



Universitas Negeri Surabaya
Faculty of Education, Master of Education
Education Management Study Program

Document
Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Audit & Quality Assurance Skills,	8610402022	Compulsory Study Program Subjects	T=2	P=0	ECTS=4.48	2	May 1, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
		Dr. Erny Roesminingsih, M.si			Dr. Amrozi Khamidi, S.Pd., M.Pd.	

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																		
	PLO-5	Able to Manifest the Character "Intelligent, Religious, Noble Character, Independent, Caring, Academic Ethics and Resilient in the Field of Work, Daily Behavior in Society and State																																																	
	PLO-8	Able to design planning and development of educational management and leadership models for various types and levels of education, solve problems and provide advocacy in the management and leadership of educational institutions through interdisciplinary and/or multidisciplinary approaches according to community needs and context.																																																	
	Program Objectives (PO)																																																		
	PO - 1	CPMK-1 Able to understand, identify and analyze the meaning of audit concepts with a risk management approach in quality assurance activities. Utilize learning resources and information technology to apply audit and quality assurance skills in the management field of educators and solve problems in audit and quality assurance activities																																																	
	PLO-PO Matrix																																																		
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>P.O</td> <td>PLO-5</td> <td>PLO-8</td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> </tr> </table>		P.O	PLO-5	PLO-8	PO-1																																													
	P.O	PLO-5	PLO-8																																																
PO-1																																																			
PO Matrix at the end of each learning stage (Sub-PO)																																																			
<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>		P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																			
PO-1																																																			

Short Course Description	Audit and quality assurance skills courses equip students to be able to develop knowledge in the field of audit and quality assurance with a risk management approach, educational planning by abstracting management audit concepts, especially risk approaches, audit steps, internal and external audits, initiating audit activities at both levels. managerial and audit teams, creating an audit culture in the organization and reporting audit activities
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References	Main :	
		1. KH Spencer Pickett and Jennifer M Pickett. 2005. Auditing for Manager, The Ultimate Risk Management Tool. Published by John Wiley & Sons Ltd, The Atrium, Southern Gate, Chichester, West Sussex PO19 8SQ, England
Supporters:		
		1. 1. Karla. M . Johnstone. Audrey. A. Gramling, Larry. E. Rittenberg. 2019. Auditing A Risk Based Approach. Cengage Learning. Inc 2. 2. Karla. M . Johnstone. Audrey. A. Gramling, Larry. E. Rittenberg. 2014. Auditing A Risk Based Approach to Conducting A Quality Audit, Ninth Edition. United Stated: Copy Right Act 3. 3. KH Spencer Pickett . 2004. Auditing The Risk Management Process. New Jersey: John Wiley & Son, Inc. Hoboken. 4. 4. Sayle, A.J. 1981. Management Audit, The Assessment of Quality, Management Systems. London: McGraw-Hill Book Company (UK) Ltd

Supporting lecturer	Dr. Erny Roesminingsih, M.Si.
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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	<p>1.Able to understand academic and non-academic quality</p> <p>2.Understand the meaning of managerial and financial audits, why all educational institutions need audits and quality assurance</p>	<p>1.1. Explain the concept of quality and academic and non-academic quality standards 2. Describe the scope of academic and non-academic quality 3. Explain how to measure the achievement of academic quality and non-academic quality</p> <p>2.Students are required to understand the concept of auditing and quality assurance in organizations and educational institutions</p>	<p>Criteria:</p> <p>1. Correct gets 10, wrong gets 5</p> <p>2. The assessment is divided into the value of the ability to ask and answer</p> <p>Form of Assessment : Participatory Activities</p>	2 X 50	lectures, discussions and questions and answers	<p>Material: Understanding managerial and financial audits, why all educational institutions need audits and quality assurance.</p> <p>Literature:</p>	5%
2	<p>1.Able to understand the quality assurance system in education</p> <p>2.Understand the scope, goals and objectives of management audits</p>	<p>1.1. Explain the quality assurance system in education. 2. Explain the quality assurance organizational structure required by schools/PTs to carry out quality assurance</p> <p>2.Explain the scope, goals and objectives of the management audit</p>	<p>Criteria: True = 10 False = 5</p> <p>Form of Assessment : Participatory Activities</p>	2 X 50	Small group discussion	<p>Material: internal and external audit concepts, regulatory compliance and basic audit components.</p> <p>Reader: <i>KH Spencer Pickett and Jennifer M Pickett. 2005. Auditing for Managers, The Ultimate Risk Management Tool. Published by John Wiley & Sons Ltd, The Atrium, Southern Gate, Chichester, West Sussex PO19 8SQ, England</i></p>	5%

3	<p>1. Able to understand setting quality standards</p> <p>2. Able to abstract audit activities at managerial and audit team levels</p>	<p>Describe and examine the concept of internal and external audit, regulatory compliance and basic audit components.</p>	<p>Criteria:</p> <p>1. True=10 False=5</p> <p>2. International assessment of the value of the ability to ask and answer.</p> <p>2. The presentation is carried out coherently, with appropriate emphasis and intonation, showing a good understanding of the concept.</p> <p>3. The presentation media (PPT) is in accordance with the criteria, the answers to the questioner are correct, and able to provide appropriate suggestions</p> <p>Forms of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	<p>Discussion, Q&A, and individual presentations</p> <p>2 X 50</p>	<p>Small group discussions</p>	<p>Material: internal and external audit concepts, regulatory compliance and basic audit components.</p> <p>Reader: KH Spencer Pickett and Jennifer M Pickett. 2005. <i>Auditing for Managers, The Ultimate Risk Management Tool. Published by John Wiley & Sons Ltd, The Atrium, Southern Gate, Chichester, West Sussex PO19 8SQ, England</i></p>	5%
4	<p>Review risk models, risk identification, risk assessment and risk appetite, common mistakes that often occur. why risk management</p>	<p>Review risk models, risk identification, risk assessment and risk appetite, common mistakes that often occur. why risk management</p>	<p>Criteria:</p> <p>LAIA is divided into the value of the ability to ask and answer.</p> <p>2. The presentation is carried out coherently, with appropriate emphasis and intonation, showing a good understanding of the concept.</p> <p>3. The presentation media (PPT) is in accordance with the criteria, the answers to the questioner are correct, and able to provide applicable suggestions.</p> <p>Forms of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>		<p>Small Group Discussion</p>	<p>Material: risk models, risk identification, risk assessment and risk appetite, common mistakes that often occur. why risk management</p> <p>Bibliography: KH Spencer Pickett and Jennifer M Pickett. 2005. <i>Auditing for Managers, The Ultimate Risk Management Tool. Published by John Wiley & Sons Ltd, The Atrium, Southern Gate, Chichester, West Sussex PO19 8SQ, England</i></p>	10%
5	<p>Examining differences in current, past and future disturbances and problems, developing an audit approach</p>	<p>Examining differences in current, past and future disturbances and problems, developing an audit approach</p>	<p>Forms of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>		<p>Presentation, Discussion, Question and answer, Review</p>	<p>Material: current, past and future disturbances and problems, developing an audit approach.</p> <p>Reader: KH Spencer Pickett and Jennifer M Pickett. 2005. <i>Auditing for Managers, The Ultimate Risk Management Tool. Published by John Wiley & Sons Ltd, The Atrium, Southern Gate, Chichester, West Sussex PO19 8SQ, England</i></p>	5%

6	Understanding and analyzing crocodiles directs risks, determines strategies and creates reports.	the task of analyzing efforts to direct risks, determine strategies and create reports	<p>Forms of Assessment :</p> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance		Project based learning	<p>Material: directing risks, determining strategies and creating risk assessment reports. Reader: KH Spencer Pickett and Jennifer M Pickett. 2005. <i>Auditing for Managers, The Ultimate Risk Management Tool. Published by John Wiley & Sons Ltd, The Atrium, Southern Gate, Chichester, West Sussex PO19 8SQ, England</i></p>	5%
7	Understand, review and analyze the initial audit team concept, determine programs, carry out workshops, and get the best human resources	Assessment of initial audit team simulation project results	<p>Criteria: Assessment based on data from the project</p> <p>Forms of Assessment :</p> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance		1. Presentation. 2. Discussion 3. Question and answer. 4. Tasks	<p>Material: initial audit team concept, establishing a program, carrying out workshops, and getting the best human resources. Reference: 3. KH Spencer Pickett. 2004. <i>Auditing the Risk Management Process. New Jersey: John Wiley & Son, Inc. Hoboken.</i></p>	5%
8		Meeting indicators 1 to 7	<p>Criteria: The UTS exam is carried out once by accessing all relevant indicators through a written exam, averaged and given a weight of 2</p> <p>Form of Assessment :</p> Project Results Assessment / Product Assessment, Test		Test	<p>Material: all meeting materials 1 to 7 References:</p>	10%
9	Develop risk concepts, risk policies, control risks, direct and lead risks, and be ready to face risks that exist within the organization.	Tasks of analyzing risk policies, controlling risks, directing and leading risks, and being ready to face risks that exist within the organization.	<p>Criteria: on the value of the ability to ask and answer. 2. The presentation is carried out coherently, with appropriate emphasis and intonation, shows a good understanding of the concept, the presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions.</p> <p>Forms of Assessment :</p> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance		Small group discussions	<p>Material: risk, risk policy, controlling risk, directing and leading risk, and being ready to face risks that exist within the organization. Bibliography: 2. Karla. M . Johnstone. Audrey. A. Gramling, Larry. E. Rittenberg. 2014. <i>Auditing A Risk Based Approach to Conducting A Quality Audit, Ninth Edition. United States: Copy Rights Act</i></p>	5%

10	Understand the stage 1, 2, 3, 4 risk appetite model and the final risk appetite model	Understand and analyze the stage 1, 2, 3, 4 risk appetite model and the final risk appetite model	<p>Criteria: on the value of the ability to ask and answer. 2. The presentation is carried out coherently, with appropriate emphasis and intonation, shows a good understanding of the concept, the presentation media (PPT) meets the criteria, the answer to the questioner is correct, and is able to provide applicable suggestions</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>		Project based learning	<p>Material: stage 1, 2, 3, 4 risk appetite model and final risk appetite model References: 2. Karla. M . Johnstone. Audrey. A. Gramling, Larry. E. Rittenberg. 2014. <i>Auditing A Risk Based Approach to Conducting A Quality Audit, Ninth Edition. United States: Copy Rights Act</i></p>	5%
11	Understand and analyze the Control Model of self-evaluation stages 1, 2, 3, 4 and final	Analyzing the Control Model Self-evaluation stages 1, 2, 3, 4 and final	<p>Criteria: 1.International assessment of the value of the ability to ask and answer. 2. The presentation is carried out coherently, with appropriate emphasis and intonation, showing a good understanding of the concept. 3. The presentation media (PPT) meets the criteria, answers to the questioner are correct, and able to provide applicable suggestions.</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>		small group discussions	<p>Material: Control Model Self-evaluation stages 1, 2, 3, 4 and final References: KH Spencer Pickett and Jennifer M Pickett. 2005. <i>Auditing for Managers, The Ultimate Risk Management Tool. Published by John Wiley & Sons Ltd, The Atrium, Southern Gate, Chichester, West Sussex PO19 8SQ, England</i></p>	5%
12	Understand the Framework for audit evidence		<p>Criteria: 1.International assessment of the value of the ability to ask and answer. 2. The presentation is carried out coherently, with appropriate emphasis and intonation, showing a good understanding of the concept. 3. The presentation media (PPT) meets the criteria, answers to the questioner are correct, and able to provide applicable suggestions.</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>		Small group discussions	<p>Material: Framework for audit evidence References: KH Spencer Pickett and Jennifer M Pickett. 2005. <i>Auditing for Managers, The Ultimate Risk Management Tool. Published by John Wiley & Sons Ltd, The Atrium, Southern Gate, Chichester, West Sussex PO19 8SQ, England</i></p>	5%

13	Understand and review audit planning: identify and respond to risks	reviewing audit planning: identifying and responding to risks	<p>Criteria: 1. International assessment of the value of the ability to ask and answer. 2. The presentation is carried out coherently, with appropriate emphasis and intonation, showing a good understanding of the concept. 3. The presentation media (PPT) meets the criteria, answers to the questioner are correct, and able to provide applicable suggestions.</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>		small group discussions	<p>Material: audit planning: identifying and responding to risks Reader: KH Spencer Pickett and Jennifer M Pickett. 2005. <i>Auditing for Managers, The Ultimate Risk Management Tool. Published by John Wiley & Sons Ltd, The Atrium, Southern Gate, Chichester, West Sussex PO19 8SQ, England</i></p>	5%
14		analyzing changes in quality culture through audits: public, professional and credibility statements, based on findings, using risk registers and good reporting.	<p>Criteria: 1. International assessment of the value of the ability to ask and answer. 2. The presentation is carried out coherently, with appropriate emphasis and intonation, showing a good understanding of the concept. 3. The presentation media (PPT) meets the criteria, answers to the questioner are correct, and able to provide applicable suggestions.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>		Small group discussion	<p>Material: change in quality culture through audit: public statement, professionalism and credibility, based on findings, using a risk register and good reporting. Bibliography: KH Spencer Pickett and Jennifer M Pickett. 2005. <i>Auditing for Managers, The Ultimate Risk Management Tool. Published by John Wiley & Sons Ltd, The Atrium, Southern Gate, Chichester, West Sussex PO19 8SQ, England</i></p>	5%
15	Create audit and quality assurance implementation projects in the form of audit instruments and/or publications related to audit substance and quality assurance	Create audit and quality assurance implementation projects in the form of audit instruments and/or publications related to audit substance and quality assurance	<p>Criteria: 1. International assessment of the value of the ability to ask and answer. 2. The presentation is carried out coherently, with appropriate emphasis and intonation, showing a good understanding of the concept. 3. The presentation media (PPT) meets the criteria, answers to the questioner are correct, and able to provide applicable suggestions.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>		Project based learning	<p>Material: all meeting materials 1 to 14 Reader: KH Spencer Pickett and Jennifer M Pickett. 2005. <i>Auditing for Managers, The Ultimate Risk Management Tool. Published by John Wiley & Sons Ltd, The Atrium, Southern Gate, Chichester, West Sussex PO19 8SQ, England</i></p>	9%

16		Meeting indicators 1 to 15	Form of Assessment : Project Results Assessment / Product Assessment		Project based learning	Material: all material Reader: <i>KH Spencer Pickett and Jennifer M Pickett. 2005. Auditing for Managers, The Ultimate Risk Management Tool. Published by John Wiley & Sons Ltd, The Atrium, Southern Gate, Chichester, West Sussex PO19 8SQ, England</i>	10%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	30.02%
2.	Project Results Assessment / Product Assessment	49.02%
3.	Practice / Performance	15.02%
4.	Test	5%
		99.06%

Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.