





**DEVELOPMENT AND GUARANTEE INSTITUTION
QUALITY OF EDUCATION
UNIVERSITAS RIAU**

FORM

No: 3

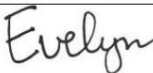

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**INTERNAL QUALITY AUDIT REPORT STUDY
PROGRAM**

Faculty	: Economics and Business	Auditee's Signature
Audition	: Rahmita Budiartiningsih, SE., Mhum	
Team Leader	: Prof. Evelyn, ST., MSc., Ph.D	Signature of the Chair of the Auditor Team 
Auditors	: Dr. Said Zul Amraini, ST, MT	
Member Auditors		
Year Academic	: 2022/2023	

QUALITY AUDIT REPORT INTERNAL

I. INTRODUCTION

Faculty Name	Economics and Business		
Name of Department	S1 Development Economics		
Address	Faculty of Economics Building, Binawidya Campus Jl. HR Subrantas Km 12.5 UNRI		
Name of Cooperative	Rahmita Budiartiningsih, SE., M. Hum	Tel.	
Audit Date	August 18, 2023		
Chief Auditor	Prof. Evelyn, ST, MSc, PhD	Faculty/Study Program: Engineering	
Auditor Member	Dr. Ir. Said Zul Amraini, ST, MT	Faculty/ Study Program: Engineering	
Signature Chief Auditor		Signature Coordinator:	

II. AUDITING OBJECTIVES:

Give marks ✓ according to what it done

a. Ensure whether the findings/corrective action plans in the previous year's Audit Cycle have been followed up.	✓
b. Ensure compliance with the direction and implementation of study program quality assurance regarding Faculty Academic Documents and Faculty Quality Documents	✓
c. Map the readiness of the Study Program in implementing the Accreditation program	✓
d. Ensuring the smooth implementation of Study Program management	✓
e. Map opportunities to improve the quality of Study Programs	✓
f. Other purposes, please specify:	✓

III. SCOPE OF AUDIT:

A. Quality Policy

B. National Education Standards items consisting of:

C. Learning Content Standards

Definition of terms:

1. Learning content standards are the minimum criteria for the level of depth and depth breadth of learning material
2. The depth and breadth of learning material is a learning achievement graduate at college
3. Depth and breadth of learning material implemented in the program
professions, specialists, masters, applied masters, doctorates and applied doctorates are required to utilize research results and community service results.
4. The level of depth and breadth of learning material for each educational program in higher education is formulated by referring to the description of graduate learning outcomes from the KKNi.
5. The level of depth and breadth of learning material in higher education is cumulative and/or integrative.

6. The level of depth and breadth of learning material in higher education is stated in study materials which are structured in the form of courses.

Indicator

1. Availability of the level of depth and breadth of learning material listed in the Semester Learning Plan (RPS)
2. Documentation: All courses (lectures and practicums) are equipped with RPS which contains:
 - a. study program name, course name and code, semester, credits, name supporting lecturer;
 - b. graduate learning outcomes assigned to courses;
 - c. final abilities planned at each learning stage to meet graduate learning outcomes;
 - d. study materials related to the abilities to be achieved;
 - e. learning methods;
 - f. the time provided to achieve abilities at each stage learning; student learning experiences which are manifested in descriptions of assignments that must be carried out by students during one semester;
 - g. criteria, indicators and assessment weights; and
 - h. list of references used.
3. Availability of a curriculum that is in accordance with the SN Dikti applied to study program
4. Availability of up-to-date reference books recommended by the study program

D. Learning Process Standards**Definition of terms:**

1. Learning process standards are the minimum criteria for implementing learning in study programs to obtain graduate learning outcomes
2. The implementation of the learning process in higher education takes place in the form of interaction between lecturers, students and learning resources in a particular learning environment.
3. Learning process standards in higher education include: a. characteristics of the learning process; b. learning process planning; c. implementation of the learning process; and d. student learning load.
4. The characteristics of the learning process in higher education consist of traits interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative and student-centered.
 - a. Interactive is a learning achievement that graduates achieve with Prioritizes a two-way interaction process between students and lecturers.
 - b. Holistic states that the learning process is encouraging

the formation of a comprehensive and broad mindset by internalizing local and national excellence and wisdom.

- c. Integrative states that the learning outcomes of graduates are achieved through an integrated learning process to meet the overall learning outcomes of graduates in one unified program through an interdisciplinary and multidisciplinary approach.
 - d. Scientific states that graduate learning outcomes are achieved through a learning process that prioritizes a scientific approach so as to create an academic environment that is based on a system of values, norms and rules of science and upholds religious and national values.
 - e. Contextual states that graduate learning outcomes are achieved through a learning process that is adapted to the demands of the ability to solve problems in their domain of expertise. Thematic states that graduate learning outcomes are achieved through a learning process that is adapted to the scientific characteristics of the study program and linked to real problems through a transdisciplinary approach.
 - f. Effectiveness states that the learning outcomes of graduates are achieved effectively be successful by prioritizing the internalization of material properly and correctly within the optimum time period.
 - g. Collaborative states that graduates' learning outcomes are achieved through a joint learning process that involves interaction between individual learners to produce capitalization of attitudes, knowledge and skills.
 - h. Student-centered states that graduate learning outcomes are achieved through a learning process that prioritizes developing students' creativity, capacity, personality and needs, as well as developing independence in seeking and discovering knowledge.
- 5. Semester learning plans (RPS) or other terms must be reviewed and adjusted periodically to developments in science and technology.
 - 6. Learning process planning in higher education is prepared for each course and presented in semester learning plans (RPS) or other terms.
 - 7. The implementation of the learning process in higher education takes place in the form of interaction between lecturers, students and learning resources in a particular learning environment.
 - 8. Student learning loads at universities are expressed in terms of quantities SKS

Indicator

- 1. Availability of learning process standards that include process characteristics

learning, planning the learning process, implementing the learning process and student learning load

2. Availability of RPS and RPP for each course
3. Percentage of study program subjects implementing the SCL (Student Centered Learning) system of at least 50%
4. Number of courses held using the elearning system (blended system) minimum General Compulsory Courses (MKWU)
5. Implementation of lecture and practicum activities (form of learning) implemented in full, namely 16 weeks
6. The study program implements a monitoring mechanism for student attendance, the presence of lecturers, and the suitability of the lecture material taught to the syllabus each semester based on the SOP for the lecture monitoring and evaluation mechanism
7. The deadline for completing student final assignments is <12 months.
8. Program documents for improving the academic atmosphere in the program are available studies
9. Organizing lectures in English

E. Learning Assessment

Standards Definition of terms:

1. Learning assessment standards are the minimum criteria for process assessment and student learning outcomes in order to fulfill graduate learning outcomes.
2. Assessment of student learning processes and outcomes at higher education includes:
a. assessment principles; b. assessment techniques and instruments; c. assessment mechanisms and procedures; d. implementation of assessments; e. assessment reporting; and f. student graduation.
3. The principles of assessment in higher education include educational, authentic, objective, accountable and transparent principles which are carried out in an integrated manner.
 - a. Educative principles are assessments that motivate students to able to: a. improve planning and learning methods; and b. achieve graduate learning outcomes.
 - b. The authentic principle is an assessment that is oriented towards a continuous learning process and learning outcomes that reflect students' abilities during the learning process.
 - c. The objective principle is an assessment that is based on standards agreed upon between lecturers and students and is free from the influence of the subjectivity of the assessor and those being assessed.
 - d. The principle of accountability is an assessment carried out in accordance with clear procedures and criteria, agreed upon at the start of the lecture, and understood by students.
 - e. The transparent principle is an assessment whose procedures and assessment results can be accessed by all stakeholders.
4. Assessment techniques in higher education consist of observation, participation, performance, written tests, oral tests, and questionnaires.
5. The assessment instrument consists of a process assessment in the form of a rubric and/ or an assessment of results in the form of a portfolio or design work.

Indicator:

1. The realization of assessment principles that include educational, authentic, objective, accountable and transparent carried out in an integrated manner
2. All courses that apply final grade determination by entering minimum task component 20%
3. Number of students taking part in the student mobility program (*credit earning*) or carrying out final assignments abroad:
 - a. D3 = Min. 1 person
 - b. S1 = Min. 2 people
 - c. S2 = 3 people
 - d. S3 = 5 people
4. The minimum number of outstanding students in the National Science Week (Pimnas) is 10 people per year
5. The study program has a mechanism for increasing student achievement
6. The study program implements a mechanism for preparing exam questions that are in accordance with the content of the syllabus by providing a system document for preparing exam questions
7. The deadline for entering final course grades is a maximum of 9 days after the exam

IV. AUDIT SCHEDULE

No	Hours	Audit Activities
1	14.00 – 14.15	Opening & Meeting with Coordinator of Study Programs
2	14.15 – 15.30	Implementation of audits
3	15.30 – 15.45	Presentation of Findings & Closing

V. AUDIT FINDINGS**1. Non-conformity:**

Quality Items (Audit Scope)	KTS/OB	Auditors Initials	Statement
c.6.4f (Learning assessment)	KTS	EVN	- Not yet visible portfolio of all courses (only 20%).
c.6.4h (Academic atmosphere)	KTS	SZA	- There are no scheduled guest lect (any month) to support the academic atmosphere

2. Suggestions for improvement:

Quality Items (Audit Scope)	Excess	Improvement Opportunities
c.6.4f (Learning assessment)	- Have complete RPS in the 2021 curriculum	Providing motivation to lecturers to create lecture portfolios
	- There is a format guide from LPPMP	
c.6.4h (Academic atmosphere)	- Written documents are available for academic administration in the study program - Strong commitment from the study program	Inviting cooperation from external parties such as associations, government, etc., to support the academic atmosphere through holding scheduled guest/public lectures (preferably every month)

VI. AUDIT CONCLUSION

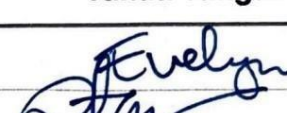

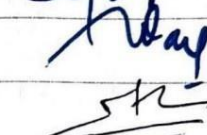
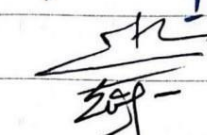



The audit team concluded:

1. The available study program documents are complete to support the implementation of the Quality Assurance System Internal
Yes: ☒ No: ☐
Others, please specify: _____
2. The documentation system is good enough and structured to support the implementation of the Internal Quality Assurance System
Yes: ☒ No: ☐
Others, please specify: _____
3. The Study Program has implemented an Internal Quality Assurance System consistently and continuously
Yes: ☒ No: ☐
Others, please specify: _____
4. The findings in this audit period are:
Major: ☐ Minor: ☒ Observation: ☐
5. Study Program shows its commitment to implementing the Internal Quality Assurance System for achieving stakeholder satisfaction
Yes: ☒ No: ☐
Others, please specify: _____
6. The study program is determined to complete quality documents in accordance with the UNIVERSITAS RIAU AMI form for support the implementation of the Internal Quality Assurance System
Yes: ☒ No: ☐
Others, please specify: _____

VII. LAMPIRAN AUDIT:

DAFTAR HADIR AUDIT MUTU INTERNAL (AMI) Siklus : I Tahun: 2023

Fakultas	:	Ekonomi dan Bisnis
Program studi	:	S1 Ekonomi Pembangunan
Hari/tanggal	:	Jumat/18-08-2023


No.	Nama	Jabatan	Tanda Tangan
1.	EVELYN	Ketua Akhron	
2.	SAID ZUL AMRANI	Anggota Auditor	
3.	Dr. Yuzni Maulida, S.Pd, M.Si	Kajur IE	
4.	Rahmita Budiartiningtyah, S.Pd, M.Hum	Koopradi FP	
5.	Cut Endang Kurniasih, SE, M.Si	Dosen	
6.	Supriani Sidabalok S.Pd, M.Si	"	
7.	M. Rizuan, B.Ec, M.Ec	"	

Pekanbaru, 18 Agustus 2023


Ketua Tim Auditor




(Prof. Evelyn, S.T., M.Sc, Ph.D)

	FORM	No. Document	FO-UNRI-PJM-QP-7502-01
		Valid from	12 December 2021
	A LIST OF QUESTIONS	Revision	01
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No	Reference (Quality Item)	Question	Observation Results (Audit Notes)	S	TS	Notes
5.	C.6.4.c) Plan Process Learning A. Availability and Completeness of the learning plan document semester (RPS)	Does the RPS document include: 1) learning achievement targets; 2) study materials; 3) learning methods; 4) time and stages; 5) assessment of learning outcomes Is the RPS reviewed and adjusted regularly and implemented consistently? Does the RPS format follow the university template? Is RPS accessible to student?	1) Yes 2) Yes 3) Yes 4) Yes 5) Yes, UAS Yes Yes Yes GCR and at the first lecture meeting	✓		There is an assignment letter
6.	C.6.4.c) Plan Process Learning B. Depth and the breadth of the RPS is appropriate with achievements graduate learning	What is the content of the learning material: 1) in accordance with the RPS; 2) have relevant depth and breadth to achieve graduate learning outcomes; 3) reviewed periodically.	1) Yes 2) Yes, judging from the exam questions and assignments whether they are appropriate CPMK 3) Yes	✓		
7.	C.6.4.d) Process Implementation Learning A. Form of interaction between lecturers, students and learning resources	Does learning take place in the form of interaction between lecturers, students and learning resources in certain on-line and off-line learning environments? in audio-visual form documented.	Yes, there is interaction between Courses for the PMM program use hybrid learning.	✓		
8.	C.6.4.d) Implementation Process Learning B. Monitoring process suitability towards the plan learning	Is there valid evidence of the existence of a system and implementation of monitoring of the learning process which is carried out periodically to ensure conformity with the RPS in order to maintain the quality of the process? learning? Are the results of monitoring and evaluation well documented and used to improve the quality of the learning process?	Yes, proof of attendance and materials (class). Yes, evidence of the AMI Cycle II auditor's monitoring and evaluation.	✓		
9.	C.6.4.d) Implementation Process Learning C. Learning Process associated with research must referring to SN Dikti	Is there valid evidence regarding the fulfillment of the Research Dikti SN in the research-related learning process as well as the fulfillment of the Research Dikti SN in the related learning process study 1) research results must fulfill the development of science and technology, improve community welfare and the nation's competitiveness 2) research content: fulfills the depth and breadth of the material	1) Yes 2) Yes 3) Yes 4) Yes Research and Community Services SOP	✓		

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	A LIST OF QUESTIONS	Revision	01
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No	Reference (Quality Items)	Question	Observation Results (Audit Notes)	S	TS	Notes
		research according to learning outcomes; 1) research process: includes planning, implementation and reporting; 2) research assessment meets educational, objective, accountable and transparent elements.				
10.	C.6.4.d) Implementation Process Learning D. Learning Process associated with PKM must refer to SN Dikti PKM:	Is there valid evidence regarding the fulfillment of the SN Dikti PKM in the learning process related to PKM? As well as fulfillment of SN Dikti PKM in related learning processes PKM. 1) PKM results: must fulfill the development of science and technology, improve community welfare and the nation's competitiveness. 2) PKM content: meets the depth and breadth of PKM material according to learning outcomes. 3) PKM process: includes planning, implementation and reporting. 4) PKM assessment meets educational, objective, accountable and transparent elements.	1) Yes 2) Yes 3) Yes 4) Yes Research and Community Service SOP		✓	
11.	C.6.4.d) Implementation Process Learning E. Suitability of learning methods with learning outcomes. Example: RBE (research based education), IBE (industry based education), teaching factory/teaching industry, etc.	Is there valid evidence that shows the learning methods implemented are in accordance with the learning outcomes? planned at 75% elementary school 100% courses.	Yes, there are questions according to RPS and student grades on the portal.		✓	
12.	C.6.4.e) Monitoring and Process Evaluation Learning	Does UPPS have valid evidence regarding the system and implementation of monitoring and evaluation processes? Learning includes: 1) characteristic, 2) implementation, 3) process 4) learning and 5) student learning load Is monitoring and evaluation carried out consistently and followed up?	Yes, SPMF money (e-SPMI)		✓	
13.	C.6.4.f) Assessment Learning	Is there valid evidence regarding the fulfillment of the 5 assessment principles? Carried out in an integrated manner and equipped with a rubric/portfolio	Yes		✓	

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No	Reference (Quality Items)	Question	Observation Results (Audit Notes)	S	TS	Notes
	<p>A. Quality of implementation of learning assessment (student learning processes and outcomes) to measure the achievement of learning outcomes based on principles that assessment includes:</p> <ol style="list-style-type: none"> 1) educational, 2) authentic, 3) objective, 4) accountable, 5) transparent, <p>which is carried out in an integrated manner</p>	minimum assessment 70% amount subject.				
14.	<p>C.6.4.f) Assessment Learning</p> <p>B. Implementation The assessment consists of techniques and instruments evaluation. Technique assessment consists from:</p> <ol style="list-style-type: none"> 1) observation, 2) participation, 3) performance, 4) written test, 5) oral test, and 6) questionnaire. <p>Assessment instrument consist of:</p> <ol style="list-style-type: none"> 1) process assessment in the form of rubric, and/or 2) assessment in the form of a portofolio or 3) design work 	Is there valid evidence? demonstrate the suitability of assessment techniques and instruments to minimum learning achievement of 75% to 100% of the number of courses	There is still a small portfolio of courses		✓	About 20%
15.	<p>C.6.4.f) Assessment Learning</p> <p>C. Implementation The assessment contains 7 element</p>	<p>Is there valid evidence that the assessment includes 7 element:</p> <ol style="list-style-type: none"> 1) have an assessment plan contract, 2) carry out assessments according to contracts or agreements; 3) provide feedback and give students the opportunity to question the results; 	<ol style="list-style-type: none"> 1) Yes 2) Yes 3) Yes 4) Yes 5) Yes 6) Yes 7) Yes <p>It's all in the contract lectures and academic portal grades</p>	✓		

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		Valid from	12 December 2021
	A LIST OF QUESTIONS	Revision	01
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No	Reference (Quality Items)	Question	Observation Results (Audit Notes)	S	TS	Notes
		4) have documentation of assessment of student learning processes and outcomes; 5) have procedures that include the planning stage, assignment or question assignment activities, performance observations, returning observation results, and giving final grades; 6) assessment reporting in the form of student success qualifications in taking a course in the form of letters and numbers; 7) have proof of plans and have carried out an improvement process based on the results of the monitoring and evaluation assessment.				
16.	C.6.4.g) Integration research activities and PkM in learning	Is there any integration of activities? research and PkM in learning by DTPS in 3 last year.	Yes, the research results are included as a reference in the RPS	✓		
17.	C.6.4.h) Atmosphere Academic	Are scheduled scientific activities carried out every month?	Yes, there are spray activities, semhas and oral comprehensive.		✓	What is meant is not sempro, semhas and oral comprehensive activities, but scheduled guest/ external lectures.
18.	C.6.4.i) Satisfaction Student	Is there valid evidence of the level of student satisfaction with the educational process?	Yes, EDOM evaluation			There was already a guest lecture in August.

S = Appropriate; TS = Not Appropriate

Pekanbaru, 18 August 2023

Auditors

Evelyn

(Prof. Evelyn, ST, M.Sc, Ph.D)

DOCUMENTATION



