated to support education and research [1, 5, 6]							
9.5	The standards for environment, health and safety; and access for people with special needs are defined and implemented [7]							
	<b>Overall opinion</b>							

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## 10. Quality Enhancement

1. The curriculum is developed with inputs and feedback from academic staff, students, alumni and stakeholders from industry, government and professional organisations.
2. The curriculum design and development process is established and it is periodically reviewed and evaluated. Enhancements are made to improve its efficiency and effectiveness.
3. The teaching and learning processes and student assessment are continuously reviewed and evaluated to ensure their relevance and alignment to the expected learning outcomes.
4. Research output is used to enhance teaching and learning.
5. Quality of support services and facilities (at the library, laboratory, IT facility and student services) is subject to evaluation and enhancement.
6. Feedback mechanisms to gather inputs and feedback from staff, students, alumni and employers are systematic and subjected to evaluation and enhancement.

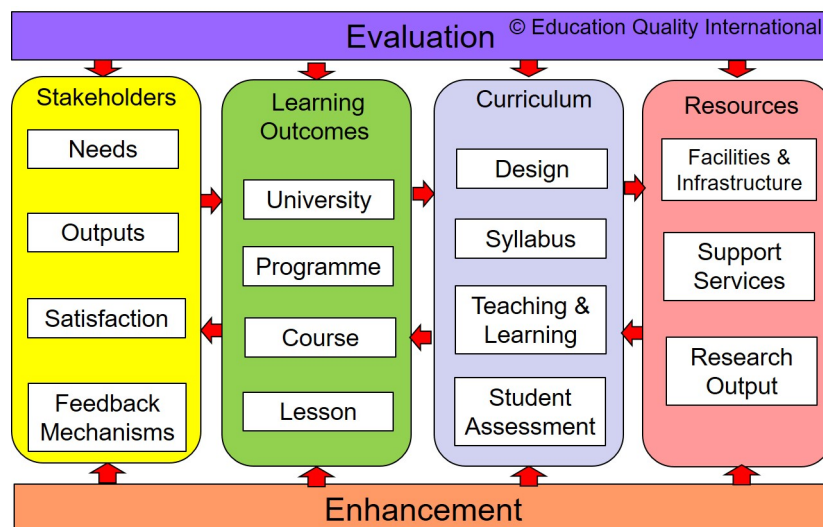
## 10. Quality Enhancement (2)

10	Quality Enhancement	1	2	3	4	5	6	7
10.1	Stakeholders' needs and feedback serve as input to curriculum design and development [1]							
10.2	The curriculum design and development process is established and subjected to evaluation and enhancement [2]							
10.3	The teaching and learning processes and student assessment are continuously reviewed and evaluated to ensure their relevance and alignment [3]							
10.4	Research output is used to enhance teaching and learning [4]							
10.5	Quality of support services and facilities (at the library, laboratory, IT facility and student services) is subjected to evaluation and enhancement [5]							
10.6	The stakeholder's feedback mechanisms are systematic and subjected to evaluation and enhancement [6]							
<b>Overall opinion</b>								

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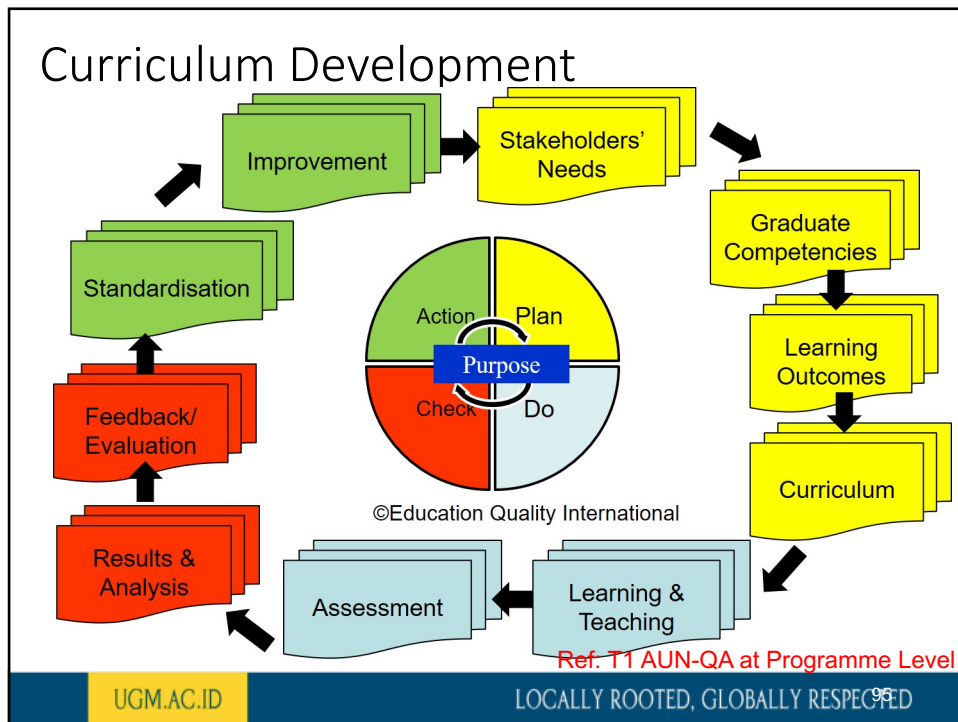
### Principle of Quality Enhancement



Ref: T1 AUN-QA at Programme Level

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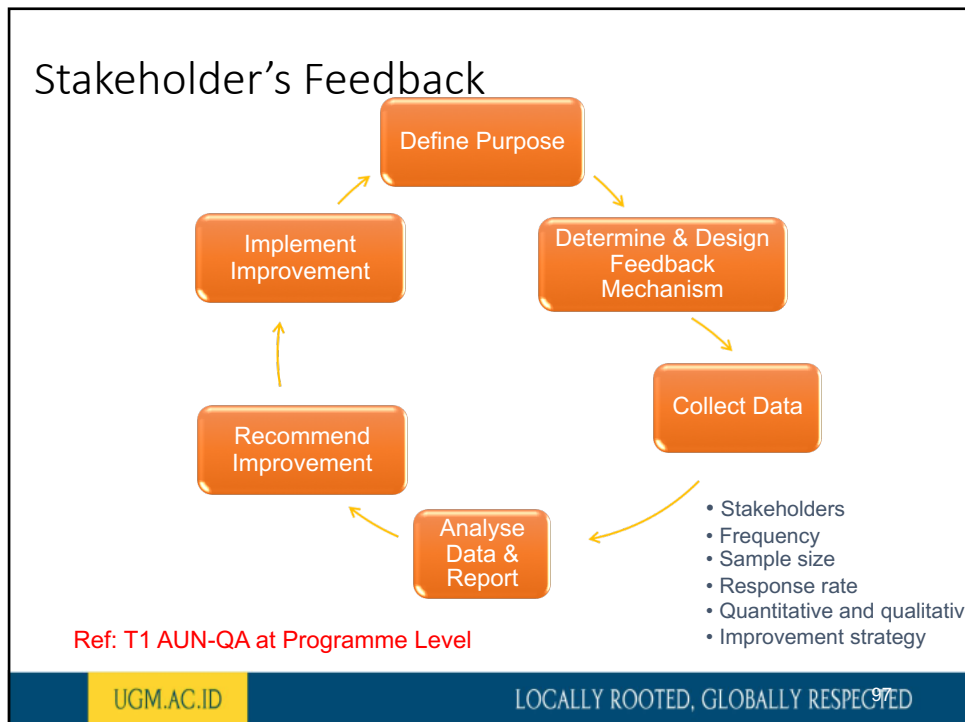


## Stakeholder's Feedback

### Common Formal Feedback Mechanisms:

- Surveys:
  - 
  - 
  - 
  - 
  -
- Tracer studies
- Focus group discussions
- Dialogues
- Complaint/suggestion system

Ref: T1 AUN-QA at Programme Level



## 11. Output

1. The quality of the graduates (such as pass rates, dropout rates, average time to graduate, employability, etc.) is established, monitored and benchmarked; and the programme should achieve the expected learning outcomes and satisfy the needs of the stakeholders.

2. Research activities carried out by students are established, monitored and benchmarked; and they should meet the needs of the stakeholders.

3. Satisfaction levels of staff, students, alumni, employers, etc. are established, monitored and benchmarked; and that they are satisfied with the quality of the programme and its graduates.

11. Output

11	Output	1	2	3	4	5	6	7
11.1	The pass rates and dropout rates are established, monitored and benchmarked for improvement [1]							
11.2	The average time to graduate is established, monitored and benchmarked for improvement [1]							
11.3	Employability of graduates is established, monitored and benchmarked for improvement [1]							
11.4	The types and quantity of research activities by students are established, monitored and benchmarked for improvement [2]							
11.5	The satisfaction levels of stakeholders are established, monitored and benchmarked for improvement [3]							
Overall opinion								

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11. Output

**Pass rate and dropout rate**

Academic Year	Cohort Size	% completed first degree in			% dropout during			
		3 Years	4 Years	>4 Years	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Years & Beyond

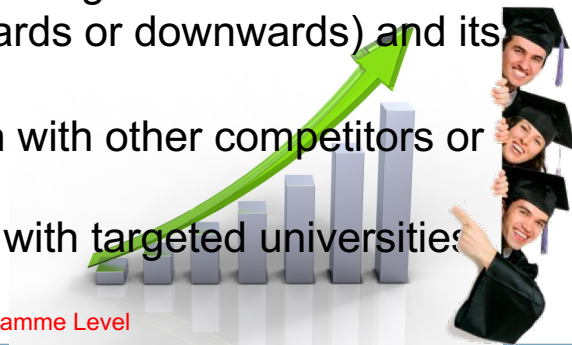
Ref: T1 AUN-QA at Programme Level

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## 11. Output

- Current and past performance indicators
- Performance targets
- Trend (upwards or downwards) and its reasons
- Comparison with other competitors or universities
- Benchmark with targeted universities



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## Benchmarking

Benchmarking can be defined as a “systematic and continuous process of comparing elements of performance in an institution against best practices within and outside the organisation with the purpose of improving its performance”.



Ref: T1 AUN-QA at Programme Level

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UNIVERSITAS  
GADJAH MADA

# GinÖng Prati Dino (CQI)

**TERIMA KASIH**

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