INTERNAL QUALITY ASSURANCE SYSTEM (IQAS)

Institute for Educational Development and Quality Assurance 2025

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FOREWORD

All praise and gratitude are extended to God Almighty for His blessings and guidance, through which this comprehensive volume on the *Internal Quality Assurance System (IQAS)* of Universitas Diponegoro has been successfully compiled and published.

This book consolidates four key documents that form an integrated framework of quality assurance at Universitas Diponegoro:

Book 1. Undip Academic Quality Policy– serving as the principal reference for ensuring academic and non-academic excellence across the university;

Book 2. Guidelines for the implementation of the Undip Standard PPEPP Cycle (Determination, Implementation, Evaluation, Control, and Improvement) – providing an operational mechanism for continuous quality enhancement;

Book 3. Academic Quality Standards– establishing a structured approach to identify, analyse, and mitigate risks that may affect the achievement of quality objectives; and

Book 4. Procedures for Documenting the implementaion of SPMI– ensuring systematic, accountable, and traceable recording of all quality-related processes and outputs.

The preparation of this integrated document serves as a strategic step in implementing Ministerial Regulation of Education, Culture, Research, and Technology No. 53 of 2023 on Quality Assurance in Higher Education, and is further reinforced by Rector's Regulation No. 18 of 2024 concerning the Internal Quality Assurance System of Universitas Diponegoro. Together, these regulations provide the institutional foundation for developing a sustainable culture of quality and accountability.

Through this unified publication, it is expected that all academic and administrative units at Universitas Diponegoro will have a comprehensive reference that facilitates coordination, consistency, and continuous improvement in quality assurance practices. This initiative also reflects the university's commitment to achieving global competitiveness and academic excellence through evidence-based management and transparent governance.

The LP2MP extends sincere appreciation to all contributors, teams, and units who have dedicated their efforts to the preparation of these documents. Constructive suggestions and feedback are highly welcomed for further refinement and continuous improvement of the quality assurance system.

Semarang, July 2025
Head, LP2MP

Prof. Anis Chariri, S.E., M.Com., Ph.D., Ak.

Book 1
Quality Policy

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CHAPTER I

VALUES, VISION, MISSION, GOALS, OBJECTIVES, AND MOTTO

The values, vision, mission, and goals of Universitas Diponegoro (Undip) are formulated in the University's **Strategic Plan 2025–2029**.

1.1. Undip Core Values

The core values of Universitas Diponegoro serve as the philosophical foundation in organizing and realizing the University's vision, mission, goals, and objectives.

1. **Integrity (Honesty):** Universitas Diponegoro conducts all institutional and academic processes with honesty and firm adherence to prevailing laws and regulations.
2. **Courage:** Universitas Diponegoro upholds the truth and demonstrates moral courage in all forums, in accordance with legal and ethical norms.
3. **Empathy (Care):** In making decisions, Undip always prioritizes national and public interests above individual or group interests.
4. **Fairness:** Undip ensures fairness and impartiality in making policies and decisions when addressing various institutional issues.

1.2. Vision

The vision of Universitas Diponegoro is:

"To become an Excellent Research University."

1.3. Mission

In alignment with the vision, Universitas Diponegoro adopts the following missions:

1. To deliver **education** that produces graduates who are excellent, competitive, and globally competent.
2. To conduct **research** that generates scientific publications, intellectual property rights, textbooks, policy recommendations, and applicable technologies that are effective, efficient, and rooted in local culture and resources.
3. To carry out **community service** that results in publications, intellectual property rights, textbooks, and technologies that provide tangible benefits to society while promoting local wisdom and resources.
4. To implement **good university governance** that is efficient, accountable, transparent, and equitable.

1.4. Goals

1. To produce **world-class, high-quality graduates** who are communicative, professional, visionary, entrepreneurial, critical thinkers, and agents of change.

2. To develop and apply **innovative research** that provides solutions to societal, industrial, and national problems, reflecting Undip's distinctive characteristics, and to generate internationally recognized publications.
3. To implement **research and community service outcomes** to enhance the quality of life and contribute to national progress.
4. To develop **professionalism, capability, and accountability** in university governance, promote institutional autonomy, and serve as a model for other universities through integrated information systems.

1.5. Strategic Objectives

1. **Enhanced Student Competence and Graduate Quality**
    - Strengthening alignment between graduates' competencies and the needs of industries and the job market.
    - Improving students' achievements and competencies.
2. **Improved Quality and Reputation of Higher Education Excellence**
    - Enhancing learning quality and academic quality assurance.
3. **Strengthened Research Quality and Publications Based on Undip's Characteristics**
    - Increasing high-quality, reputable research outputs.
    - Promoting research rooted in Undip's distinctive strengths.
    - Strengthening collaboration and relevance of research outcomes.
4. **Increased Innovation and Research Commercialization (Downstreaming)**
    - Enhancing innovation and downstream utilization of research outcomes.
5. **Greater Contribution to Societal Problem-Solving**
    - Increasing the university's contribution in addressing community issues.
6. **Improved Competence and Professionalism of Human Resources**
    - Enhancing the competence and professionalism of academic and non-academic staff.
7. **Strengthened Institutional Capacity and Good Governance**
    - Increasing accountability, governance quality, and organizational management.
8. **Improved Asset Utilization and Financial Independence**
    - Expanding non-educational funding sources.
    - Enhancing facilities and infrastructure.
9. **Enhanced Branding, Service Quality, and Integrated Support Systems**
    - Strengthening university branding, information dissemination, and literacy culture.

- Improving integration of information systems and digital platforms.

1.6. Motto

The motto of Universitas Diponegoro is:

“Wiyata Hangreksa Gapuraning Nagara” which means **“An Educational Institution that Safeguards the Dignity of the Nation.”**

CHAPTER II

BACKGROUND OF THE INTERNAL QUALITY ASSURANCE SYSTEM (IQAS) POLICY

The implementation of the **Internal Quality Assurance System (SPMI/IQAS)** at Universitas Diponegoro began with the **Quality Assurance Declaration in 2006**. Since then, its application has evolved gradually. The main quality assurance documents — including the **Academic Policy**, **Academic Standards**, **Academic Regulations**, and **Quality Manual** — have been developed and approved by the University Senate. Institutionally, Undip's quality assurance body has undergone several transformations: initially established as the **Quality Assurance Board (BPM)**, later restructured as the **Quality Assurance Division**, and subsequently renamed as the **Center for Quality Assurance**, all operating under the **Institute for Educational Development and Quality Assurance (LP2MP)**. At the faculty level, quality assurance is implemented by the **Faculty Quality Assurance Team (TPMF)**, and at the study program level by the **Quality Assurance Cluster (GPM)**. However, over time, the implementation of quality assurance at Undip has experienced fluctuations, highlighting the need for a **revitalization of the internal quality assurance system**.

The revitalization aims to ensure that quality assurance at Undip is carried out **systematically, consistently, and continuously**, in order to:

1. Achieve Undip's vision, mission, and goals;
2. Meet the needs and expectations of stakeholders; and
3. Comply with prevailing laws and regulations.

This policy document was therefore developed as part of that revitalization effort.

The transformation of Universitas Diponegoro into a **State University with Legal Entity Status (PTNBH)** requires a robust, transparent, and accountable Internal Quality Assurance System (SPMI/IQAS). This system serves as a mechanism to ensure quality and as a manifestation of public accountability.

The preparation of this IQAS Policy document is based on several legal frameworks, including:

1. Law No. 20 of 2003 on the National Education System;
2. Government Regulation No. 4 of 2022 amending Government Regulation No. 57 of 2021 on National Education Standards;
3. Law No. 12 of 2012 on Higher Education;
4. Ministerial Regulation No. 4 of 2020 on the Conversion of State Universities to State Universities with Legal Entity Status;
5. Government Regulation No. 52 of 2015 on the Statute of Universitas Diponegoro;
6. Ministerial Regulation No. 53 of 2023 on Higher Education Quality Assurance;
7. Rector's Regulation No. 20 of 2024 on the Universitas Diponegoro Strategic Plan (2025–2029); and
8. Rector's Regulation No. 18 of 2024 on the Universitas Diponegoro Quality Assurance System.

According to **Government Regulation No. 52 of 2015** (the Statute of Universitas Diponegoro), the University is mandated to implement an internal quality assurance system as a continuous effort to enhance quality and ensure transparency and accountability to stakeholders.

Therefore, the IQAS of Universitas Diponegoro is intended to:

1. Ensure that all academic and non-academic services meet the established standards through continuous improvement;
2. Enhance transparency and accountability in the delivery of higher education services; and
3. Strengthen institutional commitment across all units to achieve goals through adherence to standards and continuous quality enhancement.

The objectives of IQAS implementation are aligned with Undip's overarching goals:

1. To produce **world-class graduates** who are communicative, professional, visionary, entrepreneurial, critical thinkers, and agents of change;
2. To develop and apply **innovative research** that provides solutions for societal, industrial, and national challenges and produces international publications;
3. To implement **research and community service outcomes** that improve the quality of life and advance national development; and
4. To foster **professionalism, capability, and accountability** in university governance, strengthen institutional autonomy, and become a model for other universities supported by integrated information systems.

The establishment of this **IQAS Policy** is expected to ensure that the internal quality assurance system operates in a planned and sustainable manner consistent with Undip's vision, mission, and goals. It also incorporates both internal and external stakeholder expectations and supports the implementation of the **External Quality Assurance System (SPME)** by bodies such as the **National Accreditation Board for Higher Education (BAN-PT)**, **Independent Accreditation Institutions (LAMs)**, and recognized **international accreditation agencies**.

This policy serves to:

1. Provide the foundation and main direction for setting quality standards and developing IQAS manuals and forms across Undip to improve both academic and non-academic quality continuously;
2. Demonstrate that Undip's IQAS is well-documented and systematically implemented; and
3. Act as a form of accountability and transparency in communicating Undip's quality assurance system to stakeholders.

CHAPTER III

FRAMEWORK OF IQAS IMPLEMENTATION POLICY

3.1 Principles and Fundamental Values

The implementation of the Internal Quality Assurance System (IQAS) at Universitas Diponegoro adheres to the following fundamental principles:

a. Accountability, IQAS policies and practices must be scientifically sound, transparent, and traceable, and should always reflect the most current developments in science, technology, and education.

b. Transparency, All IQAS processes are carried out openly, based on clear rules and institutional frameworks that foster mutual trust and create a conducive academic atmosphere encouraging synergy among all stakeholders.

c. Quality Orientation, All IQAS policies must emphasize the quality of inputs, processes, and outputs, ensuring continuous improvement in every academic and administrative activity.

d. Collective Commitment, The implementation of IQAS must be integrated, structured, systematic, comprehensive, and directed, grounded in the university's vision, mission, and strategic goals.

e. Rule of Law, All individuals directly or indirectly involved in IQAS must comply with applicable laws and regulations, with enforcement guaranteed by the state and the university's governance system.

f. Usefulness (Benefit), IQAS is carried out to deliver the greatest possible benefit for all academic members, the institution, the nation, and society at large.

g. Equality, IQAS implementation is based on equal rights and opportunities, fostering an egalitarian academic environment free from discrimination.

h. Independence, IQAS is developed and executed by relying on the university's internal capacities, optimizing existing potential and resources to achieve institutional self-reliance and progressive development.

Principles of IQAS Implementation

1. **Autonomy**
   a. IQAS at Universitas Diponegoro is developed and implemented independently by each academic unit—departments, faculties/schools, and the university level.

   b. Each unit has the authority to design and implement its own quality assurance mechanisms that reflect its characteristics and needs, provided they remain aligned with the overall IQAS framework of Universitas Diponegoro.

2. **Standardization**
   a. IQAS uses the *Higher Education Standards* (Standar Dikti) as its main reference.

   b. These include the *National Higher Education Standards* (SN-Dikti) established by the Ministry of Education, Culture, Research, and Technology, as well as additional institutional standards set by Universitas Diponegoro.

   c. Undip is encouraged to formulate higher or more specific internal standards to enhance the quality of education beyond the national minimum requirements.

3. **Accuracy**

   a. IQAS relies on accurate data and information sourced from the *Higher Education Database (PDDikti)*.

   b. Such data serve as the basis for evaluation, decision-making, and continuous quality improvement.

   c. Undip also maintains an integrated internal information system to collect, manage, and analyze data related to educational quality.

4. **Systematic and Continuous Planning**

   a. The implementation of IQAS follows the five-step quality assurance cycle known as **PPEPP** — *Establishment (Penetapan), Implementation (Pelaksanaan), Evaluation (Evaluasi), Control (Pengendalian), and Improvement (Peningkatan)*.

   b. These steps form a continuous loop in which evaluation results are used to control and enhance quality standards on an ongoing basis.

   c. Undip establishes systematic quality-planning mechanisms, including setting measurable targets, developing action plans, and conducting regular monitoring.

5. **Documentation**

   a. Every stage of the PPEPP cycle must be documented in writing and stored systematically.

   b. Documentation includes quality policies, quality manuals, quality standards, standard operating procedures (SOPs), and quality records.

   c. Undip maintains a structured and easily accessible documentation system, both in printed and electronic formats, ensuring traceability and accountability.

3.2 Objectives and Strategies

1. Objectives of IQAS

a. To ensure that every unit within Universitas Diponegoro performs its functions and services in accordance with established standards.

b. To uphold transparency and accountability to all stakeholders.

c. To encourage every member of the university community to work toward institutional goals based on standards and to strive continuously for quality improvement.

2. Strategies for IQAS Implementation

a. Formulate quality guidelines consistent with government regulations, the university's vision and mission, and the *National Higher Education Standards (SN-Dikti).*

b. Cultivate a culture of quality at every level of the organization through active participation of leaders, lecturers, staff, and students in the quality assurance cycle.

c. Establish competent IQAS units responsible for designing, implementing, monitoring, and developing quality assurance programs.

d. Develop specific quality criteria for academic domains (education, research, community service) and non-academic domains (governance and management), and review them periodically.

e. Apply the **PPEPP** cycle systematically to guarantee the sustainability of quality improvement.

f. Record all processes and outcomes as evidence for evaluation, internal audit, and accreditation purposes.

g. Form independent internal audit teams to measure the effectiveness of IQAS implementation.

h. Engage lecturers, students, alumni, industry, and community representatives in decision-making to ensure constructive feedback.

i. Conduct regular training programs to strengthen the competencies of internal auditors, lecturers, and administrative staff in IQAS practices.

j. Develop an integrated information system to facilitate the implementation, monitoring, and reporting of the IQAS cycle.

k. Continuously update IQAS policies and practices in line with new regulations, market needs, and global educational trends.

3.3 Scope

The **Internal Quality Assurance System (IQAS)** of Universitas Diponegoro encompasses all dimensions of higher-education management—academic and non-academic alike—to ensure consistent quality throughout the university.

Academic Scope: IQAS covers the *Tri Dharma Perguruan Tinggi* — Education, Research, and Community Service.

- In **education**, IQAS emphasizes a holistic learning process that develops cognitive, affective, and psychomotor competencies of students.
- In **research**, IQAS promotes the creation of new knowledge and scientific advancement through academic inquiry by faculty and students.
- In **community service**, IQAS ensures that knowledge and technology are applied to address social issues and contribute to community empowerment.

Non-Academic Scope: IQAS also governs areas essential to institutional sustainability, including:

- **Governance and administration**, ensuring effective and efficient management systems;
- **University resources**, encompassing infrastructure, facilities, finances, and human resources to support quality operations;
- **Student affairs**, focusing on student development beyond academics and welfare services.

Undip is committed to **expanding the scope of IQAS** continuously, ensuring that all units—faculties, departments, research centers, and administrative offices—are fully covered under a unified, university-wide quality system.

3.4 Management Model

Universitas Diponegoro designs, operates, and continuously improves its IQAS based on the **PPEPP Model**, which consists of five interlinked stages:

1. **Establishment of Standards (Penetapan)**, Each unit defines clear objectives and sets measurable standards in alignment with higher-level regulations and institutional goals.
2. **Implementation of Standards (Pelaksanaan)**, Standards are applied consistently across units through appropriate policies, programs, and operational procedures.
3. **Evaluation of Standards (Evaluasi)**, The achievement of targets is monitored and periodically evaluated to assess compliance and performance.
4. **Control of Standards (Pengendalian)**, When deviations or non-conformities are identified, corrective and preventive actions are taken to realign practices with the established standards.
5. **Improvement of Standards (Peningkatan)**, Continuous improvement is pursued by elevating standards and integrating lessons learned from previous cycles.

Throughout all stages, the following guiding principles apply:

- **Quality First:** Every thought and action must prioritize quality.
- **Stakeholders-In:** All activities must aim to satisfy the needs and expectations of stakeholders.
- **The Next Process is Our Stakeholder:** Each individual must view the next user of their work as a stakeholder to be served with quality outcomes.
- **Speak with Data:** Decisions must be based on data analysis rather than assumptions.
- **Upstream Management:** Decision-making is participatory rather than purely top-down.

During the **Evaluation** phase, each responsible unit conducts **self-evaluation or internal audit** to assess conformity with established standards.

- If performance meets or exceeds standards, the next PPEPP cycle involves enhancement of those standards.
- If non-conformities are found, corrective actions are taken to achieve compliance. These activities constitute the **Control** and **Improvement** phases of the PPEPP cycle.

3.5 Organizational Structure

At the **university level**, the main stakeholders in IQAS are:

- The **Academic Senate**,
- The **University Leadership (Rector and Vice-Rectors)**, and
- The **Institute for Educational Development and Quality Assurance (LP2MP)**.

At the **faculty/school/institute level**, IQAS stakeholders include:

- Faculty Senates,
- Faculty/School leadership, and
- **Faculty Quality Assurance Teams (TPMF/TPMS/TPML)**, as well as quality teams in university bureaus and technical units.

At the **department or study-program level**, quality assurance is managed by the **Quality Assurance Cluster (GPM)**.

CHAPTER IV

INFORMATION ON IQAS INSTRUMENTS AND SUPPORTING DOCUMENTS

To ensure the effective planning, implementation, evaluation, control, and continuous improvement of the Internal Quality Assurance System (IQAS), Universitas Diponegoro establishes a set of supporting instruments in accordance with **Article 67 paragraph (1) of Ministerial Regulation No. 53 of 2023 on Higher Education Quality Assurance**.

These instruments consist of:

1. The **IQAS Policy Document**,
2. The **Guidelines for Implementing the PPEPP Cycle of Higher Education Standards**,
3. The **Set of Standards, Criteria, Norms, and Quality References for Education and Institutional Management**, and
4. The **Procedures for Documenting the Implementation of IQAS**.

4.1. Guidelines for the Implementation of the PPEPP Cycle of Higher Education Standards

The *Guidelines for Implementing the PPEPP Cycle* serve as a practical manual detailing the procedures, steps, and methods for the continuous application of the five stages of quality assurance — **Establishment, Implementation, Evaluation, Control, and Improvement** — across all academic and administrative levels.

This written document is intended for those responsible for implementing IQAS within the university, including leaders and staff at both the study program level and the institutional (university) level. The guidelines are developed and maintained by the **Institute for Educational Development and Quality Assurance (LP2MP)**.

The **main purposes** of these guidelines are to:

1. **Provide direction** to structural officials, quality assurance units, lecturers, and educational staff in carrying out each stage of the PPEPP cycle within IQAS.
2. **Offer clear instructions** on how standards within IQAS (Higher Education Standards) can be achieved, monitored, and continuously enhanced.
3. **Ensure consistency and uniformity** of implementation across all units, creating a common understanding and culture of quality improvement.

By following these guidelines, Universitas Diponegoro ensures that quality assurance is not only compliant with regulations but also functional as a dynamic, data-driven process.

4.2. Standards, Criteria, Norms, and Quality References

The *Standards within IQAS (Higher Education Standards)* are written documents that define the **minimum criteria, benchmarks, and specifications** for every activity carried out within the University. These standards form the foundation for maintaining and improving academic and administrative quality.

Each standard expresses the **expectations and requirements** that must be met by internal stakeholders to achieve Undip's vision and mission, thereby fostering a **quality culture** throughout the institution.

The functions of IQAS Standards include:

1. Serving as a **control mechanism** to ensure that the university's activities are aligned with its vision, mission, and objectives.
2. Acting as **indicators** to assess the level of quality achieved by each unit.
3. Providing **benchmarks** for internal stakeholders to meet in the delivery of higher education services.
4. Constituting **evidence of compliance** with laws and regulations, and a public declaration that Undip provides quality higher education services guided by recognized standards.

The standards encompass both **National Higher Education Standards (SN-Dikti)** and **additional institutional standards** formulated by Universitas Diponegoro that exceed national requirements.

Together, these serve as an integrated system of quality references that guide all academic and administrative processes within the university.

4.3. Procedures for Documenting IQAS Implementation

The *Procedures for Documenting the Implementation of IQAS* are written protocols describing how all records, notes, and documentation — whether physical or digital — are to be created, managed, and maintained in the course of IQAS implementation.

Each Higher Education Standard (Standar Dikti) within the IQAS must be supported by documentary evidence to:

1. **Control the implementation** of the standard, ensuring that every process is traceable and accountable.
2. **Record and archive** the results of implementation and evaluation systematically.

The documentation system may include, but is not limited to, policies, manuals, SOPs, guidelines, forms, data records, reports, and audit findings.

The primary functions of IQAS documentation are to:

1. Serve as **evidence of implementation**, recording how each standard has been applied.
2. Provide **tools for monitoring, evaluation, and control** of quality assurance performance.
3. Supply **authentic records** that demonstrate the regular and consistent execution of each stage of the PPEPP cycle.

Through proper documentation, Undip ensures that all activities related to quality assurance are verifiable, auditable, and continuously improvable — both internally and in preparation for external accreditation.

CHAPTER V

RELATIONSHIP BETWEEN THE IQAS POLICY AND OTHER UNIVERSITY DOCUMENTS

The **Internal Quality Assurance System (IQAS) Policy** of Universitas Diponegoro is not a stand-alone document. It forms an integral part of the university's regulatory and strategic ecosystem, and is closely aligned with a number of foundational instruments that govern the administration, academic management, and long-term development of Universitas Diponegoro.

This interconnection ensures that quality assurance is embedded in the very fabric of institutional governance, planning, and academic culture.

5.1. Related Institutional Regulations and Documents

The IQAS Policy refers to and harmonizes with the following key documents:

1. **Government Regulation of the Republic of Indonesia No. 52 of 2015** concerning the *Statute of Universitas Diponegoro*.
2. **Regulation of the Board of Trustees (Majelis Wali Amanat – MWA) of Universitas Diponegoro No. 07 of 2016** on the *General Policy of Universitas Diponegoro for the Period 2015–2039.*
3. **Regulation of the Academic Senate of Universitas Diponegoro No. 01 of 2024** on the *Academic Policy of Universitas Diponegoro.*
4. **Rector's Regulation No. 20 of 2024** on the *Strategic Plan of Universitas Diponegoro 2025–2029.*
5. **Rector's Regulation No. 13 of 2024** on the *Organization and Governance of Units under the Rector of Universitas Diponegoro.*
6. **Rector's Regulation No. 18 of 2024** on the *Quality Assurance System of Universitas Diponegoro.*

These internal documents serve as the conceptual foundation for the quality policy, the organisation of the Internal Quality Assurance System (SPMI), and the formulation of quality standards. Government Regulation of the Republic of Indonesia No. 52 of 2015 on the Statute of Universitas Diponegoro, Chapter V on the Internal Quality Assurance System, stipulates that Universitas Diponegoro implements its internal quality assurance system consistently and continuously as a form of accountability to stakeholders. A similar statement is found in the Regulation of the Board of Trustees of Universitas Diponegoro No. 07 of 2016 concerning the General Policy of Universitas Diponegoro 2015–2039, specifically in Section 3.1.4.

The Rector's Regulation No. 20 of 2024 on the Strategic Plan of Universitas Diponegoro 2025–2029 outlines various institutional objectives to be achieved. Meanwhile, the Regulation of the Academic Senate of Universitas Diponegoro No. 01 of 2024 on the Academic Policy of Universitas Diponegoro sets forth a series of academic quality standards that the university must meet.

Furthermore, the Rector's Regulation of Universitas Diponegoro No. 13 of 2024 on the Organisation and Governance of the Units under the Rector serves as a reference for structuring the organisation of the Internal Quality Assurance System (SPMI).

CHAPTER VI

STRUCTURE AND CLASSIFICATION OF IQAS DOCUMENTS

The documents that make up the **Internal Quality Assurance System (IQAS)** at Universitas Diponegoro are organized in a structured and hierarchical manner to ensure consistency, traceability, and integration across all units of the University.

The hierarchy of IQAS documents is summarized in the following table.

Table 1. Structure and Classification of IQAS Documents

No.	Type of Quality Document	University	Faculty	Department	Study Program	Other Units
1	Vision, Mission, Goals, and Organizational Structure	✓	✓	✓	–	✓
2	Scientific Vision	–	–	–	✓	–
3	University Statute	✓	–	–	–	–
4	Master Plan for University Development	✓	✓	✓	–	✓
5	Strategic Plan	✓	✓	✓	–	✓
6	Operational Plan	✓	✓	✓	–	✓
7	Organizational Structure and Governance (SOTK)	✓	–	–	–	–
8	IQAS Policy (Quality Policy)	✓	–	–	–	–
9	Guidelines for Implementing the PPEPP Cycle	✓	✓	–	–	–
10	Quality Standards	✓	✓	–	–	–
11	Procedures for IQAS Documentation	✓	–	–	–	–
12	Standard Operating Procedures (SOPs), Work Instructions, and Forms	✓	✓	✓	✓	✓
13	Public Service Standards	✓	–	–	–	–
14	Performance Accountability Report (LAKIP)	✓	✓	–	–	✓
15	Academic Regulations	✓	–	–	–	–
16	Curriculum Documents	–	–	–	✓	–
17	Academic Guidelines	–	✓	✓	–	–

Book 2

Guidelines for
the implementation of
the Undip standard (PPEPP)

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CHAPTER I
INTRODUCTION

1.1 Background

In order to realise Diponegoro University's vision as a *"Distinguished Research University"*, it is essential to implement a structured, comprehensive, and sustainable quality assurance system. Pursuant to the Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 53 of 2023 on Quality Assurance in Higher Education (Permen 53/2023), the Quality Assurance System for Higher Education (SPM Dikti) in universities comprises two main subsystems:

- **Internal Quality Assurance System (SPMI)** – a cyclical process consisting of the establishment, implementation, evaluation, control, and improvement of higher education standards;
- **External Quality Assurance System (SPME)** – accreditation of study programmes and higher education institutions as a mechanism for assessing their conformity with the National Standards for Higher Education (SN Dikti).

As part of the SPMI, Diponegoro University adopts the **PPEPP cycle** (Establishment, Implementation, Evaluation, Control, and Improvement), which is fully aligned with Article 68 of Permen 53/2023. This cycle serves as a systematic framework to:

1. Establish internal quality standards (Output, Process, Management, Content, Academic Staff and Supporting Staff, Facilities and Infrastructure, and Financing) in accordance with SN Dikti;
2. Implement and monitor all academic and non-academic activities based on the established standards;
3. Evaluate outcomes and the effectiveness of implementation through internal quality audits, self-assessment, and continuous monitoring;
4. Control deviations and formulate corrective actions;
5. Promote continuous quality improvement in support of research excellence and institutional reputation.

This manual also refers to the following regulations:

- Regulation of the Minister of Education, Culture, Research, and Technology Number 53 of 2023 on Quality Assurance in Higher Education;
- Regulation of the Minister of Education and Culture Number 3 of 2020 on the National Standards for Higher Education (SN Dikti);
- Rector's Regulation of Diponegoro University Number 18 of 2024 on the Quality Assurance System of Diponegoro University.

Through this **PPEPP Manual**, it is expected that all work units—both at the faculty and study programme levels—will understand and operationalise the SPMI cycle consistently, thereby enhancing the quality achievements of education, research, and COMMUNITY SERVICE at Diponegoro University in alignment with national regulations and international best practices.

1.2 General Purpose of the Manual

This manual serves as the principal guideline for the establishment, implementation, evaluation, control, and continuous improvement of standards at Diponegoro University. The primary purpose of this manual is to ensure that every aspect of education, research, COMMUNITY SERVICE, and supplementary (non-academic) activities at Diponegoro University is carried out in accordance with the established standards and continuously improved to achieve academic excellence and global competitiveness.

Standard-Setting Manual. A reference for designing and establishing standards for education, research, COMMUNITY SERVICE, and non-academic activities at Diponegoro University, in alignment with national regulations, industrial needs, and international best practices.

Standard-Implementation Manual. An operational guide for all faculties and work units to effectively and consistently apply learning methods, research governance, Community service programmes, and administrative systems.

Standard-Evaluation Manual. A data-driven framework for periodic evaluation of the effectiveness of learning, the quality of research, the sustainability of COMMUNITY SERVICE, and the efficiency of management.

Standard-Control Manual. A mechanism for monitoring, auditing, and implementing corrective actions to ensure compliance with all internal quality standards.

Standard-Improvement Manual. A strategic framework for curriculum innovation, educational technology enhancement, and the development of academic and administrative staff competencies to advance quality and strengthen both national and international competitiveness.

CHAPTER II

EDUCATIONAL STANDARDS

This chapter describes the manual for implementing the PPEPP cycle (Determination, Implementation, Evaluation, Control, and Improvement) within the framework of **Educational Standards** at Diponegoro University. These standards serve as the primary reference for assuring the quality of education so that it aligns with the University's vision and mission, as well as academic and industrial needs. Through the PPEPP approach, Diponegoro University ensures that educational standards are applied effectively, measurably, and sustainably to produce competent graduates with strong competitiveness.

2.1 Graduate Competency Standards

The **Graduate Competency Standards** represent the minimum benchmark for the competencies to be achieved by students upon completion of their study programmes at Diponegoro University. These standards are established to guarantee that graduates possess the knowledge, skills, and professional attitudes relevant to their fields of study, and that they are able to compete at both national and international levels.

2.1.1 Scope of the PPEPP Implementation Manual for Graduate Competency Standards

• **Graduate Learning Outcomes (CPL)** – The core, supporting, and other competencies that graduates must achieve in accordance with the Indonesian National Qualifications Framework (*KKNI*).
• **Curriculum and Learning Methods** – The implementation of standards in curriculum design, innovative learning methods, and assessment strategies to ensure the attainment of graduate competencies.
• **Evaluation and Monitoring** – Measurement of graduate competency achievement through academic evaluation, tracer studies, and user satisfaction surveys.
• **Quality Control and Accreditation** – Efforts to maintain the graduate competency standards through internal audits, benchmarking with other universities, and preparation for national and international accreditation.
• **Continuous Improvement** – Curriculum development aligned with industry needs and global trends, as well as collaboration with academic and industrial partners to enhance graduate competitiveness.

2.1.2 Procedures for Implementing the PPEPP Cycle in Graduate Competency Standards

The following table provides a comprehensive overview of the procedures—covering responsible parties, target objects, and the resulting output documents—for each stage of the PPEPP cycle applied to the Graduate Competency Standards at Diponegoro University.

PPEPP Stage	Involved Parties (Subjects)	Target Objects	References	Types of Output Documents
Determination	Academic Senate, Rector, Vice Rector, Directorate of Academic Affairs	Profile of Diponegoro University graduates	UNDIP Strategic Plan (*Renstra*), National Standards for Higher Education (*SN Dikti*), Stakeholder Needs	Rector's Regulation on Academic Affairs
	Standard formulation	Graduate competency standards	UNDIP Strategic Plan, *SN Dikti*, Indonesian	Internal Quality Standard

PPEPP Stage	Involved Parties (Subjects)	Target Objects	References	Types of Output Documents
	team, Rector, Academic Senate		National Qualifications Framework (*KKNI*), Stakeholder Needs	Document (*SPMI Standard*)
	Dean, Head of Study Programme, Lecturers, External Stakeholders	Graduate profiles and learning outcomes of study programmes	Faculty Strategic Plan, *SN Dikti*, *KKNI*, SPMI Standards, Stakeholder Needs	Study Programme Curriculum Book
Implementation	Dean, Head of Study Programme, Lecturers, Administrative Staff, Students	Teaching and learning activities to achieve graduate competency standards	Internal Quality Standards (*SPMI Standards*)	Implementation SOP
Evaluation	LP2MP, Dean, Head of Study Programme	Compliance and accuracy in completing standard items	Internal Audit Guidelines (*AMI SOP*)	Academic Quality Evaluation Report (*LED AMI*)
Evaluation	Directorate of Student and Alumni Affairs, Head of Study Programme (*Kaprodi*)	Alignment between Graduate Profile and Alumni Career Paths	Criteria outlined in the Graduate Profile (job sectors, roles and positions, and career prospects)	Tracer Study Report
	Head of Study Programme (*Kaprodi*)	Measurement of Learning Outcomes (*CPL*) Achievement by Graduates	Minimum CPL Standards determined by the Study Programme in collaboration with stakeholders	Exit Survey Report
	Head of Study Programme (*Kaprodi*)	User Satisfaction with Graduates	Minimum Standards as specified in the Internal Quality Standards (*SPMI*)	Graduate User Satisfaction Survey Report
Control	Rector, Vice Rector for Academic Affairs, LP2MP, Dean, Head of Study Programme	Internal Quality Standards (*SPMI Standards*)	Standard items not yet fulfilled	Follow-up Action Report (*RTL AMI*), Management Review Report (*RTM AMI*)
Improvement	Rector, Vice Rector for Academic Affairs,	Internal Quality Standards (*SPMI Standards*)	Standard items exceeding	Analysis and Improvement Proposal Report

PPEPP Stage	Involved Parties (Subjects)	Target Objects	References	Types of Output Documents
	LP2MP, Dean, Head of Study Programme		performance expectations	

2.2 Learning Process Standards

The **Learning Process Standards** of Diponegoro University serve as a manual for designing, implementing, and managing the educational process to ensure the achievement of the **Graduate Learning Outcomes (CPL)** in accordance with the **Indonesian National Qualifications Framework (KKNI)** and the **National Standards for Higher Education**. These standards emphasise the importance of active, innovative, collaborative, and outcome-based learning approaches that foster the intellectual, practical, and character development of students.

2.2.1 Scope of the PPEPP Implementation Manual for Learning Process Standards

This standard covers all educational processes within teaching and learning activities, including:
• **Learning Planning** – Preparation of Semester Learning Plans (*RPS*), mapping of learning outcomes, learning methods, and assessment strategies.

• **Learning Strategies and Methods** – Approaches such as problem-based learning (PBL), project-based learning, blended learning, team-based learning, and others.

• **Learning Implementation** – Learning activities conducted through face-to-face, online, practicum, fieldwork, and thesis supervision formats.

• **Learning Media and Resources** – Learning modules, Learning Management Systems (LMS/e-learning), laboratories, libraries, and digital resources.

2.2.2 Procedures for Implementing the PPEPP Cycle for Learning Process Standards

The following table provides a comprehensive overview of the procedures (responsible parties, target objects, and output documents) for each stage of the PPEPP cycle related to the Learning Process Standards at Diponegoro University.

PPEPP Stage	Involved Parties (Subjects)	Target Objects	References	Types of Output Documents
Determination	Academic Senate, Rector, Vice Rector, Directorate of Academic Affairs	Quality of Learning Methods	UNDIP Strategic Plan (*Renstra*), National Higher Education Standards (*SN Dikti*), Stakeholder Needs, UNDIP Graduate Profile	Rector's Regulation on Academic Affairs
	Standard Formulation Team, Rector, Academic Senate	Learning Process Standards	UNDIP Strategic Plan, *SN Dikti*, Indonesian National Qualifications Framework (*KKNI*), Stakeholder Needs, UNDIP Graduate Profile	Internal Quality Standard Document (*SPMI Standard*)

PPEPP Stage	Involved Parties (Subjects)	Target Objects	References	Types of Output Documents
	Dean, Head of Study Programme (*Kaprodi*), Lecturers, External Stakeholders	Semester Learning Plans (*RPS*), syllabus, methods, strategies, and media	Faculty Strategic Plan, *SN Dikti*, *KKNI*, SPMI Standards, Stakeholder Needs, Rector's Regulation, Study Programme Graduate Profile, Learning Outcomes	Study Programme Curriculum Book
Implementation	Dean, Head of Study Programme, Lecturers, Academic Staff, Students	Teaching and learning activities to meet Learning Process Standards	Internal Quality Standards (*SPMI Standards*)	Implementation SOP
Evaluation	LP2MP, Dean, Head of Study Programme	Compliance with standard indicators	Internal Audit Guidelines (*AMI SOP*)	Academic Quality Evaluation Report (*LED AMI*)
	Head of Study Programme (*Kaprodi*)	Evaluation of teaching and learning processes	Minimum Standards as defined in SPMI	Learning Process Monitoring Report (*PBM Report*)
	Head of Study Programme (*Kaprodi*)	Evaluation of student satisfaction toward the learning process	Minimum Standards as defined in SPMI	Student Learning Satisfaction Survey Report
Control	Rector, Vice Rector for Academic Affairs, LP2MP, Dean, Head of Study Programme	Internal Quality Standards (*SPMI Standards*)	Unfulfilled standard indicators	Follow-up Action Report (*RTL AMI*), Management Review Report (*RTM AMI*)

2.3 Assessment Process Standards

The **Assessment Process Standards** of Diponegoro University serve as a reference for planning, implementing, and evaluating learning assessment processes to ensure the achievement of the **Graduate Learning Outcomes (CPL)**. Assessments are conducted objectively, fairly, transparently, and accountably, based on the principles of **Outcome-Based Education (OBE)**.

2.3.1 Scope of the PPEPP Implementation Manual for Assessment Process Standards

This manual covers all aspects related to the application of the Assessment Process Standards at Diponegoro University, including:

• **Assessment Planning** – Determining assessment strategies within the Semester Learning Plan (RPS), detailing the forms and weighting of evaluations, and scheduling implementation.

• **Assessment Implementation** – Conducting student learning assessments through various methods such as quizzes, assignments, projects, presentations, and examinations—both formative and summative.

• **Development and Use of Rubrics** – Designing measurable, fair, and transparent assessment rubrics and applying them consistently by lecturers.

• **Grade Management and Reporting** – Recording, inputting results into the academic system, communicating outcomes to students, and documenting assessments for evaluation and quality audit purposes.

• **Assessment System Improvement** – Analysing assessment results, revising rubrics, enhancing lecturers' capacity in outcome-based assessment, and developing innovative, technology-based, and authentic assessment methods.

2.3.2 Procedures for Implementing the PPEPP Cycle for Assessment Process Standards

The following table provides a comprehensive overview of the procedures (responsible parties, target objects, and output documents) for each stage of the PPEPP cycle related to the Assessment Process Standards at Diponegoro University.

PPEPP Stage	Involved Parties (Subjects)	Target Objects	References	Types of Output Documents
Determination	Academic Senate, Rector, Vice Rector, Directorate of Academic Affairs	Quality of the Learning Assessment System	UNDIP Strategic Plan (*Renstra*), National Higher Education Standards (*SN Dikti*), Stakeholder Needs, UNDIP Graduate Profile	Rector's Regulation on Academic Affairs
	Standard Formulation Team, Rector, Academic Senate	Learning Assessment Standards	UNDIP Strategic Plan, *SN Dikti*, Indonesian National Qualifications Framework (*KKNI*), Stakeholder Needs	Internal Quality Standard Document (*SPMI Standard*)

PPEPP Stage	Involved Parties (Subjects)	Target Objects	References	Types of Output Documents
	Dean, Head of Study Programme (*Kaprodi*), Lecturers, External Stakeholders	Assessment Criteria, Weighting, and Techniques	Faculty Strategic Plan, *SN Dikti*, *KKNI*, SPMI Standards, Stakeholder Needs, Rector's Regulation, Learning Outcomes	Study Programme Curriculum Book
Implementation	Dean, Head of Study Programme, Lecturers, Academic Staff, Students	Learning Assessment Process	Internal Quality Standards (*SPMI Standards*)	Assessment Implementation SOP
Evaluation	LP2MP, Dean, Head of Study Programme	Compliance with standard indicators	Internal Audit Guidelines (*AMI SOP*)	Internal Audit Evaluation Report (*LED AMI*)
	Head of Study Programme (*Kaprodi*)	Measurement of Learning Outcomes (CPL) in relation to courses	Minimum Standards as defined in SPMI	Learning Assessment Monitoring Report (*PBM Report*)
Control	Rector, Vice Rector for Academic Affairs, LP2MP, Dean, Head of Study Programme	Internal Quality Standards (*SPMI Standards*)	Standard items not yet fulfilled	Follow-up Action Report (*RTL AMI*), Management Review Report (*RTM AMI*)
Improvement	Rector, Vice Rector for Academic Affairs, LP2MP, Dean, Head of Study Programme	Internal Quality Standards (*SPMI Standards*)	Standard items exceeding performance expectations	Analysis and Improvement Proposal Document

2.4 Management Process Standards

The **Management Process Standards** provide a manual for regulating academic and administrative governance to ensure the smooth and effective implementation of educational processes at Diponegoro University. These standards encompass planning, implementation, monitoring, and development of resource management, services, and learning support systems that contribute to the achievement of the **Graduate Learning Outcomes (CPL)**.

2.4.1 Scope of the PPEPP Implementation Manual for Management Process Standards

This manual includes all aspects related to the application of Management Process Standards at Diponegoro University, covering:

• **Academic Planning** – Preparation of the academic calendar, allocation of teaching loads, class and practicum schedules, and final project management.

• **Management of Educational Resources** – Administration of academic staff, administrative staff, classrooms, laboratories, and educational information systems.

• **Academic Administration and Internal Evaluation** – Academic services, data management, grade processing, and documentation of student administrative records.

• **Academic Coordination and Communication** – Coordination mechanisms among faculty leadership, study programmes, lecturers, and support units to ensure integrated educational implementation.

2.4.2 Procedures for Implementing the PPEPP Cycle for Management Process Standards

The following table provides a comprehensive overview of the procedures (responsible parties, target objects, and output documents) for each stage of the PPEPP cycle related to the Management Process Standards at Diponegoro University.

PPEPP Stage	Involved Parties (Subjects)	Target Objects	References	Types of Output Documents
Determination	Academic Senate, Rector, Vice Rector, Directorate of Academic Affairs	Quality of the Education Management System	UNDIP Strategic Plan (*Renstra*), National Higher Education Standards (*SN Dikti*), Stakeholder Needs	Rector's Regulation on Academic Affairs
	Standard Formulation Team, Rector, Academic Senate	Education Management Standards	UNDIP Strategic Plan, *SN Dikti*, Indonesian National Qualifications Framework (*KKNI*), Stakeholder Needs	Internal Quality Standard Document (*SPMI Standard*)
	Dean, Head of Study Programme (*Kaprodi*), Lecturers,	Study Programme Management	Faculty Strategic Plan, *SN Dikti*, *KKNI*, SPMI Standards, Stakeholder	Department Profile Book

PPEPP Stage	Involved Parties (Subjects)	Target Objects	References	Types of Output Documents
	External Stakeholders		Needs, Rector's Regulation, Learning Outcomes	
Implementation	Dean, Head of Study Programme, Academic and Administrative Staff	Implementation of Higher Education Management	Internal Quality Standards (*SPMI Standards*)	Management Implementation SOP
Control	Rector, Vice Rector for Academic Affairs, LP2MP, Dean, Head of Study Programme	Internal Quality Standards (*SPMI Standards*)	Standard items not yet fulfilled	Follow-up Action Report (*RTL AMI*), Management Review Report (*RTM AMI*)
Improvement	Rector, Vice Rector for Academic Affairs, LP2MP, Dean, Head of Study Programme	Internal Quality Standards (*SPMI Standards*)	Standard items exceeding performance targets	Analytical Report and Improvement Proposal Document

2.5 Curriculum Content Standards

The **Curriculum Content Standards** serve as a manual governing the scope of learning materials used in higher education processes to achieve the **Graduate Learning Outcomes (CPL)**. Learning materials are developed based on competency needs, advancements in science and technology, research findings, and relevance to professional and industrial practice.

2.5.1 Scope of the PPEPP Implementation Manual for Curriculum Content Standards

This manual covers all aspects related to the application of Curriculum Content Standards at Diponegoro University, including:

• **Learning Materials** – Specification of course content based on learning outcomes and the study programme curriculum, including theoretical, practical, and contextual components related to real-world issues.

• **Depth and Breadth of Materials** – Levels of complexity and scope of content in accordance with programme levels (Bachelor's, Master's, Doctoral) and types of education (academic, vocational, professional).

• **Integration of Research and Emerging Knowledge** – Updating course materials based on research findings, current scientific literature, technological advancements, and global knowledge.

• **Relevance to the Labour Market and Professions** – Alignment of course content with industry needs, professional certification, and practices in fields such as engineering, maritime studies, and other specialised areas.

2.5.2 Procedures for Implementing the PPEPP Cycle for Curriculum Content Standards

The following table provides a comprehensive overview of the procedures (responsible parties, target objects, and output documents) for each stage of the PPEPP cycle related to the Curriculum Content Standards at Diponegoro University.

PPEPP Stage	Involved Parties (Subjects)	Target Objects	References	Types of Output Documents
Determination	Academic Senate, Rector, Vice Rector, Directorate of Academic Affairs	Quality of Educational Content	UNDIP Strategic Plan (*Renstra*), National Standards for Higher Education (*SN Dikti*), Stakeholder Needs, UNDIP Graduate Profile	Rector's Regulation on Academic Affairs
	Standard Formulation Team, Rector, Academic Senate	Educational Content Standards	UNDIP Strategic Plan, *SN Dikti*, Indonesian National Qualifications Framework (*KKNI*), Stakeholder Needs	Internal Quality Standard Document (*SPMI Standard*)
	Dean, Head of Study Programme	Curriculum, Semester Learning Plan	Faculty Strategic Plan, *SN Dikti*, *KKNI*, SPMI	Curriculum Book, Semester Learning

PPEPP Stage	Involved Parties (Subjects)	Target Objects	References	Types of Output Documents
	(*Kaprodi*), Lecturers, External Stakeholders	(*RPS*), Teaching Materials	Standards, Stakeholder Needs	Plan (*RPS*), Teaching Materials
Implementation	Dean, Head of Study Programme, Lecturers, Academic Staff, Students	Implementation of Educational Content	Internal Quality Standards (*SPMI Standards*)	SOP for Implementation of Educational Content
Evaluation	LP2MP, Dean, Head of Study Programme	Compliance with standard indicators	Internal Audit Guidelines (*AMI SOP*)	Internal Quality Evaluation Report (*LED AMI*)
	Head of Study Programme (*Kaprodi*)	Evaluation of Learning Content	Minimum Standards specified in SPMI	Learning Process Monitoring Report (*PBM Report*)
	Head of Study Programme (*Kaprodi*)	Evaluation of Student Satisfaction with Learning Content	Minimum Standards specified in SPMI	Student Satisfaction Survey Report on Learning Process (*PBM*)
Control	Rector, Vice Rector for Academic Affairs, LP2MP, Dean, Head of Study Programme	Internal Quality Standards (*SPMI Standards*)	Standard items not yet fulfilled	Follow-up Action Report (*RTL AMI*), Management Review Report (*RTM AMI*)
Improvement	Rector, Vice Rector for Academic Affairs, LP2MP, Dean, Head of Study Programme	Internal Quality Standards (*SPMI Standards*)	Standard items exceeding performance expectations	Analytical Report and Improvement Proposal Document

2.6 Academic and Administrative Staff Standards

The **Academic and Administrative Staff Standards** (*Dosen dan Tenaga Kependidikan/Tendik*) of Diponegoro University provide a manual for defining the qualifications, competencies, numbers, distribution, and professional development of lecturers and educational staff as the key human resources in higher education implementation. These standards aim to ensure that lecturers and staff possess sufficient capacity to support the university's **Tri Dharma** (education, research, and Community service) professionally, effectively, and sustainably.

2.6.1 Scope of the PPEPP Implementation Manual for Academic and Administrative Staff Standards

This manual covers all aspects related to the application of the Academic and Administrative Staff Standards at Diponegoro University, including:

• **Qualifications and Competencies of Lecturers** – Minimum educational qualifications (Master's/Doctoral degrees), expertise, publications, and professional educator certification.

• **Lecturer Performance** – Implementation of the Tri Dharma, teaching workload, and additional academic responsibilities.

• **Qualifications and Roles of Administrative Staff** – Educational qualifications, functional positions, service competencies, and performance in academic administration.

• **Academic Human Resource Development** – Capacity enhancement through advanced study, training, certification, and performance appraisal systems.

2.6.2 Procedures for Implementing the PPEPP Cycle for Academic and Administrative Staff Standards

The following table provides a comprehensive overview of the procedures (responsible parties, target objects, and output documents) for each stage of the PPEPP cycle related to the Academic and Administrative Staff Standards at Diponegoro University.

PPEPP Stage	Involved Parties (Subjects)	Target Objects	References	Types of Output Documents
Determination	Academic Senate, Rector, Vice Rector, Directorate of Academic Affairs	Quality of Lecturers and Educational Staff	UNDIP Strategic Plan (*Renstra*), National Standards for Higher Education (*SN Dikti*), Stakeholder Needs, UNDIP Graduate Profile	Rector's Regulation on Academic Affairs
	Standard Formulation Team, Rector, Academic Senate	Competency Standards for Lecturers and Educational Staff	UNDIP Strategic Plan, *SN Dikti*, Indonesian National Qualifications Framework (*KKNI*), Stakeholder Needs	Internal Quality Standard Document (*SPMI Standard*)
Implementation	Dean, Head of Study Programme (*Kaprodi*),	Implementation of Lecturer and Educational Staff Standards	Internal Quality Standards (*SPMI Standards*)	SOP for Implementation of Lecturer and

PPEPP Stage	Involved Parties (Subjects)	Target Objects	References	Types of Output Documents
	Lecturers, Educational Staff, Students			Educational Staff Standards
Evaluation	LP2MP, Dean, Head of Study Programme	Compliance of Lecturer and Educational Staff Competence with Standards	Internal Audit Guidelines (*AMI SOP*)	Internal Quality Evaluation Report (*LED AMI*)
	Head of Study Programme (*Kaprodi*)	Evaluation of Lecturer and Educational Staff Performance	Minimum Standards defined in the SPMI	Lecturer Performance Evaluation Report (*E-PBM Report*)
	Head of Study Programme (*Kaprodi*)	Evaluation of Student Satisfaction with Learning Services	Minimum Standards defined in the SPMI	Student Satisfaction Survey Report on Learning Services
Control	Rector, Vice Rector for Academic Affairs, LP2MP, Dean, Head of Study Programme	Internal Quality Standards (*SPMI Standards*)	Standard items not yet fulfilled	Follow-up Action Report (*RTL AMI*), Management Review Report (*RTM AMI*)
Improvement	Rector, Vice Rector for Academic Affairs, LP2MP, Dean, Head of Study Programme	Internal Quality Standards (*SPMI Standards*)	Standard items exceeding performance expectations	Analytical Report and Improvement Proposal Document

2.7 Facilities and Infrastructure Standards

The **Facilities and Infrastructure Standards** serve as a manual for the provision, management, and development of physical and information technology facilities that support the implementation of higher education at Diponegoro University. These standards ensure that all *Tri Dharma* activities—education, research, and Community service—are carried out effectively, efficiently, safely, inclusively, and sustainably through adequate facilities and infrastructure relevant to both academic and non-academic needs.

2.7.1 Scope of the PPEPP Implementation Manual for Facilities and Infrastructure Standards

This manual encompasses all aspects related to the implementation of the Facilities and Infrastructure Standards at Diponegoro University, including:

• **Academic Facilities** – Classrooms, laboratories, studios, workshops, libraries, seminar rooms, and other practical learning spaces.

• **Non-Academic Facilities** – Offices for lecturers and administrative staff, health facilities, places of worship, cafeterias, parking areas, and student dormitories.

• **Information Technology and Digital Facilities** – Internet access, Learning Management Systems (LMS), online conferencing tools, digital administrative systems, and academic repositories.

• **Inclusive and Sustainable Facilities** – Accessibility for persons with disabilities, energy efficiency, waste management, water conservation, and green open spaces.

2.7.2 Procedures for Implementing the PPEPP Cycle for Facilities and Infrastructure Standards

The following table provides a comprehensive overview of the procedures (responsible parties, targeted objects, and resulting output documents) for each stage of the PPEPP cycle in implementing the Facilities and Infrastructure Standards at Diponegoro University.

PPEPP Stage	Involved Parties (Subjects)	Target Objects	References	Types of Output Documents
Determination	Academic Senate, Rector, Vice Rector, Directorate of Academic Affairs	Quality of Educational Facilities and Infrastructure	UNDIP Strategic Plan (*Renstra*), National Standards for Higher Education (*SN Dikti*), Stakeholder Needs, UNDIP Graduate Profile	Rector's Regulation
	Standard Formulation Team, Rector, Academic Senate	Standards for Availability and Feasibility of Facilities and Infrastructure	UNDIP Strategic Plan, *SN Dikti*, Indonesian National Qualifications Framework (*KKNI*), Stakeholder Needs	Internal Quality Standard Document (*SPMI Standard*)
Implementation	Dean, Head of Study Programme (*Kaprodi*), Lecturers, Educational Staff	Procurement, Utilisation, and Maintenance of Facilities and Infrastructure	Internal Quality Standards (*SPMI Standards*)	SOP for Facilities and Infrastructure Management

PPEPP Stage	Involved Parties (Subjects)	Target Objects	References	Types of Output Documents
Evaluation	LP2MP, Dean, Head of Study Programme	Compliance of Facilities and Infrastructure with Standards	Internal Audit Guidelines (*AMI SOP*)	Internal Quality Evaluation Report (*LED AMI*)
	Head of Study Programme (*Kaprodi*)	Evaluation of Student Satisfaction	Minimum Standards defined in the SPMI	Student Satisfaction Survey Report on Educational Services
Control	Rector, Vice Rector for Academic Affairs, LP2MP, Dean, Head of Study Programme	Internal Quality Standards (*SPMI Standards*)	Standard items not yet fulfilled	Follow-up Action Report (*RTL AMI*), Management Review Report (*RTM AMI*)
Improvement	Rector, Vice Rector for Academic Affairs, LP2MP, Dean, Head of Study Programme	Internal Quality Standards (*SPMI Standards*)	Standard items exceeding performance expectations	Analytical Report and Improvement Proposal Document

2.8 Educational Financing Standards

The **Educational Financing Standards** serve as a manual for determining, managing, and controlling the allocation of educational funds effectively, efficiently, transparently, and sustainably at Diponegoro University. These standards ensure the availability and continuity of funding to support the implementation of the *Tri Dharma of Higher Education* and the achievement of the National Standards for Higher Education.

2.8.1 Scope of the PPEPP Implementation Manual for Educational Financing Standards

This manual covers all aspects related to the implementation of the Educational Financing Standards at Diponegoro University, including:

• **Educational Planning and Budgeting** – Formulation of annual and medium-term educational funding requirements based on the University's Strategic Plan (*Renstra*) and Annual Budget and Work Plan (*RKAT*).

• **Fund Management and Utilisation** – Management of operational education funds, scholarships, research and Community service grants, and human resource development funds.

• **Funding Sources** – Government funds (Non-Tax State Revenue / *PNBP*, State Budget / *APBN*), community contributions (tuition fees / *UKT–SPP*, Ministry grants / *DIPA*), partnership funding, and other legitimate sources.

• **Audit and Transparency** – Mechanisms for financial reporting, internal and external audits, and public disclosure of information related to the use of educational funds.

2.8.2 Procedures for Implementing the PPEPP Cycle for Educational Financing Standards

The following table provides a comprehensive overview of the procedures (responsible parties, targeted objects, and resulting output documents) for each stage of the PPEPP cycle in implementing the Educational Financing Standards at Diponegoro University.

PPEPP Stage	Involved Parties (Subjects)	Target Objects	References	Types of Output Documents
Determination	Academic Senate, Rector, Vice Rectors, Directorate of Academic Affairs	Quality of the Education Financing System	UNDIP Strategic Plan (*Renstra Undip*); National Higher Education Standards (*SN-Dikti*); Stakeholder Needs; UNDIP Graduate Profile	Rector's Regulation
	Quality Standards Development Team, Rector, Academic Senate	Standards for Education Financing	UNDIP Strategic Plan (*Renstra Undip*); National Higher Education Standards (*SN-Dikti*); Indonesian National Qualifications	SPMI Quality Standard

PPEPP Stage	Involved Parties (Subjects)	Target Objects	References	Types of Output Documents
			Framework (*KKNI*); Stakeholder Needs	
Implementation	Deans, Heads of Study Programmes, Lecturers, Educational Staff	Implementation of the Education Financing System	SPMI Quality Standard	SOP for the Implementation of the Education Financing System
Evaluation	LP2MP, Deans, Heads of Study Programmes	Conformity of Financial Management with the Standard	Internal Audit SOP (*SOP Pengisian AMI*)	Self-Evaluation Report (*LED–AMI*)
Control	Rector, Vice Rector for Academic Affairs, LP2MP, Deans, Heads of Study Programmes	SPMI Quality Standard	Unfulfilled Standard Items	Follow-Up Action Report (*RTL–AMI*); Management Review Report (*RTM–AMI*)
Improvement	Rector, Vice Rector for Academic Affairs, LP2MP, Deans, Heads of Study Programmes	SPMI Quality Standard	Standard Items Exceeding Targets	Analytical Report and Proposal for Quality Improvement

CHAPTER III

MANUAL FOR THE IMPLEMENTATION OF THE PPEPP CYCLE IN RESEARCH STANDARDS

This chapter describes the implementation manual of the **PPEPP** cycle (*Penetapan, Pelaksanaan, Evaluasi, Pengendalian, dan Peningkatan* — Determination, Implementation, Evaluation, Control, and Improvement) for **Research Standards** at Diponegoro University. These standards serve as the primary reference for ensuring the quality of research so that it aligns with the University's vision and mission, as well as with academic, industrial, and societal needs.

Through the PPEPP approach, Diponegoro University ensures that research activities maintain high academic quality, deliver tangible impacts, and contribute to the advancement of science and technology. These standards also guide research activities to produce outcomes that are published in reputable journals, obtain intellectual property rights, and have practical applications at both national and international levels. By implementing these standards effectively, measurably, and sustainably, Diponegoro University enhances its institutional competitiveness and strengthens the role of research in national development and societal well-being.

3.1 Research Output Standards

The **Research Output Standards** represent the minimum benchmarks for the results of research conducted by academic staff and students at Diponegoro University. These standards are designed to ensure that every research activity possesses academic value, innovation, and practical benefits for the advancement of science, technology, and society. Research outputs include publications in reputable journals, intellectual property rights, appropriate technologies, policy models, and innovations applicable in industry or public policy.

3.1.1 Scope of the PPEPP Implementation Manual for Research Output Standards

This manual covers all aspects related to the implementation of Research Output Standards at Diponegoro University, including:

• **Types of Research Outputs** – Scientific publications in nationally accredited and internationally indexed journals, intellectual property rights (IPR), appropriate technologies, policy models, and innovations applicable to industry and society.

• **Research Facilitation and Support** – Implementation of standards through the provision of research facilities, funding, and capacity-building programmes for lecturers and students to produce high-quality outputs.

• **Evaluation and Monitoring** – Measurement of research achievements through publication counts, citation indices, intellectual property registrations, policy and technological impacts, and effectiveness of research utilisation.

• **Quality Control and Research Ethics Compliance** – Maintaining output standards through research audits, adherence to academic and ethical standards, and protection of research integrity and originality.

• **Continuous Improvement** – Strengthening research collaboration with academic and industrial partners, enhancing incentives for productive researchers, and leveraging digital technologies to improve accessibility and dissemination of research results nationally and internationally.

3.1.2 Procedures for Implementing the PPEPP Cycle for Research Output Standards

The following table provides a comprehensive overview of the procedures (responsible parties, target objects, and output documents) for each stage of the PPEPP cycle applied to the Research Output Standards at Diponegoro University.

PPEPP Stage	Involved Parties (Subjects)	Target Objects	References	Types of Output Documents
Determination	Academic Senate, Vice Rector for Research and Innovation, Directorate of Research and Community service	Quality of Research Outputs	UNDIP Strategic Plan (*Renstra*), *SN Dikti*, Stakeholder Needs	Rector's Regulation on Research and Community service, UNDIP Research and Community service Strategic Plan
	Community service Board (DPPM), Research and Community service Institute (LPPM)	Quality of Research and Community service Outputs	UNDIP Strategic Plan, Research and Community service Strategic Plan, *SN Dikti*, Stakeholder Needs	UNDIP Research and Community service Strategic Plan
	Standard Formulation Team, Rector, LPPM	Research Output Quality Standards	UNDIP Strategic Plan, UNDIP Research and Community service Strategic Plan, *SN Dikti*, Stakeholder Needs	Internal Quality Standard Document (*SPMI Standard*)
	Dean, Head of Study Programme (*Kaprodi*), Lecturers, Researchers	Research Output Targets and Types of Research	Faculty Strategic Plan, *SN Dikti*, SPMI Standards	Faculty Research and Community service Strategic Plan
Implementation	Dean, Head of Study Programme, Lecturers, Students	Implementation of Research Outputs	Internal Quality Standards (*SPMI Standards*)	SOP for Research Implementation
	LP2MP, LPPM, Dean, Head of Study Programme	Compliance with Standard Indicators	Internal Audit Guidelines (*AMI SOP*)	Internal Quality Evaluation Report (*LED AMI*)
Evaluation	LPPM, Dean, Lecturers	Alignment of Research with Research Roadmap and Guidelines	Internal Quality Standards (*SPMI Standards*)	Research and Community service Monitoring and Evaluation Report

PPEPP Stage	Involved Parties (Subjects)	Target Objects	References	Types of Output Documents
	Dean, UPPM	Compliance of Research Outcomes	Internal Quality Standards (*SPMI Standards*)	Research and Community service Monitoring and Evaluation Report
Control	Rector, Vice Rector for Research and Innovation, LPPM, Dean, Head of Study Programme	Internal Research Quality Standards (*SPMI Standards*)	Standard items not yet fulfilled	Follow-up Action Report (*RTL AMI*), Management Review Report (*RTM AMI*)
Improvement	Rector, Vice Rector for Research and Innovation, LPPM, Dean, Head of Study Programme	Internal Research Quality Standards (*SPMI Standards*)	Standard items exceeding performance expectations	Analytical Report and Improvement Proposal Document

3.2 Research Process Standards

The **Research Process Standards** define the stages and methodologies to be applied in every research activity conducted by lecturers and students at Diponegoro University. These standards ensure that research processes are systematic, scientifically sound, and result in high-quality outputs that contribute to the advancement of science, technology, and societal needs.

The research process involves careful planning, valid methodological execution, effective resource management, and continuous monitoring and evaluation to maintain quality. These standards also emphasise adherence to research ethics, transparent data management, and the utilisation of technology to support research activities.

3.2.1 Scope of the PPEPP Implementation Manual for Research Process Standards

This manual encompasses all aspects related to the implementation of the Research Process Standards at Diponegoro University, including:

• **Research Planning** – Formulation of research topics, selection of appropriate methodologies, identification of available resources, and ethical feasibility.

• **Research Implementation** – Procedures for data collection, processing, analysis, and interpretation of results in accordance with academic standards and research ethics.

• **Evaluation and Monitoring** – Measurement of research achievement through periodic assessments, research seminars, scientific publications, and peer review processes.

• **Research Management** – Governance of research administration, including funding management, research documentation, inter-institutional collaboration, and student involvement in research.

• **Continuous Improvement** – Development of innovative research strategies, international collaboration, and adaptation to technological and societal developments.

3.2.2 Procedures for Implementing the PPEPP Cycle for Research Process Standards

The following table provides a comprehensive overview of the procedures (responsible parties, target objects, and output documents) for each stage of the PPEPP cycle related to the Research Process Standards at Diponegoro University.

PPEPP Stage	Involved Parties (Subjects)	Target Objects	References	Types of Output Documents
Determination	Academic Senate, Rector, Vice Rector for Research and Innovation, Directorate of Research and Community service (DPPM), Research and Community	Quality of the Research Process	UNDIP Strategic Plan (*Renstra*), National Standards for Higher Education (*SN Dikti*), Stakeholder Needs	Rector's Regulation on Research and Community service, UNDIP Research and Community service Strategic Plan

PPEPP Stage	Involved Parties (Subjects)	Target Objects	References	Types of Output Documents
	service Institute (LPPM)			
	Standard Formulation Team, Rector, LPPM	Research Process Quality Standards	UNDIP Strategic Plan, Research and Community service Strategic Plan, *SN Dikti*, Stakeholder Needs	Internal Quality Standard Document (*SPMI Standard*)
Implementation	Dean, Head of Study Programme (*Kaprodi*), Lecturers, Students	Implementation of the Research Process	Internal Quality Standards (*SPMI Standards*)	SOP for Research Implementation
Evaluation	LP2MP, Dean, Head of Study Programme	Compliance with Standard Indicators	Internal Audit Guidelines (*AMI SOP*)	Internal Quality Evaluation Report (*LED AMI*)
	LPPM, Dean, Lecturers	Alignment of Research Processes with the Research Roadmap and Guidelines	Internal Quality Standards (*SPMI Standards*)	Research and Community service Monitoring and Evaluation Report
	Dean, UPPM	Compliance of Research Processes	Internal Quality Standards (*SPMI Standards*)	Research and Community service Monitoring and Evaluation Report
Control	Rector, Vice Rector for Research and Innovation, LPPM, Dean, Head of Study Programme	Internal Research Quality Standards (*SPMI Standards*)	Standard items not yet fulfilled	Follow-Up Action Report (*RTL AMI*), Management Review Report (*RTM AMI*)
Improvement	Rector, Vice Rector for Research and Innovation, LPPM, Dean, Head of Study Programme	Internal Research Quality Standards (*SPMI Standards*)	Standard items exceeding performance expectations	Analytical Report and Improvement Proposal Document

3.3 Research Input Standards

The **Research Input Standards** establish the fundamental requirements that must be fulfilled prior to conducting research by lecturers and students at Diponegoro University. These standards cover researcher competencies, relevance of research topics, resource availability, compliance with regulations and ethics, and systematic research planning.

Researchers must possess expertise relevant to their fields, pursue topics aligned with national and international research agendas, and be supported by adequate infrastructure such as laboratories, journal access, and research funding. Additionally, all research must comply with academic ethics—including approval from an ethics committee, where applicable—and apply principles of transparency and data openness. Research proposals must be prepared using clear and valid methodologies and undergo internal evaluation prior to approval.

3.3.1 Scope of the PPEPP Implementation Manual for Research Input Standards

This manual covers all aspects related to the implementation of Research Input Standards at Diponegoro University, including:

• **Researcher Qualification Standards** – Requirements for lecturer and student competence, including academic level, disciplinary expertise, and research experience.

• **Infrastructure and Resource Standards** – Availability of laboratories, libraries, journal databases, technological tools, and other research support facilities.

• **Research Funding and Grant Standards** – Schemes for internal and external funding, grant mechanisms, and financial systems that enhance research productivity.

• **Research Regulation and Ethics Standards** – Compliance with national and international regulations, research ethics codes, and governance structures that safeguard academic integrity.

• **Evaluation and Monitoring** – Systems for assessing research readiness, proposal selection, and the effectiveness of facility and funding support for research success.

• **Continuous Improvement** – Capacity development through research methodology training, enhancement of national and international collaboration, and optimisation of technology use in research.

3.3.2 Procedures for Implementing the PPEPP Cycle for Research Input Standards

The following table provides a comprehensive overview of the procedures (responsible parties, target objects, and output documents) for each stage of the PPEPP cycle related to the Research Input Standards at Diponegoro University.

PPEPP Stage	Involved Parties (Subjects)	Target Objects	References	Types of Output Documents
Determination	Academic Senate, Rector, Vice Rector for Research and Innovation, Directorate of Research and Community	Quality of Research Inputs	UNDIP Strategic Plan (*Renstra*), National Standards for Higher Education (*SN Dikti*),	Rector's Regulation on Research and Community service, UNDIP Research and Community service Strategic Plan

PPEPP Stage	Involved Parties (Subjects)	Target Objects	References	Types of Output Documents
	service (DPPM), Research and Community service Institute (LPPM)		Stakeholder Needs	
	Standard Formulation Team, Rector, LPPM	Research Input Quality Standards	UNDIP Strategic Plan, UNDIP Research and Community service Strategic Plan, *SN Dikti*, Stakeholder Needs	Internal Quality Standard Document (*SPMI Standard*)
Implementation	Dean, Head of Study Programme (*Kaprodi*), Lecturers, Students	Implementation of Research Inputs	Internal Quality Standards (*SPMI Standards*)	SOP for Research Implementation
	LP2MP, LPPM, Dean, Head of Study Programme	Compliance with Standard Indicators	Internal Audit Guidelines (*AMI SOP*)	Internal Quality Evaluation Report (*LED AMI*)
Evaluation	LPPM, Dean, Lecturers	Conformity of Inputs with Research Roadmap and Guidelines	Internal Quality Standards (*SPMI Standards*)	Research and Community service Monitoring and Evaluation Report
	Dean, UPPM	Conformity of Research Inputs	Internal Quality Standards (*SPMI Standards*)	Research and Community service Monitoring and Evaluation Report
Control	Rector, Vice Rector for Research and Innovation, LPPM, Dean, Head of Study Programme	Internal Research Quality Standards (*SPMI Standards*)	Standard items not yet fulfilled	Follow-Up Action Report (*RTL AMI*), Management Review Report (*RTM AMI*)
Improvement	Rector, Vice Rector for Research and Innovation, LPPM, Dean, Head of Study Programme	Internal Research Quality Standards (*SPMI Standards*)	Standard items exceeding performance expectations	Analytical Report and Improvement Proposal Document

CHAPTER IV

COMMUNITY SERVICE STANDARDS

This chapter outlines the implementation manual of the **PPEPP** cycle (*Penetapan, Pelaksanaan, Evaluasi, Pengendalian, dan Peningkatan* — Determination, Implementation, Evaluation, Control, and Improvement) for the **COMMUNITY SERVICE Standards** at Diponegoro University.

These standards serve as the primary reference for ensuring the quality of Community service activities so that they align with the University's vision and mission, as well as with academic, industrial, and community needs. Through the PPEPP approach, Diponegoro University ensures that every COMMUNITY SERVICE activity is scientific, impactful, and sustainable, while strengthening the University's contribution to regional development and the improvement of public welfare.

4.1 Community Service Output Standards

The **COMMUNITY SERVICE Output Standards** provide a framework for measuring the success of Community service (*PkM*) activities conducted by the academic community of Diponegoro University. These standards ensure that the outcomes of COMMUNITY SERVICE are tangible, measurable, and impactful for the target communities.

They are established to guarantee that every activity not only takes place effectively but also contributes directly to problem-solving, capacity building, and community empowerment in a sustainable manner.

4.1.1 Scope of the PPEPP Implementation Manual for COMMUNITY SERVICE Output Standards

This manual covers all aspects related to the implementation of the COMMUNITY SERVICE Output Standards at Diponegoro University, including:

• **Types of COMMUNITY SERVICE Outputs** – Training modules, social intervention packages, public policy recommendations, appropriate technology prototypes, capacity-building toolkits, and *best-practice* documentation adopted by communities and partners.

• **Facilitation and Support for Engagement Activities** – Provision of field infrastructure, funding allocation, methodological assistance from LPPM/LP2MP, training for lecturers and students, and partnerships with government and industry to ensure the effectiveness of outputs.

• **Evaluation and Monitoring** – Measurement of engagement outcomes through programme quantity, community participation and satisfaction levels, adoption of results by partners, socio-economic impacts (e.g., income or quality-of-life improvement), and replicability of engagement models.

• **Quality Control and Ethical Compliance** – Programme audits, enforcement of ethical codes, verification of compliance with partnership agreements, and complaint-handling mechanisms to safeguard integrity and relevance.

• **Continuous Improvement** – Development of multi-sectoral partnerships (government, industry, NGOs), benchmarking of flagship programmes, digitalisation of training materials, incentive schemes for outstanding COMMUNITY SERVICE contributors, and expansion of national and international networks to increase the reach and impact of COMMUNITY SERVICE outcomes.

4.1.2 Procedures for Implementing the PPEPP Cycle for Community Service Output Standards

The following table provides a comprehensive overview of the procedures (responsible parties, target objects, and output documents) for each stage of the PPEPP cycle related to the COMMUNITY SERVICE Output Standards at Diponegoro University.

PPEPP Stage	Involved Parties (Subjects)	Target Objects	References	Types of Output Documents
Determination	Academic Senate, Rector, Vice Rector for Research and Innovation, Directorate of Research and Community service (DPPM), Research and Community service Institute (LPPM)	Quality of Community service Outputs	UNDIP Strategic Plan (*Renstra*), National Standards for Higher Education (*SN Dikti*), Stakeholder Needs	Rector's Regulation on Research and Community service, UNDIP Research and Community service Strategic Plan
	Standard Formulation Team, Rector, LPPM	Research Output Quality Standards	UNDIP Strategic Plan, UNDIP Research and Community service Strategic Plan, *SN Dikti*, Stakeholder Needs	Internal Quality Standard Document (*SPMI Standard*)
	Dean, Head of Study Programme (*Kaprodi*), Lecturers, Researchers	Output Targets and Types of Community service	Faculty Strategic Plan, *SN Dikti*, SPMI Standards	Faculty Research and Community service Strategic Plan
Implementation	Dean, Head of Study Programme, Lecturers, Students	Implementation of Community service Outputs	Internal Quality Standards (*SPMI Standards*)	SOP for Community service Implementation
Evaluation	LP2MP, LPPM, Dean, Head of Study Programme	Compliance with Standard Indicators	Internal Audit Guidelines (*AMI SOP*)	Internal Quality Evaluation Report (*LED AMI*)
	LPPM, Dean, Lecturers	Alignment of Outputs with Community service Roadmap and Guidelines	Internal Quality Standards (*SPMI Standards*)	Research and Community service Monitoring and Evaluation Report
	Dean, UPPM	Compliance of Community service Outputs	Internal Quality Standards (*SPMI Standards*)	Research and Community service Monitoring and Evaluation Report

PPEPP Stage	Involved Parties (Subjects)	Target Objects	References	Types of Output Documents
Control	Rector, Vice Rector for Research and Innovation, LPPM, Dean, Head of Study Programme	Internal Quality Standards for Community service (*SPMI Standards*)	Standard items not yet fulfilled	Follow-Up Action Report (*RTL AMI*), Management Review Report (*RTM AMI*)
Improvement	Rector, Vice Rector for Research and Innovation, LPPM, Dean, Head of Study Programme	Internal Quality Standards for Community service (*SPMI Standards*)	Standard items exceeding performance expectations	Analytical Report and Improvement Proposal Document

4.2 COMMUNITY SERVICE Process Standards

The **COMMUNITY SERVICE Process Standards** define the minimum criteria for Community service (*PkM*) activities conducted by the academic community of Diponegoro University, including planning, implementation, and reporting stages. These standards ensure that COMMUNITY SERVICE is carried out systematically, structurally, and with a strong quality orientation. They are formulated in accordance with the **National Standards for Higher Education (SN-Dikti)** and the internal quality assurance policies of Diponegoro University.

4.2.1 Scope of the PPEPP Implementation Manual for COMMUNITY SERVICE Process Standards

• **Planning of COMMUNITY SERVICE** – Designing engagement programmes through community needs analysis, selection of participatory methods, activity scheduling, and determination of success indicators.
• **Implementation of Engagement Activities** – Conducting field activities such as training, workshops, and technology demonstrations through structured collaboration between lecturers, students, and external partners.
• **Documentation and Reporting** – Recording all engagement activities through attendance lists, minutes, interim reports, and final reports in accordance with SPMI formats.

• **Monitoring and Evaluation of Processes** – Tracking and evaluating the progress of engagement activities using established indicators through observation, interviews, and questionnaires.

• **Process Quality Control** – Conducting internal audits of COMMUNITY SERVICE programmes and managing complaints to ensure compliance with SOPs and ethical codes.

• **Continuous Process Improvement** – Reviewing and revising COMMUNITY SERVICE SOPs, and conducting training on action research methodologies and technology adoption to enhance effectiveness and broaden impact.

4.2.2 Procedures for Implementing the PPEPP Cycle for COMMUNITY SERVICE Process Standards

The following table provides a comprehensive overview of the procedures (responsible parties, target objects, and output documents) for each stage of the PPEPP cycle related to the COMMUNITY SERVICE Process Standards at Diponegoro University.

PPEPP Stage	Involved Parties (Subjects)	Target Objects	References	Types of Output Documents
Determination	Academic Senate, Rector, Vice Rector for Research and Innovation, Directorate of Research and Community service (DPPM), Research and Community service Institute (LPPM)	Quality of Community service Processes	UNDIP Strategic Plan (*Renstra*), National Standards for Higher Education (*SN Dikti*), Stakeholder Needs	Rector's Regulation on Research and Community service, UNDIP Research and Community service Strategic Plan

PPEPP Stage	Involved Parties (Subjects)	Target Objects	References	Types of Output Documents
	Standard Formulation Team, Rector, LPPM	Community service Process Quality Standards	UNDIP Strategic Plan, UNDIP Research and Community service Strategic Plan, *SN Dikti*, Stakeholder Needs	Internal Quality Standard Document (*SPMI Standard*)
Implementation	Dean, Head of Study Programme (*Kaprodi*), Lecturers, Students	Implementation of Community service Processes	Internal Quality Standards (*SPMI Standards*)	SOP for Community service Implementation
	LP2MP, Dean, Head of Study Programme	Compliance with Standard Indicators	Internal Audit Guidelines (*AMI SOP*)	Internal Quality Evaluation Report (*LED AMI*)
Evaluation	LPPM, Dean, Lecturers	Alignment of Processes with Community service Roadmap and Guidelines	Internal Quality Standards (*SPMI Standards*)	Research and Community service Monitoring and Evaluation Report
	Dean, UPPM	Conformity of Community service Processes	Internal Quality Standards (*SPMI Standards*)	Research and Community service Monitoring and Evaluation Report
Control	Rector, Vice Rector for Research and Innovation, LPPM, Dean, Head of Study Programme	Internal Quality Standards for Community service (*SPMI Standards*)	Standard items not yet fulfilled	Follow-Up Action Report (*RTL AMI*), Management Review Report (*RTM AMI*)
Improvement	Rector, Vice Rector for Research and Innovation, LPPM, Dean, Head of Study Programme	Internal Quality Standards for Community service (*SPMI Standards*)	Standard items exceeding performance expectations	Analytical Report and Improvement Proposal Document

4.3 COMMUNITY SERVICE Input Standards

The **PPEPP Implementation Manual for COMMUNITY SERVICE Input Standards** at Diponegoro University is an official guideline regulating the systematic and continuous application of the internal quality assurance cycle—**Determination, Implementation, Evaluation, Control, and Improvement (PPEPP)**—for the *input components* of COMMUNITY SERVICE activities within the University.

4.3.1 Scope of the PPEPP Implementation Manual for COMMUNITY SERVICE Input Standards

This manual covers all aspects related to the implementation of COMMUNITY SERVICE Input Standards at Diponegoro University, including:

• **Qualifications of COMMUNITY SERVICE Personnel** – Defining educational qualifications, certifications, and experience required of lecturers and students in COMMUNITY SERVICE, in line with the University's mission and community needs.

• **Facilities and Infrastructure** – Providing adequate access to operational vehicles, field equipment, and training spaces to support effective programme implementation.

• **COMMUNITY SERVICE Financing** – Allocating and managing funds from internal university sources, government grants, and external partnerships with transparent and accountable mechanisms.

• **Assignment and Competency Development** – Establishing workload policies and conducting ongoing training in action research methodologies and workshops for lecturers and students to maintain competency.

• **Information Technology and Documentation** – Implementing IT-based systems for the planning, monitoring, documentation, and reporting of COMMUNITY SERVICE activities.

• **Partnerships and Networking** – Establishing strategic collaborations with local governments, NGOs, and industries to ensure adequate input resources and to expand networks for COMMUNITY SERVICE programmes.

4.3.2 Procedures for Implementing the PPEPP Cycle for COMMUNITY SERVICE Input Standards

The following table provides a comprehensive overview of the procedures (responsible parties, target objects, and output documents) for each stage of the PPEPP cycle related to the COMMUNITY SERVICE Input Standards at Diponegoro University.

PPEPP Stage	Involved Parties (Subjects)	Target Objects	References	Types of Output Documents
Determination	Academic Senate, Rector, Vice Rector for Research and Innovation, Directorate of Research and Community service (DPPM), Research and Community service Institute (LPPM)	Quality of Community service Inputs	UNDIP Strategic Plan (*Renstra*), National Standards for Higher Education (*SN Dikti*), Stakeholder Needs	Rector's Regulation on Research and Community service, UNDIP Research and Community service Strategic Plan

PPEPP Stage	Involved Parties (Subjects)	Target Objects	References	Types of Output Documents
	Standard Formulation Team, Rector, LPPM	Community service Input Quality Standards	UNDIP Strategic Plan, UNDIP Research and Community service Strategic Plan, *SN Dikti*, Stakeholder Needs	Internal Quality Standard Document (*SPMI Standard*)
Implementation	Dean, Head of Study Programme (*Kaprodi*), Lecturers, Students	Implementation of Community service Inputs	Internal Quality Standards (*SPMI Standards*)	SOP for Community service Implementation
	LP2MP, LPPM, Dean, Head of Study Programme	Compliance with Standard Indicators	Internal Audit Guidelines (*AMI SOP*)	Internal Quality Evaluation Report (*LED AMI*)
Evaluation	LPPM, Dean, Lecturers	Alignment of Inputs with Community service Roadmap and Guidelines	Internal Quality Standards (*SPMI Standards*)	Research and Community service Monitoring and Evaluation Report
	Dean, UPPM	Compliance of Community service Inputs	Internal Quality Standards (*SPMI Standards*)	Research and Community service Monitoring and Evaluation Report
Control	Rector, Vice Rector for Research and Innovation, LPPM, Dean, Head of Study Programme	Internal Quality Standards for Community service (*SPMI Standards*)	Standard items not yet fulfilled	Follow-Up Action Report (*RTL AMI*), Management Review Report (*RTM AMI*)
Improvement	Rector, Vice Rector for Research and Innovation, LPPM, Dean, Head of Study Programme	Internal Quality Standards for Community service (*SPMI Standards*)	Standard items exceeding performance expectations	Analytical Report and Improvement Proposal Document

CHAPTER V

MANUAL FOR THE IMPLEMENTATION OF THE PPEPP CYCLE IN ADDITIONAL STANDARDS

The **Additional Standards** at Diponegoro University complement the core higher education standards, aiming to strengthen institutional governance, enhance quality assurance systems, and improve international competitiveness. These standards are implemented systematically and continuously through the **PPEPP** cycle (*Penetapan, Pelaksanaan, Evaluasi, Pengendalian, dan Peningkatan* — Determination, Implementation, Evaluation, Control, and Improvement).

The list of Additional Standards implemented at Diponegoro University includes:

• **Vision, Mission, Goals, and Strategic Objectives Standards** – Direct all academic and non-academic activities in alignment with the institution's development direction.

• **Governance and Institutional Management Standards** – Ensure transparent, accountable, and participatory governance.

• **Internal Quality Assurance Standards** – Regulate the management of internal quality systems through the PPEPP cycle.

• **Occupational Health, Safety, and Environment (K3L) Standards** – Guarantee a safe, healthy, and environmentally friendly campus.

• **Ethics and Conduct Standards for Lecturers, Administrative Staff, and Students** – Safeguard academic integrity and ethical behaviour across the university community.

• **Information System Standards** – Provide digital services and ICT infrastructure to support academic and administrative management.

• **MBKM Quality Standards** – Ensure the quality of the *Merdeka Belajar–Kampus Merdeka* (Freedom to Learn–Independent Campus) programme implementation.

• **Collaboration Standards** – Regulate institutional partnerships at both national and international levels.

• **Online Learning Standards** – Assure the quality of online and hybrid learning processes.

• **Recognition of Prior Learning (RPL) Standards** – Ensure quality assurance for the recognition of prior learning achievements.

• **International Reputation Standards** – Define strategies to enhance global visibility and reputation through international rankings such as the QS World University Rankings, UI GreenMetric, Times Higher Education (THE) World University Rankings, and Webometrics.

5.1 Vision, Mission, Goals, and Strategic Objectives Standards

The **Vision, Mission, Goals, and Strategic Objectives Standards** form the foundation of higher education management at Diponegoro University. These standards ensure that all academic activities, governance, resource development, and institutional achievements are directed by the University's long-term strategic orientation as articulated in its vision and mission.

Through these standards, Diponegoro University guarantees that every programme, policy, and *Tri Dharma* activity supports the achievement of measurable strategic goals, remains relevant to global challenges, and aligns with national development needs and scientific advancement.

5.1.1 Scope of the PPEPP Implementation Manual for Vision, Mission, Goals, and Strategic Objectives Standards

This manual encompasses all processes related to the formulation, implementation, monitoring, evaluation, and improvement of the University's vision, mission, goals, and strategic objectives, including:

• **Formulation of Vision and Mission** – Defining the long-term direction and institutional identity that reflect the ideals and core values of Diponegoro University.

• **Specification of Goals and Strategic Objectives** – Detailing measurable actions and performance targets derived from the approved vision and mission.

• **Integration into Planning Documents** – Aligning the vision, mission, and strategic objectives within the University's Strategic Plan (*Renstra*), Operational Plan (*Renop*), and other policy documents.

• **Performance Monitoring and Evaluation** – Measuring the attainment of strategic objectives using Key Performance Indicators (KPIs) and other relevant metrics.

• **Continuous Improvement** – Reviewing and revising the vision, mission, and strategic objectives based on evaluation outcomes and changes in internal or external contexts.

5.1.2 Procedures for Implementing the PPEPP Cycle for Vision, Mission, Goals, and Strategic Objectives Standards

The following table provides a comprehensive overview of the procedures (responsible parties, target objects, and resulting documents) for each stage of the PPEPP cycle related to the Vision, Mission, Goals, and Strategic Objectives Standards at Diponegoro University.

PPEPP Stage	Involved Parties (Subjects)	Target Objects	References	Types of Output Documents
Determination	Rector, Academic Senate, Vice Rector for Planning, Planning and Budget Bureau (BPP), Strategic Plan Team	Quality of the University's Vision, Mission, Goals, and Strategic Objectives	UNDIP Strategic Plan (*Renstra*); Law No. 12/2012 on Higher Education; Regulation of the Minister of Education No. 53/2023; Stakeholder Inputs	Rector's Decree on Strategic Plan; Strategic Plan Documents (*Renstra Undip*)
Implementation	Planning and Budget Bureau (BPP), Institutes, Work Units (UPT), Deans, Heads of Departments	Implementation of Vision–Mission and Strategic Objectives within Faculty, Study Programme, and Unit Plans	UNDIP Strategic Plan (*Renstra*); Internal Quality Standards (*SPMI Standards*); SOP for Strategic Planning at UNDIP	SOP for Strategic Plan Implementation; Faculty and Department Work Plans (RKT/RKKL)
Evaluation	LP2MP, BPP, Deans, Heads of Departments,	Alignment between Strategic Objectives and	Key Performance Indicators (KPI);	Evaluation Report (LED–*Renstra*); Performance

PPEPP Stage	Involved Parties (Subjects)	Target Objects	References	Types of Output Documents
	Institutes, Work Units (UPT)	Institutional Key Performance Indicators (KPI)	SOP for Internal Audit (*AMI SOP*)	Monitoring Report (KPI)
Control	Rector, Vice Rector for Academic Affairs, LP2MP, ICT Development Unit (UPT TIK), Public Service Unit (ULT)	Internal Quality Standards (*SPMI Standards*)	Standard items not yet achieved	Follow-Up Action Report (*RTL AMI*); Management Review Report (*RTM AMI*)
Improvement	Rector, Vice Rector for Academic Affairs, LP2MP, ICT Development Unit (UPT TIK), Public Service Unit (ULT)	Internal Quality Standards (*SPMI Standards*)	Standard items exceeding achievement targets	Analytical Report and Improvement Proposal Document

5.2 Governance and Institutional Management Standards

The **Governance and Institutional Management Standards** provide a framework for leadership, organisational structure, and institutional management that are transparent, accountable, responsive, and participatory. These standards ensure that Diponegoro University maintains an efficient institutional structure and sound decision-making mechanisms to support the effective implementation of the *Tri Dharma of Higher Education*.

5.2.1 Scope of the PPEPP Implementation Manual for Governance and Institutional Management Standards

This manual covers all aspects of leadership and organisational management within Diponegoro University, including:

• **Institutional and Organisational Structure** – Organisation of institutional units and bodies that support efficient and integrated *Tri Dharma* implementation.

• **Leadership and Governance** – Strengthening collegial collective leadership, role accountability, and participatory decision-making.

• **Management and Coordination** – Procedures for policy-making, risk management, and coordination and communication mechanisms among units.

• **Ethics and Governance Integrity** – Implementation of ethical values, anti-corruption principles, transparency, and quality public service.

• **Institutional Audit and Evaluation** – Internal and external oversight systems for institutional performance.

5.2.2 Procedures for Implementing the PPEPP Cycle for Governance and Institutional Management Standards

The following table provides a comprehensive overview of the procedures (responsible parties, target objects, and resulting documents) for each stage of the PPEPP cycle related to the Governance and Institutional Management Standards at Diponegoro University.

PPEPP Stage	Involved Parties (Subjects)	Target Objects	References	Types of Output Documents
Determination	Rector, Vice Rector for Academic Affairs, Academic Senate, Planning and Budget Bureau (BPP), SPMI Quality Team	Governance and Institutional Management Standards of UNDIP	Regulation of the Minister of Education No. 53/2023 (Articles 31–34); Law No. 12/2012 on Higher Education; UNDIP Strategic Plan (*Renstra Undip*)	Rector's Decree on Governance and Management Standards; Internal Quality Standard Document (*SPMI Standard*)
Implementation	BPP, LP2MP, Deans, Heads of Departments, Heads of Study Programmes,	Implementation of Governance and Management Policies	Internal Quality Standards (*SPMI Standards*); Rector's	SOP on Governance and Management; Policy

PPEPP Stage	Involved Parties (Subjects)	Target Objects	References	Types of Output Documents
	Lecturers, Academic and Administrative Staff, Students		Regulation on Academic Affairs	Implementation Report
Evaluation	LP2MP, Inspectorate General of UNDIP, Academic Senate	Compliance with the Implementation of Governance and Management Standards	Internal Audit Guidelines (*AMI SOP*); Self-Evaluation Report (*LED–AMI*)	Internal Audit Report (*LED–AMI*); Governance and Management Self-Evaluation Report
Control	Rector, Vice Rector for Academic Affairs, LP2MP, ICT Development Unit (UPT TIK), Public Service Unit (ULT)	Internal Quality Standards (*SPMI Standards*)	Standard items not yet fulfilled	Follow-Up Action Report (*RTL AMI*); Management Review Report (*RTM AMI*)
Improvement	Rector, Vice Rector for Academic Affairs, LP2MP, ICT Development Unit (UPT TIK), Public Service Unit (ULT)	Internal Quality Standards (*SPMI Standards*)	Standard items exceeding performance indicators	Analytical Report and Improvement Proposal Document

5.3 Internal Quality Assurance Standards

The **Internal Quality Assurance Standards (SPMI)** serve as the fundamental reference for managing and developing the University's quality assurance system in a systematic, planned, and sustainable manner. These standards ensure that each unit within Diponegoro University carries out the PPEPP cycle—Determination, Implementation, Evaluation, Control, and Improvement—across all higher education standards in accordance with national regulations, stakeholder needs, and scientific and technological developments.

5.3.1 Scope of the PPEPP Implementation Manual for Internal Quality Assurance Standards

This manual encompasses all elements and cycles of internal quality assurance, including:

• **Quality Policy** – A formal document expressing the University's commitment to higher education quality.

• **Quality Standards** – The benchmarks and measures of quality applicable at Diponegoro University (including the 24 national standards and additional institutional standards).

• **Quality Manual** – The operational guideline for implementing the quality system in every unit.

• **Quality Forms and Instruments** – Tools used for monitoring, evaluation, and internal quality audits.

• **Internal Quality Audit (AMI)** – A systematic process to evaluate compliance and achievement of standards.

• **Follow-up and Quality Improvement** – Action plans developed from internal audit findings and other evaluation results.

5.3.2 Procedures for Implementing the PPEPP Cycle for Internal Quality Assurance Standards

The following table provides a comprehensive overview of the procedures (responsible parties, target objects, and resulting documents) for each stage of the PPEPP cycle related to the Internal Quality Assurance Standards at Diponegoro University.

PPEPP Stage	Involved Parties (Subjects)	Target Objects	References	Types of Output Documents
Determination	Rector, Vice Rector for Academic Affairs, Quality Assurance Development Team	UNDIP Internal Quality Assurance (SPMI) Standards	UNDIP Strategic Plan (*Renstra Undip*); Regulation of the Minister of Education No. 53/2023; National Regulations; Stakeholder Needs	Rector's Decree on SPMI Standards
Implementation	Rector, Vice Rector for Academic Affairs, Deans, Work Units, LP2MP	Implementation of the SPMI Cycle (Determination–Implementation–Evaluation–Control–Improvement)	Internal Quality Standards (*SPMI Standards*); PPEPP Guidelines; Rector's Regulation on SPMI Implementation	SPMI Implementation SOP

PPEPP Stage	Involved Parties (Subjects)	Target Objects	References	Types of Output Documents
Evaluation	LP2MP; Faculties; SPMI Units; Internal Audit Teams	Conformity of SPMI Implementation with Standards	Internal Audit Guidelines (*AMI SOP*); Self-Evaluation Manual (*LED–AMI Guidelines*)	LP2MP, Faculties, SPMI Units, and Internal Audit Team Reports
Control	Rector, Vice Rector for Academic Affairs, LP2MP, Deans	Compliance with Internal Quality Standards	Items of SPMI Standards not yet fulfilled	Follow-Up Action Report (*RTL AMI*); Management Review Report (*RTM AMI*)
Improvement	Rector, Vice Rector for Academic Affairs, LP2MP, Deans	Development and Advancement of SPMI Quality Standards	Items of SPMI Standards exceeding targets	Analytical Report and SPMI Improvement Proposal Document

5.4 Student and Alumni Standards

The **Student and Alumni Standards** at Diponegoro University ensure that all academic, administrative, and career development services for students—as well as alumni development and tracking—are conducted effectively, inclusively, and continuously. These standards form an integral part of the University's quality governance and reflect Diponegoro University's commitment to supporting student well-being and alumni success.

5.4.1 Scope of the PPEPP Implementation Manual for Student and Alumni Standards

This standard applies to all units and activities across Diponegoro University, with a focus on:

• **Academic Administrative Services** – Registration, re-enrolment, programme changes, leave applications, and issuance of transcripts and diplomas.

• **Academic Advising and Counselling** – Assignment of academic advisors, academic/psychological counselling sessions, and study guidance for academic success.

• **Health and Well-being Services** – Campus clinic facilities, preventive health programmes, and mental and physical well-being support for the university community.

• **Accessibility for Students with Special Needs** – Adaptation of facilities, curricula, and support services for students with disabilities or special learning needs.

• **Student Activities and Soft Skills Development** – Support for student organisations, leadership training, sports, arts, and competitions to foster character and non-technical skills.

• **Career and Professional Development Services** – Job fairs, internship programmes, CV-writing workshops, interview training, and industry networking for employability preparation.

• **Tracer Study and Exit Survey** – Post-graduation and tracer studies to evaluate the relevance of learning outcomes to alumni career paths and graduate satisfaction.

• **Information Systems and Data Management** – Student and alumni databases managed through PD-Dikti, SISDM, and alumni portals for monitoring and reporting.

• **Service Monitoring and Evaluation** – Feedback collection, satisfaction indicators, and internal audits of all student and alumni services.

• **Service Quality Control and Audit** – Implementation of internal quality audits (SPMI), complaint handling, and corrective actions to ensure service quality is consistently maintained.

5.4.2 Procedures for Implementing the PPEPP Cycle for Student and Alumni Standards

The following table provides a comprehensive overview of the procedures (responsible parties, target objects, and resulting documents) for each stage of the PPEPP cycle related to the Student and Alumni Standards at Diponegoro University.

PPEPP Stage	Involved Parties (Subjects)	Target Objects	References	Types of Output Documents
Determination	Rector, Academic Senate, Quality	Quality of Student and Alumni Services	UNDIP Strategic Plan (*Renstra Undip*); Regulation	Rector's Decree on UNDIP Internal Quality

PPEPP Stage	Involved Parties (Subjects)	Target Objects	References	Types of Output Documents
	Standards Development Team		of the Minister of Education, Culture, Research, and Technology No. 53/2023; Stakeholder Inputs	Standards; SPMI Quality Standard Document
Implementation	Rector, Vice Rector for Academic Affairs, Deans, Heads of Study Programmes, Heads of Work Units, LP2MP	Implementation of the Student and Alumni Quality Standard (academic services, counselling, health and welfare, accessibility, career services, tracer study, etc.)	SPMI Quality Standard; SOP for the Implementation of the SPMI Cycle	SOP for the Implementation of the SPMI Cycle; Periodic Work Programme Reports
Evaluation	LP2MP, Faculties, UPT SPMI, Deans, Heads of Study Programmes	Compliance of student and alumni services implementation with the standard	SOP for Internal Quality Audit (*SOP Pengisian AMI*)	Self-Evaluation Report (*LED–AMI*); Internal Quality Audit Report (*Laporan AMI*)
Control	Rector, Vice Rector for Academic Affairs, LP2MP, Deans, Heads of Study Programmes	Non-fulfilled items of SPMI standards in student and alumni services	SPMI Quality Standard; Audit Findings	Follow-Up Action Plan (*RTL–AMI*); Minutes of Management Review Meeting (*RTM–AMI*)
Improvement	Rector, Vice Rector for Academic Affairs, LP2MP, Faculties, Study Programmes	Development of Student and Alumni Service Standards	SPMI Quality Standard; Results of Evaluation and Control	Analysis Report and Proposal for SPMI Quality Improvement

5.5 Occupational Health, Safety, and Environment Standards

The **K3L Standards** at Diponegoro University are intended to ensure that all academic and non-academic activities are conducted in a safe, healthy, and environmentally responsible setting. These standards form an essential component of sustainable university governance and reflect the institution's responsibility to its academic community and the surrounding environment.

5.5.1 Scope of the PPEPP Implementation Manual for K3L Standards

The scope of the K3L Standards covers all units and activities within Diponegoro University, with a focus on:

• **Workplace Safety** – Prevention of workplace accidents, handling of hazardous materials, laboratory safety procedures, and emergency response systems.

• **Campus Health** – Physical and mental health of the university community, sanitation, work-stress management, and control of communicable diseases.

• **Environmental Management** – Waste, water, energy, and emissions management, as well as conservation and greening of the campus environment.

5.5.2 Procedures for Implementing the PPEPP Cycle for K3L Standards

The following table provides a comprehensive overview of the procedures (responsible parties, target objects, and resulting documents) for each stage of the PPEPP cycle related to the K3L Standards at Diponegoro University.

PPEPP Stage	Involved Parties (Subjects)	Target Objects	References	Types of Output Documents
Determination	Rector, Vice Rector for Academic Affairs, SPMI Quality Team, UPT K3L	UNDIP K3L Standard	UNDIP Strategic Plan (*Renstra Undip*); Regulation of the Minister of Education No. 53/2023; Government Regulation No. 50/2012; SNI ISO 45001; SNI ISO 14001; Stakeholder Input	Rector's Decree on the UNDIP K3L Standard; UNDIP SPMI Quality Standard Document
Implementation	UPT K3L; Deans; Heads of Study Programmes; Lecturers; Administrative Staff; Students	Implementation of K3L Programmes	SPMI Quality Standards; K3L Implementation SOP; Rector's Regulation on K3L	K3L Implementation SOP; UNDIP K3L Activity Report
Evaluation	UPT K3L; LP2MP; UNDIP Inspectorate General	Compliance with K3L Standard Items	Internal Audit SOP (*AMI SOP*); Self-Evaluation Report (*LED–AMI*); ISO 45001 & 14001 Audit Standards	Self-Evaluation Report (*LED–AMI K3L*); Internal K3L Audit Report

PPEPP Stage	Involved Parties (Subjects)	Target Objects	References	Types of Output Documents
Control	Rector, Vice Rector for Academic Affairs, UPT K3L, Deans	Gaps in K3L Standard Items Not Yet Fulfilled	Items of the K3L Standard Not Yet Fulfilled; Corrective Policy of UNDIP SPMI	K3L Follow-Up Action Plan (*RTL–AMI*); K3L Management Review Minutes (*RTM–AMI*)
Improvement	Rector, Vice Rector for Academic Affairs, UPT K3L, Deans	K3L Standard Items Exceeding Targets	K3L Audit and Evaluation Results; Benchmarking with National and International Best Practices	Analytical Report and UNDIP K3L Improvement Proposal Document

5.6 Standards of Ethics and Conduct for Lecturers, Administrative Staff, and Students

The **Standards of Ethics and Conduct for Lecturers, Administrative Staff, and Students** constitute the moral and professional code governing the behaviour of the entire Diponegoro University community in carrying out their roles and responsibilities. These standards ensure an academic environment characterised by integrity, mutual respect, non-discrimination, and adherence to the values of honesty, fairness, and social responsibility.

5.6.1 Scope of the PPEPP Implementation Manual for Standards of Ethics and Conduct

The scope covers behavioural expectations, professional attitudes, and moral responsibilities of all university members:

• **Lecturers** – Integrity in teaching, research, publication, and relationships with students and colleagues.

• **Administrative Staff** – Responsibility, confidentiality, quality service, and professional relationships with other community members.

• **Students** – Academic honesty, respect for lecturers and peers, and social responsibility.

• **Inter-community Relations** – Ethical interactions free from violence, harassment, discrimination, or bullying.

• **Digital and Social-Media Ethics** – Prudent use of technology consistent with academic values and applicable laws.

5.6.2 Procedures for Implementing the PPEPP Cycle for Standards of Ethics and Conduct

The following table provides a comprehensive overview of the procedures (responsible parties, target objects, and resulting documents) for each stage of the PPEPP cycle related to these standards at Diponegoro University.

PPEPP Stage	Involved Parties (Subjects)	Target Objects	References	Types of Output Documents
Determination	Rector, Vice Rector for Academic Affairs, Academic Senate, Quality Standards Development Team	Standards of Ethics and Code of Conduct for Lecturers, Academic Staff, and Students	UNDIP Strategic Plan (*Renstra Undip*); Regulation of the Minister of Education No. 53/2023; National Code of Ethics; UNDIP Internal Policy	Rector's Decree on UNDIP Ethics Standards; UNDIP SPMI Standard Document
Implementation	Deans; Heads of Study Programmes; Lecturers; Administrative Staff; Students; Internal Audit Unit (SPI)	Application of the Code of Ethics, Behavioural Norms, and Reporting Mechanisms for Violations	SPMI Quality Standards; UNDIP Code of Ethics; Ethics Reporting SOP	UNDIP Ethics and Conduct Implementation SOP; UNDIP Ethics Reporting Procedures Document
Evaluation	SPI; UNDIP Inspectorate	Compliance with the Standards of	Internal Audit SOP (*SOP Pengisian*	Ethics Self-Evaluation Report

PPEPP Stage	Involved Parties (Subjects)	Target Objects	References	Types of Output Documents
	General; LP2MP; Ombudsman; Academic Senate	Ethics and Conduct	*AMI*); UNDIP Ethics Complaint Report	(*LED–AMI Ethics*); Ethics Complaint and Follow-Up Report
Control	Rector, Vice Rector for Academic Affairs, SPI, BPP, LP2MP	Items of Ethics and Conduct Standards Not Yet Fulfilled	Items of Ethics and Conduct Standards; UNDIP Disciplinary Sanction Guidelines	Follow-Up Action Report (*RTL–AMI Ethics*); Disciplinary Sanction Decision Report
Improvement	Rector, Vice Rector for Academic Affairs, SPI, LP2MP, Academic Senate	Development and Enhancement of the Standards of Ethics and Conduct	Audit and Evaluation Results; Benchmarking of National and International Best Practices	Analytical Report and Improvement Proposal; UNDIP Ethics Training Programme Document

5.7 Information Systems Standards

The **Information Systems Standards** serve as a manual for the governance and utilisation of information technology to support all academic and non-academic activities at Diponegoro University. These standards ensure the availability of ICT infrastructure, digital service applications, and integrated, secure, and accessible data systems for all stakeholders.

5.7.1 Scope of the PPEPP Implementation Manual for Information Systems Standards

The scope covers all information systems and technologies used at Diponegoro University, including:

• **ICT Infrastructure** – Servers, networks, data centres, hardware, and cyber-security systems.

• **Academic Systems** – SIAKAD applications, e-learning, online attendance, MBKM systems, digital transcripts, and others.

• **Administrative and Financial Systems** – E-office, HR, budgeting, finance, and human-resource management.

• **Digital Public Services** – Official website, student and lecturer service portals, and reporting information systems.

• **Data Management Systems** – Integration of databases for academic affairs, research, alumni, tracer studies, and more.

5.7.2 Procedures for Implementing the PPEPP Cycle for Information Systems Standards

The following table provides a comprehensive overview of the procedures (responsible parties, target objects, and resulting documents) for each stage of the PPEPP cycle related to the Information Systems Standards at Diponegoro University.

PPEPP Stage	Involved Parties (Subjects)	Target Objects	References	Types of Output Documents
Determination	Rector, Vice Rector for Academic Affairs, Academic Senate, Quality Standards Development Team	Standards of Ethics and Code of Conduct for Lecturers, Academic Staff, and Students	UNDIP Strategic Plan (*Renstra Undip*); Regulation of the Minister of Education No. 53/2023; National Code of Ethics; UNDIP Internal Policy	Rector's Decree on UNDIP Ethics Standards; UNDIP SPMI Standard Document
Implementation	Deans; Heads of Study Programmes; Lecturers; Administrative Staff; Students; Internal Audit Unit (SPI)	Application of the Code of Ethics, Behavioural Norms, and Reporting Mechanisms for Violations	SPMI Quality Standards; UNDIP Code of Ethics; Ethics Reporting SOP	UNDIP Ethics and Conduct Implementation SOP; UNDIP Ethics Reporting Procedures Document
Evaluation	SPI; UNDIP Inspectorate General; LP2MP;	Compliance with the Standards of Ethics and Conduct	Internal Audit SOP (*SOP Pengisian AMI*); UNDIP Ethics Complaint Report	Ethics Self-Evaluation Report (*LED–AMI Ethics*); Ethics Complaint

PPEPP Stage	Involved Parties (Subjects)	Target Objects	References	Types of Output Documents
	Ombudsman; Academic Senate			and Follow-Up Report
Control	Rector, Vice Rector for Academic Affairs, SPI, BPP, LP2MP	Items of Ethics and Conduct Standards Not Yet Fulfilled	Items of Ethics and Conduct Standards; UNDIP Disciplinary Sanction Guidelines	Follow-Up Action Report (*RTL–AMI Ethics*); Disciplinary Sanction Decision Report
Improvement	Rector, Vice Rector for Academic Affairs, SPI, LP2MP, Academic Senate	Development and Enhancement of the Standards of Ethics and Conduct	Audit and Evaluation Results; Benchmarking of National and International Best Practices	Analytical Report and Improvement Proposal; UNDIP Ethics Training Programme Document

5.8 MBKM Quality Standards

The **MBKM Quality Standards** ensure that implementation of the *Merdeka Belajar–Kampus Merdeka* programme at Diponegoro University adheres to the principles of higher-education quality. These standards regulate governance, learning processes, partner collaboration, and assessment of learning outcomes within MBKM activities such as internships, student exchanges, research, entrepreneurship, and other social initiatives.

By applying these standards, Diponegoro University guarantees that MBKM provides high-quality learning experiences relevant to labour-market needs and supports the holistic development of graduates' character, skills, and competencies.

5.8.1 Scope of the PPEPP Implementation Manual for MBKM Quality Standards

The scope encompasses all aspects of MBKM implementation at Diponegoro University, including:

• **MBKM Policy and Governance** – Academic manuals, application workflows, credit conversion, and supervision.

• **Types of MBKM Programmes** – Internships, village projects, student exchanges, teaching assistance, research, entrepreneurship, independent studies, civic defence, and humanitarian projects.

• **MBKM Partnerships** – Partner-selection criteria, cooperation agreements, and oversight of partner-based activities.

• **Curriculum and Credit Conversion** – Alignment of modules, Graduate Learning Outcomes (CPL), and credit weighting (SKS).

• **MBKM Information Systems** – Digital platforms for management, monitoring, and reporting.

5.8.2 Procedures for Implementing the PPEPP Cycle for MBKM Quality Standards

The following table provides a comprehensive overview of the procedures (responsible parties, target objects, and resulting documents) for each PPEPP stage related to the MBKM Quality Standards at Diponegoro University.

PPEPP Stage	Involved Parties (Subjects)	Target Objects	References	Types of Output Documents
Determination	Rector, Academic Senate, Quality Standards Development Team	Quality of MBKM Implementation at UNDIP	UNDIP Strategic Plan (*Renstra Undip*); National Policies; Stakeholder Needs	Rector's Decree on the MBKM Quality Standard
Implementation	Deans, Heads of Study Programmes, Lecturers, Academic Staff, Students	Implementation of MBKM Programmes	SPMI MBKM Quality Standard	SOP for the Implementation of MBKM Programmes
Evaluation	LP2MP, Faculties, Study Programmes	Compliance of MBKM Implementation with the Standard	Compliance of MBKM Implementation with the Standard	MBKM Implementation Compliance Report

PPEPP Stage	Involved Parties (Subjects)	Target Objects	References	Types of Output Documents
Control	Rector, Vice Rector for Academic Affairs, LP2MP, Deans, Heads of Study Programmes	Compliance with MBKM Quality Standards	MBKM Standard Items Not Yet Fulfilled	Follow-Up Action Report (*RTL–AMI*); Management Review Report (*RTM–AMI*)
Improvement	Rector, Vice Rector for Academic Affairs, LP2MP, Faculties, Study Programmes	Development of MBKM Quality Standards	MBKM Standard Items Exceeding Targets	Analytical Report and MBKM Improvement Proposal Document

5.9 Collaboration Standards

The **Collaboration Standards** provide a framework for establishing, managing, and evaluating institutional relationships with national and international partners. These standards ensure that all forms of collaboration are strategic, transparent, quality-oriented, and supportive of the sustainable implementation of the *Tri Dharma of Higher Education*.

5.9.1 Scope of the PPEPP Implementation Manual for Collaboration Standards

These standards cover all forms of Diponegoro University collaboration with external partners, domestically and abroad, in support of the *Tri Dharma*, including:

• **Academic Collaboration** – Joint curriculum development, staff/student exchanges, collaborative research, seminars, and conferences. • **Research and Innovation Collaboration** – Research projects, technology incubation, joint publications, and industry partnerships. • **COMMUNITY SERVICE Collaboration** – Community empowerment, partner-village programmes, and institutional/industry CSR.

• **MBKM Collaboration** – Industrial internships, independent studies, humanitarian projects, and strategic MBKM partners.

• **Institutional Collaboration** – Joint study programmes, consortia, international networks, and other institutional partnerships.

5.9.2 Procedures for Implementing the PPEPP Cycle for Collaboration Standards

The following table provides a comprehensive overview of the procedures (responsible parties, target objects, and resulting documents) for each stage of the PPEPP cycle related to the Collaboration Standards at Diponegoro University.

PPEPP Stage	Involved Parties (Subjects)	Target Objects	References	Types of Output Documents
Determination	Rector, Vice Rectors, Quality Standards Development Team	Quality of UNDIP Collaboration Programmes	UNDIP Strategic Plan (*Renstra Undip*); Applicable National Regulations; Stakeholder Needs	Rector's Decree on the Collaboration Quality Standard
Implementation	Rector, Vice Rectors, Faculties, Work Units, Collaboration Unit (*UPT Kerjasama*)	Implementation of Collaboration Programmes	SPMI Quality Standard for Collaboration	SOP for the Implementation of Collaboration Programmes
Evaluation	LP2MP, Faculties, Collaboration Unit (*UPT Kerjasama*)	Compliance of Collaboration Implementation with the Standard	Internal Audit SOP (*SOP Pengisian AMI*)	Self-Evaluation Report (*LED–AMI*)

PPEPP Stage	Involved Parties (Subjects)	Target Objects	References	Types of Output Documents
Control	Rector, Vice Rectors, LP2MP, Deans, Collaboration Unit (*UPT Kerjasama*)	Compliance with Collaboration Quality Standards	Unfulfilled Collaboration Standard Items	Follow-Up Action Report (*RTL–AMI*); Management Review Report (*RTM–AMI*)
Improvement	Rector, Vice Rectors, LP2MP, Faculties, Collaboration Unit (*UPT Kerjasama*)	Development of Collaboration Quality Standards	Collaboration Standard Items Exceeding Targets	Analytical Report and Collaboration Improvement Proposal Document

5.10 Online Learning Standards

The **Online Learning Standards** of Diponegoro University constitute a manual for delivering technology-enabled instruction in online or hybrid formats. These standards ensure that the learning process remains outcome-aligned, interactive, measurable, and academically robust even when conducted outside the physical classroom.

Application of these standards is crucial to support flexible learning, widen access to education, and adapt to digital developments and emergency situations (such as pandemics) without compromising quality.

5.10.1 Scope of the PPEPP Implementation Manual for Online Learning Standards

The scope covers all online learning activities at Diponegoro University, including:

• **Platforms and Infrastructure** – LMS, videoconferencing tools, content repositories, and instructional video resources.

• **Learning Models** – Synchronous, asynchronous, and hybrid learning.

• **Learning Outcomes** – Integration of CPL into digital content, quizzes, discussions, and independent assignments.

• **Roles of Lecturers and Students** – Online RPS design, active interaction, attendance monitoring, and online assessment.

• **Security, Ethics, and Legal Compliance** – Copyright for learning materials, student privacy, and ethical use of online systems.

5.10.2 Procedures for Implementing the PPEPP Cycle for Online Learning Standards

The following table provides a comprehensive overview of the procedures (responsible parties, target objects, and resulting documents) for each stage of the PPEPP cycle related to the Online Learning Standards at Diponegoro University.

PPEPP Stage	Involved Parties (Subjects)	Target Objects	References	Types of Output Documents
Determination	Rector, Academic Senate, Quality Standards Development Team	Quality of UNDIP Online Learning	UNDIP Strategic Plan (*Renstra Undip*); Relevant National Policies; Stakeholder Needs	Rector's Decree on the Online Learning Quality Standard
Implementation	Deans, Heads of Study Programmes, Lecturers, Educational Staff, Students, UPT Information and Communication	Implementation of Online Learning	SPMI Quality Standard for Online Learning	SOP for the Implementation of Online Learning

PPEPP Stage	Involved Parties (Subjects)	Target Objects	References	Types of Output Documents
	Technology Unit (*ULT*)			
Evaluation	LP2MP, Deans, Heads of Study Programmes	Compliance of Online Learning Implementation with the Standard	Internal Audit SOP (*SOP Pengisian AMI*)	Self-Evaluation Report (*LED–AMI*)
Control	Rector, Vice Rector for Academic Affairs, LP2MP, Deans, Heads of Study Programmes	Compliance with Online Learning Quality Standards	Unfulfilled Items in the Online Learning Quality Standard	Follow-Up Action Report (*RTL–AMI*); Management Review Report (*RTM–AMI*)
Improvement	Rector, Vice Rector for Academic Affairs, LP2MP, Faculties, Study Programmes	Development of the Online Learning Quality Standard	Online Learning Standard Items Exceeding Targets	Analytical Report and Online Learning Improvement Proposal Document

5.11 Recognition of Prior Learning (RPL) Standards

The **RPL Standards** at Diponegoro University serve as a manual for recognising an individual's prior learning—formal, non-formal, or informal—that is equivalent to the learning outcomes of a given study programme. These standards ensure that recognition processes are objective, transparent, and consistent with the principles of academic fairness, while supporting wider access to higher education.

Through these standards, Diponegoro University provides opportunities for the broader community—including professionals, training alumni, and graduates of other educational institutions— to continue their studies based on previously attained learning outcomes.

5.11.1 Scope of the PPEPP Implementation Manual for RPL Standards

These standards cover all recognition activities for prior learning outcomes that may be obtained from:

• **Previous Formal Education** – Diplomas or credits from relevant levels of study.

• **Professional Training or Certification** – Competency certificates, industry training, and professional development programmes.

• **Work Experience or Internships** – Evidence of professional activities relevant to the study programme.

• **Self-Directed or Informal Learning** – MOOCs and other online courses, social activities, scholarly works, and similar achievements.

5.11.2 Procedures for Implementing the PPEPP Cycle for RPL Standards

The following table provides a comprehensive overview of the procedures (responsible parties, target objects, and resulting documents) for each stage of the PPEPP cycle related to the RPL Standards at Diponegoro University.

PPEPP Stage	Involved Parties (Subjects)	Target Objects	References	Types of Output Documents
Determination	Rector, Academic Senate, Quality Standards Development Team	Quality of Recognition of Prior Learning (RPL) at UNDIP	UNDIP Strategic Plan (*Renstra Undip*); Relevant National Policies; Stakeholder Needs	Rector's Decree on the RPL Quality Standard
Implementation	Deans, Heads of Study Programmes, Lecturers, Educational Staff, Students, LP2MP	Implementation of the RPL Programme	SPMI Quality Standard for RPL	SOP for the Implementation of the RPL Programme
Evaluation	LP2MP, Faculties, Study Programmes	Compliance of RPL Programme Implementation with the Standard	Internal Audit SOP (*SOP Pengisian AMI*)	Self-Evaluation Report (*LED–AMI*)

PPEPP Stage	Involved Parties (Subjects)	Target Objects	References	Types of Output Documents
Control	Rector, Vice Rector for Academic Affairs, LP2MP, Deans, Heads of Study Programmes	Compliance with the RPL Quality Standard	Unfulfilled RPL Standard Items	Follow-Up Action Report (*RTL–AMI*); Management Review Report (*RTM–AMI*)
Improvement	Rector, Vice Rector for Academic Affairs, LP2MP, Faculties, Study Programmes	Development of the RPL Quality Standard	RPL Standard Items Exceeding Targets	Analytical Report

5.12 International Reputation Standards

The **International Reputation Standards** constitute Diponegoro University's strategic manual for elevating its position, recognition, and competitiveness globally. These standards ensure that every programme, academic activity, research initiative, Community service, governance practice, and collaborative network demonstrably contributes to strengthening institutional reputation through four major global ranking systems:

• QS World University Rankings (QS WUR)

• Times Higher Education (THE) World University Rankings

• UI GreenMetric World University Rankings

• Webometrics Ranking of World Universities

Through systematic PPEPP implementation, Diponegoro University is committed to becoming a world-class institution of excellence in academic quality, sustainability, digitalisation, and international collaboration.

5.12.1 Scope of the PPEPP Implementation Manual for International Reputation Standards

This standard covers the principal indicators used in the four global ranking systems:

• QS World University Rankings (QS WUR)

- Academic reputation
- Employer reputation
- Faculty/student ratio
- International faculty & students
- Citations per faculty

• Times Higher Education (THE)

- Teaching (environment)
- Research (volume, income, reputation)
- Citations (influence)
- International outlook (staff, students, research)
- Industry income

• UI GreenMetric

- Setting & infrastructure
- Energy & climate change
- Waste, water, and transportation management
- Education and research for sustainability

• **Webometrics**

- Web impact (visibility)
- Transparency (top authors & citations)
- Excellence (high-impact publications)

5.12.2 Procedures for Implementing the PPEPP Cycle for International Reputation Standards

The following table provides a comprehensive overview of the procedures (responsible parties, target objects, and resulting documents) for each stage of the PPEPP cycle related to the International Reputation Standards at Diponegoro University.

PPEPP Stage	Involved Parties (Subjects)	Target Objects	References	Types of Output Documents
Determination	Rector, Academic Senate, Quality Standards Development Team	Quality of UNDIP's International Reputation	UNDIP Strategic Plan (*Renstra Undip*); National and International Policies; Stakeholder Needs	Rector's Decree on the International Reputation Quality Standard
Implementation	Faculties, International Affairs Office (*Kantor Urusan Internasional*)	Implementation of International Reputation Programmes	SPMI Quality Standard for International Reputation	SOP for the Implementation of International Reputation Programmes
Evaluation	LP2MP, Faculties, International Affairs Office	Compliance of International Reputation Programme Implementation with the Standard	Internal Audit SOP (*SOP Pengisian AMI*)	Self-Evaluation Report (*LED–AMI*)
Control	Rector, Vice Rector, LP2MP, Deans, International Affairs Office	Compliance with the International Reputation Quality Standard	Unfulfilled International Reputation Standard Items	Follow-Up Action Report (*RTL–AMI*); Management Review Report (*RTM–AMI*)
Improvement	Rector, Vice Rector, LP2MP, Faculties, International Affairs Office	Development of the International Reputation Quality Standard	International Reputation Standard Items Exceeding Targets	Analytical Report and Proposal for International Reputation Improvement

Book 3
Quality Standards

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CHAPTER I

EDUCATIONAL STANDARDS

CHAPTER I

EDUCATIONAL STANDARDS

1.1 Input Standards (Academic and Administrative Staff)

Table 1.1 below presents the quality standards pertaining to input standards for academic and administrative staff.

Table 1.1 Quality Standards for Inputs (Academic and Administrative Staff)

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
1	IAPS Criteria C.4. Resources – C.4.4 Main Performance Indicator – C.4.4.a) Lecturer Profile (No. 17)	IKU	D4	The Head of Study Programme ensures the adequacy of the number of DTPS (Permanent Academic Staff).	**Number of DTPS** (permanent lecturers assigned as course coordinators in fields relevant to the core competencies of the programme).	Minimum number of DTPS: **12 (twelve)** for D4; **6 (six)** for undergraduate and postgraduate programmes.
2	IAPS Criteria (No. 18 for S1 and *S.Tr.*)	IKU	S1 & D4	The Head of Study Programme ensures the academic qualifications of DTPS.	**NSDS** = Number of DTPS with Doctoral/Applied Doctoral/Subspecialist qualifications; **NDTPS** = Total number of DTPS.	**PDSD at least 50%**
3	IAPS Criteria (No. 19 for *S.Tr.*)	IKU	D4	The Head of Study Programme ensures the certification of DTPS.	**NDSK** = Number of DTPS with professional/industry certificates; **NDTPS** = Total number of DTPS.	**PDSK at least 50%**
4	IKU PTNBH — Certified lecturers with professional/industry or practitioner qualifications	IKT	S1, S2, S3	The Head of Study Programme ensures that DTPS have professional/industry/practitioner competencies.	—	In accordance with the UNDIP Strategic Plan target (e.g., by 2025 = **25%**).
5	IAPS Criteria (No. 19 for S1; 20 for *S.Tr.*; 18 for S2 and S3)	IKU	S1, D4, S2, S3	The Head of Study Programme ensures the academic rank of DTPS.	**NDGB** = Number of DTPS with Professor rank; **NDLK** = Number of DTPS with Associate Professor rank; **NDL** = Number of DTPS with Lecturer rank; **NDTPS** = Total number of DTPS.	**P ≥ 70%** for all levels.

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
6	IAPS Criteria (No. 20 for S1; 21 for *S.Tr.*)	IKU	S1 & D4	The Head of Study Programme ensures the ratio of students to DTPS.	**NDTPS** = Total DTPS; **NM** = Number of students in the current academic year.	Science & Technology: **15–25**; Social Sciences & Humanities: **25–35**.
7	IAPS Criteria (No. 21 for S1; 22 for *S.Tr.*; 19 for S2 and S3)	IKU	All	The Head of Study Programme ensures the ratio of DTPS serving as student academic supervisors.	**NDTPS** = Total DTPS; **RDPUPS** = Average number of students supervised by each DTPS in the study programme. **RDPUI** = Average number of students supervised by DTPS in other study programmes.	**RDPUI at most 6 (six)**.
8	IAPS Criteria (No. 22 for S1; 23 for *S.Tr.*; 20 for S2 and S3)	IKU	All	The Head of Study Programme ensures the equivalence of DTPS FullTime Teaching Workload.	Average **EWMP** of DTPS per semester in the current academic year.	**EWMP between 12–16**
9	IAPS Criteria (No. 23 for S1; 24 for *S.Tr.*; 21 for S2 and S3)	IKU	All	The Head of Study Programme ensures the number of parttime lecturers is limited.	**NDTIT** = Number of parttime lecturers assigned to teach courses in accredited programmes; **NDT** = Number of fulltime lecturers assigned as course coordinators in accredited programmes.	**PDIT below 10%**
10	IAPS Criteria (No. 25 for *S.Tr.*)	IKU	D4	The Head of Study Programme ensures the involvement of industry/practitioner lecturers.	**MKKI** = Number of courses taught by industry/practitioner lecturers; **MKK** = Total number of courses of competence.	**PMKI at least 20%**
11	IAPS Criteria (No. 24 for S1; 26 for *S.Tr.*; 22 for S2 and S3)	IKU	S1 & D4 / S2 / S3	The Head of Study Programme ensures the number of recognitions/acknowledgements of the excellence, achievements, or performance of DTPS.	Recognition/acknowledgement of DTPS excellence, achievements, or performance may include: – Appointed as expert/consultant/speaker in national or international institutions in fields relevant to the programme.	Minimum ratios: **S1 & D4: 0.5 S2: 1 S3: 2**

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
					– Serving as visiting lecturer or visiting scholar in other accredited or excellent higher education institutions nationally/internationally. – Receiving national/international awards. – Serving as invited speaker in national/international scientific meetings. – Serving as editor or reviewer in accredited/national journals.	
12	IAPS Criteria C.4. Resources – C.4.4 Main Performance Indicator – C.4.4.c) Staff Development (No. 30 for S1; 33 for S.Tr.; 28 for S2 and S3)	IKU	All	The Dean of the Faculty/School ensures continuous efforts for lecturer development.	DTPS (Permanent Academic Staff) development is carried out consistently and systematically in accordance with the UNDIP Strategic Plan, supported by policy, funding, and periodic evaluation.	Faculties/Schools plan and develop DTPS in alignment with the Human Resource Development Plan of the University (UNDIP Strategic Plan).
13	IAPS Criteria C.4. Resources – C.4.4 Main Performance Indicator – C.4.4.d) Educational Staff (No. 31 for S1; 34 for S.Tr.; 29 for S2 and S3)	IKU	All	The Dean of the Faculty/School ensures that the qualifications and adequacy of educational staff correspond to their respective job categories (administrative staff, librarians, technicians, etc.).	– Educational qualification (latest degree) of the educational staff. – Competency certification of educational staff relevant to their job type.	Faculties/Schools have educational staff with adequate qualifications and competencies that meet the needs of academic programme services and support the implementation of academic, administrative, and programme development functions.
14	UNDIP IKU – Certified Educational Staff	IKT	All	The Dean of the Faculty/School ensures an adequate number of certified educational staff.	Number of certified educational staff.	In accordance with UNDIP Strategic Plan target (e.g., by 2025 = 40%).

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
15	WCU IKU – Academic Reputation	IKT	All	The Dean of the Faculty/School ensures an adequate number of lecturers serving as national/international media contributors in their respective fields of expertise.	Number of lecturers serving as speakers or resource persons in national/international mass media relevant to their field of expertise.	In accordance with UNDIP Strategic Plan target.
16	WCU IKU – International Faculty Ratio	IKT	All	The Dean of the Faculty/School ensures an adequate number of visiting professors.	Number of visiting professors.	In accordance with UNDIP Strategic Plan target.
No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
17	WCU IKU – International Faculty Ratio	IKT	All	The Dean of the Faculty/School ensures the adequacy of the number of adjunct professors.	Number of adjunct professors.	In accordance with the UNDIP Strategic Plan target.
18	IAPS Criteria C.4. Resources – C.4.4 Main Performance Indicator – C.4.4.d) Educational Staff (B) (No. 31 for S1; 34 for S.Tr.; 29 for S2 and S3)	IKU	D4	The Dean of the Faculty/School ensures the qualifications and adequacy of laboratory staff to support the learning process in accordance with the needs of the study programme.	– Educational qualification (latest degree) of laboratory staff. – Competency certification of laboratory staff.	Faculties/Schools have a sufficient number of laboratory staff proportional to the laboratories used by the study programme, with qualifications aligned to their assigned laboratories, and holding relevant competency certifications in accordance with their field of work.

1.2 Input Standards (Facilities and Infrastructure)

Table 1.2 below presents the quality standards pertaining to input standards for facilities and infrastructure.

Table 1.2 Quality Standards for Inputs (Facilities and Infrastructure)

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
19	IAPS Criteria C.4. Resources – C.4.4 Main Performance Indicator – C.4.4.d) Educational Staff (B) (No. 31 for S1; 34 for *S.Tr.*; 29 for S2 and S3)	IKU	S1, S2, S3	The Dean of the Faculty/School ensures accessibility and quality of student services.	Student services are comprehensively available, easily accessible, of high quality, supported by adequate regulations and budgets, and evaluated regularly.	Accessibility and quality of student services are well established to support reasoning, student interests and talents, and all types of healthrelated services.
20	IAPS Criteria C.5. Finance, Facilities, and Infrastructure – C.5.4 Main Performance Indicator – C.5.4.a) Finance (No. 35 for S1; 38 for *S.Tr.*; 33 for S2 and S3)	IKU	All	The Dean of the Faculty/School ensures the realisation of investments (human resources, facilities, and infrastructure) that support the implementation of the *tridharma* (education, research, and community service).	The realisation of investments in human resources and facilities/infrastructure is in accordance with the Strategic Plan, exceeds minimum standards, and positively contributes to the academic atmosphere.	The percentage of funds realised for human resource investments and facilities/infrastructure aligns with the planned investment and exceeds minimum standards for teaching, research, and community service, thereby fostering a healthy and conducive academic environment.
21	IAPS Criteria C.5. Finance, Facilities, and Infrastructure – C.5.4 Main Performance Indicator – C.5.4.b) Facilities and Infrastructure (No. 37 for S1; 40 for *S.Tr.*; 35 for S2 and S3)	IKU	All	The Dean of the Faculty/School ensures the adequacy, accessibility, and quality of facilities and infrastructure to support learning outcomes and academic atmosphere.	Availability of uptodate facilities and infrastructure with adequate accessibility, according to the needs of learning achievement, supporting a conducive academic atmosphere.	Faculties/Schools provide modern facilities and infrastructure with sufficient accessibility to ensure the achievement of learning outcomes and improvement of the academic climate.

1.3 Input Standards (Learning Financing)

Table 1.3 below presents the quality standards pertaining to input standards for learning financing.

Table 1.3 Quality Standards for Inputs (Learning Financing)

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
22	IAPS Criteria C.5. Finance, Facilities, and Infrastructure – C.5.4 Main Performance Indicator – C.5.4.a) Finance (No. 32 for S1; 35 for *S.Tr.*; 30 for S2 and S3)	IKU	S1, D4, S2, S3	The Dean of the Faculty/School ensures the adequacy of the educational operational budget.	– **BOP** = Educational operational expenditure within the last three years. – **NM** = Number of active students in the current academic year.	Minimum Educational Operational Expenditure (**DOP**): • S1 & D4: **Rp 20,000,000** • S2: **Rp 28,000,000** • S3: **Rp 40,000,000**

1.4 Input Standards

Table 1.4 below presents the quality standards pertaining to input standards.

Table 1.4 Quality Standards for Inputs

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
23	IAPS Criteria C.5. Finance, Facilities, and Infrastructure – C.5.4 Main Performance Indicator – C.5.4.a) Finance (No. 33 for S1; 36 for *S.Tr.*; 31 for S2 and S3)	IKU	S1, D4, S2, S3	The Dean of the Faculty/School ensures the adequacy of research funding for DTPS.	**NDTPS** = Number of DTPS; **DP** = Amount of research funding obtained by fulltime lecturers over the last three years.	Minimum Research Funding (**DPD**): • S1 & D4: **Rp 10,000,000** • S2: **Rp 20,000,000** • S3: **Rp 30,000,000**
24	IAPS Criteria C.5. Finance, Facilities, and Infrastructure – C.5.4 Main Performance Indicator – C.5.4.a) Finance (No. 34 for S1; 37 for *S.Tr.*; 32 for S2 and S3)	IKU	All	The Dean of the Faculty/School ensures the adequacy of community service funding for DTPS.	**NDTPS** = Number of DTPS; **DPkM** = Amount of community service funding obtained by DTPS over the last three years.	Minimum Community Service Funding (**DPkMD**): **Rp 5,000,000**
25	IAPS Criteria C.5. Finance, Facilities, and Infrastructure – C.5.4 Main Performance Indicator – C.5.4.a) Finance (No. 36 for S1; 39 for *S.Tr.*; 34 for S2 and S3)	IKU	All	The Dean of the Faculty/School ensures the adequacy of development and operational funding to support the achievement of learning outcomes.	Operational and development funding is available regularly, sustainable, and realistic to support learning achievement.	Funding ensures the sustainability of *tridharma* operations; the threeyear development and operational plans must be adequate and realistic, with longterm projections supported by available funding sources.
26	IAPS Criteria C.6. Education – C.6.4 Main Performance Indicator – C.6.4.a) Curriculum A (No. 38 for	IKU	All	The Head of Study Programme ensures stakeholder involvement in curriculum evaluation and updating.	Curriculum evaluation is carried out periodically, involving both internal and external stakeholders, producing curricula	Curriculum evaluation and updates are conducted every 4.5–5 years, involving both internal and external stakeholders representing relevant fields (industry, associations, etc.),

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
	S1; 41 for *S.Tr.*; 36 for S2 and S3)				that align with user needs and scientific developments.	aligned with scientific and technological developments and user needs.
27	IAPS Criteria C.6. Education – C.6.4 Main Performance Indicator – C.6.4.a) Curriculum C (No. 38 for S1; 41 for *S.Tr.*; 36 for S2 and S3)	IKU	All	The Head of Study Programme ensures the consistency of curriculum structure in shaping learning outcome achievements.	The curriculum structure is logical and coherent, supporting the achievement of graduate learning outcomes through CPL–CPMK mapping (Programme Learning Outcomes–Course Learning Outcomes).	The curriculum structure demonstrates the relationship between courses and graduate learning outcomes through a clearly defined curriculum map, ensuring alignment and achievement of intended learning outcomes.

1.5 Learning Process Standards

Table 1.5 below presents the quality standards pertaining to the learning process standards.

Table 1.5 Learning Process Quality Standards

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
28	C.6.4.b) Characteristics of the Learning Process	IKU	All	The study programme implements an interactive learning process that promotes twoway interaction between students and lecturers in each course offered.	1. Teaching and learning activities are carried out using studentcentred methods such as case studies, collaborative learning, cooperative learning, casebased learning (CBL), projectbased learning (PjBL), problembased learning (PBL), or other active learning methods in which lecturers act as facilitators and students take an active role as learners responsible for their own learning process.	1. 100% of courses apply studentcentred learning methods. 2. Students demonstrate skill and readiness in applying interactive learning methods. 3. Students are more active in class through discovery, design, and problemsolving activities. 4. Learning facilities and infrastructure are available to support interactive learning methods. 5. Increased student satisfaction with interactive learning methods.
29	C.6.4.b) Characteristics of the Learning Process	IKU	All	The study programme implements an interactive learning process that promotes twoway interaction between students and lecturers in each course offered.	1. At least 90% of courses offered in the current semester achieve an average student satisfaction score of at least 3.0 based on midsemester and endofsemester evaluations.	1. 90% of courses achieve a satisfaction rating ≥ 3.0 (on a 4.0 scale) in mid and endsemester evaluations. 2. Improvement of learning quality through increased lecturer–student interaction and student readiness. 3. Lecturers provide constructive and objective feedback to enhance student engagement. 4. Improvement of student

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
						satisfaction with the teaching quality provided by lecturers.
No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
30	C.6.4.b) Characteristics of the Learning Process	IKU	All	The study programme implements a holistic learning process that encourages the development of comprehensive and broad thinking patterns, while maximising national and local excellence and wisdom in relevant courses.	a. The minimum number of elective credits (SKS) that must be taken by undergraduate and master's students in a coursebased programme is 9 SKS, and for doctoral students in a coursebased programme is 8 SKS.	1. 100% of undergraduate, master's, and doctoral students take elective courses aligned with their scientific interests. 2. The study programme provides elective courses that are relevant, up to date, and meet academic and professional needs. 3. Lecturers periodically update elective courses to reflect recent developments in science and stakeholder needs. 4. Elective courses are flexible and may be taken across study programmes if relevant to students' learning plans.
31	C.6.4.b) Characteristics of the Learning Process	IKU	All	The study programme implements a holistic learning process that encourages the development of comprehensive and broad thinking patterns, while maximising national and local excellence and wisdom in relevant courses.	b. The study programme provides a sufficient number of elective course credits (SKS), at least 2 times and at most 3 times the total elective credits that students must take.	1. The study programme offers a sufficient number of elective courses, totalling at least twice and at most three times the minimum elective credits required. 2. Elective courses offered are varied, multidisciplinary, and up to date with the development of science and stakeholder needs. 3. Students have flexibility in selecting elective courses

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
						aligned with their interests and career plans. 4. The relevance of elective courses is monitored periodically to ensure alignment with academic and industry needs.
32	C.6.4.b) Characteristics of the Learning Process	IKU	All	The study programme implements a holistic learning process that encourages the development of comprehensive and broad thinking patterns, while maximising national and local excellence and wisdom in relevant courses.	c. The study programme offers holistic elective courses.	1. The study programme provides holistic elective courses covering multiple aspects, including scientific, professional, character development, and global perspectives. 2. Students are given the opportunity to select elective courses that support the development of both soft and hard skills in a balanced manner. 3. Elective courses accommodate the needs of industry, entrepreneurship, technology, sociohumanities, and sustainability. 4. Elective courses can be accessed by students across disciplines to support interdisciplinary learning.
33	C.6.4.b) Characteristics of the Learning Process	IKU	S1	The study programme implements an integrative learning process through interdisciplinary and multidisciplinary approaches in relevant courses.	a. For undergraduate programmes, at least one course applies an interdisciplinary or multidisciplinary approach as stated in the syllabus.	1. Each undergraduate programme has at least one course implementing an interdisciplinary or multidisciplinary learning approach. 2. The syllabus of the course explicitly reflects interdisciplinary and/or multidisciplinary integration. 3. Lecturers involved in the course apply interdisciplinary teaching and evaluation methods to ensure effective learning. 4.

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
						Evaluation of multidisciplinary learning effectiveness is conducted periodically to ensure continuous improvement.
34	C.6.4.b) Characteristics of the Learning Process	IKU	S2	The study programme implements an integrative learning process through interdisciplinary and multidisciplinary approaches in relevant courses.	b. For master's and doctoral programmes, at least one course applies an interdisciplinary or multidisciplinary approach as stated in the syllabus.	1. Each master's and doctoral programme has at least one course applying interdisciplinary and multidisciplinary learning approaches. 2. The syllabus explicitly reflects the implementation of interdisciplinary and multidisciplinary integration. 3. Training or workshops are conducted to enhance lecturer competencies in interdisciplinary and multidisciplinary teaching. 4. Periodic evaluations are conducted to assess the effectiveness of interdisciplinary and multidisciplinary teaching implementation.
35	C.6.4.b) Characteristics of the Learning Process	IKU	All	The study programme implements a scientific learning process that employs scientific approaches in an academic environment guided by values, norms, and principles of science, humanity, and national identity in every relevant course.	Portfolios of each course include evidence of student learning processes that demonstrate the application of the scientific approach and are aligned with scientific values, norms, and ethical codes in accordance with the programme's learning outcomes.	1. All courses within the programme implement scientific learning processes using the scientific approach. 2. At least 80% of lecturers demonstrate good performance in implementing the scientific approach to learning. 3. Learning portfolios demonstrate integration of scientific values, ethics, and norms. 4. Monitoring and evaluation are conducted regularly to ensure continuous improvement of scientific learning

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
						practices based on ethics, nationalism, and integrity.
No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
36	C.6.4.b) Characteristics of the Learning Process	IKU	All	The study programme implements a contextual learning process adjusted to the demands of problemsolving skills relevant to the students' areas of expertise in each course offered.	Course portfolios, complemented by student feedback (questionnaires), demonstrate that the programme has implemented contextual learning processes tailored to problemsolving demands in the students' field of expertise, as evidenced in the course learning outcomes.	1. All courses within the programme apply contextual learning models oriented toward realworld problemsolving aligned with students' expertise. 2. At least 80% of students express satisfaction with the contextual learning process through evaluation surveys. 3. Course portfolios demonstrate the relevance of problemsolving applications to realworld contexts (industry or communitybased). 4. Lecturers master and apply contextual learning models relevant to the scientific discipline.
37	C.6.4.b) Characteristics of the Learning Process	IKU	All	The study programme implements thematic learning processes adapted to the programme's scientific characteristics and connected to realworld problems through	Course portfolios, complemented by student feedback (questionnaires), demonstrate that the programme has implemented thematic learning processes aligned with the programme's	1. At least 80% of courses in the programme implement thematic learning models through interdisciplinary approaches. 2. At least 75% of students express satisfaction with thematic learning based on evaluation results. 3. Each course applies a problembased or

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
				interdisciplinary approaches in relevant courses.	scientific focus and linked to realworld issues through interdisciplinary approaches, as shown in the course learning outcomes.	themebased learning approach relevant to the scientific field. 4. Lecturers master and apply thematic learning models in teaching.
38	C.6.4.b) Characteristics of the Learning Process	IKU	All	The study programme implements collaborative learning processes that involve interaction among individuals to build skills, attitudes, and teamwork competencies in each relevant course.	Course portfolios, complemented by student feedback (questionnaires), demonstrate that the programme has implemented collaborative learning processes promoting interaction and teamwork skills in alignment with course learning outcomes.	1. At least 90% of courses in the programme apply collaborative learning methods. 2. At least 75% of students express satisfaction with collaborative learning based on evaluation surveys. 3. Evidence of courses demonstrating collaborative learning implementation is available. 4. Lecturers master and apply collaborative learning methods in the teaching process.
No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
39	C.6.4.b) Characteristics of the Learning Process	IKU	All	The study programme implements studentcentred learning (SCL) that emphasises the development of creativity, capacity, character, and student needs, thereby promoting independence in exploring and discovering	Course portfolios, complemented by student feedback (questionnaires), demonstrate that the programme has implemented studentcentred learning (SCL) to enhance creativity, capacity, character, and student	1. At least 80% of courses implement SCLbased learning methods. 2. At least 75% of students express satisfaction with SCLbased learning through evaluation surveys. 3. Each course syllabus and lesson plan (RPS) includes SCL learning methods such as active learning, problembased learning, or projectbased

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
				knowledge in each course offered.	independence in seeking and applying knowledge relevant to each course's learning outcomes.	learning. 4. Lecturers master and apply creative and innovative learning methods in the teaching process.
40	C.6.4.c) Learning Plan	IKU	All	The study programme regularly develops and reviews semester learning plans independently or collaboratively with lecturers in the related field of science and/or technology.	The study programme conducts periodic meetings and/or workshops involving lecturers to develop and review Semester Learning Plans (RPS) either independently or collaboratively within the relevant scientific and/or technological domain.	1. At least twice per semester, the study programme holds discussions or workshops to review and revise RPS. 2. Documentation of RPS development and revision recommendations is available. 3. At least 80% of lecturers participate in scheduled RPS review forums. 4. A digital platform (e.g., LMS, elearning, or academic repository) is available to support collaboration in RPS development.
41	C.6.4.c) Learning Plan	IKU	All	Course instructors implement the learning process in accordance with the Semester Learning Plan (RPS) or equivalent.	a. Course portfolios compiled by lecturers record the implementation of learning activities consistent with the RPS.	1. 100% of courses have portfolios containing learning documentation and records consistent with the RPS. 2. At least 90% of lecturers maintain and update course portfolios each semester. 3. Course portfolios include teaching materials, learning activities, assessments, and supporting evidence. 4. A digital academic platform (e.g., LMS, elearning, or academic repository) is available to store and manage course portfolios systematically.

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
42	C.6.4.c) Learning Plan	IKU	All	Course instructors implement the learning process in accordance with the Semester Learning Plan (RPS) or equivalent.	b. Measurement of learning outcomes (course outcomes) is conducted through midsemester and endofsemester student questionnaires.	1. 100% of lecturers implement learning in accordance with the approved RPS. 2. At least 90% of courses achieve an average student evaluation score ≥ 3.0 on a 4.0 scale for mid and endofsemester surveys. 3. Average questionnaire score ≥ 3.0 (4.0 scale). 4. Student questionnaire results are analysed to improve learning quality. 5. At least 80% of students express satisfaction with the learning process aligned with the RPS.
43	C.6.4.c) Learning Plan	IKU	All	Course instructors implement the learning process in accordance with the Semester Learning Plan (RPS) or equivalent.	c. Measurement of the implementation process is conducted through midsemester and endofsemester student evaluations.	1. 100% of lecturers implement learning activities according to the approved RPS each semester. 2. At least 90% of courses achieve an average satisfaction score ≥ 3.0 on a 4.0 scale from mid and endofsemester evaluations. 3. Average questionnaire score ≥ 3.0 (4.0 scale). 4. All student feedback is analysed to identify learning improvement opportunities. 5. At least 80% of students express satisfaction with learning

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
						implementation based on RPS compliance.
44	C.6.4.c) Learning Plan	IKT	All	The study programme requires lecturers to develop Semester Learning Plans (RPS) following DIKTI (Ministry of Education) format, incorporating appropriate assessment methods supported by rubrics.	Each RPS includes relevant Programme Learning Outcomes (CPL), Course Learning Outcomes (CPMK), learning methods, assignments, and rubricbased assessments.	1. RPS are developed according to DIKTI format, encompassing CPL, CPMK, learning methods, tasks, and rubricbased assessments. 2. 100% of courses have completed RPS.
45	C.6.4.c) Learning Plan	IKT	All	The study programme requires lecturers to develop rubrics and course portfolios each semester.	Lecturers develop rubrics and portfolios for each course taught every semester.	1. 100% of lecturers prepare rubrics and course portfolios in accordance with UNDIP's quality standards. 2. At least 90% of course portfolios submitted meet the standard format and content requirements.
No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
46	C.6.4.c) Learning Plan	IKU	All	The study programme requires lecturers to assess Course Learning Outcomes (CPMK) for each course they teach.	Lecturers compile course portfolios that include CPMK assessment results.	1. 100% of lecturers prepare course portfolios containing CPMK assessments in accordance with UNDIP standards. 2. At least 90% of portfolios meet the standard format and content specified.
47	C.6.4.c) Learning Plan	IKU	All	The study programme measures Programme Learning Outcomes (CPL) to evaluate	The study programme conducts CPL assessment by cohort, covering the overall	1. 100% of programmes at the Faculty/School conduct CPL assessments annually. 2. At least 80% of graduates in

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
				students' comprehensive understanding of the curriculum.	achievement of Programme Learning Outcomes (CPL) in all courses.	each cohort achieve CPL according to the established standards. 3. Assessment is conducted for all courses or at least 30% of courses in a representative sample each year.
48	C.6.4.c) Learning Plan	IKU	All	The study programme measures Graduate Profile / PEO (Programme Educational Objectives) to ensure alignment between curriculum outcomes and graduate competencies.	The study programme periodically (every 3–5 years) conducts Graduate Profile / PEO evaluations.	1. 100% of study programmes conduct PEO evaluation every 3–5 years. 2. At least 80% of graduates achieve the targeted outcomes. 3. At least 50% of graduate respondents participate in each evaluation cycle. 4. A minimum of 30% of stakeholder respondents (industry, institutions, academics) provide feedback on PEO relevance and alignment.
49	C.6.4.c) Learning Plan	IKU	S1, S2, S3	Undergraduate, Master's, and Doctoral programmes include courses designed as research, design, or developmentbased learning components within the curriculum.	Courses include learning formats that integrate research, design, or development within the programme curriculum.	At least 30% of courses within the curriculum are research, design, or developmentbased.
50	C.6.4.c) Learning Plan	IKU	D4	Applied bachelor's programmes must include learning components such as internships or practical work within the curriculum.	Students in applied bachelor's programmes must undertake internships or industrial/practical work equivalent to at least one semester or a workload of 20 credits (SKS).	100% of students in applied bachelor's programmes complete internships or industrial/practical work equivalent to at least one semester or 20 credits (SKS).

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
51	C.6.4.c) Learning Plan	IKU	S1 & D4	Bachelor's and applied bachelor's programmes must include final project courses such as thesis, design project, prototype development, or equivalent forms.	Students in bachelor's and applied bachelor's programmes must complete a final project, thesis, design project, prototype, or equivalent.	100% of students in bachelor's and applied bachelor's programmes complete final projects or theses according to curriculum requirements.
52	C.6.4.c) Learning Plan	IKU	S2	Master's and applied master's programmes must include final project courses such as theses, prototypes, projects, or equivalent forms.	Students in master's and applied master's programmes are required to complete final assignments in the form of theses, prototypes, or equivalent projects.	100% of students in master's and applied master's programmes complete final projects/theses/prototypes according to curriculum and graduate competency standards.
53	C.6.4.c) Learning Plan	IKU	S3	Doctoral programmes must include final project courses such as dissertations, prototypes, projects, or equivalent forms.	Students in doctoral programmes complete final projects in the form of dissertations, prototypes, or equivalent research work aligned with the scientific field of study.	100% of doctoral students complete dissertations or equivalent research projects according to curriculum requirements.
54	C.6.4.c) Learning Plan	IKU	S2, S3	Master's and doctoral programmes may be conducted by research or by course.	Students in master's/doctoral programmes by research are required to undertake thesis/dissertation research equivalent to the total credit load.	100% of master's and doctoral students by research complete final assignments in the form of researchbased projects.
55	C.6.4.c) Learning Plan	IKU	S2	Master's programmes by research may publish one international journal article	Students in master's programmes by research must publish at least one article in an	100% of master's students by research publish at least one international journal

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
				equivalent to 12 credits (SKS) for the final thesis requirement.	international journal indexed globally, equivalent to 12 credits (SKS).	article equivalent to 12 credits (SKS) for their final thesis requirement.
56	C.6.4.c) Learning Plan	IKU	S2	Master's and Doctoral programmes may be conducted by research or by course.	Students in Master's by Research programmes must fulfil final assignment requirements in the form of one (1) international journal article indexed globally, two (2) patents, or two (2) simple patents (registered with DJKI), equivalent to 12 credits (SKS).	100% of students in Master's by Research programmes meet the final project requirements through one indexed international journal article, two patents, or two registered simple patents equivalent to 12 credits (SKS).
57	C.6.4.c) Learning Plan	IKU	S2	Master's and Applied Master's programmes by Course must include final assignments in the form of theses, prototypes, or equivalent projects.	Students in Master's / Applied Master's by Course programmes are required to complete final assignments such as theses, prototypes, projects, or equivalent forms as determined by the curriculum.	100% of students in Master's / Applied Master's by Course programmes complete final assignments (theses, prototypes, projects, etc.) according to the curriculum.
58	C.6.4.c) Learning Plan	IKU	S2	Master's and Doctoral programmes may be conducted by research or by course.	Students in Master's by Research programmes must publish at least one (1) article in an international journal, or one (1) article in a nationally accredited journal (SINTA 4 or higher), or present in one (1) international scientific seminar, equivalent to 6 credits (SKS).	100% of students in Master's by Course programmes publish at least one research output (international or nationalaccredited article or seminar proceedings) equivalent to 6 credits (SKS).

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
59	C.6.4.c) Learning Plan	IKU	S2	Master's and Doctoral programmes may be conducted by research or by course.	Students in Applied Master's programmes must publish at least one (1) international article, or one (1) nationally accredited article (SINTA 4 or higher), or present in one (1) international seminar, equivalent to 6 credits (SKS).	100% of students in Applied Master's by Course programmes publish at least one research output (international or nationalaccredited article or seminar proceedings) equivalent to 6 credits (SKS).
60	C.6.4.c) Learning Plan	IKU	S3	Doctoral programmes by Research must include final assignments in the form of dissertations.	Students in Doctoral by Research programmes must complete dissertations as their final academic requirement for graduation.	100% of students in Doctoral by Research programmes complete dissertations as the final academic requirement.
No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
61	C.6.4.c) Learning Plan	IKU	S3	Master's and Doctoral programmes may be conducted by research or by course.	Doctoral by Research students are required to publish: 1) Two (2) international journal articles indexed globally, equivalent to 24 credits (SKS), or one (1) nationally accredited article (minimum SINTA 3) equivalent to 6 credits (SKS); and 2) Participate as a	100% of Doctoral by Research students publish at least 2 international journal articles (equivalent to 24 SKS) or 1 nationally accredited article (minimum SINTA 3), and present in at least 1 international seminar.

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
					presenter in at least one (1) international seminar.	
62	C.6.4.c) Learning Plan	IKU	S3	Master's and Doctoral programmes may be conducted by research or by course.	Doctoral by Course students are required to complete a final project in the form of a dissertation, prototype, project, or equivalent final work.	100% of Doctoral by Course students complete final assignments (dissertation, prototype, project, or equivalent) aligned with scientific and curriculum requirements.
63	C.6.4.c) Learning Plan	IKU	S3	Master's and Doctoral programmes may be conducted by research or by course.	Doctoral by Course students must publish: 1) One (1) international journal article indexed globally equivalent to 12 credits (SKS) and one (1) nationally accredited journal article (minimum SINTA 3) equivalent to 6 credits (SKS); or 2) Two (2) nationally accredited journal articles (minimum SINTA 2) equivalent to 18 credits (SKS); and 3) Participate as a presenter in one (1) international seminar.	100% of Doctoral by Course students meet publication requirements through one of the above schemes (Option 1 or 2) and present in at least one (1) international seminar.
No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
64	C.6.4.c) Learning Plan	IKU	All	Undergraduate, Applied Bachelor, Master's, and Doctoral programmes must assign supervisors for every student in learning activities such as projects, research, design, or development aimed at cultivating attitudes, knowledge, and skills; fostering authentic learning experiences; and improving community welfare and national competitiveness.	Supervisors are assigned to each student involved in projectbased, researchbased, or designbased learning aimed at developing attitudes, knowledge, and skills; fostering authentic experiences; and contributing to community welfare and competitiveness.	1. The ratio of lecturers to students for supervision is a maximum of 1:15. 2. At least 90% of supervision matches the relevant field of expertise.
65	C.6.4.c) Learning Plan	IKU	All	Undergraduate, Applied Bachelor, Master's, and Doctoral programmes must provide supervisors for each student in projectbased, researchbased, designbased, or developmentbased learning that integrates casebased, group, problemsolving, and multidisciplinary approaches to develop authentic learning and foster national competitiveness.	The percentage of courses applying casebased, groupbased, problemsolving, and multidisciplinary learning approaches within the programme curriculum.	1. At least 30% of courses within each study programme apply these approaches. 2. 100% of designated courses are supported with corresponding learning methods.

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
66	C.6.4.c) Learning Plan	IKT	S2, S3	Master's, Applied Master's, and Doctoral programmes must assign supervisors for each student in learning activities such as projects, research, design, or development aimed at cultivating attitudes, knowledge, and skills; fostering authentic learning experiences; and improving community welfare and national competitiveness.	Percentage of Master's and Doctoral programmes offering a Researchbased Programme.	1. At least 50% of Master's and Doctoral study programmes within relevant faculties implement Programmes by Research. 2. At least 10% of new students enrolled in Master's/Doctoral programmes are admitted to researchbased schemes. 3. 100% of researchbased programmes have official supporting documentation.
67	C.6.4.c) Learning Plan	IKU	All	Undergraduate, Applied Bachelor, Master's, and Doctoral programmes must offer courses incorporating research or community service outputs as part of the curriculum.	Number of courses developed based on research and community service results within the last 3 years, in the form of handouts, case studies, or similar teaching materials.	1. At least 20% of total active courses are developed from research and community service outputs. 2. A minimum of 2 types of courses per study programme (e.g., handoutbased or case studybased). 3. 100% of courses have supporti
69	C.6.4.c) Learning Plan	IKU	All	Undergraduate, Applied Bachelor, Master's, and Doctoral programmes must assign supervisors for each student in community servicebased learning designed to apply scientific knowledge and technology to	Supervisors are assigned to students in community service activities that apply science and technology for community empowerment and national development.	1. 100% of students are assigned community service supervisors. 2. 100% of community service (PkM) activities have documented supervisors.

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
				improve community welfare and contribute to national development.		
70	C.6.4.c) Learning Plan	IKU	S1 & D4	UNDIP maintains formal collaboration agreements with domestic and international higher education institutions and relevant organisations to facilitate offcampus learning activities and credit transfer mechanisms for study programmes.	a. Number of active cooperation agreements between UNDIP and domestic or international institutions relevant to offcampus learning and credit transfer.	1. At least one (1) active collaboration document per study programme with a domestic or international institution. 2. At least 5% of students per cohort participate in offcampus learning activities through credit transfer mechanisms.
71	C.6.4.c) Learning Plan	IKU	S1 & D4	UNDIP maintains formal collaboration agreements with domestic and international institutions related to implementing offcampus learning and credit transfer mechanisms.	b. Percentage of undergraduate and applied bachelor's students participating in offcampus learning activities within or outside UNDIP through credit transfer schemes.	1. At least 5% of total active students annually participate in external learning programmes. 2. At least 3 recognised external learning programmes are available (e.g., PMM, IISMA, MSIB). 3. 100% of external learning activities are formally recognised through credit transfer mechanisms within study programmes.
72	C.6.4.c) Learning Plan	IKT	S1 & D4	UNDIP has regulations governing students' rights to participate in offcampus learning activities within or outside the university, ensuring the achievement of intended learning outcomes	Existence of institutional policies that regulate students' participation in offcampus learning activities and the conversion of equivalent credits.	Faculties/Schools/Universities possess formal policy documents governing offcampus learning and credit recognition mechanisms.

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
				through credit transfer recognition.		
No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
73	C.6.4.c) Learning Plan	IKT	S1 & D4	The study programme ensures academic supervision for students undertaking offcampus learning activities.	Supervisors are assigned to all students as stipulated in the Dean's Decree (SK Dekan).	100% of students receiving academic supervision are assigned supervisors in accordance with the Dean's Decree (SK Dekan).
74	C.6.4.c) Learning Plan	IKU	All	UNDIP establishes academic regulations requiring each study programme to comply with the following provisions: a. Student workload is expressed in semester credit units (SKS); b. The effective duration of each semester is 16 weeks, including mid and endofsemester examinations.	a. Existence of academic regulations stipulating the student workload (number of learning weeks per semester) for each study programme.	1. Latest UNDIP Academic Regulations document available outlining learning duration requirements. 2. All study programmes implement semester durations according to national standards (14–16 weeks). 3. ≥95% of course portfolios contain attendance documentation consistent with the standard number of learning weeks. 4. Evaluation and review conducted at least once every 5 years or when national regulations are updated.
75	C.6.4.c) Learning Plan	IKU	All	The academic year consists of two regular semesters and, where applicable, an intersemester session.	b. Percentage of teaching time (including meetings) conducted in one semester.	≥95% of courses meet the required number of contact hours per semester.

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
76	C.6.4.c) Learning Plan	IKU	All	The intersemester period must be conducted for a minimum duration of 8 weeks.	c. Percentage of courses conducted according to the officially approved academic calendar.	≥95% of courses are delivered according to the official schedule and academic calendar.
77	C.6.4.c) Learning Plan	IKU	All	Average student attendance per semester.	d. Average student attendance rate in lectures per semester.	Average student attendance rate ≥ 75%.
78	C.6.4.c) Learning Plan	IKU	S1 & D4	UNDIP establishes academic regulations that facilitate mass enrolment and credit accumulation while ensuring achievement of learning outcomes through regular instruction for at least the following durations: – A minimum of 4 (four) semesters and a maximum of 11 (eleven) semesters of regular learning in the study programme.	a. Existence of academic regulations defining the number of semesters and credit accumulation for learning.	1. Official UNDIP Academic Regulations (latest version) are available. 2. All study programmes comply with academic regulations on semester and credit requirements (verified through course portfolio audits). 3. Evaluation and revision of the Academic Regulations are conducted every 5 years or upon changes in national regulations.
79	C.6.4.c) Learning Plan	IKT	S1 & D4	At least one (1) semester or the equivalent of 20 credits (SKS) must consist of offcampus learning activities outside the main study programme.	b. Percentage of undergraduate students participating in offcampus learning activities outside the main campus.	1. At least 20% of active undergraduate students participate annually in offcampus learning activities. 2. Annual increase of at least 5%, reaching a total of 30% by the third year.
80	C.6.4.c) Learning Plan	IKT	S1 & D4	Offcampus learning equivalent to one (1) or two (2) semesters (20–40 SKS) may include: 1. Learning at a different university, 2. Learning in a	c. Percentage of undergraduate students participating in offcampus learning activities outside the main programme.	1. At least 20% of active undergraduate students participate annually in offcampus learning. 2. Annual increase of at least 5%. 3. Each study programme offers a minimum of three courses open

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
				different programme within the same or another university, and/or 3. Learning outside the university (industry, community, or government institutions).		to crossdisciplinary or interuniversity students.
No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
81	C.6.4.c) Learning Plan	IKU	All	UNDIP establishes regulations ensuring that each study programme complies with the following provisions: a. Learning Form (1 credit / SKS) — Learning activities per credit include lectures, responses, or tutorials, consisting of structured assignments and independent learning. b. Learning Form (1 SKS) — Learning activities such as seminars or other equivalent formats. c. Learning Time Calculation — Determined based on time requirements per activity (structured,	Existence of academic regulations defining the standard formulation of learning hours per credit for lectures, structured assignments, independent learning, and practical activities.	1. Existence and implementation of UNDIP Academic Regulations covering learning hour standards per credit. 2. All study programmes prepare Semester Learning Plans (RPS) in accordance with these credithour provisions. 3. ≥95% of course portfolios demonstrate compliance with the standard credithour formulation. 4. Regulations are reviewed at least every 5 years or when national standards (SNDikti) are revised.

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
				unstructured, and practical) to achieve learning outcomes. d. Learning Form (1 Semester Credit Unit) — Practical learning such as practicum, fieldwork, studio work, professional internships, research, design, community service, student exchanges, entrepreneurship, or other applied activities, equivalent to 170 minutes per week per semester.		
No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
82	C.6.4.c) Learning Plan	IKU	All	UNDIP establishes academic regulations ensuring that each study programme adheres to the following provisions: a. Outstanding undergraduate students, after completing two (2) semesters in their first academic year, may take a maximum of 24 credits (SKS) per semester in subsequent	a. Existence of academic regulations defining standards on student academic workload.	1. All provisions (a–e) are explicitly stated in the UNDIP Academic Regulations. 2. The regulations are integrated into the SIAP system for managing >24 SKS workloads and for registering accelerated Master's–Doctoral programmes. 3. Consistent implementation across all undergraduate and postgraduate programmes.

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
				semesters. b. Outstanding Master's students may continue to Doctoral programmes under the same accelerated scheme.		
83	C.6.4.c) Learning Plan	IKT	All	UNDIP establishes academic regulations ensuring that at least 75% of courses offered each semester achieve an average grade of 70.00 or higher.	b. At least 75% of courses offered per semester achieve an average score of 70.00 or above.	1. ≥75% of courses each semester achieve an average grade ≥70.00. 2. The regulation is explicitly stated in the UNDIP Academic Regulations and serves as a reference for all programmes. 3. All study programmes report their performance through the SIAP system, which is evaluated in course portfolios.
84	C.6.4.c) Learning Plan	IKT	All	Outstanding students with high academic performance are facilitated to undertake activities aligned with this standard.	c. Outstanding students with high academic performance are provided with institutional facilities and opportunities to participate in acceleration or enrichment programmes.	1. At least **90% of students** with a GPA ≥ 3.50 receive facilitation and access to academic enrichment or acceleration programmes. 2. The regulations explicitly mention the mechanism for facilitating highachieving students. 3. Faculties or departments provide accessible facilities and academic support systems for outstanding students.
85	C.6.4.c) Learning Plan	IKT	All	The study programme develops learning media that utilise blended learning methods (hybrid learning) under normal learning conditions (facetoface),	Percentage of courses managed through blended learning and integrated into UNDIP's LMS.	1. At least **30% of courses** are managed using a blended learning approach through UNDIP's integrated LMS. 2. All lecturers have access to at least **two active LMS features** (uploading materials and managing forums/assignments). 3.

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
				supported by a Learning Management System (LMS).		Each study programme has a **digital learning roadmap**.
86	C.6.4.c) Learning Plan	IKU	Professional	Professional programmes provide learning activities through industrial or institutional internships.	The ratio of internship hours in industry/institution (JP) to total learning hours (JB) during the study period is within the range of 67%–75%.	1. At least **67% of total learning hours** and **75% of total students** in vocational programmes (D3/D4) participate in industry/institutionbased internships or practical training. 2. Implementation is formally documented in faculty or programmelevel academic regulations.

1.6 Learning Assessment Process Standards

Table 1.6 below presents the quality standards pertaining to the learning assessment process standards.

Table 1.6 Quality Standards for the Learning Assessment Process

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
87	C.6.4.f) Learning Assessment	IKU	All	The Study Programme has a Standard Operating Procedure (SOP) for implementing learning assessment that may be conducted by: a. The course lecturer or a team of lecturers; b. Lecturers in collaboration with external stakeholders; or c. Lecturers or teams involving relevant professional or industry representatives.	a. Existence of academic regulations specifying the standard procedures, criteria for passing, and assessment methods in compliance with UNDIP regulations.	1. ≥90% of courses implement assessments that comply with UNDIP's academic regulations. 2. Availability of supporting documentation such as RPS, student portfolios, and integration into the SIAP or LMS UNDIP systems.
88	C.6.4.f) Learning Assessment	IKU	All	The Study Programme has an SOP for learning assessment conducted by: a. The course lecturer or team of lecturers; b. Lecturers in collaboration with external evaluators from relevant industries or professions.	b. Percentage of courses implementing more than two evaluation types per semester (e.g., quizzes, projects, UTS, UAS).	1. ≥90% of courses apply at least two evaluation methods per semester. 2. All evaluations are stated explicitly in the RPS and documented in the course portfolio.
89	C.6.4.f) Learning Assessment	IKU	S3	Doctoral programmes have an SOP for thesis/dissertation assessment involving at least one external examiner from another higher education institution.	The assessment panel for Doctoral programmes includes at least one external examiner from another university, as stipulated in the Dean's Decree (SK Dekan).	100% of Doctoral students are evaluated by at least one external examiner from a different institution, recorded in the PDD system and formalized by a Dean's Decree.

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
90	C.6.4.f) Learning Assessment	IKU	S2, S3	Master's and Doctoral programmes have an SOP for the assessment of theses/dissertations or equivalent scientific works, ensuring the presence of an evaluation committee responsible for verifying the validity and originality of the work.	Existence of a formal committee responsible for evaluating and approving theses/dissertations or equivalent scientific works, as stated in the Dean's Decree.	100% of theses/dissertations or equivalent scientific works are examined, validated, and officially approved by the designated committee in accordance with UNDIP's thesis/dissertation assessment regulations.
91	C.6.4.f) Learning Assessment	IKT	All	UNDIP establishes academic regulations for the reporting of student learning assessments, requiring each study programme to adhere to the following provisions: a. Assessment reports must reflect student achievement using letter grades corresponding to numerical values as follows: i. Grade A = 4 (Excellent); ii. Grade B = 3 (Good); iii. Grade C = 2 (Satisfactory); iv. Grade D = 1 (Poor); v. Grade E = 0 (Fail); b. Both letter and numerical grades (0–4) must be applied consistently across all courses.	Existence of academic regulations defining the standard conversion between numerical (0–4) and letter (A–E) grading scales.	100% of courses use the A–E letter grade system with equivalent 0–4 numerical values in accordance with UNDIP academic regulations.
92	C.6.4.f) Learning Assessment	IKU	All	UNDIP establishes regulations for reporting learning achievement in the form of semester and cumulative grade point averages	a. Existence of academic regulations outlining the standard reporting procedures for GPA (semester and cumulative).	100% of students' learning achievements (semester GPA and cumulative GPA) are reported using the format and procedures

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
				(GPA), both during the study period and at graduation.		stipulated in UNDIP's academic regulations.
93	C.6.4.f) Learning Assessment	IKT	All	UNDIP establishes regulations for reporting learning outcomes in the form of semester and cumulative GPAs, both during the study period and at graduation.	b. Percentage of courses whose final grades are submitted on time in accordance with the academic calendar.	≥95% of course grades are submitted accurately and on time through the SIAP system in accordance with the official academic calendar.
94	C.6.4.f) Learning Assessment	IKT	All	The Study Programme ensures that: a. A student is declared to have passed a course if they earn at least a grade of C. b. Students earning a D or E grade must retake the course or undergo remedial exams in the following regular or short semester. c. Students receiving grades of D, C, or B may take remedial assessments during regular or short semesters, and the final recorded grade is the higher one achieved. d. If a student receives an incomplete (TL) grade equivalent to 0, and the issue is not resolved by the next semester registration period, the student is considered not to have passed the course.	Existence of academic regulations defining the minimum passing grade and the mechanism for remedial or improvement assessments conducted during regular or short semesters.	1. 100% of courses follow the minimum passing grade standard. 2. ≥80% of courses provide mechanisms for remedial or improvement assessments during regular or short semesters. 3. Remedial and shortsemester regulations are included in each faculty/program's academic SOP.

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
95	C.6.4.f) Learning Assessment	IKT	S1	The Undergraduate Programme ensures that student learning outcomes cover both hard skills and soft skills, which can be assessed through: a. Written/oral exams and/or practicum/skills, internships, community service, portfolios, or equivalent assignments; b. Final project work in the form of thesis or equivalent assignments; c. Other assessment methods deemed appropriate by the Study Programme; and d. The weighting of assessments based on case study or projectbased learning is at least 50%.	Existence of academic regulations defining the standards for assessing both hard and soft skills through diverse learning assessment methods.	1. 100% of courses include both hard and soft skill assessment components, explicitly stated in the RPS and portfolio. 2. ≥90% of courses apply multiple assessment methods, such as exams, practicums, internships, community service (KKN), or portfolios.
96	C.6.4.f) Learning Assessment	IKU	All	The Undergraduate Programme ensures that learning outcome assessments cover both hard and soft skills, which may be conducted through: a. Written/oral examinations and/or practicum/skills, internships, community service, portfolios, or equivalent assignments; b. Final project work such as theses or equivalent forms; c. Other assessment methods deemed	Existence of institutional regulations defining the minimum weight of assessment components based on casebased (case method) or projectbased learning approaches.	1. ≥90% of courses allocate at least 50% of their assessment weight to casebased and/or projectbased learning methods. 2. All RPS are aligned with UNDIP's active learning and assessment policy.

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
				relevant by the study programme; and d. The weighting of learning assessments based on casebased or projectbased methods must be at least 50%.		
97	C.6.4.f) Learning Assessment	IKU	S1	UNDIP establishes regulations ensuring that each undergraduate study programme enforces the following graduation criteria: a. Students are declared graduates only after completing all learning credits and achieving the programme learning outcomes (CPL). b. Graduation requirements include: i. Completion of final project/thesis or equivalent; ii. Passing plagiarism checks with a similarity rate ≤25%; iii. Active enrolment status and within the study period limit; iv. No failing grades (D, E, or TL) in the final semester; v. Submission of final assignments and publication of scientific work per UNDIP policy; vi. Attainment of a minimum TOEFL score of 450.	Existence of institutional regulations defining graduation criteria and student eligibility standards in compliance with UNDIP and national higher education (DIKTI) requirements.	1. 100% of graduates fulfil all graduation requirements as stipulated in UNDIP's academic regulations. 2. Graduation eligibility is determined through verification of GPA and CPL attainment, in accordance with UNDIP and DIKTI standards.

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
97	C.6.4.f) Learning Assessment	IKU	S1	UNDIP establishes regulations ensuring that every undergraduate student meets the following graduation criteria: vii. The student remains within the maximum study period set by the university; viii. The student has fulfilled all administrative responsibilities, including returning borrowed library or laboratory materials; ix. The student has completed all academic requirements as defined by the curriculum, including the final project (thesis or equivalent); x. The student has passed all courses with no grades of D, E, or TL (Incomplete); xi. The student has uploaded a summary of the final project/thesis to the UNDIP repository; xii. The student has demonstrated English proficiency proven by a TOEFL certificate with a minimum score of 400 or other approved language tests; xiii. The student has fulfilled all programmespecific graduation requirements; and xiv. The student's graduation is approved	Existence of graduation criteria and requirements confirming that students meet academic, administrative, and competency standards as stipulated by UNDIP's academic regulations.	1. 100% of graduates meet all graduation criteria specified in UNDIP's academic regulations. 2. Graduation status (Pass, Honours, Cum Laude) is determined based on GPA and CPL attainment in accordance with DIKTI and UNDIP standards.

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
				through the Study Programme's Yudisium meeting and officially endorsed by the UNDIP Rector.		
98	C.6.4.f) Learning Assessment	IKT	S1	UNDIP establishes regulations ensuring that each undergraduate study programme follows graduation classification criteria as follows: a. "Good" is awarded to graduates with a GPA between 2.00–2.75. b. "Very Satisfactory" is awarded to graduates with a GPA between 2.76–3.00. c. "Highly Satisfactory" is awarded to graduates with a GPA between 3.01–3.50. d. "Honours" (Cum Laude) is awarded to graduates with a GPA between 3.51–4.00 and a maximum study duration of 10 semesters.	Existence of academic regulations defining standard GPA ranges for undergraduate graduation classifications.	1. 100% of graduates are awarded graduation classifications according to UNDIP's academic regulations. 2. ≥25% of graduates achieve "Highly Satisfactory" or "Cum Laude" distinction.
99	C.6.4.f) Learning Assessment	IKU	S2	UNDIP establishes regulations ensuring that each Master's programme applies the following graduation criteria: a. The student has completed a minimum study load of 36 credits (SKS). b. The student has achieved all Programme Learning Outcomes (CPL). c. The student has	Existence of academic regulations defining graduation requirements for Master's students in accordance with UNDIP standards.	1. 100% of Master's graduates meet UNDIP's academic graduation criteria. 2. ≥90% of students upload their final theses to the UNDIP repository before the yudisium (graduation meeting). 3. ≥80% of graduates publish at least one scientific paper before graduation.

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
				successfully defended their thesis. d. The student has not exceeded the maximum study period (4 years). e. The student's final thesis has been uploaded to the UNDIP institutional repository. f. The student has met the publication requirement for scientific output. g. The student has passed all courses with no grades of D, E, or TL (Incomplete).		
99	C.6.4.f) Learning Assessment	IKU	S2	UNDIP establishes regulations ensuring that each Master's programme applies the following graduation criteria: c. The student has not committed plagiarism as per prevailing regulations. d. The student has fulfilled all publication requirements. e. The student has completed all courses required for the programme with no grades of D, E, or TL (Incomplete), and has achieved a minimum GPA of 3.00. f. The student remains active in the final semester and does not exceed the university's maximum study period. g. The student has fulfilled all administrative obligations,	7. Minimum GPA of 3.00. 8. Student must remain active during the final semester. 9. The student does not exceed the maximum study duration. 10. The student uploads the final thesis to the UNDIP Repository.	1. 100% of Master's graduates fulfil all academic, administrative, and publication requirements in accordance with UNDIP regulations. 2. ≥90% of Master's graduates complete their studies within the prescribed maximum study period. 3. ≥95% of graduates have uploaded their theses to the official UNDIP Repository before Yudisium.

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
				including returning borrowed library or laboratory materials. h. The student has completed all academic requirements (e.g. research, thesis, or equivalent tasks) in accordance with the curriculum and programme requirements. i. The student has uploaded the final thesis summary to the UNDIP Repository. j. The student has met all programmelevel requirements set by UNDIP and has been officially declared a graduate through the Yudisium of the Study Programme, and graduation has been ratified by the Faculty/School.		
100	C.6.4.f) Learning Assessment	IKU	Professional	UNDIP establishes regulations ensuring that every professional study programme follows the criteria below. A student is declared graduated when they have: a. Completed all study requirements as defined by the Programme Learning Outcomes (CPL) and curriculum, and fulfilled programme regulations; b. Passed all courses required for the	Existence of academic regulations defining standard graduation criteria for Professional Programmes, which include: a. Completion of all required courses with no D, E, or TL; b. Minimum GPA of 3.00; c. Fulfilment of all graduation requirements set by UNDIP and the Faculty/School.	1. 100% of Professional Programme graduates meet UNDIP's academic graduation criteria. 2. No graduates have grades of D, E, or TL. 3. Average GPA of graduates ≥ 3.10, exceeding the minimum standard.

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
				Professional Programme with no grades of D, E, or TL (Incomplete); c. Achieved a minimum GPA of 3.00; d. Fulfilled other graduation requirements as determined by UNDIP and the Faculty/School; e. Been officially declared graduated through the Yudisium meeting of the Study Programme, and the graduation ratified by the Faculty/School.		
101	C.6.4.f) Learning Assessment	IKU	S3	UNDIP establishes regulations ensuring that every doctoral programme meets the following minimum criteria. A doctoral student is declared graduated when they have: a. Successfully defended their dissertation in a public examination; b. Submitted and uploaded the approved dissertation to the UNDIP repository; c. Not committed plagiarism as per university and national regulations; d. Met the publication requirement for at least two scientific papers derived from the dissertation; e. Achieved a minimum GPA of 3.00.	Existence of academic regulations defining the graduation requirements for doctoral programmes, including dissertation defence, publication, plagiarismfree compliance, and GPA.	1. 100% of doctoral graduates fulfil all academic graduation requirements stipulated by UNDIP. 2. 0% incidence of academic dishonesty or plagiarism. 3. Average GPA of doctoral graduates ≥ 3.45. 4. 100% of dissertations uploaded to the UNDIP Repository.

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
102	C.6.4.f) Learning Assessment	IKT	S2, S3	UNDIP establishes regulations ensuring that each Postgraduate Programme adheres to the graduation classification criteria as follows: a. Graduates are awarded the following classifications: i. Satisfactory; ii. Highly Satisfactory; iii. With Honours (Cum Laude). b. The "Highly Satisfactory" classification is awarded to students with a GPA between 3.00 and 3.50. c. The "With Honours" (Cum Laude) classification is awarded to students with a GPA between 3.51 and 3.75. d. The "With High Honours" (Cum Laude with Distinction) classification is awarded to students with a GPA between 3.76 and 4.00, who have achieved a grade of A for their Thesis/Dissertation and have published at least one scientific article derived from it. e. The maximum study duration is 6 semesters for Master's programmes and 9 semesters for Doctoral programmes.	Existence of academic regulations defining the GPA thresholds and study duration criteria for awarding postgraduate classifications, including thesis/dissertation quality and publication requirements.	1. ≥ 95% of postgraduate students achieve a GPA consistent with their awarded classification. 2. ≥ 25% of graduates receive the "Cum Laude" classification. 3. 100% of graduates receiving "Cum Laude" have published scientific papers derived from their thesis/dissertation.

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
103	C.6.4.f) Learning Assessment	IKU	S3	UNDIP ensures that every student declared as a graduate has achieved the following: a. Diploma, as proof of graduation from a bachelor's, master's, doctoral, or professional programme; b. Certificate of competency, as proof of mastery in the scientific field and/or professional skill relevant to the graduate's discipline; c. Academic degree; and d. Diploma Supplement (SKPI), except where otherwise specified by prevailing regulations.	Existence of academic regulations defining the graduation requirements, including: a. Awarding of diploma for bachelor's, master's, doctoral, or professional programme graduates; b. Issuance of competency certificates confirming mastery in the relevant scientific or professional field; c. Conferral of academic degree; d. Provision of Diploma Supplement (SKPI) in accordance with applicable regulations.	1. 100% of graduates receive diplomas in compliance with UNDIP academic standards. 2. ≥ 90% of graduates obtain SKPI. 3. ≥ 30% of graduates receive relevant competency certificates.
104	C.6.4.f) Learning Assessment	IKU	All	Lecturers conduct learning assessment (evaluation of student learning outcomes) to measure the attainment of learning outcomes based on educational principles that are **educative, authentic, objective, accountable, and transparent**, demonstrated through student and stakeholder satisfaction with the quality of assessment.	a. Each course has a complete portfolio and rubric that demonstrate the application of educative, authentic, objective, accountable, and transparent assessment principles.	≥ 95% of courses have complete portfolios and rubrics that demonstrate application of educative, authentic, objective, accountable, and transparent principles.
105	C.6.4.f) Learning Assessment	IKU	All	Lecturers conduct learning assessment (evaluation of student learning outcomes) to measure the	b. Average score of student and stakeholder satisfaction survey regarding lecturerconducted	1. The average satisfaction rating is ≥ 4.00 on a 1–5 scale. 2. At least 80% of respondents report "good"

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
				attainment of learning outcomes based on educational principles that are **educative, authentic, objective, accountable, and transparent**, and are reflected through satisfactory or high levels of student and stakeholder satisfaction.	learning assessment is at least "good."	or "very high" satisfaction with the quality of learning assessment conducted by lecturers.
106	C.6.4.f) Learning Assessment	IKT	All	Lecturers assess students' academic performance in each course using appropriate assessment components aligned with learning outcomes stated and documented in the Semester Learning Plan (RPS).	a. Each course includes a portfolio of assessment instruments and results aligned with the assessment components and guidelines established and documented in the RPS.	1. 100% of courses have: • Complete assessment portfolios (including instruments and results). 2. Assessment rubrics are applied as defined in the RPS. 3. ≥ 90% alignment between assessment rubrics and established RPS components.
107	C.6.4.f) Learning Assessment	IKT	All	Lecturers assess students' academic performance in each course using appropriate assessment components and guidelines defined and documented in the RPS.	b. Average score from student satisfaction surveys on the assessment process, based on aspects defined in the RPS.	1. Average perception score of student satisfaction ≥ 3.50 (scale 1–4) or ≥ 4.00 (scale 1–5).
108	C.6.4.f) Learning Assessment	IKT	All	Lecturers provide feedback to students as formative evaluation on their learning progress at midsemester and end of semester, and report final grades according to the official academic calendar.	a. Each course has documented evidence that lecturers provide formative feedback on learning progress during midsemester and end of semester, and report grades	1. ≥ 90% of courses provide: • Midsemester and final feedback on student progress. • Timely grade reporting as per UNDIP's academic calendar.

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
					in accordance with the official academic schedule.	
109	C.6.4.f) Learning Assessment	IKT	All	Lecturers provide results of learning assessments to students as constructive feedback on their learning progress at midsemester and end of semester, and report final grades according to the academic schedule.	b. Average satisfaction rating from student surveys on lecturer feedback at midsemester and end of semester.	1. Average satisfaction rating ≥ 3.25 (scale 1–4) or ≥ 4.00 (scale 1–5). 2. Lecturers provide feedback during both midsemester and final assessments. 3. Grades are reported on time.
110	C.6.4.f) Learning Assessment	IKT	All	Lecturers provide feedback to students on their learning outcomes, including academic performance and aspects of attitude, as part of formative evaluation throughout the semester, and report final grades according to the academic schedule.	c. Percentage of students who rated “Good” or “Very Good” for lecturer feedback indicators.	≥ 85% of students rate lecturer feedback as “Good” or “Very Good.”

1.7 Learning Management Process Standards

Table 1.7 below presents the quality standards pertaining to the learning management process standards.

Table 1.7 Quality Standards for the Learning Management Process

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
111	C.6.4.d) Implementation of the Learning Process	IKT	All	UNDIP provides an academic information system that supports the management of the learning process and records data for monitoring and periodic evaluation of the quality of learning outcomes and academic performance.	Existence of an academic information system that enables lecturers to manage courses, upload assessment data, and conduct periodic evaluations of learning performance and quality assurance of the learning process.	1. 100% of courses are documented in the SIAP system (RPS, attendance, grades, and evaluation). 2. ≥ 90% of lecturers and students actively use SIAP/LMS/Kulon for blended learning and learning process monitoring.
112	C.6.4.d) Implementation of the Learning Process	IKT	All	UNDIP provides a Learning Management System (LMS or an equivalent platform) that facilitates both offline and online learning and is integrated with the university's academic information system for monitoring and evaluation of learning outcomes.	Learning Management System (LMS) available and functioning to support hybrid (online/offline) learning and integrated with the academic information system (SIAP).	1. 100% of courses have access to LMS. 2. ≥ 90% of lecturers and students utilize LMS according to the course learning design. 3. There is integration between LMS and SIAP for learning data and performance tracking.
113	C.6.4.d) Implementation of the Learning Process	IKT	All	UNDIP ensures that each academic unit (University, Faculty/School, or Study Program) provides accurate and uptodate information regarding student mobility programs, internships, practical work, and research implementation for master's and	Availability of uptodate information about programs, requirements, and implementation mechanisms for internships, practical work, and research for S2/S3 programs on official websites, updated periodically.	1. 100% of master's/doctoral programs have information on internships, practical work, or research activities available online. 2. Each program updates information at least once per semester through its official website or academic platform.

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
				doctoral levels through accessible online platforms.		
114	C.6.4.d) Implementation of the Learning Process	IKT	All	UNDIP facilitates thematic Community Service Program (KKN) activities through coordination between the University, Faculties/Schools, and Study Programs.	Thematic KKN activities are coordinated and implemented by UNDIP at the university level and supported by faculties/schools and study programs.	1. 100% of study programs and faculties actively participate in KKN activities coordinated by the Institute for Research and Community Service (LPPM). 2. Each faculty/program has at least one active KKN supporting team per semester. 3. KKN implementation is fully documented (decree, meeting minutes, and reports).
115	C.6.4.d) Implementation of the Learning Process	IKT	All	UNDIP ensures that each academic unit (University, Faculty/School, Study Program) provides a monitoring mechanism to track the progress of final assignments/theses/dissertations and identify as well as resolve obstacles faced by students during the completion of their final projects, theses, or dissertations.	a. Availability of a monitoring mechanism for the progress of final assignments/theses/dissertations to identify obstacles faced by students and ensure that such issues are addressed promptly within the mentoring system.	1. 100% of students undertaking theses/dissertations are monitored at least once per semester. 2. ≥ 90% of supervisors regularly log mentoring activities. 3. ≥ 80% of reported student issues are resolved within one semester.
116	C.6.4.d) Implementation of the Learning Process	IKT	All	UNDIP ensures that each academic unit (University, Faculty/School, Study Program) maintains a recording system to document the mentoring process for final assignments, theses, and dissertations, including approval and	b. Availability of a recording system documenting the mentoring process for final assignments/theses/dissertations, signed or approved by supervisors for every session.	1. 100% of theses/dissertations have mentoring logs verified by supervisors. 2. ≥ 90% of students receive verified supervisor feedback in each mentoring session. 3. The system is used

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
				feedback from supervisors for each mentoring session.		consistently by >95% of students and supervisors.
117	C.6.4.d) Implementation of the Learning Process	IKT	All	UNDIP provides information on academic procedures, graduation requirements, and thesis/dissertation guidelines accessible to all students.	a. Availability of official circulars, websites, or printed guides accessible to students.	1. 100% of study programs maintain and publish updated academic guidelines both online and in print. 2. All students have access to academic guides and graduation procedures via official media. 3. Information is reviewed and updated at least once a year.
118	C.6.4.d) Implementation of the Learning Process	IKT	All	Study Programs establish forums for disseminating procedures and policies for the implementation of final projects/theses/dissertations, ensuring that both supervisors and students are informed.	a. Availability of forums or meetings for the dissemination of policies and procedures for final project/thesis/dissertation implementation, conducted periodically.	1. 100% of study programs conduct at least one dissemination forum each semester. 2. ≥ 80% of participants (students and supervisors) express understanding of the conveyed procedures. 3. Satisfaction survey results show ≥ 3.5 (out of 5) for clarity of delivered information.
119	C.6.4.d) Implementation of the Learning Process	IKU	All	Study Programs provide written assessment criteria and guidelines for theses/final projects/dissertations that are accessible to all students.	Availability of circulars, websites, or manuals containing 100% accessible written assessment criteria for theses/final projects/dissertations.	1. Documents outlining assessment criteria are available and accessible to 100% of students meeting the T/A (Final Project/Thesis) requirement. 2. Guidelines are disseminated at least twice a year (through seminars and/or LMS). 3. ≥ 90%

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
						of students are familiar with and understand these criteria through surveys.
120	C.6.4.d) Implementation of the Learning Process	IKU	All	UNDIP provides written guidelines on academic freedom, including institutional autonomy, academic freedom, freedom of expression for faculty and students, equality, and diversity.	Existence of official written guidelines on academic freedom, institutional autonomy, academic ethics, equality, and diversity, accessible to all UNDIP members.	1. The written guidelines are published and publicly accessible via UNDIP and faculty websites. 2. Guidelines are disseminated at least once annually to academic staff and students. 3. ≥ 90% of lecturers and students are aware of principles of autonomy, freedom, equality, and diversity.
121	C.6.4.d) Implementation of the Learning Process	IKU	All	Study Programs conduct academic atmosphere enhancement activities that foster regular and structured interaction between lecturers and students.	Existence of joint academic activities between lecturers and students that promote academic interaction and engagement. Documentation of activities is available.	1. At least one academic atmosphere improvement activity is conducted each semester at both the faculty and program levels. 2. Academic activities include seminars, discussions, or joint projects with documented attendance lists, reports, and photos. 3. ≥ 80% of students find these activities beneficial based on survey results.
122	C.6.4.d) Implementation of the Learning Process	IKT	All	Faculties/Schools ensure the availability of laboratory technicians, analysts, and/or laboratory assistants for every active practicum course.	Availability of laboratory personnel or documentation of lab coordination meetings to assess personnel needs based on	1. Ratio of 1 laboratory technician/assistant for every 2 active laboratories according to complexity. 2. Documentation of

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
					practicum requirements (including maintenance, safety, production, and academic use).	technician/assistant meetings available at least once per semester. 3. ≥ 80% of laboratories have adequate personnel and recorded followup actions regarding laboratory resource usage.
123	C.6.4.d) Implementation of the Learning Process	IKT	All	Study Programs ensure the smooth implementation of practicum activities (including laboratory experiments, observations, simulations, productions, and other similar activities).	Evidence of practicum activities (laboratory experiments, observations, simulations, productions, etc.) conducted effectively and smoothly.	1. At least 90% of practicum activities are implemented according to schedule. 2. No failed practicum activities due to facility issues. 3. Availability of practicum logs (attendance, progress, reports) for all courses. 4. Student participation rate ≥ 85% in practicum sessions.
124	C.6.4.d) Implementation of the Learning Process	IKT	S1 & D4	Study Programs ensure consistency between planned and actual schedules for academic activities, including practicum, field work, examinations, projects, and other assignments.	Availability of documents showing the consistency between planned and actual implementation schedules of academic activities.	1. 100% of scheduled academic activities are published before the semester begins. 2. Academic activity documentation (e.g., practicum, projects, examinations) available for every implementation. 3. ≥ 90% of activities are conducted as scheduled without major delays. 4. Accessibility of schedules to lecturers and students via official online systems.

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
125	C.6.4.d) Implementation of the Learning Process	IKT	All	Departments ensure readiness of facilities and infrastructure required to support learning activities.	Availability of documents verifying that classrooms and facilities are prepared before the start of classes each semester.	1. 100% of courses have classroom readiness verified before the first meeting. 2. ≥ 90% of lecturers confirm facilities are ready prior to classes. 3. Zero reported class disruptions due to facility unavailability. 4. Readiness evaluations are conducted at least once per semester.
126	C.6.4.d) Implementation of the Learning Process	IKT	All	Departments ensure the operational readiness of learning facilities and infrastructure for the smooth conduct of academic activities.	Availability of inspection reports for learning facilities, classrooms, and other infrastructure confirming readiness for learning activities.	1. 100% of courses utilize learning facilities that meet readiness standards. 2. ≥ 90% of lecturers confirm that facilities are functional and in accordance with the RPS (Semester Learning Plan). 3. No reported learning disruptions caused by infrastructure problems.
127	C.6.4.d) Implementation of the Learning Process	IKT	All	Study Programs ensure the availability of teaching assistants (lab/teaching assistants) for courses requiring laboratory, practicum, or fieldwork support.	Availability of course documentation listing the required teaching assistants and their assigned duties.	1. 100% of laboratorybased courses are assigned qualified assistants. 2. Each course has ≥ 1 assistant assigned according to needs. 3. ≥ 90% of assistants perform duties according to schedule and documented responsibilities.

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
128	C.6.4.d) Implementation of the Learning Process	IKT	All	Study Programs ensure the smooth implementation of learning activities involving course assistants.	Existence of monitoring activities to ensure the tasks of course assistants are performed according to the assignment plan.	1. 100% of course assistants maintain monitored logbooks/activity records. 2. ≥ 90% of assistant tasks are carried out according to the plan (schedule and activity). 3. ≥ 90% of course portfolios include monitoring or reporting records of assistant activities.
129	C.6.4.d) Implementation of the Learning Process	IKT	All	Study Programs have written academic advising (mentoring) policies and procedures that are implemented consistently.	Existence of documented and consistently implemented written procedures for academic advising, ensuring that advising occurs at least once per semester.	1. Academic advising SOPs are available and disseminated to lecturers and students. 2. ≥ 95% of students participate in academic advising at least once per semester. 3. Advising records are documented and uploaded to the system (e.g., SIAP).
130	C.6.4.d) Implementation of the Learning Process	IKT	All	Study Programs ensure that academic advisors monitor students' study progress effectively and that records of such mentoring are documented.	Existence of advising reports or online advising records prepared regularly to monitor and document students' study progress and academic guidance.	1. 100% of academic advisors record advising sessions online through SIAP at least once per semester. 2. ≥ 95% of students have monitored academic progress records. 3. Each Study Program maintains digital archives of advising sessions and academic guidance evaluations.
131	C.6.4.d) Implementation	IKT	All	Lecturers compile a course portfolio documenting all learning activities	Each lecturer for courses offered in the current semester prepares a	1. 100% of course lecturers prepare and submit course

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
	of the Learning Process			conducted, based on the Semester Learning Plan (RPS) prepared at the start of the semester.	complete course portfolio accessible for all class sections.	portfolios using UNDIP's standard template. 2. Portfolios are uploaded no later than 2 weeks after the final exam. 3. Portfolios are available for all course sections (including crossprogram sections, if applicable).
132	C.6.4.d) Implementation of the Learning Process	IKT	All	Faculties/Schools and Study Programs verify the portfolios prepared by lecturers.	Existence of lists of issues/recommendations/corrective actions resulting from the verification of lecturers' course portfolios, including analysis of Course Learning Outcomes (CLOs).	1. 100% of course portfolios contain CLO analysis and lists of followup actions. 2. At least one corrective action or improvement recommendation is identified per course. 3. All corrective actions are planned for implementation in the following semester.
133	C.6.4.d) Implementation of the Learning Process	IKT	All	Study Programs prepare periodic plans for assessing learning outcomes.	Existence of documented plans for periodic measurement of learning outcomes at least once a year.	1. 100% of Study Programs have updated annual plans for learning outcomes assessment. 2. Plans are prepared by considering all Program Learning Outcomes (PLOs) and their alignment with Course Learning Outcomes (CLOs).
134	C.6.4.d) Implementation of the Learning Process	IKT	All	Study Programs ensure the implementation of learning outcome assessments (recapitulation) based on established annual plans.	Existence of semesterly learning outcome measurement reports confirming implementation aligns with annual plans.	1. 100% of Study Programs have semesterly recapitulation reports on learning outcomes. 2. At least 90% of assessment

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
						implementation follows the annual plan.
135	C.6.4.d) Implementation of the Learning Process	IKT	All	Study Programs conduct evaluations of learning outcomes based on portfolios to produce improvement recommendations.	Existence of Study Program reports submitted to Faculties detailing learning outcome evaluations, portfolios, and recommendations for improvement.	1. 100% of Study Programs submit semesterly learning outcome evaluation reports—including portfolios and improvement recommendations—to TPMF/S. 2. Reports are submitted no later than one month after the end of the semester.
136	C.6.4.d) Implementation of the Learning Process	IKT	All	Study Programs evaluate course learning plans each semester based on the results of learning outcome assessments.	Existence of documentation showing evaluation of course learning outcomes and validation of revised RPS based on prior evaluation results.	1. 100% of courses with significant CLO evaluation results revise their RPS. 2. All revised RPS documents are validated by GPM and approved by TPMF/S before the start of the next semester. 3. Evaluation and revision of RPS are fully documented each semester.
137	C.6.4.d) Implementation of the Learning Process	IKT	S1 & D4	Study Programs identify issues requiring improvement and/or attention for the upcoming semester and communicate them to relevant parties (course lecturers, academic advisors, laboratory coordinators, final project or internship coordinators, etc.) based on the previous semester or	Existence of a list of issues to be addressed or given attention in the following semester, based on portfolio and learning outcome evaluations, distributed to all relevant stakeholders.	1. 100% of Study Programs prepare issue lists from learning outcome and portfolio evaluations at the end of each semester. 2. 100% of issue lists are communicated to all relevant stakeholders within four weeks after semester end. 3. 100% of identified issues are archived in

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
				year's portfolio and learning outcome evaluations.		the Study Program's quality documentation system.
138	C.6.4.d) Implementation of the Learning Process	IKT	All	UNDIP, Faculties/Schools, and Study Programs conduct monitoring (evaluation meetings) to determine and/or recommend necessary actions for improving the learning process at institutional, faculty/school, and program levels based on Study Program evaluation results.	Existence of management review meetings (RTM) discussing evaluation findings and recommending improvement actions at institutional and faculty/school levels as followup to Study Program evaluations.	1. 100% of Faculties/Schools conduct RTM periodically at least once per year (ideally each semester). 2. 100% of Study Program evaluation results are discussed in RTM at the Faculty/School level. 3. 100% of recommended improvement actions are documented in followup plans (RTL) and implemented within one semester.

1.8 Output Standards

Table 1.8 below presents the quality standards pertaining to the output standards.

Table 1.8 Quality Standards for Outputs

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
139	Criterion C.6 Education – C.6.4 Main Performance Indicators – C.6.4.a) Curriculum	IKU	All	The Head of Study Programme ensures that the learning outcomes are aligned with the graduate profiles and the Indonesian National Qualification Framework (KKNI)/Indonesian National Work Competency Standards (SKKNI).	The learning outcomes (CPL) are derived from the graduate profiles, aligned with KKNI/SKKNI, agreed upon by professional associations, and regularly updated.	The learning outcomes are derived from the graduate profiles, referring to the agreements among similar study programme associations and professional organisations, meeting the KKNI level, and are regularly reviewed every 4–5 years in accordance with the development of science, technology, and user needs.
140	Criterion C.1 Vision, Mission, Objectives and Strategy – C.1.4 Main Performance Indicators	IKU	All	The study programme formulates and establishes its scientific vision based on the vision and mission of the Faculty/School and of Universitas Diponegoro.	There are documented evidences of the formulation and establishment of the scientific vision based on the vision and mission of the Faculty/School and of Universitas Diponegoro.	The study programme's curriculum document contains the formulated scientific vision.
141	Criterion C.6 Education – C.6.4 Main Performance Indicators –	IKU	All	The study programme formulates and establishes its educational objectives (Program Educational Objectives / Independent Professional Profile or equivalent term) based on the vision	There are evidences of the formulation and establishment of the programme's educational objectives based on the	The educational objectives of the study programme are documented in the programme's curriculum.

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
	C.6.4.a) Curriculum			and mission of the Faculty/School and Universitas Diponegoro.	vision and mission of the Faculty/School and Universitas Diponegoro.	
142	Criterion C.6 Education – C.6.4 Main Performance Indicators – C.6.4.a) Curriculum	IKT	All	The study programme formulates its educational objectives through the involvement of stakeholders in the form of an advisory board (or equivalent body), and is ratified by the Faculty/School.	a. The study programme has an advisory board consisting of alumni, faculty representatives, graduate users, government, and professional or study programme associations, legally endorsed through a Dean's Decree.	Each department has an advisory board.
143	Criterion C.6 Education – C.6.4 Main Performance Indicators – C.6.4.a) Curriculum	IKT	All	The study programme formulates its educational objectives through the involvement of stakeholders in the form of an advisory board (or equivalent body), and is ratified by the Faculty/School.	b. The study programme provides evidence of stakeholder involvement through the advisory board in formulating its educational objectives.	Evidence is available showing stakeholder involvement in the formulation of the curriculum.
144	Criterion C.6 Education – C.6.4 Main Performance Indicators – C.6.4.a) Curriculum	IKU	All	The study programme defines the graduates' learning outcomes (Program Learning Outcomes or equivalent) aligned with its educational objectives, referring to the KKNI descriptors, and equivalent to the corresponding qualification level in KKNI.	a. The study programme has a curriculum document containing a matrix showing the correlation between the learning outcomes (CPL) and the programme educational objectives (PL).	1. The programme has a complete and structured curriculum document that includes a matrix mapping the correlation between CPL and PL. 2. The curriculum is periodically revised following academic developments and labour market needs.

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
145	Criterion C.6 Education – C.6.4 Main Performance Indicators – C.6.4.a) Curriculum	IKU	All	The study programme defines the graduates' learning outcomes (Program Learning Outcomes or equivalent) aligned with its educational objectives, referring to KKNI descriptors, and equivalent to the corresponding qualification level in KKNI.	b. The study programme has a curriculum document containing a matrix showing the alignment between learning outcomes (CPL) and KKNI.	1. The curriculum document contains the linkage between CPL and KKNI. 2. The CPL is aligned with the qualification level appropriate to the programme (D4, S1, S2, S3, Professional).
146	Criterion C.6 Education – C.6.4 Main Performance Indicators – C.6.4.a) Curriculum	IKT	All	The study programme defines the graduates' learning outcomes covering attitudes — appropriate and cultured behaviours resulting from the internalisation and actualisation of values and norms reflected in spiritual and social life, obtained through learning processes, student work experiences, and research and/or community service activities integrated into learning — documented in the curriculum.	The study programme has a curriculum document that defines learning outcomes covering attitudes in accordance with the national standard formulation.	1. The curriculum defines learning outcomes related to attitudes, consistent with national standards (KKNI, SNDikti) and the university's vision and mission. 2. Attituderelated learning outcomes reflect academic values, professional ethics, integrity, and social responsibility.
147	Criterion C.6 Education – C.6.4 Main Performance Indicators – C.6.4.a) Curriculum	IKT	All	The study programme defines the graduates' learning outcomes covering knowledge — mastery of concepts, theories, methods, and/or philosophies of a certain field of science systematically acquired through reasoning in learning processes, student work experiences,	The study programme has a curriculum document defining learning outcomes covering knowledge in accordance with the standard formulation.	1. The curriculum includes learning outcomes that define the knowledge component, consistent with national and international standards. 2. Ensures compliance with KKNI and accreditation standards. 3. Enhances the relevance of

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
				research, and/or community service integrated into learning — documented in the curriculum.		learning outcomes to scientific advancement and industrial needs.
148	Criterion C.6 Education – C.6.4 Main Performance Indicators – C.6.4.a) Curriculum	IKT	All	The study programme defines the graduates' learning outcomes covering general skills ensuring equivalence of graduate competencies according to the programme level and type of higher education, as well as specific skills in accordance with the field of study — documented in the curriculum.	The study programme has a curriculum document defining learning outcomes covering skills according to the standard formulation.	1. The curriculum includes learning outcomes on general and specific skills aligned with national standards (KKNI, SNDikti). 2. Graduates possess analytical, technical, communication, and problemsolving skills relevant to their discipline.
149	Criterion C.6 Education – C.6.4 Main Performance Indicators – C.6.4.a) Curriculum	IKT	All	The study programme defines the graduates' learning outcomes covering specific skills as formulated by a forum of similar study programmes or an equivalent body — documented in the curriculum.	The study programme has a curriculum document defining learning outcomes covering knowledge and specific skills as formulated by a forum of similar study programmes or equivalent bodies.	1. The curriculum defines learning outcomes incorporating specific knowledge and skills aligned with the standards set by similar study programme forums or equivalent bodies. 2. Ensures consistency of CPL with KKNI, national higher education standards, and industrial needs. 3. Provides a curriculum adaptive to advances in science, technology, and professional demands.
150	Criterion C.6 Education – C.6.4 Main	IKU	Professional	Undergraduate and Professional Engineering Study Programmes provide students with opportunities	The study programme has a curriculum that provides opportunities for students	1. The curriculum incorporates workbased learning schemes such as internships, industrial

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
	Performance Indicators – C.6.4.a) Curriculum			to gain work experience through internships, fieldwork, or equivalent activities in relevant sectors for a certain duration.	to gain professional work experience.	projects, field practices, or Merdeka Campus programmes. 2. At least 80% of students gain professional experience prior to graduation. 3. The programme has partnerships with industries and institutions to support student work experience.
151	Criterion C.6 Education – C.6.4 Main Performance Indicators – C.6.4.a) Curriculum	IKU	All	The study programme provides student support according to UNDIP regulations to help achieve the learning outcomes specified in the curriculum.	a. The percentage of graduates to new student intake per cohort is >72%.	1. At least 72% of students from each cohort successfully graduate. 2. The academic and support systems are designed to increase the graduation rate.
152	Criterion C.6 Education – C.6.4 Main Performance Indicators – C.6.4.a) Curriculum	IKU	All	The study programme provides student support according to UNDIP regulations to help achieve the learning outcomes specified in the curriculum.	b. The percentage of ontime graduates to student intake per cohort is >34%.	1. At least 34% of students graduate on time according to the curriculum. 2. The programme strengthens learning and supervision systems to help students complete their studies as planned.
153	Criterion C.6 Education – C.6.4 Main Performance Indicators –	IKU	All	The study programme provides student support according to UNDIP regulations to help achieve the learning outcomes specified in the curriculum.	c. The average GPA of graduates per cohort is >3.00 for undergraduate and professional programmes, and >3.25 for	1. Ensures that the average GPA of graduates meets the required standard. 2. Provides academic support to enable students to achieve strong academic performance. 3. Improves the

No	IAPS Criteria / IKU PTNBH / IKU Renstra UNDIP / IKU WCU	Type	Level	Standard Item	Indicator	Target Achievement
	C.6.4.a) Curriculum				master's and doctoral programmes.	quality of learning, assessment, and academic supervision to prevent student failure.
154	Criterion C.6 Education – C.6.4 Main Performance Indicators – C.6.4.a) Curriculum	IKT	S1	The Study Programme Management Unit (UPPS) encourages study programmes to produce graduates holding competency certificates relevant to their field of study.	The study programme ensures that at least 50% of graduates within one cohort obtain competency certificates relevant to their discipline.	1. At least 50% of graduates in a cohort obtain competency certification in their field. 2. The programme provides access for students to participate in competency certification tests. 3. The programme collaborates with Professional Certification Bodies (LSP), professional associations, and industries to facilitate certification processes. 4. The programme enhances graduate competitiveness by providing nationally and/or internationally recognised certification.

CHAPTER II

RESEARCH STANDARDS

CHAPTER II

RESEARCH STANDARDS

2.1 Input Standards

Table 2.1 below presents the research quality standards pertaining to input standards.

Table 2.1 Research Input Quality Standards

No	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
1	C.7 Research C.7.4.a) *Relevance of Research* (Item 2)	KPI	S1 D4 S2 S3	Academic staff (DTPS) and students in the Faculty/School conduct research in accordance with the research agenda that refers to the institutional research roadmap.	Availability of research activity records	Valid documents that present evidence of research implementation by lecturers and students referring to the research roadmap.
2	C.5 Finance, Facilities, and Infrastructure	KPI	S1 D4 S2 S3	The Faculty/School has realised investments (human resources, facilities, and infrastructure) that support the implementation of the *Tri Dharma* (education, research, and community service).	Availability of facilities (human resources, equipment, and infrastructure) that support the implementation of research.	The percentage of realised investment funds for human resources, facilities, and infrastructure aligns with the investment plan and exceeds the standard requirements for education, research, and community service, supporting a healthy and conducive academic atmosphere.
3	C.5.4.a) Finance	KPI	S1 D4 S2 S3	Academic staff (DTPS) have access to research funding.	Average research funding per lecturer in the study programme.	Bachelor: > IDR 10 million/lecturer Applied Bachelor: > IDR 10 million/lecturer Master: > IDR 20 million/lecturer Doctoral: > IDR 30 million/lecturer
4	C.4.4.b) Lecturer Performance	KPI	S1 D4 S2 S3	Academic staff (DTPS) conduct research activities relevant to the study programme within the last three years.	Number (titles) of research projects funded by international sources.	Bachelor: >2% of total lecturers Applied Bachelor: >2% Master: >5% Doctoral: >10%

No	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
		KPI	S1 D4 S2 S3		Number (titles) of research projects funded by national sources.	Bachelor: >10% of total lecturers Applied Bachelor: >10% Master: >25% Doctoral: >50%
		KPI	S1 D4 S2 S3		Number (titles) of research projects funded by internal university or selffunding.	Bachelor: >50% of total lecturers Applied Bachelor: >50% Master: >50% Doctoral: >100%
5	UNDIP KPI 10 (Vertical)	IKT	S1 D4 S2 S3	University/Faculty/School/Department conducts research by academic staff (DTPS) with themes related to the sustainable development of tropical, coastal, and marine environments.	Number/percentage of research projects based on the sustainable development of tropical, coastal, and marine environments.	In accordance with the performance contract applicable for the current year.

2.2 Process Standards

Table 2.2 below presents the research quality standards pertaining to process standards.

Table 2.2 Research Process Quality Standards

No	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
6	C.7.4.b) Research of Lecturers and Students	KPI	S1 D4 S2 S3	Academic staff (DTPS) conduct research involving students in the study programme within the last three years.	Number of research titles by DTPS that involve students in their implementation.	Bachelor: >10% of total research titles Applied Bachelor: >10% Master: >20% Doctoral: >30%
7	C.7 Research – C.7.4.a) Relevance of Research (Item 2)	KPI	S1 D4 S2 S3	The Faculty/School conducts monitoring and evaluation of the relevance of research by lecturers and students with the research roadmap.	Monitoring and evaluation activities of the conformity of research by lecturers and students with the research roadmap.	Availability of monitoring and evaluation reports from the Research and Community Service Unit (LPPM) or the Faculty/School Unit, containing information on the conformity of research by lecturers and students with the research roadmap.
8	C.7 Research – C.7.4.a) Relevance of Research (Item 4)	KPI	S1 D4 S2 S3	The Faculty/School conducts followup improvements based on the results of monitoring and evaluation of research relevance and scientific development of the study programme.	Monitoring and evaluation activities and followup for improving research relevance and scientific development of the study programme.	Availability of monitoring and evaluation reports from the Research and Community Service Unit (LPPM) or the Faculty/School Unit, containing followup information on research relevance and programme development.
9	C.7 Research – C.7.4.a) Relevance of Research (Item 11)	KPI	S1 D4 S2 S3	The Faculty/School possesses a research roadmap aligned with the research themes of lecturers and students.	Availability of a research roadmap containing the research themes of lecturers and students.	A documented research roadmap that supports the vision and mission of the Faculty/School within a specified period.

No	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
10	UNDIP KPI 12 (Horizontal)	IKT	All	University/Faculty/School/Department has established research clusters aligned with the research roadmap.	Number of research clusters aligned with the research roadmap.	In accordance with the performance contract applicable in the current year.

2.3 Output Standards

Table 2.3 below presents the research quality standards pertaining to research output standards.

Table 2.3 Research Output Quality Standards

No	Criteria (IAPS / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU)	Type	Level	Standard Item	Indicator	Target Achievement
11	**C.4.4.b Lecturer Performance**	KPI	Bachelor (S1)	The study programme has scientific publications produced by academic staff (DTPS) with relevant themes.	Number of publications in accredited national journals, international journals, and national seminars.	Bachelor: >50% of lecturers
			Applied Bachelor (D4)			>50% of lecturers
			Master (S2)			>100% of lecturers
			Doctoral (S3)			>100% of lecturers
		KPI	S1	The study programme has publications by DTPS in reputable international journals and international seminars.	List of titles, articles, and publication links in reputable international journals and international seminars.	>7.5% of lecturers
			D4			>10% of lecturers
			S2			>10% of lecturers
			S3			
		KPI	S1	The study programme has scientific articles by DTPS that have been cited.	Number of scientific articles by DTPS that have received citations.	Bachelor: >25% of lecturers
			D4			>25% of lecturers
			S2			>50% of lecturers
			S3			>50% of lecturers
		KPI	S1	The study programme has research outputs produced by DTPS.	Number of research outputs recognised under Intellectual Property Rights (patents and simple patents).	Bachelor: >25% of lecturers
					Number of research outputs recognised under Copyright, Industrial Design, Plant Variety	

No	Criteria (IAPS / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU)	Type	Level	Standard Item	Indicator	Target Achievement
					Protection, and Integrated Circuit Layout Design, etc.	
					Number of research outputs in the form of Appropriate Technology, Products (standardised or certified), Artwork, and Social Engineering.	
					Number of research outputs published as ISBN books or book chapters.	
12	C.9.4.b) Outputs of Research and Community Service	KPI	S1	The study programme produces student scientific publications, either independently or jointly with DTPS, with topics relevant to the field of study.	Number of student publications in nationally accredited journals.	Bachelor: > 5 % of total students
					Number of student publications in international journals.	
			D4		Number of student publications in nationally accredited journals.	Applied Bachelor: > 5 % of total students
					Number of student publications in international journals.	
			S2		Number of student publications in nationally accredited journals.	Master: > 10 % of total students
					Number of student publications in international journals.	
			S3		Number of student publications in nationally accredited journals.	Doctoral: > 15 % of total students

No	Criteria (IAPS / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU)	Type	Level	Standard Item	Indicator	Target Achievement
					Number of student publications in international journals.	
		KPI	S1	The study programme has research outputs produced by students, either independently or with DTPS.	Number of student research outputs recognised through intellectualproperty rights (patents or simple patents).	Bachelor: > 1
					Number of student research outputs recognised through other IPRs (Copyright, Industrial Design, Plant Variety Protection, Integrated Circuit Layout Design, etc.).	
					Number of student research outputs published as ISBN books or book chapters.	
			D4		Number of student research outputs recognised through IPR (patents or simple patents).	Applied Bachelor: > 1
					Number of student research outputs recognised through other IPR categories.	
					Number of student research outputs published as ISBN books or book chapters.	
			S2		Number of student research outputs recognised through IPR (patents or simple patents).	Master: > 2

No	Criteria (IAPS / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU)	Type	Level	Standard Item	Indicator	Target Achievement
					Number of student research outputs recognised through other IPR categories.	
					Number of student research outputs published as ISBN books or book chapters.	
			S3		Number of student research outputs recognised through IPR (patents or simple patents).	Doctoral: > 3
					Number of student research outputs recognised through other IPR categories.	
					Number of student research outputs published as ISBN books or book chapters.	
		KPI	S2	The programme has student scientific articles (independent or joint with DTPS) that have been cited.	Number of student scientific articles (independent or joint with lecturers) that have received citations.	Master: > 1
			S3			Doctoral: > 2
		KPI	D4	The programme has student products or services, produced independently or with DTPS, adopted by industry or society within the last three years.	Number of student products or services (adopted by industry or society in the past three years).	Applied Bachelor: > 1
13	IKU 11 WCU (vertical)	IKT	All	The University/Faculty/School/Department produces review papers authored	Number of review papers produced by academic staff (DTPS) independently and/or jointly with students.	In accordance with the targets stated in the Performance Contract for the current year.

No	Criteria (IAPS / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU)	Type	Level	Standard Item	Indicator	Target Achievement
				independently by academic staff (DTPS) and/or jointly with students.		
14	IKU 11 WCU (vertical)	IKT	All	The University/Faculty/School/Department produces scientific articles authored independently by academic staff (DTPS) and/or jointly with students, and published in reputable international journals (Q1 and Q2).	Number of scientific articles produced by academic staff (DTPS) independently and/or jointly with students, and published in reputable international journals (Q1 and Q2).	In accordance with the targets stated in the Performance Contract for the current year.
15	IKU 12 WCU (horizontal)	IKT	All	The Department produces scientific articles in the form of joint publications with colleagues from domestic and/or international institutions, published in international journals.	Number of scientific articles in the form of joint publications with colleagues from domestic and/or international institutions, published in international journals.	In accordance with the targets stated in the Performance Contract for the current year.
16	IKU 15 UNDIP (horizontal)	IKT	All	The University/Faculty/School/Department produces innovative products that have undergone downstream implementation (commercialisation or community adoption).	Number of innovative products that have undergone downstream implementation.	In accordance with the targets stated in the Performance Contract for the current year.

CHAPTER III

COMMUNITY SERVICE STANDARDS

CHAPTER III

COMMUNITY SERVICE STANDARDS

3.1 Input Standards

Table 3.1 below presents the community service quality standards pertaining to input standards.

Table 3.1 Community Service Input Quality Standards

No	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
1	**C.8 Community Service (PkM)** C.8.4 Key Performance Indicators C.8.4.a) *Relevance of PkM*	KPI	All	The institution possesses a roadmap encompassing PkM themes of lecturers and students, as well as the downstreaming/application of the study programme's scientific discipline.	The Dean of the Faculty/School and the Head of Study Programme have a roadmap for PkM activities derived from UNDIP's Universitylevel PkM Strategic Plan (*Renstra Undip PkM*), covering the advancement of science and technology, improvement of community welfare, and enhancement of national competitiveness.	A PkM Roadmap is available at the Faculty/School level through UPPM.
2	**C.6.4.d) Implementation of Learning Process**	KPI	All	Learning processes related to PkM must comply with the National Standard of Higher Education (SN Dikti) for PkM; content of PkM should meet the required depth and breadth in accordance with learning outcomes.	The Dean has ensured compliance with SN Dikti for PkM, which includes: 1) *PkM outcomes* — must promote science and technology, enhance community welfare, and national competitiveness. 2) *PkM*	Valid evidence of compliance with SN Dikti standards for PkM within the learning process.

No	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
					content — should meet the required depth and breadth aligned with learning outcomes. 3) *PkM process* — must include planning, implementation, and reporting. 4) *PkM assessment* — must be educational, objective, accountable, and transparent.	
3	**C.5 Finance, Facilities, and Infrastructure** C.5.4 Key Performance Indicators C.5.4.a) *Finance*	KPI	All	Percentage of realised investment funds for human resources and infrastructure is aligned with the investment plan and exceeds the standards for education, research, and community service to support a healthy and conducive academic atmosphere.	1. The Dean and Head of Study Programme prepare an investment plan for infrastructure and facility development to support PkM activities. 2. Annual allocation of Faculty and Programme funds for upgrading PkM facilities and infrastructure.	Continuous development of facilities and infrastructure supporting PkM activities.
4	**C.5 Finance, Facilities, and Infrastructure** C.5.4 Key Performance Indicators C.5.4.a) *Finance*	KPI	All	Total community service (PkM) funding received by permanent lecturers over the last three years.	Achievement of the average annual PkM fund per lecturer.	Average lecturer PkM fund ≥ IDR 5 million per year.

No	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
5	**C.4.4.b) Lecturer Performance**	KPI	S1	Number of PkM activities funded by international sources within the last three years.	Achieved number of PkM activities with international funding.	> 2% of total lecturers.
		D4				
		S2				
		S3				
	KPI	S1	Number of PkM activities funded by national sources within the last three years.	Achieved number of PkM activities with national funding.	PkM activity contract / SPK / SK.	Same document requirements as above.
		D4				
		S2				
		S3				
	KPI	All	Number of PkM activities funded internally (by university/selffunded) within the last three years.	Number of PkM activities funded by internal university or selffunding.	PkM activity contract / SPK / SK.	Same document requirements as above.
6	KPI 29 (UNDIP Strategic Plan) / KPI 11 (WCU)	IKT	All	*Sustainability*	Number of international community service (PkM) activities.	In accordance with the performance targets stated in the Performance Contract.

3.2 Process Standards

Table 3.2 below presents the quality standards for community service related to process standards.

Table 3.2 Community Service Process Quality Standards

No	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
7	C.2.4.c) Cooperation	KPI	All	Quality, benefits, satisfaction, and sustainability of cooperation in education, research, and community service relevant to the study programme.	1) The Dean of the Faculty/School has a Procedure Manual for PkM implementation. 2) The Dean monitors and evaluates PkM activities. 3) The Dean conducts partnersatisfaction surveys for PkM.	Availability of: 1) Faculty/Schoollevel PkM Procedure Manual; 2) Faculty/Schoollevel PkM implementation reports; 3) Faculty/Schoollevel PkM evaluation reports; 4) Faculty/Schoollevel PkM partnersatisfaction survey reports.
8	C.6.4.d) Implementation of the Learning Process	KPI	All	Learning processes related to PkM must comply with SNDikti PkM; assessment of PkM must be educational, objective, accountable, and transparent.	The Dean of the Faculty/School maintains annual PkM activity reports in which PkM assessment meets educational, objective, accountable, and transparent criteria.	Valid evidence of compliance with SNDikti PkM within the learning process and specifically for PkMrelated learning.
9	C.8.4.b) PkM by Lecturers and Students	KPI	S1	PkM by DTPS that, in its implementation, involves students of the study programme within the last three years.	Achievement of the number of PkM activities conducted by lecturers and students.	Ratio of PkM titles to DTPS: 25%.
			D4			
10	C.8 Community Service (PkM) – C.8.4 Key Performance	KPI	All	Lecturers and students carry out PkM in accordance with the PkM roadmap.	The Dean holds monitoring and evaluation reports on the alignment of PkM titles with the study programme's PkM roadmap.	The Faculty/School evaluates PkM activities through an integrated information system.

No	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
	Indicators – C.8.4.a) Relevance of PkM					
11	C.8 Community Service (PkM) – C.8.4 Key Performance Indicators – C.8.4.a) Relevance of PkM	KPI	All	Conduct evaluation of the alignment of lecturers' and students' PkM with the PkM roadmap.	The Dean holds monitoring and evaluation reports on the alignment of PkM titles with the study programme's PkM roadmap.	The Faculty/School evaluates PkM activities through an integrated information system.
12	C.8 Community Service (PkM) – C.8.4 Key Performance Indicators – C.8.4.a) Relevance of PkM	KPI	All	Use evaluation results to improve the relevance of PkM and advance the study programme's scientific development.	The Dean holds monitoring and evaluation reports on the alignment of PkM titles with the study programme's PkM roadmap.	The Faculty/School undertakes improvements to PkM relevance and scientific development via an integrated information system.

3.3 Output Standards

Table 3.3 below presents the quality standards for community service related to output standards.

Table 3.3 Community Service Output Quality Standards

No.	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
13	C.9.4.b) Outputs of Research and Community Service	KPI	S1	Number of student performances/exhibitions/presentations/scientific publications, produced independently or jointly with DTPS, with titles relevant to the study programme within the last three years.	1) Number of publications in nonaccredited national journals. 2) Number of publications in accredited national journals. 3) Number of publications in regional/local/university seminars. 4) Number of publications in national seminars. 5) Number of student performances/exhibitions/presentations in regional fora. 6) Number of student performances/exhibitions/presentations in national fora.	Percentage of student–DTPS publications relative to the number of students at the national level > 10%.
			D4			Percentage of student–DTPS publications relative to the number of students at the national level > 10%.
			S2			Percentage of student–DTPS publications relative to the number of students at the national level > 30%.
			S3			Percentage of student–DTPS publications relative to the number of students at the national level > 30%.

No.	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
14	C.9.4.b) Outputs of Research and Community Service	KPI	D4	Number of student products/services, produced independently or jointly with DTPS, adopted by industry/society within the last three years.	Achievement of the number of appropriate technologies or products resulting from lecturers' PkM activities.	Number of student products/services adopted by industry/society > 2.
15	C.4.4.b) Lecturer Performance	KPI	S1	Number of research/PkM outputs receiving IPR recognition (Patents, Simple Patents).	Achievement of the number of Patents/Simple Patents from PkM activities.	PkM Output Score > 1.
				Number of research/PkM outputs receiving IPR recognition (Copyright, Industrial Design, Plant Variety Protection, Integrated Circuit Layout Design, etc.).	Achievement of the number of Copyrights, Industrial Designs, Plant Variety Protection, Integrated Circuit Layout Designs from PkM activities.	
				Number of research/PkM outputs in the form of Appropriate Technology, Products (Standardised/Certified), Artwork, Social Engineering.	Achievement of the number of Appropriate Technologies, Standardised/Certified Products, Artwork, and Social Engineering from PkM activities.	
				Number of research/PkM outputs published as ISBN Books or Book Chapters.	Achievement of the number of ISBN Books and Book Chapters from PkM activities.	
16	C.4.4.b) Lecturer Performance	KPI	D4	Number of research/PkM outputs receiving IPR	Achievement of the number of Patents/Simple Patents from PkM activities.	PkM Output Score > 1.

No.	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
				recognition (Patents, Simple Patents).		
				Number of research/PkM outputs receiving IPR recognition (Copyright, Industrial Design, Plant Variety Protection, Integrated Circuit Layout Design, etc.).	Achievement of the number of Copyrights, Industrial Designs, Plant Variety Protection, Integrated Circuit Layout Designs from PkM activities.	
				Number of research/PkM outputs in the form of Appropriate Technology, Products (Standardised/Certified), Artwork, Social Engineering.	Achievement of Appropriate Technologies, Standardised/Certified Products, Artwork, Social Engineering from PkM activities.	
				Number of research/PkM outputs published as ISBN Books or Book Chapters.	Achievement of ISBN Books and Book Chapters from PkM activities.	
17	C.4.4.b) Lecturer Performance	KPI	S2	Number of research/PkM outputs receiving IPR recognition (Patents, Simple Patents).	Achievement of the number of Patents/Simple Patents from PkM activities.	PkM Output Score > 2.
				Number of research/PkM outputs receiving IPR recognition (Copyright, Industrial Design, Plant Variety Protection, Integrated Circuit Layout Design, etc.).	Achievement of Copyrights, Industrial Designs, Plant Variety Protection, Integrated Circuit Layout Designs from PkM activities.	

No.	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
				Number of research/PkM outputs in the form of Appropriate Technology, Products (Standardised/Certified), Artwork, Social Engineering.	Achievement of Appropriate Technologies, Standardised/Certified Products, Artwork, Social Engineering from PkM activities.	
				Number of research/PkM outputs published as ISBN Books or Book Chapters.	Achievement of ISBN Books and Book Chapters from PkM activities.	
18	C.4.4.b) Lecturer Performance	KPI	S3	Number of research/PkM outputs receiving IPR recognition (Patents, Simple Patents).	Achievement of the number of Patents/Simple Patents from PkM activities.	PkM Output Score > 2.
				Number of research/PkM outputs receiving IPR recognition (Copyright, Industrial Design, Plant Variety Protection, Integrated Circuit Layout Design, etc.).	Achievement of Copyrights, Industrial Designs, Plant Variety Protection, Integrated Circuit Layout Designs from PkM activities.	
				Number of research/PkM outputs in the form of Appropriate Technology, Products (Standardised/Certified), Artwork, Social Engineering.	Achievement of Appropriate Technologies, Standardised/Certified Products, Artwork, Social Engineering from PkM activities.	
				Number of research/PkM outputs published as ISBN Books or Book Chapters.	Achievement of ISBN Books and Book Chapters from PkM activities.	

No.	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
19	C.9.4.b) Outputs of Research and Community Service	KPI	S1	Research and PkM outputs produced by students, independently or with DTPS, within the last three years in the form of: Patents/Simple Patents; Copyright, Industrial Design, Plant Variety Protection, Integrated Circuit Layout Design, etc.; Appropriate Technology, Products (Standardised/Certified), Artwork, Social Engineering; ISBN Books/Book Chapters.	Achievement of the number of student PkM outputs (independent or joint with lecturers) receiving IPR recognition (Patents/Simple Patents).	PkM Output Score > 1.
					Achievement of the number of student PkM outputs with IPR recognition (Copyright, Industrial Design, Plant Variety Protection, Integrated Circuit Layout Design, etc.).	
					Achievement of the number of student PkM outputs in the form of Appropriate Technology, Products (Standardised/Certified), Artwork, Social Engineering.	
					Achievement of the number of student PkM outputs published as ISBN Books/Book Chapters.	

No.	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
20	C.9.4.b) Outputs of Research and Community Service	KPI	D4	(Same output categories as No. 19, at D4 level.)	Achievement of the number of student PkM outputs (independent or joint with lecturers) receiving IPR recognition (Patents/Simple Patents).	PkM Output Score > 1.
					Achievement of the number of student PkM outputs with IPR recognition (Copyright, Industrial Design, Plant Variety Protection, Integrated Circuit Layout Design, etc.).	
					Achievement of the number of student PkM outputs in the form of Appropriate Technology, Products (Standardised/Certified), Artwork, Social Engineering.	
					Achievement of the number of student PkM outputs published as ISBN Books/Book Chapters.	
21	C.9.4.b) Outputs of Research and Community Service	KPI	S2	(Same output categories as No. 19, at S2 level.)	Achievement of the number of student PkM outputs (independent or joint with lecturers) receiving IPR recognition (Patents/Simple Patents).	PkM Output Score > 2.
					Achievement of the number of student PkM outputs with IPR recognition (Copyright, Industrial Design, Plant Variety Protection,	

No.	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
					Integrated Circuit Layout Design, etc.).	
					Achievement of the number of student PkM outputs in the form of Appropriate Technology, Products (Standardised/Certified), Artwork, Social Engineering.	
					Achievement of the number of student PkM outputs published as ISBN Books/Book Chapters.	
22	C.9.4.b) Outputs of Research and Community Service	KPI	S3	(Same output categories as No. 19, at S3 level.)	Achievement of the number of student PkM outputs (independent or joint with lecturers) receiving IPR recognition (Patents/Simple Patents).	PkM Output Score > 3.
					Achievement of the number of student PkM outputs with IPR recognition (Copyright, Industrial Design, Plant Variety Protection, Integrated Circuit Layout Design, etc.).	
					Achievement of the number of student PkM outputs in the form of Appropriate Technology, Products (Standardised/Certified), Artwork, Social Engineering.	

No.	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
					Achievement of the number of student PkM outputs published as ISBN Books/Book Chapters.	
23	IKU 5 (PTNBH) / IKU 14 (UNDIP Strategic Plan)	IKT	All	Number of research and community service outputs that receive international recognition or are applied by society per lecturer.	Achievement of community service outputs that receive international recognition per lecturer; achievement of community service outputs applied by society per lecturer.	As per the Performance Contract target.
24	IKU 16 (UNDIP Strategic Plan)	IKT	All	Contribution to poverty alleviation, food security, and disaster management.	Increase in PkM contributing to poverty alleviation, food security, and disaster management.	In accordance with the performance contract for the current year.

CHAPTER IV
ADDITIONAL STANDARDS

CHAPTER IV

ADDITIONAL STANDARDS

4.1 Standards for Vision, Mission, Objectives, and Strategic Goals

Table 4.1 below presents the additional quality standards related to the standards for vision, mission, objectives, and strategic goals.

Table 4.1 Quality Standards for Vision, Mission, Objectives, and Strategic Goals

No.	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
1	IAPS B	KPI	All	The Faculty ensures the comprehensiveness of information in its profile and consistency between the profile and data/information presented in each criterion, and demonstrates a conducive environment for development and reputation as a reference in its scientific field.	The Faculty/School profile should: 1. Demonstrate comprehensive information that is clear and consistent with data and information presented in each criterion. 2. Reflect alignment with the scientific substance of the study programmes. 3. Show a conducive environment for the academic development of the study programmes. 4. Demonstrate reputation as a reference in its scientific field.	The UNDIP Strategic Plan (Renstra Undip) document demonstrates comprehensive and consistent information between the profile and the data/information presented in each criterion, and reflects a conducive environment for academic development and reputation as a reference in its scientific discipline.
2	Criterion C.1 – Vision, Mission, Objectives, and Strategy (VMTS) C.1.4 Key Performance Indicators	KPI	All	The study programme formulates and establishes its scientific vision based on the vision and mission of the Faculty/School and of UNDIP.	The study programme provides evidence of the formulation and establishment of its scientific vision, derived from the Faculty/School and UNDIP vision and mission.	The scientific vision is explicitly stated in the study programme's curriculum document.

No.	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
3	UNDIP Strategic Plan (Renstra Undip)	IKT	All	UNDIP plans its institutional development and targets.	UNDIP possesses longterm, mediumterm, and shortterm development plans that include performance indicators and measurable targets to assess the achievement of established strategic objectives.	UNDIP has: 1. A valid development plan covering longterm, mediumterm, and shortterm periods. 2. Defined performance indicators. 3. Targets oriented toward international competitiveness. 4. Evidence of consistent implementation of the development plan.
4	Criterion C.1 – Vision, Mission, Objectives, and Strategy (VMTS) C.1.4 Key Performance Indicators	KPI	All	The Faculty/School establishes a mechanism and stakeholder involvement in formulating the Vision, Mission, Objectives, and Strategy (VMTS).	There is a documented mechanism for the formulation and establishment of VMTS, involving all internal stakeholders (lecturers, students, and educational staff) and external stakeholders (alumni, employers, professional organisations, partners, and government). The Faculty/School documents the involvement of lecturers and students (internal) as well as alumni and other external parties at the study programme level.	A documented mechanism exists for the formulation and establishment of VMTS, with demonstrated participation of internal stakeholders (lecturers, students, educational staff) and external stakeholders (alumni, employers, experts/partners, professional organisations, and government).
5	Criterion C.1 – Vision, Mission, Objectives, and Strategy (VMTS) C.1.4 Key	KPI	All	The Faculty/School develops strategies to achieve its objectives based on systematic analysis, and the implementation is subject to	The academic management unit (UPPS) has a documented, monitored, and evaluated strategic analysis at the study programme level.	The UNDIP Strategic Plan (Renstra Undip) provides documented strategies for achieving institutional goals based on systematic analysis, with regular monitoring,

No.	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
	Performance Indicators			monitoring and evaluation, followed by corrective actions.		evaluation, and followup actions implemented accordingly.

4.2 Standards for Governance and Management

Table 4.2 below presents the additional quality standards related to the standards for governance and management.

Table 4.2 Quality Standards for Governance and Management

No.	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
6	C.2 Governance, Management, and Collaboration — C.2.4 Key Performance Indicators — C.2.4.a) Governance System	KPI	All	UNDIP possesses a complete organisational structure and operates the organisation effectively.	Availability of formal governancesystem documents tailored to the institutional context to ensure accountability, sustainability, transparency, and risk mitigation.	UNDIP has formal governancesystem documents elaborated into various policies and regulations that are used consistently, effectively, and efficiently in line with the institutional context, ensuring accountability, sustainability, transparency, and risk mitigation.
7	C.2 Governance, Management, and Collaboration — C.2.4 Key Performance Indicators — C.2.4.a) Governance System	KPI	All	UNDIP realises good governance and fulfils the five pillars of the governance system: (1) credible, (2) transparent, (3) accountable, (4) responsible, (5) fair.	Availability of valid evidence of good practices in implementing Good University Governance (covering credibility, transparency, accountability, responsibility, and fairness), and risk management. The university publishes a summary of its annual report to the public (Article	Realisation of Good University Governance (credibility, transparency, accountability, responsibility, fairness) and risk management.

No.	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
					33(3), Government Regulation No. 4 of 2014).	
8	C.2 Governance, Management, and Collaboration C.2.4 Key Performance Indicators — C.2.4.a) Governance System	IKT	All	—	Existence and functioning of an institution/function for enforcing the code of ethics to safeguard values and integrity.	A codeofethics enforcement body/function exists and is operational.
9	C.2.4.b) Leadership and Managerial Capability	—	All	The Dean demonstrates commitment.	Availability of formal/valid evidence or recognition that the Faculty/School leadership possesses operational, organisational, and public leadership characteristics.	A functioning system for university management and operations is in place.
10	C.2.4.b) Leadership and Managerial Capability	KPI	All	The Dean has capabilities covering: (1) planning, (2) organising, (3) staffing, (4) implementation, (5) control and supervision, and (6) reporting as a basis for followup.	Availability of formal evidence that the university's functional and operational management system works across five aspects: a) planning; b) organising; c) staffing; d) leading; e) controlling.	A functioning system for university management and operations is in place.

No.	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
11	C.2.4.b) Leadership and Managerial Capability	—	All	The Dean has capabilities covering: (1) planning, (2) organising, (3) staffing, (4) implementation, (5) control and supervision, and (6) reporting as a basis for followup.	Availability of formal documents and management guidelines covering 11 aspects: a) education; b) development of the academic climate and academic freedom; c) student affairs; d) research; e) community service (PkM); f) human resources; g) finance; h) facilities and infrastructure; i) information systems; j) quality assurance system; k) collaboration.	Guidelines covering the 11 aspects are available and implemented.
12	C.2.4.b) Leadership and Managerial Capability	—	All	The Dean has capabilities covering: (1) planning, (2) organising, (3) staffing, (4) implementation, (5) control and supervision, and (6) reporting as a basis for followup.	Availability of valid evidence of the implementation of policies and management guidelines covering the same 11 aspects (a–k).	Effective management guidelines and implementation are in place.
13	C.2.4.b) Leadership and Managerial Capability	IKT	All	The Dean has capabilities covering: (1) planning, (2) organising, (3) staffing, (4) implementation, (5) control and supervision, and (6) reporting as a basis for followup.	Availability of formal documents and evidence of approval and ratification mechanisms for the strategic plan covering five aspects: a) stakeholder	The UNDIP Strategic Plan contains all five aspects, is implemented, and is evaluated.

No.	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
					involvement; b) reference to achievements of the previous UNDIP Strategic Plan period; c) alignment with institutional VMTS; d) analysis of internal and external conditions; e) ratification by the authorised governing body.	
14	PTNBH KPI	IKT	All	UNDIP achieves a SAKIP (Government Performance Accountability System) rating of "satisfactory" at the Work Unit level.	Availability of SAKIP as a comprehensive performancemeasurement tool comprising: 1) Performance Planning; 2) Performance Measurement; 3) Performance Reporting; 4) Internal Evaluation; 5) Performance Achievement.	Complete SAKIP documentation is available.
15	PTNBH KPI	IKT	All	UNDIP attains an optimal **budget performance** score.	Budget absorption meets targets by yearend.	Budget absorption is in line with the approved Budget Plan (RAB).
16	PTNBH KPI	IKT	All	UNDIP ensures regulatory compliance, effective implementation of internal controls, and timely resolution of	1) Rate of unit compliance with internal and external regulations. 2) Percentage of internal controls implemented in	As stipulated in the performance contract within the UNDIP Strategic Plan.

No.	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
				audit findings as part of good governance.	accordance with guidelines/SOPs. 3) Percentage of timely resolution of internal and external audit findings.	
17	UNDIP Strategic Plan KPI	IKT	All	UNDIP promotes efficient university operational management and technical services.	Level of user satisfaction (lecturers, education staff, students) with operational management and technical services.	User satisfaction with UNDIP's management and technical services achieves a "satisfactory" rating.
18	UNDIP Strategic Plan KPI	IKT	All	UNDIP provides information systems that support the governance of education and research.	Availability of accessible and operational information systems that support education and research governance.	Availability of governance informationsystem documentation for education and research.

4.3 Standards for Internal Quality Assurance

Table 4.3 below presents the additional quality standards related to the standards for internal quality assurance.

Table 4.3 Quality Standards for Internal Quality Assurance

No.	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
19	IAPS C.2.7 Quality Assurance	KPI	All	UNDIP implements an Internal Quality Assurance System (IQAS) covering academic and nonacademic domains.	Availability of formal IQAS documents evidenced by the presence of five aspects: 1) legal documents establishing the qualityassurance unit; 2) quality documents — IQAS Policy, Manual, Standards, and Forms; 3) implementation of the qualityassurance cycle (PPEPP); 4) valid evidence of effective implementation; 5) external benchmarking for quality improvement.	IQAS consists of five components: a) IQAS organisation/function; b) IQAS documents; c) internal auditors; d) audit results; e) evidence of followup.
20	UNDIP Strategic Plan KPI	IKT	All	UNDIP enhances the quality of academic quality assurance.	Availability of valid evidence of good practices in developing a quality culture through managementreview meetings discussing: a) results of internal audits; b) feedback; c) process performance and product conformity; d) status of corrective and preventive actions; e) followup of previous reviews; f) changes affecting the quality system; g) recommendations for improvement.	Documented evidence of a functioning qualityculture practice.

No.	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
21	PTNBH KPI 8	IKT	All	UNDIP improves the quality of academic quality assurance.	Percentage of study programmes accredited by reputable international accreditation agencies (PAI).	Percentage of internationally accredited study programmes in accordance with performancecontract targets.
22	—	—	All	UNDIP enhances the quality of academic quality assurance.	Percentage of study programmes accredited “Excellent” by BANPT or LAM.	Percentage of “Excellent” accredited programmes meets performancecontract targets.
23	—	—	All	UNDIP enhances the quality of academic quality assurance.	Institutional accreditation status.	Institution accredited “Excellent.”
24	PTNBH KPI	IKT	All	Each study programme GPM (Quality Assurance Unit) produces regular reports on its qualityassurance cycle, including the measurement of course learning outcomes (CPMK) each semester and programme learning outcomes (CPL) annually, analysis of results, and feedback for continuous improvement.	Availability of studyprogramme GPM reports containing: 1) measurements of CPMK per semester and CPL per year; 2) analysis of results; 3) feedback.	1) 100% of studyprogramme courses covered; 2) documents available each semester including measurements, analysis, and feedback.
25	PTNBH KPI	IKT	All	Each Faculty TPM (Quality Assurance Team) prepares an annual selfevaluation report based on its qualityassurance cycle, including measurements, analyses, and feedback on Tridharma performance.	Faculty TPM selfevaluation reports include: 1) measurement results per standard; 2) analysis of results; 3) feedback on Tridharma performance.	One report per year containing measurements, analysis, and feedback.
26	PTNBH KPI	IKT	All	UNDIP maintains a portfolio of its Internal Quality Assurance	The SPMI portfolio includes: 1) measurement results per standard; 2)	One report per year containing measurements, analysis, and feedback.

No.	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
				System (SPMI) containing the results of institutionwide quality assurance implementation.	analysis of results; 3) feedback on university Tridharma performance.	
27	PTNBH KPI	IKT	All	Each study programme GPM implements the qualityassurance cycle every semester by measuring course learning outcomes (CPMK) annually through systematic CPL measurement for continuous programme improvement.	Studyprogramme GPM activities are systematically planned and implemented; results are reported to the Head of Programme and disseminated to lecturers for continuous programme improvement.	Available each semester.
28	PTNBH KPI	IKT	All	Each Faculty TPM conducts regular qualityassurance cycles through measurement of Tridharma outcomes and achievements at least once a year for continuous faculty development.	Faculty TPM activities are systematically planned and implemented; results are reported to the Dean and copied to the Faculty TPM, then disseminated to all lecturers for continuous faculty improvement.	Available each semester.
29	PTNBH KPI	IKT	All	UNDIP ensures the regular implementation of the internal qualityassurance cycle to guarantee academicquality fulfilment and enhancement.	Coordination between the University and Faculty TPMs.	1) At least two activities per faculty per year; 2) availability of selfevaluation reports.
30	PTNBH KPI	IKT	All	UNDIP, Faculties/Schools, and Study Programmes ensure that qualityassurance units — at university (LP2MP), faculty (TPM), and studyprogramme	Comprehensive qualityassurance structures at university, faculty, and studyprogramme levels that function effectively and efficiently.	1) All structures available; 2) average satisfaction score ≥ 3 (on a 4point scale).

No.	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
				(GPM) levels — function effectively and efficiently within their respective scopes.		
31	PTNBH KPI	IKT	All	UNDIP/Faculties ensure that qualityassurance units are equipped with complete, accessible quality documents and operational mechanisms to support continuous quality improvement.	Availability of comprehensive, operational, and accessible quality documents for all members of the academic community.	Available.
32	—	IKT	All	UNDIP/Faculties/Study Programmes establish written Standards/Guidelines/SOPs that must exist within their respective units to support academic activities and are easily accessible to all relevant parties.	1) Availability of written regulations listing required standards/SOPs; 2) SOPs are easily accessible.	Available and effective.
33	—	IKT	All	UNDIP/Faculties ensure an organised, complete, and easily accessible documentation and archiving system within their authority to support efficient administration.	Availability of complete and accessible documentation and records related to institutional activities and processes.	Available and easily accessible.

4.4 Standards for Student Affairs and Alumni

Table 4.4 below presents the quality standards pertaining to input standards (student affairs and alumni).

Table 4.4 Quality Standards for Inputs (Student Affairs and Alumni)

No.	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
34	C.3 Students – C.3.4 Key Performance Indicators – C.3.4.a) Quality of Student Intake	KPI	All	UNDIP plans and implements outreach, promotion, and selection for new student admissions across all levels of education.	NA_1 = Number of regular applicants over the last three years; NB_1 = Number of new regular students over the last three years.	Increased number of applicants to UNDIP at all levels (Diploma, Undergraduate, Postgraduate, Professional, and International Students); improved accessibility of admission information and procedures; enhanced quality assurance of all studentadmission processes.
35	PTNBH KPI	IKT	All	UNDIP graduates are employed, pursue further studies, or become entrepreneurs.	The academic management unit (UPPS) conducts graduate tracer studies using valid instruments to identify graduates who are employed, pursuing higher education, or selfemployed.	In line with the UNDIP Strategic Plan 2025–2029.
36	WCU KPI – Employment Outcomes (EO)	IKT	All	The Dean of the Faculty/School ensures that alumni success stories are published on the Faculty website.	Regular updates of alumni success stories on the Faculty website.	Increased internal motivation among students to improve the quality and employability of graduates.
37	WCU KPI – Employment Reputation (ER)	IKT	All	Number of alumni serving as peers in various academic and professional activities.	Achievement of target number of alumni engaged as peers in different activities.	Increased alumni participation in campus activities such as student events, guest lectures, and financial or professional contributions to institutional development.
		IKT	All	Number of activities involving alumni networks.	Implementation of studyprogramme activities involving alumni, such as	Increased number of alumniengagement activities across study programmes.

No.	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
					seminars, workshops, or informal gatherings organised by the programme.	
38	PTNBH KPI	IKT	S1 & D4	Students engage in learning experiences outside their study programme or achieve notable accomplishments.	The study programme provides evidence of students undertaking learning activities outside their programme or documented achievements in competitions or recognition.	In line with the UNDIP Strategic Plan 2025–2029.
39	WCU KPI – International Student Ratio (ISR)	IKT	S1, S2, S3	Number of international degreeseeking students.	Achievement of the target number of international degree students.	In line with the UNDIP Strategic Plan 2025–2029.
		IKT	All	Number of nondegree international students.	Achievement of the target number of nondegree international students.	In line with the UNDIP Strategic Plan 2025–2029.
40	WCU KPI – International Faculty Ratio (IFR)	IKT	S3	Number of international postdoctoral researchers.	Achievement of the target number of international postdoctoral fellows.	In line with the UNDIP Strategic Plan 2025–2029.
41	Sustainability	—	All	Number of student activity groups related to the Sustainable Development Goals (SDGs).	Achievement of student activities aligned with SDGrelated themes.	As stipulated in the performance contract between the Dean of the Faculty/School and the Rector of UNDIP.

4.5 Standards for Information Systems

Table 4.5 below presents the additional quality standards related to the standards for information systems.

Table 4.5 Quality Standards for Information Systems

No.	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
42	IAPT 3.0	KPI	All	UNDIP provides standards for Education and Research Information Systems.	Availability of ICT (Information and Communication Technology) systems that ensure accurate, accountable, and confidential data collection (e.g., University Management Information System / SIMPT), in accordance with IAPT 3.0 criteria.	UNDIP has: a. An integrated University Management Information System; b. A useraccess management and single signon (SSO) system; c. An integrated institutional data dashboard for decisionmaking; d. Evidence of standardised system development and implementation; e. Reports on monitoring and evaluation of ICT services.
43	IAPT 3.0	KPI	All	—	Availability of ICT systems for managing and disseminating scientific knowledge.	UNDIP has: a. An integrated university Learning Management System (LMS); b. An integrated library system including online journal services, repositories, and ebooks; c. A useraccess management and single signon system; d. Evidence of standardised system development and implementation; e. Reports on monitoring and evaluation of informationsystem services.
44	IAPT 3.0	KPI	All	Number of information systems supporting the governance of education and research.	In accordance with the Performance Contract.	—
45	IAPT 3.0	KPI	All	Existence of an integrated and accessible Community	Availability of an accessible and operational Community Service Information System.	As indicated in the indicator.

No.	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
				Service (PkM) Information System.		
46	IAPT 3.0	KPI	All	Existence of an information system for monitoring and reporting Community Service (PkM) activities.	Availability of an accessible and operational Community Service monitoring and reporting information system.	As indicated in the indicator.
47	IAPT 3.0	KPI	All	Existence of an online registration system for Community Service Programme (KKN) accessible to stakeholders.	Availability of an accessible KKN registration system for students and lecturers.	As indicated in the indicator.
48	IAPT 3.0	KPI	All	The Study Programme ensures the information system for classroomuse management functions effectively and efficiently.	The Study Programme has a classroom utilisation management information system.	Available.
49	IAPT 3.0	KPI	All	Faculties and Departments ensure the effective and efficient use of classrooms.	Availability of a classroomuse management system.	Available.
50	IAPT 3.0	KPI	All	UNDIP provides an Academic Information System capable of recording learning processes and managing data for periodic monitoring and evaluation to promote continuous quality improvement.	An Academic Information System that records learning activities and manages data for periodic monitoring and evaluation, supporting sustainable quality enhancement in teaching and learning.	Availability and completeness of system features.

No.	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
51	IAPT 3.0	KPI	All	UNDIP provides a Learning Management System (LMS) or equivalent that supports offline, online, and blended learning, integrated with the Academic Information System for monitoring and evaluating learning outcomes.	A Learning Management System that supports offline, online, and blended learning, capable of managing data integrated with the Academic Information System for learningoutcome monitoring and evaluation.	Available and integrated with learningoutcome monitoring.
52	IAPT 3.0	KPI	—	UNDIP provides integrated datacentre services.	Integration of UNDIP information systems and unified dashboard.	Integrated Single SignOn (SSO) Information System.
53	IAPT 3.0	KPI	—	Standard of network infrastructure services.	Percentage of campus areas with internet connectivity.	100%.
54	IAPT 3.0	KPI	—	Bandwidthtostudent ratio.	Bandwidth availability ratio per student.	More than 1 Kbps per student.

4.6 Standards for the Independent Learning–Independent Campus (MBKM) Programme

Table 4.6 below presents the additional quality standards related to the MBKM (Independent Learning–Independent Campus) standards.

Table 4.6 Quality Standards for the MBKM Programme

No.	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
55	UNDIP Strategic Plan KPI	IKT	S1	UNDIP sets the percentage of undergraduate/applied undergraduate graduates.	Percentage of undergraduate/applied undergraduate and diploma graduates who have completed at least 20 (twenty) credits outside the university.	Percentage of graduates completing at least 20 credits offcampus, aligned with the UNDIP Strategic Plan target (Target 2025 = 78%).
56	UNDIP Strategic Plan KPI	IKT	S1	Faculties/Schools establish eligibility standards for MBKM partners and programmes.	1) Possess a legally valid business permit. 2) Have prepared MBKM programmes, curricula, and learning outcomes equivalent to 20 credits. 3) Provide supervisors/mentors/coaches to guide participating students.	Faculties/Schools have eligible partners and programmes for MBKM activities, covering three aspects: legality, learning outcomes, and supervision.
57	UNDIP Strategic Plan KPI	IKT	S1	Faculties/Schools formalise cooperation through work contracts or MoUs with MBKM partners.	Availability of signed Cooperation Agreements (PKS) for MBKM activities between both parties.	Faculties/Schools possess signed PKS (Cooperation Agreement) documents for MBKM activities.
58	UNDIP Strategic Plan KPI	IKT	S1	Faculties/Schools manage the registration and admission process for MBKM students.	Availability of MBKM Student Registration and Admission documents, including: 1) Recommendation letters from Department/Faculty/Vice Rector for Academic Affairs; 2) Acceptance letter from the partner institution;	Faculties/Schools have complete MBKM Student Admission documentation.

No.	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
					3) Rector's/Dean's decree (SK) on MBKM student participation and assigned academic supervisors.	
59	UNDIP Strategic Plan KPI	IKT	S1	Faculties/Schools provide official withdrawal documents before MBKM activities begin.	Availability of official Student Withdrawal Statements.	Faculties/Schools have official student withdrawal documents.
60	UNDIP Strategic Plan KPI	IKT	S1	Faculties/Schools provide official withdrawal documents for ongoing MBKM programmes.	Availability of official Student Withdrawal Statements.	Faculties/Schools have official student withdrawal documents.
61	UNDIP Strategic Plan KPI	IKT	S1	Faculties/Schools support the implementation process of MBKM activities.	Implementation of MBKM activities includes: 1) Availability of academic supervisors from the Faculty; 2) Availability of field supervisors from partner institutions; 3) Student activity logbooks; 4) Final reports on student MBKM activities.	Faculties/Schools conduct standardised MBKM implementation covering at least four aspects.
62	UNDIP Strategic Plan KPI	IKT	S1	Faculties/Schools conduct regular evaluations of MBKM activities.	MBKM evaluation activities include: 1) Final evaluation of MBKM activities; 2) Student performance assessment by Academic Supervisor; 3) Student performance assessment by Field Supervisor; 4) Coursecredit conversion of MBKM activities; 5) Documentation of activities and	Faculties/Schools conduct MBKM evaluations at least once every semester.

No.	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
					their conversion in the student academic record (KHS).	
63	UNDIP Strategic Plan KPI	IKT	S1	Faculties/Schools establish standards for credit conversion of MBKM activities with courses listed in each Study Programme.	Study Programmes determine which courses can be converted, aligned with MBKM activities and equivalent learning outcomes (CPL and CPMK) to the converted courses.	Course conversion in MBKM programmes up to a maximum of 20 credits.

4.7 Standards for the Ethics and Norms of Academic Staff, Administrative Staff, and Students

Table 4.7 below presents the additional quality standards related to the standards for the ethics and norms of academic staff, administrative staff, and students.

Table 4.7 Quality Standards for the Ethics and Norms of Academic Staff, Administrative Staff, and Students

No.	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
64	—	IKT	All	UNDIP establishes regulations governing the code of ethics for education personnel (administrative staff).	Existence of regulations governing the code of ethics for education personnel, in accordance with Rector's Regulation No. 28 of 2019.	Available.
65	—	IKT	All	UNDIP has an Ethics Council for education personnel.	Existence of an Ethics Council in accordance with Rector's Regulation No. 28 of 2019, Chapter V, Article 15: "The Ethics Council examines alleged violations of the code of ethics that are reported or identified. The Ethics Council is established by decision of the Personnel Management Authority (Pejabat Pembina Kepegawaian), following the decree format outlined in Appendix IV of the Regulation."	Available.
66	—	IKT	All	UNDIP establishes procedures for enforcing the code of ethics for education personnel.	Existence of procedures for enforcing the code of ethics: alleged violations are obtained from written complaints or superiors' findings. Any staff member aware of a suspected violation must report it in writing to the supervisor of the alleged violator, including details of	Available.

No.	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
					the alleged violation, supporting evidence, and the reporter's identity.	
67	—	IKT	All	UNDIP establishes regulations governing the lecturers' code of ethics in accordance with the Academic Senate Regulation.	Existence of regulations governing the lecturers' code of ethics in accordance with the UNDIP Academic Senate Regulation.	Available.
68	—	IKT	All	The UNDIP Academic Senate establishes an Honorary Council for the Code of Ethics to monitor compliance with the lecturers' code of ethics, serving a fiveyear term.	Existence of an Academic Senate that forms an Honorary Council for the Code of Ethics to oversee compliance with the lecturers' code of ethics for a fiveyear term.	Available.
69	—	IKT	All	UNDIP has regulations detailing the procedures for enforcing the code of ethics under the Academic Senate Regulation.	Existence of procedural regulations for enforcing the code of ethics as stipulated in the UNDIP Academic Senate Regulation.	Available.
70	—	IKT	All	UNDIP has regulations governing the students' code of ethics, in accordance with the Rector's Regulation.	Existence of regulations governing the students' code of ethics in accordance with the Rector's Regulation.	Available.
71	—	IKT	All	UNDIP has a Student Ethics Enforcement Team, established by and formalised through a Rector's Decree.	Existence of a Student Ethics Enforcement Team formed by the Rector and formalised by Rector's Decree.	Available.
72	—	IKT	All	UNDIP has regulations on the enforcement of the code of ethics, as stated in the Rector's Regulation.	Codeofethics enforcement regulations are contained in the Rector's Regulation. Every member of the academic community is obligated to report any violation of the student code of ethics, and	Available.

No.	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
					university/faculty/school leadership is required to protect the identity of the reporter.	

4.8 Standards for Online Learning

Table 4.8 below presents the additional quality standards related to the standards for online learning.

Table 4.8 Quality Standards for Online Learning

No.	IAPS Criteria / KPI PTNBH / KPI UNDIP Strategic Plan / KPI WCU	Type	Level	Standard Item	Indicator	Target Achievement
73	—	IKT	All	Faculties/Schools establish standards for online learning modalities.	**Synchronous Online Learning (RealTime Interaction)** a. List of online participants (students); b. Evidence of discussions and chat interactions.	Available.
74	—	IKT	All	—	**Asynchronous Online Learning (Independent Learning Interaction)** a. List of online participants (students); b. Evidence of discussions and chat interactions.	Available.
75	—	IKT	All	—	**Other Modalities (Innovative Learning Models):** 1. **Blended Online Learning (Combination of Online and Offline Learning)** a. List of online participants (students); b. Evidence of discussions and chat interactions.	Available.
76	—	IKT	All	Faculties/Schools establish standards for online learning materials.	**Learning Modules** 1. Course Learning Plan (RPS) for each course; 2. Learning Module.	Available.
77	—	IKT	All	—	**Learning Presentation Slides** 1. Course Learning Plan (RPS) for each course; 2. Learning Module.	Available.
78	—	IKT	All	—	**Video Learning Materials** Availability of uploaded files in text, PowerPoint, audio, visual, audiovisual, or downloadable links, etc.	Available.

No.	IAPS Criteria / KPI PTNBH / KPI UNDIP Strategic Plan / KPI WCU	Type	Level	Standard Item	Indicator	Target Achievement
79	—	IKT	All	—	**Audio Learning Materials (Podcast)** Availability of uploaded files in text, PowerPoint, audio, visual, audiovisual, or downloadable links, etc.	Available.
80	—	IKT	All	Faculties/Schools establish standards for online lecture activities.	**General Indicators** a. List of online participants (students); b. Teaching materials; c. Evidence of discussions and chat interactions.	Available.
81	—	IKT	All	—	**General Online Lecture Activities** a. List of online participants (students); b. Teaching materials; c. Evidence of discussions and chat interactions.	Available.
82	—	IKT	All	Faculties/Schools establish standards for online lecture attendance.	**Attendance Category:** Minimum 60% attendance rate.	Met.
83	—	IKT	All	—	**Permission Category:** Students unable to attend online lectures must request permission beforehand by contacting the course lecturer no later than before the session begins.	Applicable.
84	—	IKT	All	—	**Unexcused Absence (Alpha) Category:** Students absent from online lectures without prior notice or permission from the lecturer.	Applicable.
85	—	IKT	All	—	**Sick Category:** Students unable to attend online lectures due to illness must provide a doctor’s note or medical certificate no later than one week after the session.	Applicable.

No.	IAPS Criteria / KPI PTNBH / KPI UNDIP Strategic Plan / KPI WCU	Type	Level	Standard Item	Indicator	Target Achievement
86	—	IKT	All	Faculties/Schools establish standards for online lecture reporting.	**Lecturer Reporting via KULON System** Availability of uploaded materials in text, PowerPoint, audio, visual, audiovisual, or downloadable link formats.	Available.
87	—	IKT	All	Faculties/Schools establish standards for online learning assessment.	**Principles of Online Learning Assessment:** a. Valid; b. Fair; c. Objective; d. Continuous; e. Comprehensive; f. Transparent; g. Meaningful. Indicators: a. Availability of online test/quiz/exam questions; b. Uploaded student assignment submissions.	Available.
88	—	IKT	All	—	**Online Learning Assessment Techniques:** a. *Formative Assessment (lowstakes)* — aims to provide direct feedback during the learning process. b. *Summative Assessment (highstakes)* — aims to measure student learning processes and outcomes. Availability of uploaded files in text, PowerPoint, audio, visual, audiovisual, or downloadable link formats.	Available.
89	—	IKT	All	—	Availability of uploaded files in text, PowerPoint, audio, visual, audiovisual, or downloadable link formats.	Available.
90	—	IKT	All	Faculties/Schools establish standards for online learning assessment grading.	**Final Grade Calculation for Online Learning:** Grade formulation is determined by each Faculty/School according to its assessment components,	Consistent with faculty/school policy.

No.	IAPS Criteria / KPI PTNBH / KPI UNDIP Strategic Plan / KPI WCU	Type	Level	Standard Item	Indicator	Target Achievement
					which include: 1. Participatory Activities; 2. Project Results; 3. Assignments; 4. Quizzes; 5. Midterm Exams (UTS); 6. Final Exams (UAS).	
91	—	IKT	All	Standards for evaluating online learning implementation.	**Online Learning Planning:** Availability of uploaded materials in text, PowerPoint, audio, visual, audiovisual, or downloadable link formats.	Available.
92	—	IKT	All	—	**Online Learning Management:** Availability of uploaded materials in text, PowerPoint, audio, visual, audiovisual, or downloadable link formats.	Available.
93	—	IKT	All	—	**Online Learning Outcomes:** Availability of uploaded materials in text, PowerPoint, audio, visual, audiovisual, or downloadable link formats.	Available.
94	—	IKT	All	Faculties/Schools establish standards for evaluating online learning implementation.	**Student Satisfaction Level:** 100% student satisfaction.	Achieved.

4.9 Standards for Recognition of Prior Learning (RPL)

Table 4.9 below presents the additional quality standards related to the standards for Recognition of Prior Learning (RPL).

Table 4.9 Quality Standards for Recognition of Prior Learning (RPL)

No.	IAPS Criteria / KPI PTNBH / KPI UNDIP Strategic Plan / KPI WCU	Type	Level	Standard Item	Indicator	Target Achievement
95	—	IKT	Professional	UNDIP provides guidelines for the implementation of Recognition of Prior Learning (RPL).	The RPL implementation guideline must include: a. Procedures for registration, assessment, and recognition of credits; b. Recognition schemes; c. Maximum number of credits that can be recognised; d. Duration of study; e. Funding scheme; and f. Quality assurance of RPL implementation.	Information provided must: a. Be clearly written and outline each step of the RPL process; b. Be available in printed and/or electronic format; c. State the associated costs and timelines; d. Explain the roles and responsibilities of all personnel involved in the RPL process; e. Identify standards, competencies, or learning outcomes for each recognised course; f. Provide contact details (including address and personnel responsible for registration, consultation, or other relevant information).
96	—	IKT	Professional	UNDIP establishes an RPL Management Unit or extends the function of an existing unit to manage RPL implementation.	The RPL Management Unit consists of: a. **RPL Team**, responsible for facilitating RPL implementation; b. **RPL Assessors**, responsible for identifying, verifying, validating, and assessing previously acquired learning outcomes; c. **RPL Committee**, responsible for ensuring the quality and	Availability of a formal organisational structure for the RPL Management Unit at the university level.

No.	IAPS Criteria / KPI PTNBH / KPI UNDIP Strategic Plan / KPI WCU	Type	Level	Standard Item	Indicator	Target Achievement
					consistency of RPL implementation.	
97	—	IKT	Professional	UNDIP establishes an internal quality assurance mechanism for RPL implementation.	Internal quality assurance is carried out by the University and integrated within the University's Internal Quality Assurance System (SPMI).	Formation of an internal quality assurance mechanism for RPL at the university level.
98	—	IKT	Professional	UNDIP determines the prerequisites for study programmes eligible to implement **RPL Type A**.	Study programmes with a minimum accreditation status of *"Good with Distinction"* (Baik Sekali) and that have produced graduates from students with the status of new learners as recorded in the *PDDikti* database.	Eligible study programmes may implement RPL during each new student admission period.
99	—	IKT	Professional	Faculties/Schools determine eligibility criteria for **RPL Type A (Credit Transfer)** participants.	Applicants must have previously studied in a higher education programme.	Applicants meet the prescribed eligibility criteria.
100	—	IKT	Professional	Faculties/Schools determine eligibility criteria for **RPL Type A (Credit Recognition)** participants.	Eligibility requirements for Credit Recognition RPL participants include: 1. Applicants continuing formal education must have completed at least secondary education or its equivalent; 2. Applicants entering a professional or master's programme must have	Applicants meet the prescribed eligibility requirements.

No.	IAPS Criteria / KPI PTNBH / KPI UNDIP Strategic Plan / KPI WCU	Type	Level	Standard Item	Indicator	Target Achievement
					completed an undergraduate degree; and 3. Applicants must possess learning outcomes acquired through formal, nonformal, informal education and/or relevant work experience aligned with the intended study programme.	
101	—	IKT	Professional	UNDIP determines the prerequisites for study programmes eligible to implement **RPL Type B**.	**RPL Type B** may be granted to fulfil academic qualification requirements for prospective lecturers in institutions offering academic programmes. University leadership must issue regulations on RPL implementation guidelines covering at least: 1. Procedures; 2. Criteria and needs assessment for prospective lecturers; 3. Assessment mechanisms; and 4. Criteria for determining equivalency.	Study programmes fulfilling the regulatory requirements may implement RPL Type B.
102	—	IKT	Professional	Faculties/Schools determine eligibility criteria for **RPL Type B** participants.	Prospective **RPL Type B** participants must meet the provisions stated in *Director General Decree No. 91/E/KPT/2024*, including: 1. Possession of specific competencies not available in	Applicants meet the prescribed eligibility requirements.

No.	IAPS Criteria / KPI PTNBH / KPI UNDIP Strategic Plan / KPI WCU	Type	Level	Standard Item	Indicator	Target Achievement
					existing higher education programmes; 2. Practical experience essential to complement comprehensive learning processes.	

4.10 Standards for International Reputation

Table 4.10 below presents the additional quality standards related to the standards for international reputation.

Table 4.10 Quality Standards for International Reputation

No.	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
103	IKU Strategic Plan of UNDIP	IKT	—	**Academic Reputation**	Number of *Summer Course* programmes. The Faculty organises *Summer Course* programmes designed as a strategic initiative to attract parttime international students.	In accordance with the performance contract.
104	IKU Strategic Plan of UNDIP	—	—	—	Number of national academic peers. The University provides facilities, infrastructure, and resources to enhance UNDIP's national academic reputation.	In accordance with the performance contract.
105	IKU Strategic Plan of UNDIP	—	—	—	Number of international academic peers. The University provides facilities, infrastructure, and resources to enhance UNDIP's international academic reputation.	In accordance with the performance contract.
106	IKU Strategic Plan of UNDIP	—	—	—	Organisation of international events. Faculties/Schools hold international events to establish and expand networks with national and international academic peers.	In accordance with the performance contract.
107	IKU Strategic Plan of UNDIP	—	—	**Papers per Faculty**	Number of international conferences held. Each Faculty/School organises international conferences in	In accordance with the performance contract.

No.	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
					collaboration with *Scopus*indexed proceedings or as *special issues* in international journals, as part of UNDIP's strategy to significantly increase the number of international publications.	
108	IKU Strategic Plan of UNDIP	—	—	**Improvement of Lecturer and Educational Staff Competence and Professionalism**	Lecturers engage in *Tridharma* activities at other universities, serve as practitioners, or act as supervisors outside their home study programmes.	In accordance with the performance contract.

4.11 QS World University Rankings Standards

Table 4.11 below presents the additional quality standards related to the QS World University Rankings standards.

Table 4.11 Quality Standards for QS World University Rankings

No.	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
109	—	IKT	—	**Research and Discovery**	The university provides facilities, infrastructure, and resources that enable lecturers, researchers, and academic staff to produce a high volume of research outputs, achieve wide citation impact among scholars, and build an academic reputation reflecting research excellence. Academic Reputation: The Academic Reputation (AR) indicator measures the institution's reputation and its programmes through expert nominations within their subject areas. This indicator highlights not only research quality, but also institutional approaches to academic partnerships, strategic impact, educational innovation, and societal contributions.	Fulfilment of all components contributing to 50% weighting of the total score across the following indicators: a. Academic Reputation b. Citations per Faculty c. Citations per Paper d. HIndex Citations e. Papers per Faculty
110	—	IKT	—	—	Citations per Faculty (CPF): A metric measuring the relative intensity and volume of research	Contributes to total indicator weighting.

No.	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
					conducted by the institution, reflecting the average number of citations received per academic staff member.	
111	—	IKT	—	—	Citations per Paper (CPP): A measure of the relative research impact per publication produced by institutional academic staff.	Contributes to total indicator weighting.
112	—	IKT	—	—	HIndex Citations (HI): Based on the number of highly cited papers by researchers and the number of citations those papers receive. Unlike Citations per Paper, this indicator reflects the collective scholarly productivity and impact of institutional research teams.	Contributes to total indicator weighting.
113	—	IKT	—	—	Papers per Faculty (PPF): Measures the relative volume of research publications produced by the institution's academic staff.	Contributes to total indicator weighting.
114	—	IKT	—	**Employability and Outcomes**	The university conducts activities that enhance graduate career readiness and strengthen institutional relationships with employers. Employer Reputation (ER): This indicator measures institutional reputation and programme quality among	Fulfilment of all components contributing to 3% weighting of the total evaluation.

No.	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
					employers, reflecting employability outcomes as an essential aspect of the student learning journey.	
115	—	IKT	—	—	Employment Outcomes (EO): Measures the extent to which institutions ensure high employability rates among graduates and the degree to which alumni have made meaningful societal contributions.	Fulfilment of all components contributing to 4% weighting of the total evaluation.
116	—	IKT	—	—	Research Impact on SDGs for Employment and Opportunities: Reflects institutional research output classified by Elsevier under SDG 8 (Decent Work and Economic Growth), SDG 9 (Industry, Innovation and Infrastructure), and SDG 16 (Peace, Justice and Strong Institutions).	Fulfilment of all components contributing to 1% weighting of the total evaluation.
117	—	IKT	—	—	Employment and Opportunities — National Statistics: Uses a country's unemployment rate as a proxy for graduate employment opportunities. Data sourced from the World Bank.	Fulfilment of all components contributing to 2% weighting of the total evaluation.

No.	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
118	—	IKT	—	—	Research Partnerships with Industry: Measures the strength of institutional collaborations with industry partners in research activities.	Fulfilment of all components contributing to 1% weighting of the total evaluation.
119	—	IKT	—	—	Skills Satisfaction: Assesses the quality of graduates' competencies as reported by employers in the QS Global Employer Survey.	QS Skills Satisfaction Score ≥ 80 (after global standardisation).
120	—	IKT	—	**Global Engagement**	The university promotes internationalisation through increasing the ratio of international students and expanding partnerships with overseas institutions. International Faculty Ratio (IFR): Measures the proportion of international faculty relative to total academic staff.	Fulfilment of all components contributing to 5% weighting of the total evaluation.
121	—	IKT	—	—	International Research Network (IRN): Evaluates institutional success in establishing and maintaining international research partnerships. The indicator measures the diversity and breadth of the research network by counting partner	Fulfilment of all components contributing to 5% weighting of the total evaluation.

No.	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
					countries and assessing renewal frequency of collaborations.	
122	—	—	—	—	International Student Diversity (ISD): Measures the proportion of international students and the diversity of their nationalities. Evolved from the International Student Ratio (ISR) indicator, ISD assesses both the number of international students and the institution's success in attracting learners from diverse national and cultural backgrounds.	Fulfilment of all components contributing to 0% weighting (reference metric).
123	—	—	—	—	International Student Ratio (ISR): Measures the proportion of international students relative to total enrolment. International students are defined as foreign nationals studying for at least three months at the institution.	Fulfilment of all components contributing to 5% weighting of the total evaluation.
124	—	—	—	**Learning Experience**	The university provides facilities, infrastructure, and resources that support a conducive learning environment for students, lecturers, and academic staff. Faculty–Student Ratio (FSR): Measures the number of academic staff per student. A	Fulfilment of all components contributing to 10% weighting of the total evaluation.

No.	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
					higher stafftostudent ratio reflects greater resources available for teaching, supervision, curriculum development, and pastoral support, leading to enhanced learning experiences.	
125	—	—	—	**Sustainability**	The university demonstrates a strong commitment to sustainability across environmental, social, and governance (ESG) dimensions. This includes campus environmental projects, diversity initiatives, institutional governance, and academic research impact related to the 17 United Nations Sustainable Development Goals (SDGs). Sustainability Indicator: Combines institutional data submissions, QS survey responses, and thirdparty data from sources such as the UN, UNESCO, and the World Bank.	Fulfilment of all components contributing to 5% weighting of the total evaluation.

4.12 UI GreenMetric Ranking Standards

Table 4.12 below presents the additional quality standards related to the UI GreenMetric Ranking standards.

Table 4.12 Quality Standards for UI GreenMetric Ranking

No.	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
126	—	IKT	—	**Setting and Infrastructure (SI)**	UNDIP provides greencovered areas, healthcare and safety facilities, as well as a sustainability budget, demonstrating concrete actions towards sustainable environmental management. Presence of open green space.	Maximum score: 200 points; Weight: 15% of the total assessment.
127	—	IKT	—	—	Existence of forested areas within the campus.	Maximum score: 100 points; Weight: 15%.
128	—	IKT	—	—	Existence of planted vegetation areas within the campus.	Maximum score: 200 points; Weight: 15%.
129	—	IKT	—	—	Existence of waterabsorption areas apart from forests and vegetation.	Maximum score: 100 points; Weight: 15%.
130	—	IKT	—	—	Availability of open space area relative to total campus population.	Maximum score: 200 points; Weight: 15%.
131	—	IKT	—	—	Allocation of university budget for sustainability initiatives.	Maximum score: 200 points; Weight: 15%.
132	—	IKT	—	—	Existence of operational and maintenance programmes for campus buildings.	Maximum score: 100 points; Weight: 15%.
133	—	IKT	—	—	Availability of campus facilities for persons with disabilities, individuals with special needs, and/or nursing mothers.	Maximum score: 100 points; Weight: 15%.
134	—	IKT	—	—	Availability of safety and security facilities.	Maximum score: 100 points; Weight: 15%.
135	—	IKT	—	—	Availability of campus healthcare infrastructure to support the wellbeing of students, academics, and administrative staff.	Maximum score: 100 points; Weight: 15%.

No.	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
136	—	IKT	—	—	Existence of conservation programmes for: a. Flora; b. Fauna; c. Wildlife; and d. Genetic resources for food and agriculture — protected under medium or longterm conservation facilities.	Maximum score: 200 points; Weight: 21%.
137	—	IKT	—	**Energy and Climate Change (EC)**	UNDIP enhances its efforts to improve energy efficiency in campus buildings and promote environmental and resource awareness. Use of energyefficient equipment.	Maximum score: 300 points; Weight: 21%.
138	—	IKT	—	—	Existence of smart / automated / intelligent buildings.	Maximum score: 300 points; Weight: 21%.
139	—	IKT	—	—	Use of renewable energy sources on campus.	Maximum score: 300 points; Weight: 21%.
140	—	IKT	—	—	Total electricity consumption within the university environment.	Maximum score: 200 points; Weight: 21%.
141	—	IKT	—	—	Production of renewable energy within the university.	Maximum score: 200 points; Weight: 21%.
142	—	IKT	—	—	Integration of green building elements in all construction and renovation policies.	Maximum score: 200 points; Weight: 21%.
143	—	IKT	—	—	Implementation of greenhouse gas emission reduction programmes.	Maximum score: 200 points; Weight: 21%.
144	—	IKT	—	—	Total carbon footprint (CO_2 emissions within the last 12 months, in metric tons).	Maximum score: 200 points; Weight: 21%.
145	—	IKT	—	—	Existence of innovative programmes related to energy and climate change.	Maximum score: 100 points; Weight: 21%.
146	—	IKT	—	—	Implementation of university programmes with measurable impact on climate change.	Maximum score: 100 points; Weight: 21%.
147	—	IKT	—	**Waste (WS)**	The university supports staff and student activities that generate significant waste, and therefore must prioritise waste management and recycling programmes — including organic and inorganic waste processing, toxic	Maximum score: 300 points; Weight: 18%.

No.	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
					waste recycling, and policies to reduce paper and plastic use. Existence of university 3R (Reduce, Reuse, Recycle) programme.	
148	—	IKT	—	—	Existence of programmes to reduce paper and plastic use on campus.	Maximum score: 300 points; Weight: 18%.
149	—	IKT	—	—	Implementation of organic waste treatment.	Maximum score: 300 points; Weight: 18%.
150	—	IKT	—	—	Implementation of inorganic waste treatment.	Maximum score: 300 points; Weight: 18%.
151	—	IKT	—	—	Implementation of toxic waste management.	Maximum score: 300 points; Weight: 18%.
152	—	IKT	—	—	Availability of waste disposal facilities.	Maximum score: 300 points; Weight: 18%.
153	—	IKT	—	**Water (WR)**	UNDIP reduces groundwater usage, promotes water conservation and recycling programmes, and protects aquatic habitats. Existence of water conservation programmes and their implementation.	Maximum score: 200 points; Weight: 10%.
154	—	IKT	—	—	Evidence of implementation of water recycling programmes.	Maximum score: 200 points; Weight: 10%.
155	—	IKT	—	—	Evidence of the use of watersaving devices.	Maximum score: 200 points; Weight: 10%.
156	—	IKT	—	—	Total volume of treated and reused water consumption.	Maximum score: 200 points; Weight: 10%.
157	—	IKT	—	—	Implementation of water pollution control programmes within campus areas.	Maximum score: 200 points; Weight: 10%.
158	—	IKT	—	**Transportation (TR)**	UNDIP enforces transportation policies that limit the number of motor vehicles on campus and promote the use of public transportation. Total number of vehicles (cars and motorcycles) divided by total campus population.	Maximum score: 200 points; Weight: 18%.

No.	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
159	—	IKT	—	—	Availability of campus shuttle services.	Maximum score: 300 points; Weight: 18%.
160	—	IKT	—	—	Availability of Zero Emission Vehicles (ZEVs) on campus.	Maximum score: 200 points; Weight: 18%.
161	—	IKT	—	—	Ratio of total ZEVs to total campus population.	Maximum score: 200 points; Weight: 18%.
162	—	IKT	—	—	Ratio of underground parking area to total campus area.	Maximum score: 200 points; Weight: 18%.
163	—	IKT	—	—	Implementation of parking area limitation or reduction programmes within the last three years.	Maximum score: 200 points; Weight: 18%.
164	—	IKT	—	—	Number of initiatives to reduce private vehicle use on campus.	Maximum score: 200 points; Weight: 18%.
165	—	IKT	—	—	Availability of pedestrian walkways on campus.	Maximum score: 300 points; Weight: 18%.
166	—	IKT	—	**Education and Research (ED)**	UNDIP provides information and implements universitywide policies and actions to raise sustainability awareness among students, academic, and nonacademic staff. Ratio of sustainabilityrelated courses to total courses offered.	Maximum score: 300 points; Weight: 18%.
167	—	IKT	—	—	Ratio of sustainability research funding to total research funding.	Maximum score: 200 points; Weight: 18%.
168	—	IKT	—	—	Number of scientific publications on sustainability.	Maximum score: 200 points; Weight: 18%.
169	—	IKT	—	—	Number of events related to sustainability and environmental awareness.	Maximum score: 200 points; Weight: 18%.
170	—	IKT	—	—	Number of sustainabilityrelated student organisation activities per year.	Maximum score: 200 points; Weight: 18%.
171	—	IKT	—	—	Existence of a universitymanaged sustainability website.	Maximum score: 200 points; Weight: 18%.

No.	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
172	—	IKT	—	—	Availability of a sustainability report.	Maximum score: 100 points; Weight: 18%.
173	—	IKT	—	—	Number of cultural events organised on campus.	Maximum score: 100 points; Weight: 18%.
174	—	IKT	—	—	Number of university sustainability programmes conducted in international collaboration.	Maximum score: 100 points; Weight: 18%.
175	—	IKT	—	—	Number of community service activities related to sustainability organised by the university and involving students.	Maximum score: 100 points; Weight: 18%.
176	—	IKT	—	—	Number of sustainabilityrelated startups initiated by the university.	Maximum score: 100 points; Weight: 18%.

4.13 Times Higher Education (THE) World University Rankings Standards

Table 4.13 below presents the additional quality standards related to the Times Higher Education (THE) World University Rankings standards.

Table 4.13 Quality Standards for Times Higher Education (THE) World University Rankings

No.	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
177	—	IKT	—	Teaching	Teaching Reputation: The university provides an adequate educational environment to support teaching and learning activities. The most recent Academic Reputation Survey (conducted annually, this year by THE) assesses institutional prestige in teaching.	Fulfilling all indicators contributing to 15% of the total evaluation weight.
178	—	IKT	—	—	Student–Staff Ratio: Defined as the total number of fulltime equivalent (FTE) academic staff divided by the total FTE student enrolment across all years and all programmes leading to degrees, certificates, university credits, or other recognised qualifications.	Fulfilling all indicators contributing to 4.5% of the total evaluation weight.
179	—	IKT	—	—	Doctorate–Bachelor Ratio: Ratio between doctoral and undergraduate students, reflecting the institution's academic development structure.	Fulfilling all indicators contributing to 2% of the total evaluation weight.
180	—	IKT	—	—	Doctorate–Staff Ratio: Beyond showing institutional commitment to nurturing the next generation of academics, a high proportion of postgraduate students also reflects the provision of	Fulfilling all indicators contributing to 5.5% of the total evaluation weight.

No.	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
					advancedlevel teaching, appealing to graduates and fostering effective academic growth.	
181	—	IKT	—	—	Institutional Income: Represents the general financial status of the university and provides an overview of the infrastructure and facilities available to students and staff.	Fulfilling all indicators contributing to 2.5% of the total evaluation weight.
182	—	IKT	—	Research Environment	Research Reputation: UNDIP provides facilities and infrastructure that support research activities within the university. The latest Academic Reputation Survey (conducted annually, this year by THE) measures institutional prestige in research.	Fulfilling all indicators contributing to 18% of the total evaluation weight.
183	—	IKT	—	—	Research Income: Research funding considers subjectarea profiles across institutions, recognising that research grants in science disciplines are often larger than those in highquality social sciences, arts, and humanities research.	Fulfilling all indicators contributing to 5.5% of the total evaluation weight.
184	—	IKT	—	—	Research Productivity: The institution's capacity to publish articles in reputable, peerreviewed academic journals.	Fulfilling all indicators contributing to 5.5% of the total evaluation weight.
185	—	IKT	—	Research Quality	Citation Impact: UNDIP promotes research activities by lecturers and	Fulfilling all indicators contributing to 15% of the total evaluation weight.

No.	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
					students to produce highquality publications. Citation Impact measures the university's role in disseminating knowledge and innovative ideas, as reflected in Scopusindexed citations over the past six (6) years.	
186	—	IKT	—	—	Research Strength: Research strength is measured through the FieldWeighted Citation Impact (FWCI), representing the overall quality of research without distortion by papers with exceptionally high FWCI values.	Fulfilling all indicators contributing to 5% of the total evaluation weight.
187	—	IKT	—	—	Research Excellence: This metric recognises the institution's contribution to toptier research across all subject areas and disciplines.	Fulfilling all indicators contributing to 5% of the total evaluation weight.
188	—	IKT	—	—	Research Influence: This metric analyses the influence of institutional publications through corresponding citation analysis. The importance of a publication is determined by the significance of the papers citing it.	Fulfilling all indicators contributing to 5% of the total evaluation weight.
189	—	IKT	—	International Outlook	International Students: UNDIP provides facilities, infrastructure, and resources that support international learning and research activities for lecturers, students, and academic staff. This metric measures the proportion of	Fulfilling all indicators contributing to 2.5% of the total evaluation weight.

No.	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
					international students on campus (students whose citizenship differs from the country in which the institution operates).	
190	—	IKT	—	—	International Staff: Measures the proportion of international academic staff on campus (staff whose citizenship differs from the host country).	Fulfilling all indicators contributing to 2.5% of the total evaluation weight.
191	—	IKT	—	—	International Coauthorship: Calculated as the proportion of total institutional research publications that include at least one international coauthor.	Fulfilling all indicators contributing to 2.5% of the total evaluation weight.
192	—	IKT	—	—	Studying Abroad: Measures outbound student mobility based on the number of students participating in overseas exchange programmes.	Fulfilling all indicators contributing to 0% of the total evaluation weight.
193	—	IKT	—	Industry	Industry Income: UNDIP engages in activities that promote increased industrial revenue. Industry income measures an institution's capacity to support industry through innovation, invention, and consultancy—core missions of modern academia. This metric reflects both business willingness to fund research and the institution's ability to attract commercial funding, serving as a	Fulfilling all indicators contributing to 2% of the total evaluation weight.

No.	IAPS Criteria / KPI of PTNBH / KPI of UNDIP Strategic Plan / KPI of WCU	Type	Level	Standard Item	Indicator	Target Achievement
					reliable indicator of institutional quality.	
194	—	IKT	—	Industry	Patents: UNDIP provides facilities, infrastructure, and support for patentproducing activities among lecturers, students, and academic staff. Patents are measured by the number of patents that cite the institution's published research.	Fulfilling all indicators contributing to 2% of the total evaluation weight.

4.14 Webometrics Ranking of World Universities Standards

Table 4.14 below presents the additional quality standards related to the Webometrics Ranking of World Universities standards.

Table 4.14 Quality Standards for Webometrics Ranking of World Universities

No.	IAPS / IKU PTNBH / UNDIP Strategic Plan / WCU	Type	Level	Standard Item	Indicator	Target Achievement
195	—	IKT	—	**Visibility**	UNDIP is committed to achieving global performance excellence across teaching, research output, international prestige, and community engagement — including partnerships with the industrial and highereducation economic sectors. **Visibility Impact** serves as a global performance indicator that assesses a university's commitment to teaching, research outcomes, international reputation, and engagement with society, industry, and the knowledge economy.	Data for this indicator carries a **50% weighting** and is sourced from **Majestic**.
196	—	IKT	—	**Transparency (or Openness)**	UNDIP provides facilities, infrastructure, and resources that support international learning and research activities for lecturers, students, and academic staff. **Transparency** measures institutional openness through the number of mostcited researchers. This indicator calculates the total citations attributed to the **top 310 authors** affiliated with the university.	Data for this indicator carries a **10% weighting** and is sourced from **Google Scholar Profiles**.
197	—	IKT	—	**Excellence (or Scholar)**	UNDIP provides facilities, infrastructure, and resources that support international learning and research activities for lecturers, students, and academic staff. **Excellence** measures the number of papers ranked within the **top 10% mostcited publications** across 27 disciplinary fields, aggregated over the most recent fiveyear period.	Data for this indicator carries a **40% weighting** and is sourced from **Scimago**.

4.15 Standards for Occupational Health, Safety, and Environmental Management (K3L)

Table 4.15 below presents the additional quality standards related to the standards for Occupational Health, Safety, and Environmental Management (K3L).

Table 4.15 Quality Standards for Occupational Health, Safety, and Environmental Management (K3L)

No.	IAPS / IKU PTNBH / UNDIP Strategic Plan / WCU	Type	Level	Standard Item	Indicator	Target Achievement
198	—	IKU	All	**Formation of P2K3 Teams**	UNDIP establishes Occupational Health and Safety Committees (*Panitia Pembina Keselamatan dan Kesehatan Kerja* – P2K3) at both the Faculty/School level and across general university environments.	Existence of P2K3 teams at the Faculty level and in general university facilities. **Available.**
199	—	IKU	All	**Quality Standards and SOP for K3L Implementation**	UNDIP formulates quality standards and Standard Operating Procedures (SOPs) for Occupational Health, Safety, and Environment (K3L) within Faculties/Schools and across general university environments. 1. Availability of the **K3 Quality Manual**, i.e., Occupational Health and Safety Management System ISO 45001:2018.2. Existence of management SOPs such as: a. Building maintenance SOP b. Room maintenance SOP c. Laboratory maintenance SOP d. Study room maintenance SOP e. Lift and stairwell maintenance SOP	**Available.**
200	—	IKU	All	**Risk Identification and Emergency Preparedness**	UNDIP develops HIRARC (Hazard Identification, Risk Assessment, and Risk Control) documents and provides emergencyhandling equipment, including portable fire extinguishers, ambulances, and Occupational Health and Safety (K3) rooms.	**Available.**
201	—	IKU	All	**Provision of K3L Equipment**	UNDIP provides essential K3L equipment at Faculty/School and university levels, including: 1. Firstaid kits meeting standard requirements;2. Personal Protective Equipment (PPE) for specific locations: helmets, safety boots, earplugs/earmuffs, gloves;3.	**Available.**

No.	IAPS / IKU PTNBH / UNDIP Strategic Plan / WCU	Type	Level	Standard Item	Indicator	Target Achievement
					Emergency tools: detectors (smoke/heat/others), sprinklers, alarm systems, fire extinguishers (APAR), first aid (P3K);4. Safety signage: – Emergency: exit signs, assembly point signs, evacuation routes – Warnings: no smoking, alarms – Recommendations: wear lab coat, wear mask, maintain distance5. Posters: emergency contacts, lift emergency procedures, earthquake responses, assembly points6. Regulations: leadership commitment, organisational structure down to department level, General Safety Regulations, Work Permits, Room Use Requests, and Job Safety Analysis (JSA).	
202	—	IKU	All	**Evaluation of K3L Implementation**	UNDIP conducts evaluation activities at the Faculty/School and university levels, including at minimum: 1. Regular internal departmental audits;2. **Safety training** (knowledge and skills enhancement on K3 aspects) for lecturers and students;3. **Safety drills** (emergency response exercises) for lecturers and students;4. K3 training and certification for lecturers and staff.	Internal K3 audits and safety training are conducted **regularly**.
203	—	IKT	All	**Preparation of K3L SOPs**	UNDIP establishes written regulations that define lists of required K3L standards and SOPs, ensuring that all SOPs are easily accessible.	Compliance with all applicable **government laws and other relevant requirements** regarding implementation of the Occupational Health, Safety, and Environmental Management System (SMK3L).

4.16 Standards for Cooperation and Partnerships

Table 4.16 below presents the additional quality standards related to the standards for cooperation and partnerships.

Table 4.16 Quality Standards for Cooperation and Partnerships

No.	IAPS / IKU PTNBH / UNDIP Strategic Plan / WCU	Type	Level	Standard Item	Indicator	Target Achievement
204	IKU 6 PTNBH / UNDIP Strategic Plan	IKU	All	Partnership Standards in Education	Availability of formal policy and procedural documents governing the development, monitoring, and evaluation of networking and partnerships (both domestic and international), including partner satisfaction surveys.	Policies and procedures for network and partnership development are implemented effectively.
205	IKU 6 PTNBH / UNDIP Strategic Plan	IKU	All	—	Availability of formal planning documents for the development of networks and partnerships that align with the institution's vision, mission, and strategic objectives.	Planning documents are implemented effectively.
206	IKU 6 PTNBH / UNDIP Strategic Plan	IKU	All	—	Availability of data on the number, scope, relevance, and usefulness of partnerships.	Questionnaire documents assessing the relevance and usefulness of collaborations.
207	IKU 6 PTNBH / UNDIP Strategic Plan	IKU	All	—	Availability of evidence regarding the monitoring and evaluation of partnership programmes, including partner satisfaction measured using valid instruments, and improvement actions to ensure the achievement of institutional vision, mission, and strategic objectives.	Monitoring and evaluation reports and followup documentation on partner satisfaction.
208	IKU 6 PTNBH / UNDIP Strategic Plan	IKU	All	Partnership Standards in Research and Community Service (PkM)	Collaborative agreements in education, research, and community service over the past three years.	Ratio of international collaborations to the total number of permanent lecturers, in line with performance contract targets.

No.	IAPS / IKU PTNBH / UNDIP Strategic Plan / WCU	Type	Level	Standard Item	Indicator	Target Achievement
209	UNDIP Strategic Plan	—	—	Research Collaboration Outputs	Partnerships with international affiliates resulting in coauthored publications in reputable journals.	Collaborative papers with the same partner/affiliate within five years producing at least three (3) articles, each cited at least once in Scopusindexed journals.
210	UNDIP Strategic Plan	—	—	Research Collaboration Policies and Procedures	The university facilitates study programmelevel research collaboration through the availability of formal policy and procedural documents for developing research networks and partnerships (domestic and international).	Availability of documented policies and procedures for research networking and partnership development.
211	UNDIP Strategic Plan	—	—	—	Availability of monitoring and evaluation documents on research partnership satisfaction.	Availability of evaluation results and followup documents addressing research partnership satisfaction.
212	UNDIP Strategic Plan	—	—	—	Availability of data on the number, scope, relevance, and usefulness of research partnerships.	In accordance with the performance contract specified in UNDIP's Strategic Plan.
213	UNDIP Strategic Plan	—	—	—	Availability of formal research collaboration documents, particularly **Implementation Arrangements (IA)**, with partner institutions.	At least four (4) IA research collaboration documents per study programme each year.
214	UNDIP Strategic Plan	—	—	Application of Research Outputs	The university promotes the application of lecturers' research outputs within society, industry, or government sectors.	In accordance with the performance contract specified in UNDIP's Strategic Plan.
215	UNDIP Strategic Plan	—	—	Collaboration with Industry and Other Stakeholders	The university encourages expanded collaboration with industry (DUDI), reputable higher education institutions, and other stakeholders.	Number of collaborations with industry producing patents, policies, or scientific publications, in accordance with UNDIP's Strategic Plan performance targets.

Book 4

Procedures for Documenting the Implementation of IQAS

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CHAPTER I

INTRODUCTION

1.1 Background

Improving the quality of higher education is one of the main objectives in developing a quality education system in Indonesia. As a higher education institution that plays a crucial role in producing competent human resources, **Universitas Diponegoro (Undip)** recognises the importance of implementing an effective quality assurance system. The **Internal Quality Assurance System (Sistem Penjaminan Mutu Internal – SPMI)** is one of the key instruments to ensure that educational processes within a university are carried out in accordance with established standards, and that graduates produced possess competitiveness and relevance to societal needs.

As part of the national higher education system, Universitas Diponegoro is obliged to maintain quality and accountability across all aspects of higher education provision. In this regard, the SPMI plays a vital role in monitoring, evaluating, and controlling the quality of educational processes on campus. This quality assurance system aims to ensure that the education provided to students continuously develops and adapts to the ever-evolving needs of the education and employment sectors.

In Indonesia, the role of quality assurance systems is regulated by several governmental provisions, including **Law No. 12 of 2012 on Higher Education** and **Ministerial Regulation of Education, Culture, Research and Technology No. 53 of 2023 on Quality Assurance in Higher Education**. These regulations emphasise the importance of sustainable quality enhancement in higher education through the strengthening of internal quality assurance systems within each institution. They promote the establishment of a culture of quality, enhance accountability and transparency in educational management, and strengthen the autonomy of universities in quality governance.

The **Internal Quality Assurance System of Universitas Diponegoro** was developed in response to the need to ensure that all educational processes at Undip consistently meet the quality standards established by the government, as well as higher internal standards defined by the university itself. The implementation of SPMI aims to foster a conducive and well-directed academic atmosphere, enabling effective and efficient learning processes that produce high-quality graduates. Furthermore, SPMI serves to enhance accountability and transparency in higher education management at Universitas Diponegoro.

The SPMI of Universitas Diponegoro is founded on principles that emphasise sustainability, effectiveness, and the participation of all university elements, including academic staff, students, administrative personnel, and university leadership. In its implementation, SPMI encompasses key components ranging from planning, implementation, and evaluation to continuous improvement. The system also includes internal audit processes designed to assess the achievement of quality within each academic programme and administrative unit.

The importance of SPMI extends beyond quality monitoring; it also ensures that the university possesses clear policies and procedures for addressing the increasingly complex challenges in education. The dynamic nature of higher education requires continuous adaptation to policies regarding curriculum development, teaching methodologies, and evaluation mechanisms for educational quality. Accordingly, the SPMI of Universitas Diponegoro is expected to serve as an effective tool for identifying emerging issues and providing appropriate solutions for continuous quality improvement across the university.

In line with advancements in information and communication technology, Universitas Diponegoro also acknowledges the significance of digitalisation in educational processes. Technology serves as an effective instrument to support more interactive and collaborative learning while facilitating quality assurance processes through the use of integrated quality management information systems. Therefore, the SPMI of Universitas Diponegoro also incorporates digitalisation as part of its strategy to enhance technology-based educational quality.

The successful implementation of SPMI involves the active participation of all stakeholders, including university leaders, faculties, academic programmes, and the academic community at large. The success of the system depends heavily on the commitment and engagement of all parties involved. Hence, intensive dissemination and training are required to ensure a shared understanding among all university members regarding the importance of quality assurance and its implementation mechanisms.

By implementing a well-structured SPMI, Universitas Diponegoro aspires to realise its vision and mission of producing outstanding and high-quality graduates—individuals not only equipped with knowledge and skills but also with strong character and adaptability in an ever-changing global environment. The implementation of SPMI also aims to elevate the national and international reputation of Universitas Diponegoro and contribute positively to the advancement of higher education in Indonesia.

Overall, this **Guideline for the Documentation of SPMI Implementation** is expected to provide clear and systematic direction for all university components in performing their duties and responsibilities. The presence of this manual is intended to foster more structured, measurable, and accountable educational processes, while improving the overall quality of academic services delivered to students. The successful implementation of SPMI will reflect Universitas Diponegoro's continuous commitment to advancing the quality of education in line with the needs of society and industry.

1.2 Purpose and Objectives

1.2.1 Purpose

The **Guideline for the Documentation of SPMI Implementation at Universitas Diponegoro** has been developed as a manual to ensure that documentation processes within the Internal Quality Assurance System (SPMI) are carried out in a structured, systematic, and standardised manner. This guide provides clear directions on the preparation, management, and maintenance of documents supporting the implementation of SPMI at Universitas Diponegoro, ensuring that all recording and reporting processes can be accessed, understood, and utilised effectively by all stakeholders.

This document aims to establish uniformity in the documentation of educational quality so that every unit within Universitas Diponegoro—from leadership and academic staff to administrative personnel and students—shares a common understanding of the importance of documentation as part of efforts to enhance educational quality and institutional management. With this guideline, all documents related to policies, procedures, evaluations, and quality improvements can be managed consistently, transparently, and accountably.

Additionally, this guideline is designed to assist the university in fulfilling the regulatory and quality standards established by both governmental and institutional policies. Properly organised documentation will enable each academic and administrative unit to manage, evaluate, and enhance the quality of education and academic services more effectively and sustainably.

Thus, this manual functions not only as an instrument for recording SPMI implementation but also as a strategic tool to support more effective, efficient, and competitive higher education quality management.

1.2.2 Objectives

The objectives of this guideline are to provide a solid foundation for documenting the implementation of the Internal Quality Assurance System (SPMI) in alignment with the vision and mission of Universitas Diponegoro as a high-quality and competitive higher education institution. The main objectives are as follows:

1. To ensure that all documents related to SPMI implementation—such as evaluation reports, quality policies, and operational procedures—are prepared using a consistent and standardised format. Furthermore, documents must be effective and efficient in presenting information so that they are easily understood by users.
2. To enable documentation of SPMI implementation that is transparent and accountable. A systematic and integrated approach to document preparation allows all stakeholders, both internal and external, to understand and assess the quality assurance processes undertaken by the university.
3. To ensure that each stage in the documentation of SPMI implementation is carried out systematically and sustainably. Well-documented evaluation results can be utilised for continuous quality improvement. Additionally, all documents must be user-oriented, ensuring that the information provided is genuinely beneficial to the academic community.

Accordingly, this guideline serves not only as a reference for the SPMI documentation process but also as a tool to enhance efficiency, accuracy, and accessibility of quality-related documents within Universitas Diponegoro. Through consistent implementation, Universitas Diponegoro is expected to continuously improve its educational quality and governance in a professional and competitive manner.

1.3 Definition of Terms

The following are common terms frequently used in the internal quality assurance system guideline:

1. **Quality Assurance** – a process that ensures products or services meet established quality standards.
2. **Quality** – the degree to which a product or service conforms to specified standards or requirements.
3. **Higher Education** – the level of education following secondary education, encompassing diploma, bachelor's, master's, doctoral, professional, and specialist programmes offered by higher education institutions based on Indonesian cultural values.
4. **National Standards for Higher Education (SN Dikti)** – the set of standards as stipulated in Ministerial Regulation No. 53 of 2023, covering the National Education Standards, Research Standards, and Community Service Standards.

5. **Higher Education Standards (SPT)** – institutional standards established by a university ADDITIONAL the SN Dikti, covering academic standards and standards for distance higher education.
6. **Documentation** – the process of recording and archiving information related to the quality system.
7. **Quality Management System Document** – an officially written guideline used for the implementation of the quality management system.
8. **External Document** – any document originating from outside Universitas Diponegoro used as a reference in preparing quality management documentation or in conducting activities.
9. **Internal Document** – any quality management system document issued within Universitas Diponegoro.
10. **Master Document** – a principal document within the quality management system serving as a reference source for other quality-related documents at Universitas Diponegoro.
11. **Quality Document** – various documents within the quality management system, including quality policies, standard operating procedures (SOPs), forms, and quality records.
12. **Standard Operating Procedure (SOP)** – a document detailing the sequence of activities or mechanisms of execution, as well as coordination responsibilities for implementing and controlling technical and administrative processes within Universitas Diponegoro.
13. **Work Instruction (IK)** – a document outlining the detailed steps of specific activities to be carried out.
14. **Form** – a structured sheet with a specific title used to record or document evidence of an activity or event.
15. **Record** – information created, received, and maintained as evidence of activities or transactions.
16. **Record Control** – the process of identifying, storing, protecting, and disposing of records.
17. **Retention Period** – the duration for which a record must be retained before disposal.

CHAPTER II

VISION, MISSION, OBJECTIVES, AND CORE VALUES

2.1 Vision

Universitas Diponegoro as an Excellent Research University

2.2 Mission

1. To deliver higher education that produces outstanding and competitive graduates.
2. To conduct research that yields publications, intellectual property, books, policies, and technologies that are effective and beneficial, prioritising local culture and resources.
3. To undertake community service that results in publications, intellectual property, books, policies, and technologies that are effective and beneficial, prioritising local culture and resources.
4. To implement higher education governance that is efficient, accountable, transparent, and equitable.

2.3 Objectives

The objectives of Universitas Diponegoro are as follows:

1. To produce world-class, excellent graduates who are **COMPLETE** (Communicator, Professional, Leader, Entrepreneur, Thinker, and Educator).
2. To develop and apply innovative research that provides solutions to problems faced by society, industry, and the state based on Undip's characteristics, and to generate internationally recognised publications.
3. To implement research and community service outputs for improving the standard of living and advancing the nation.
4. To strengthen professionalism, capability, and accountability in university governance; to enhance institutional autonomy in higher education management; and to serve as a model for other universities, supported by an integrated information system.

2.4 Core Values

Universitas Diponegoro is committed to instilling the following values—rooted in the struggle of Prince Diponegoro—across all students, alumni, academic staff, and administrative personnel:

1. **Integrity (Jujur).** A mindset characterised by: (1) sincerity and truthfulness; refraining from lying (e.g., speaking as things are); (2) fairness (e.g., in competition, by following applicable rules); (3) genuineness and wholeheartedness. Integrity is thus understood as consistency between one's heart, words, and deeds—what is intended, spoken, and enacted aligns with actual reality. This reflects Prince Diponegoro's emphasis on honesty, evident in his resistance to falsehood and injustice.
2. **Courage (Berani).** A firm and confident mindset in striving, confronting danger and difficulty; undaunted in defending the truth. This aligns with Prince Diponegoro's valor and steadfastness

(consistency). It embodies a high spirit, evident in persistent action to carry forward the struggle without retreat, both outwardly and inwardly.

3. **Care (Peduli).** Heeding, paying attention to, and being mindful of the surrounding environment and society. This echoes Prince Diponegoro's prioritisation of the people's interests—living among them and fighting to alleviate their suffering.

4. **Justice (Adil).** A mindset that treats others proportionally and sides with what is right; upholds truth; is proper and appropriate; and refrains from arbitrariness.

CHAPTER III

GUIDELINES FOR DOCUMENTING THE IMPLEMENTATION OF INTERNAL QUALITY ASSURANCE

The **Procedures for Documenting SPMI Implementation** constitute SPMI instruments in the form of written documents/records—such as notes and records in physical or digital form and other formats—used to implement the Standards within SPMI. It must be ensured that each Standard in SPMI (Higher Education Standards) is supported by documents/texts that both control the implementation of each Standard and record the results of the implementation of each Standard.

These written documents serve, inter alia, to:

1. Provide a means to record the implementation of the content of each SPMI Standard.
2. Provide a means to monitor, evaluate, and control the implementation of each SPMI Standard.
3. Serve as authentic evidence in the form of periodic records of the implementation of each SPMI Standard.

These guidelines set out the criteria for preparing working reference documents within the Internal Quality Assurance System of Universitas Diponegoro.

3.1 Document Principles

The principles for documenting the implementation of SPMI at Universitas Diponegoro are as follows:

1. **User-oriented.** Documents must be designed to meet the needs of the academic community, including academic staff, students, administrative personnel, and university partners. The information presented must be readily accessible and understandable, and support effectiveness and efficiency in quality assurance and university management.
2. **Relevant and Adaptive.** The information contained in documents must align with developments in academic policy, technology, and industrial dynamics. Documents must be regularly updated to remain accurate and to support innovation and necessary changes in higher education.
3. **Consistent and Standardised.** The format, style, and terminology used must be uniform to facilitate comprehension and implementation. Standardisation also ensures continuity of information across university units.
4. **Unique and Authentic Identity.** Each document must have a clear identity, such as a reference number, date of issue, and revision version, to avoid duplication and ensure the validity of information.
5. **Systematic and Integrated.** Documents must reflect inter-process linkages within the university so that one policy or procedure supports another. Outputs of one process should feed into the next, ensuring continuity in the university's management system.

3.2 Document Structure

The Quality Management System documents applied at Universitas Diponegoro comprise two categories: (1) **External Documents** and (2) **Internal Documents**, which include (a) **Master Documents (DI)** and **Quality Documents (DM)**.

1. **External Documents** are all documents originating from outside Universitas Diponegoro and used as references in preparing quality management documentation or in carrying out activities. These include, for example:
    - Government laws and regulations;
    - Manuals/handbooks;
    - And others.
2. **Internal Documents** are all documents originating within Universitas Diponegoro. These are divided into two groups:

    a. **Master Documents**, which are principal documents in the quality management system serving as reference sources for quality documents at Universitas Diponegoro. They consist of:
    - Statute;
    - Vision and Mission;
    - Strategic Plan ;
    - Operational Plan;
    - Regulations;
    - Guidelines/Manuals.

    b. **Quality Documents**, which are core documents in the quality management system, including, inter alia:
    - Quality Policy;
    - Standard Operating Procedures (SOPs)—documents specifying the sequence of activities or operational mechanisms and the coordination of responsibilities for implementing and controlling technical and administrative processes at Universitas Diponegoro;
    - Work Instructions—documents detailing the steps of specific activities;
    - Forms—structured sheets used to record evidence of activities or events;
    - Records—information created, received, and maintained as evidence of activities or transactions.

3.3 Documentation of SPMI

Undip implements the **Internal Quality Assurance System (SPMI)** to ensure that all educational processes consistently meet government-mandated quality standards while also achieving higher standards set internally by the university. A critical element of implementation is systematic and structured documentation. Referring to the **National Standards for Higher Education (SN Dikti)**, the standards established by each university—including Undip—are grouped into two main categories: **academic standards** and **ADDITIONAL (non-academic) standards**. Academic standards encompass the

Tri Dharma: education, research, and community service. This categorisation ensures that all university activities are well managed and support continuous quality enhancement. SPMI documentation systems at Undip can be accessed via **sso.undip.ac.id**, **lp2mp.undip.ac.id**, or **ppid.undip.ac.id**.

3.3.1 Education Standards

Documentation under the education standards covers all aspects related to educational processes at Undip, including curriculum design, teaching–learning implementation, learning outcome assessment, and capacity development for academic staff and students. Records related to education standards can be accessed through several portals, as listed in the subsequent table.

No.	Type of Record	Brief Description	URL
1	Academic	The main academic information portal of Universitas Diponegoro, providing news and announcements related to academic activities, academic calendars, as well as academic policies and guidelines.	akademik.undip.ac.id
2	New Student Registration	An online registration system for new students at Universitas Diponegoro.	regonline.undip.ac.id
3	Student Admission (PMB)	The Universitas Diponegoro New Student Admission Portal, providing comprehensive information on admission pathways, schedules, requirements, and selection processes.	pmb.undip.ac.id
4	Administrative and Learning Information System (SIAP)	A system used by students and lecturers to access academic data, grades, class schedules, attendance, and other learning-related information.	siap.undip.ac.id
5	Service English Unit (SEU)	The official language centre portal at Universitas Diponegoro that offers English language training programmes and functions as a certified test centre.	seu.apps.undip.ac.id
6	Online Learning (Kulon)	Universitas Diponegoro's e-learning platform used for online learning, providing access to course materials, quizzes, assignments, and interaction with lecturers.	kulon2.undip.ac.id
7	Library	Universitas Diponegoro's digital library providing online access to collections of scholarly works, theses, dissertations, journals, and other academic resources.	digilib.undip.ac.id
8	Integrated Library Catalogue	The search portal for physical book collections across all faculty and unit libraries within Universitas Diponegoro.	lib.undip.ac.id
9	Subscribed Journals	The Universitas Diponegoro proxy access portal enabling the academic community to access paid journals and electronic resources from off-campus networks.	login.proxy.undip.ac.id

No.	Type of Record	Brief Description	URL
10	Online Forms	The official online forms portal for students, used for various administrative purposes such as KIP-K scholarship registration, tuition refund requests, tax corner registration, tax identification number (NIK–NPWP) validation, tuition receivable verification, learning method surveys, facilities and infrastructure questionnaires, healthy food registration, and online student election voting.	form.undip.ac.id
11	Student Creativity Programme (PKM)	An information system for managing the Student Creativity Programme at Universitas Diponegoro, including proposal submission, progress monitoring, and supervision by academic advisors.	pkm.apps.undip.ac.id
12	Scholarships	The Universitas Diponegoro scholarship information and registration portal covering various types of scholarships (governmental, private, and internal), selection schedules, requirements, and results announcements.	beasiswa.undip.ac.id
13	Tracer Study	A system used for alumni tracking, survey distribution, and graduate data analysis.	tracerstudy.undip.ac.id
14	Human Resources (Personnel)	The human resources portal of Universitas Diponegoro, continuously developed to support effective personnel management.	e-duk.apps.undip.ac.id
15	Lecturer Performance	The system for submission and printing of Lecturer Performance Targets (SKP), integrated with the Ministry of Education's SISTER system.	skpsister.undip.ac.id
16	Staff Performance	The SKP performance management system for educational support staff (tendik) within Universitas Diponegoro.	skptendik.apps.undip.ac.id

3.3.2 Research Standards

Documentation under the research standards encompasses all aspects related to research activities conducted at Universitas Diponegoro (Undip) by both academic staff and students. Records pertaining to research standards can be accessed through several official portals, as presented in the following table.

No.	Type of Record	Brief Description	URL
1	Expert Database	The *Kepakaran* portal of Universitas Diponegoro provides a database of lecturers' and researchers' areas of expertise. It is used to identify expert sources based on specific disciplines and supports research collaboration,	kepakaran.apps.undip.ac.id

No.	Type of Record	Brief Description	URL
		community service, and consultation needs.	
2	E-Journal	The Universitas Diponegoro electronic journal portal offering access to a wide range of academic journals from various faculties and study programmes within the university.	ejournal.undip.ac.id
3	Institute for Research and Community Service (LPPM)	The official portal of the Institute for Research and Community Service (LPPM) at Universitas Diponegoro, providing information on policies, programmes, funding schemes, and guidelines for research activities conducted by the university's academic community.	lppm.undip.ac.id
4	Research, Publication, and Community Service Information System	An information system managed by the Institute for Research and Community Service (LPPM), used for proposal management, reporting, and monitoring of lecturers' research activities.	sip3mu-lppm.undip.ac.id
5	Proofreading Service	A proofreading service portal provided by the LPPM for submitting requests for grammar and writing style checks to ensure compliance with academic English standards.	proofread-lppm.undip.ac.id
6	Innovation Platform	The *Innovation and Invention* platform of Universitas Diponegoro serves as a medium for publishing research and innovation outputs by the university's academic community and for fostering collaboration with partners such as businesses, industries, and government agencies.	innovation.undip.ac.id
7	Directorate of Innovation and Research Commercialisation	The official portal of the Directorate of Innovation and Research Commercialisation at Universitas Diponegoro, serving as an information and service hub for innovation development, research downstreaming, intellectual property protection, patents, and the commercialisation of innovative products produced by the university's academic community.	dirinovki.undip.ac.id

3.3.3 Community Service Standards

Documentation under the community service standards covers all aspects related to community engagement activities at Universitas Diponegoro (Undip) conducted by both lecturers and students. Records pertaining to community service standards can be accessed through several official portals, as listed in the following table.

No.	Type of Record	Brief Description	URL
1	Institute for Research and Community Service (LPPM)	The official portal of the Institute for Research and Community Service (LPPM) at Universitas Diponegoro, providing information on policies, programmes, funding schemes, and guidelines for community service activities conducted by the university's academic community.	lppm.undip.ac.id
2	Research, Publication, and Community Service Information System	An information system managed by the Institute for Research and Community Service (LPPM), used for proposal management, reporting, and monitoring of lecturers' community service activities.	sip3mu-lppm.undip.ac.id
3	E-Journal	The Universitas Diponegoro electronic journal portal providing access to a wide range of academic journals published by various faculties and study programmes within the university.	ejournal.undip.ac.id
4	Directorate of Innovation and Research Commercialisation	The official portal of the Directorate of Innovation and Research Commercialisation at Universitas Diponegoro, serving as an information and service hub for innovation development, research downstreaming, intellectual property protection, patents, and commercialisation of innovative products produced by the university's academic community.	dirinovki.undip.ac.id

3.3.4 ADDITIONAL Standards (Non-Academic)

Documentation under the ADDITIONAL (non-academic) standards encompasses all supporting activities that are not directly related to academic aspects but play a vital role within the higher education environment. These activities contribute to the effective functioning, governance, and sustainability of the university. Records related to the ADDITIONAL (non-academic) standards can be accessed through several official portals, as presented in the following table.

No.	Type of Record	Brief Description	URL
1	Partnerships	A platform used for managing collaborations between Universitas Diponegoro (UNDIP) and external partners, both domestic and international.	siasat.apps.undip.ac.id
2	Directorate of Information	The strategic organisational portal responsible for formulating and	dsti.undip.ac.id

No.	Type of Record	Brief Description	URL
	Systems and Technology	implementing information technology policies at Universitas Diponegoro.	
3	Annual Report	The portal providing access to the Universitas Diponegoro Annual Report, containing comprehensive information on institutional performance, development, innovation, collaboration, and strategic indicators achieved within the year.	undip.ac.id/buku-annual-report-undip
4	Undip Maju (University Enterprise)	The corporate portal of Undip Maju, a university-owned enterprise that professionally manages various business units and commercial activities within Universitas Diponegoro.	undipmaju.co.id
5	World Class University (WCU)	The official portal of the Universitas Diponegoro World Class University initiative, showcasing internationalisation programmes, global collaborations, and university rankings.	wcu.undip.ac.id
6	Alumni Association (IKA Undip)	The official portal of the Universitas Diponegoro Alumni Association, containing information on alumni activities, professional networking, and alumni contributions to the university.	ikaundip.org
7	Career Centre	The career information portal providing job vacancies, internship opportunities, and career development training for students and alumni of Universitas Diponegoro.	uccareer.id
8	Budget Planning System	The information system used for budget planning at the faculty level within Universitas Diponegoro.	eplanning.apps.undip.ac.id
9	Financial Recording System	The integrated financial portal covering annual activity planning, budget formulation and details, reporting, and disbursement processes.	tjairin.apps.undip.ac.id
10	Asset and Inventory Management System (SIMAK-BMU)	The portal for accounting, reporting, and managing Universitas Diponegoro's fixed assets and inventory.	simakbmu.undip.ac.id

No.	Type of Record	Brief Description	URL
11	Inventory System (SITARIS)	The portal for physical inventory recording and tracking of Universitas Diponegoro's assets.	sitaris.undip.ac.id
12	Integrated Personnel Information System (SIKASMI)	A systematic and integrated platform for managing employee data within Universitas Diponegoro.	sikasmi.apps.undip.ac.id
13	Online Attendance System	The system used for recording staff attendance at Universitas Diponegoro.	face.undip.ac.id
14	Official Travel Management System	The digital portal for managing official travel documentation (*Surat Perjalanan Dinas* / SPD) within Universitas Diponegoro.	spd.apps.undip.ac.id
15	Electronic Correspondence System (E-Office)	The e-Office system used for managing internal correspondence electronically, including document receipt, disposition, carbon copies, and archiving.	eoffice.apps.undip.ac.id/surat
16	Legal, Administrative, and Protocol Office (HTLP)	The portal for submission and management of official decrees (*Surat Keputusan*) at the rectorate level of Universitas Diponegoro.	htl.undip.ac.id/v1
17	Income Target System (SITAMPAN)	The information system for managing staff income targets within Universitas Diponegoro.	sitampan.apps.undip.ac.id
18	Tax and Income Management System	The system for managing tax reporting and salary deductions at Universitas Diponegoro.	pajak.apps.undip.ac.id
19	Zakat Management System	The portal for managing *zakat*, *infaq*, and *sadaqah* (charitable contributions), featuring automated payment through incentive deductions.	zakat.apps.undip.ac.id
20	Operational Cost Standard System (SSBOPTN)	The financial management portal at the university level, specifically for handling State University Operational Assistance Funds (BOPTN).	ssboptn.apps.undip.ac.id
21	Procurement System	The internal e-procurement and marketplace platform of Universitas Diponegoro for electronic procurement of goods and services.	tumbas.apps.undip.ac.id

APPENDICES

1. Appendix – Standard Operating Procedure (SOP) for Document Control
2. Appendix – Standard Operating Procedure (SOP) for Record Control

Standard Operating Procedure (SOP) for Document Control

<table>
<tr><td rowspan="6">UNIVERSITAS DIPONEGORO
INSTITUTE FOR EDUCATIONAL DEVELOPMENT AND QUALITY ASSURANCE</td><td>SOP Number</td><td>SOP/.../.../...</td></tr>
<tr><td>Date of Preparation</td><td></td></tr>
<tr><td>Date of Revision</td><td></td></tr>
<tr><td>Effective Date</td><td></td></tr>
<tr><td>Approved by</td><td>Head of the Institute for Educational Development and Quality Assurance

Name: Prof. Anis Chariri, S.E., M.Com., Ph.D., Akt
Employee ID (NIP): 196708091992022001</td></tr>
<tr><td>Title of SOP</td><td>Standard Operating Procedure (SOP) for DocumenControl</td></tr>
<tr><td>Legal Basis</td><td colspan="2">Personnel Qualifications</td></tr>
<tr><td>1.Rector's Regulation No. 5 of 2022 concerning the Official Correspondence Procedures of Universitas Diponegoro.

2.Rector's Regulation No. 7 of 2023 concerning the Management of Archival Records at Universitas Diponegoro.

3.Rector's Decree of Universitas Diponegoro No. 361/UN7.A/HK/X/2024 concerning the Guidelines for Archival Compilation at Universitas Diponegoro.</td><td colspan="2">1.</td></tr>
<tr><td>Related Procedures</td><td colspan="2">Equipment / Tools</td></tr>
<tr><td></td><td colspan="2">1. Computer
2. Printer</td></tr>
<tr><td>Cautions</td><td colspan="2">Recording and Data Management</td></tr>
<tr><td></td><td colspan="2">All records are documented and registered in the archival system, either electronically and/or manually.</td></tr>
</table>

1. Purpose

This Standard Operating Procedure (SOP) is established as a reference for the control of documents within the internal quality assurance system at Universitas Diponegoro, ensuring that document management processes are carried out effectively and efficiently.

2. Scope

This procedure applies to all work units within Universitas Diponegoro.

3. References

- Rector's Regulation No. 5 of 2022 concerning the Official Correspondence Procedures of Universitas Diponegoro.
- Rector's Regulation No. 7 of 2023 concerning the Management of Archival Records at Universitas Diponegoro.
- Rector's Decree of Universitas Diponegoro No. 361/UN7.A/HK/X/2024 concerning the Guidelines for Archival Disposal at Universitas Diponegoro.

4. Definitions

- **Quality Management System Document** refers to an officially written guideline used in the implementation of the quality management system.
- **External Document** refers to any document originating from outside Universitas Diponegoro that serves as a reference in preparing quality management documentation or in carrying out activities.
- **Internal Document** refers to all quality management system documents issued within Universitas Diponegoro.
- **Master Document** refers to the principal document within the quality management system that serves as a source of reference for quality documents within Universitas Diponegoro.
- **Quality Document** encompasses various documents within the quality management system, including quality policies, standard operating procedures (SOPs), work instructions, forms, and quality records.
- **Standard Operating Procedure (SOP)** is a document that outlines a sequence of activities or operational mechanisms, as well as the coordination of responsibilities for implementing and controlling technical and administrative processes at Universitas Diponegoro.
- **Work Instruction (IK)** is a document that details specific steps in the execution of an activity.
- **Form** refers to a structured sheet with a specific title used to record or document evidence of an activity or event.

5. Responsibilities

- **Work Unit:** Responsible for identifying, storing, and protecting the records generated from their activities.
- **Assigned Quality Assurance Staff of the Relevant Unit:** Responsible for establishing procedures for record control, monitoring implementation, and managing the records.

6. Procedure

6.1 General Policy

The Quality Management System documents implemented at Universitas Diponegoro are categorised into two types:
(1) **External Documents** and
(2) **Internal Documents**, consisting of (a) **Master Documents (DI)** and (b) **Quality Documents (DM)**.

1. **External Documents** include:
    - Government laws and regulations;
    - Manuals/handbooks;
    - Others.
2. **Internal Documents:**
    a. **Master Documents**, including:
    - Statute;
    - Vision and Mission;
    - Institutional Development Plan (RIP);
    - Strategic Plan (RENSTRA);
    - Operational Plan (RENOP);
    - Regulations;
    - Guidelines.

    b. **Quality Documents**, including:
    - Quality Policy;
    - Standard Operating Procedures (SOPs);
    - Work Instructions (IK);
    - Forms.

6.2 Document Control Procedure

i. The work unit identifies the need for new or revised documents.

ii. The appointed team leader prepares the draft of the new or revised document in accordance with governance and/or process requirements.

iii. The team leader consults the new or revised document with the authorised official for review.

iv. The authorised reviewer examines the new or revised document and signs the “Reviewed by” column.

v. The staff of the relevant unit receives the document and assigns the document code.

vi. The approving official endorses the new or revised document and signs the “Approved by” column.

vii. The relevant unit records the approved internal document in the *Document Register Form* in accordance with the document produced.

viii. The relevant unit produces the required number of copies of the approved document.

6.3 Document Approval Procedure

Quality management system documents at Universitas Diponegoro are authorised by the designated official, as indicated in the attached **Document Approval Sheet Format**.

Table 1. Document Approval Matrix

Type of Document	Prepared by	Reviewed by	Approved by
Standard Operating Procedure (SOP)	Head of Division / Staff of the relevant unit	Manager / Supervisor / Quality Assurance Group (GPM) / Programme Quality Team (TPMF) of the relevant unit	Dean / Vice Dean / Head of the respective Managing Unit
Work Instruction (IK)	Head of Division / Staff of the relevant unit	Manager / Supervisor / Quality Assurance Group (GPM) / Programme Quality Team (TPMF) of the relevant unit	Dean / Vice Dean / Head of the respective Managing Unit
Form	Head of Division / Staff of the relevant unit	Manager / Supervisor / Quality Assurance Group (GPM) / Programme Quality Team (TPMF) of the relevant unit	Dean / Vice Dean / Head of the respective Managing Unit

6.4 Document Identification Procedure

Document coding is applied to documents intended for both internal units within Universitas Diponegoro (Undip) and external parties outside the university. The document code consists of the following components:

a. **Position Code** – an identifier representing the position or title of the official who signs the document (see appendix).

b. **Organisational Unit Code** – an identifier representing Universitas Diponegoro as the institution that creates or issues the document.

c. **Work Unit Code** – an identifier representing the specific work unit that creates or issues the document (see appendix).

d. **Subject Code** – an identifier specifying the main topic or subject matter of the document (see appendix).

e. **Month Code** – an indicator of the month in which the document is issued, written in Roman numerals.

The document code is written following the sequential document number, arranged in the order of **Position Code**, **Subject Code**, **Month**, and **Year** of issuance. Each element is separated by a forward slash (**/**).

Code Layout:

AA	/	UN7	BB	/	CC	/	DD	/	EEEE
Document Serial Number		**Institutional Identifier (Universitas Diponegoro)**	**Position Code**		**Subject Code**		**Month of Issuance**		**Year of Issuance**

6.5 Procedure for Document Amendment or Revision

- Each unit may propose amendments or revisions to the contents of documents that have been previously issued.
- The authority to make amendments, withdrawals, or cancellations lies with the official who signed the document or with a higher-ranking official.
- Minor corrections, such as typographical errors, may be carried out by the official who signed the document.
- The assigned staff member from the relevant unit is responsible for processing the amendment or revision in accordance with the specified provisions.

6.6 Procedure for Document Disposal

- The assigned Quality Assurance Staff of the relevant unit is responsible for the disposal of documents, subject to approval from the Head of Division.
- The assigned Quality Assurance Staff of the relevant unit must retain one (1) copy of the document as well as the master document that is no longer valid, to be kept in the archives.
- The assigned Quality Assurance Staff of the relevant unit must prepare and obtain signatures for the *Document Withdrawal Receipt* and *Minutes of Document Disposal* for invalid documents.
- The assigned Quality Assurance Staff of the relevant unit must carry out the disposal of documents that are no longer valid.

- The assigned Quality Assurance Staff of the relevant unit must store the signed *Document Withdrawal Receipt* and *Minutes of Document Disposal*, endorsed by the disposal committee.

6.7 Procedure for Document Distribution

- The assigned Quality Assurance Staff of the relevant unit is responsible for recording document distribution using the *Outgoing Document Agenda Register*.
- Documents may be duplicated and distributed to relevant parties as needed.
- External documents must be recorded in the *External Document Register Form*.

No.	Activity Steps	Dean / Head of Unit	Manager / Supervisor / Quality Assurance	Relevant Unit Staff	Document Preparation Team	Standard Quality			Remarks
						Completeness	Time	Output	
1	The work unit identifies the need for a document.					Existing document	1 week	Document Requirements	Processing time is adjusted according to the complexity of the document
2	The appointed team leader prepares the draft for a new or revised document referring to governance and/or process.					Existing document	1-3 weeks	Result of work plan and the new/revised document	
3	The appointed team leader consults the new or revised document with the authorised official for review.					New/revised document	1 week	New/revised document that has been consulted	
4	The authorised reviewer examines the new or revised document and signs in the "Reviewed by" column.					New/revised document	1 week	New/revised document that has been consulted	
5	Relevant unit staff receive the document, assign a document code, and forward it to the authorised official for approval.					Reviewed new/revised document	1 week	Document that has obtained a document code	
6	The authorised official approves the new or revised document and signs in the "Approved by" column.					Document with assigned code	2 weeks	Document that has been approved	
7	The relevant unit records the approved internal document in the *Document Register Form* in accordance with the document created.					Approved document	1 week	Updating of the Document List Form	
8	The relevant unit produces the required number of copies of the approved document.					Approved document	1 week	Copy of the approved document	

Template of the External Document Register Form

List of External Documents
UNIVERSITAS DIPONEGORO
Jalan Prof. Sudarto, S.H., Tembalang, Semarang, Postal Code 50275

No.	Title	Number	Prepared by	Year	Date of Issue	Revision No.	Date of Data Update

Template of the Internal Document Register Form (Master Documents)

List of Internal Documents (Master Documents)
UNIVERSITAS DIPONEGORO
Jalan Prof. Sudarto, S.H., Tembalang, Semarang, Postal Code 50275

No.	Title	Number	Prepared by	Year	Date of Issue	Revision No.	Date of Data Update

Template of the Internal Document Register Form (Quality Documents)

List of Internal Documents (Quality Documents)
Work Unit: …
UNIVERSITAS DIPONEGORO
Jalan Prof. Sudarto, S.H., Tembalang, Semarang, Postal Code 50275

No.	Title	Number	Prepared by	Year	Date of Issue	Revision No.	Date of Data Update

Template of the Minutes of Document Disposal

KEMENTERIAN PENDIDIKAN TINGGI, SAINS, DAN TEKNOLOGI
UNIVERSITAS DIPONEGORO

Gedung Widya Puraya
Jalan Prof. Sudarto, S.H.
Tembalang Semarang Kode Pos 50275
Telp. (024) 7460024 Faks. (024) 7460027
www.undip.ac.id email:humas[at]live.undip.ac.id

MINUTES OF RECORD DISPOSAL

Number: ……

On this day, the … date … month … year … (…–…–…), the undersigned, based on the **Record Retention Schedule** and the results of a re-evaluation of the records, have carried out the disposal of records totalling … items, as listed in the attached **List of Disposed Records**, comprising … sheets. The records have been completely destroyed by shredding.

Location, date–month–year

Disposal Committee

1. Head of Archival Unit I ……
2. Head of Processing/Archival Unit II ……
3. Legal Unit ……
4. Internal Audit Unit ……

Template of the List of Documents Proposed for Disposal

LIST OF DOCUMENTS PROPOSED FOR DISPOSAL
UNIVERSITAS DIPONEGORO
Jalan Prof. Sudarto, S.H., Tembalang, Semarang, Postal Code 50275

No.	Document Number	Subject	Year	Quantity	Stage of Development	Remarks

Template of the Outgoing Document Agenda Register

OUTGOING DOCUMENT AGENDA REGISTER
UNIVERSITAS DIPONEGORO
Jalan Prof. Sudarto, S.H., Tembalang, Semarang, Postal Code 50275

No.	Date of Letter Receipt	Letter Number and Date	Subject	From	To	Remarks

Appendix – Work Unit Codes

Name of Organ / Central Office Work Unit	Position Code
Rector	A
Vice Rector for Academic and Student Affairs / Vice Rector I	A1
Vice Rector for Resources / Vice Rector II	A2
Vice Rector for Communication and Business / Vice Rector III	A3
Vice Rector for Research, Innovation, and Cooperation / Vice Rector IV	A4
Chairperson of the Board of Trustees (Majelis Wali Amanat)	B
Chairperson of the Academic Senate	C
Head of the Institute for Educational Development and Quality Assurance	D1
Head of the Institute for Research and Community Service	D2
Head of the Institute for the Management of Off-Campus Study Programmes	D3
Head of the Planning and Development Agency	E1
Head of the Human Resource Development Agency	E2
Head of the Business Management, Commercial Enterprises, and Risk Analysis Agency	E3
Head of the Bureau of Academic and Student Affairs	G1
Head of the Bureau of General Affairs and Finance	G2
Head of the Bureau of Communication and Business	G3
Head of the Bureau of Innovation and Cooperation	G4
Director of Academic, Student Affairs, and Alumni	H1
Director of Finance and Accounting	H2
Director of Assets and Planning	H3
Director of Information Technology, Communication, and Reporting	H4
Director of Innovation and Industrial Cooperation	H5
Director of the Science and Techno Park	H6
Head of the Technical Implementation Unit (UPT) for Occupational Safety, Health, and Environment	I1
Head of the Technical Implementation Unit (UPT) for Library and Undip Press	I2
Head of the Technical Implementation Unit (UPT) for Integrated Laboratories	I3
Head of the Office of International Affairs	J1
Head of the Office of Procurement of Goods and Services	J2
Head of the Legal Office	J3
Head of the Office of University Secretariat and Protocol	J4

Name of Organ / Central Office Work Unit	Position Code
Head of the Archival Office	J5
Head of the Forest Estate for Educational Purposes (KHDTK) Office	J6
Head of the University Ranking Office	J7
Head of the Internal Audit Unit	K
President Director of Diponegoro National Hospital	L1
Dean of the Faculty of Law	F1
Dean of the Faculty of Economics and Business	F2
Dean of the Faculty of Engineering	F3
Dean of the Faculty of Medicine	F4
Dean of the Faculty of Animal and Agricultural Sciences	F5
Dean of the Faculty of Humanities	F6
Dean of the Faculty of Social and Political Sciences	F7
Dean of the Faculty of Science and Mathematics	F8
Dean of the Faculty of Public Health	F9
Dean of the Faculty of Fisheries and Marine Science	F10
Dean of the Faculty of Psychology	F11
Dean of the School of Postgraduate Studies	M1
Dean of the Vocational School	M2

Appendix – Subject Codes

Subject / Topic	Code
Academic Affairs	AK
Assets and Facilities	AS
Lecturers and Educational Staff	DK
Public Relations	HM
Legal Affairs	HK
Innovation	IN
Institutional Affairs	KL
Student Affairs	KM
Personnel Decisions	KP
Personnel Correspondence	UP
Cooperation and Partnerships	KS
Household and General Services	RT
Administration	TU
Finance	KU
Organisation and Governance	OT
Education and Training	DL
Research	PP
Community Service	PM
Supervision	PW
Planning	PR
Library	PK
Certification	SR
Information Technology	TI
Quality Assurance	PJ
Miscellaneous	LL

Appendix – Standard Operating Procedure (SOP) Cover Format

UNIVERSITAS DIPONEGORO INSTITUTE FOR EDUCATIONAL DEVELOPMENT AND QUALITY ASSURANCE	SOP Number	SOP/.../.../...
	Date of Preparation	
	Date of Revision	
	Effective Date	
	Approved by	Head of the Institute for Educational Development and Quality Assurance Name: ... Employee ID (NIP): ...
	Title of SOP	...
Legal Basis		**Personnel Qualifications**
1.... 2.... 3....		1. ... 2. ... 3. ...
Related Procedures		**Equipment / Tools**
		1. ... 2. ... 3. ...
Cautions		**Recording and Data Management**
1. .. 2. ..		All records are documented and registered in the archival system, either electronically and/or manually.

Appendix – Flowchart Section

No.	Activity Steps	Executor				Quality Standards			Remarks
						Completeness	Time	Output	

Standard Operating Procedure (SOP) for Record Control

<table>
<tr><td rowspan="6">UNIVERSITAS DIPONEGORO
INSTITUTE FOR EDUCATIONAL DEVELOPMENT AND QUALITY ASSURANCE</td><td>SOP Number</td><td>SOP/.../.../...</td></tr>
<tr><td>Date of Preparation</td><td></td></tr>
<tr><td>Date of Revision</td><td></td></tr>
<tr><td>Effective Date</td><td></td></tr>
<tr><td>Approved by</td><td>Head of the Institute for Educational Development and Quality Assurance

Name: Prof. Anis Chariri, S.E., M.Com., Ph.D., Akt</td></tr>
<tr><td>Title of SOP</td><td>Standard Operating Procedure (SOP) for Record Control</td></tr>
<tr><td>Legal Basis</td><td colspan="2">Personnel Qualifications</td></tr>
<tr><td>1.Rector's Regulation No. 5 of 2022 concerning the Official Correspondence Procedures of Universitas Diponegoro.

2.Rector's Regulation No. 7 of 2023 concerning the Management of Archival Records at Universitas Diponegoro.

3.Rector's Decree of Universitas Diponegoro No. 361/UN7.A/HK/X/2024 concerning the Guidelines for Archival Compilation at Universitas Diponegoro.</td><td colspan="2">1.</td></tr>
<tr><td>Related Procedures</td><td colspan="2">Equipment / Tools</td></tr>
<tr><td></td><td colspan="2"></td></tr>
<tr><td>Cautions</td><td colspan="2">Recording and Data Management</td></tr>
<tr><td></td><td colspan="2">All records are documented and registered in the archival system, either electronically and/or manually.</td></tr>
</table>

1. Purpose

This Standard Operating Procedure (SOP) is established to ensure that records generated from quality assurance system activities at Universitas Diponegoro are properly identified, stored, protected, and disposed of appropriately.

2. Scope

This procedure applies to all work units within Universitas Diponegoro.

3. References

- Rector's Regulation No. 5 of 2022 concerning the Official Correspondence Procedures of Universitas Diponegoro.
- Rector's Regulation No. 7 of 2023 concerning the Management of Archival Records at Universitas Diponegoro.
- Rector's Decree of Universitas Diponegoro No. 361/UN7.A/HK/X/2024 concerning the Guidelines for Archival Disposal at Universitas Diponegoro.

4. Definitions

- **Record:** Information created, received, and maintained as evidence of activities or transactions.
- **Record Control:** The process of identifying, storing, protecting, and disposing of records.
- **Retention Period:** The duration for which a record must be retained before disposal.

5. Responsibilities

- **Work Unit:** Responsible for identifying, storing, and protecting the records produced from their activities.
- **Assigned Quality Assurance Staff of the Relevant Unit:** Responsible for establishing record control procedures, monitoring their implementation, and managing the records.

6. Procedure

6.1 Record Control Procedure

1. The record control procedure is carried out in accordance with the **Record Control Flowchart**. The assigned Quality Assurance Staff of the relevant unit must maintain a list of record distributions within their area of responsibility.
2. In controlling records, each assigned Quality Assurance Staff member must ensure the following identification details are provided:
    - Title / Name
    - Number
    - Date of issuance
    - Authorised approval
    - Amendment status (Revision).

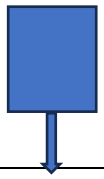
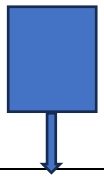
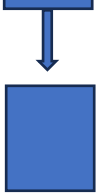
3. Every six months, the assigned Quality Assurance Staff must review expired records or quality logs listed in the **Record / Quality Log Register** based on their retention period.
4. If expired records or logs are identified, the assigned Quality Assurance Staff shall carry out the destruction process with the approval of the Head of Division.

6.2 Record Retention Period

The assigned Quality Assurance Staff of the relevant unit is responsible for determining the retention period of documents and records at Universitas Diponegoro.

7. Attachments / Related Documents

- **Standard Operating Procedure (SOP) for Record Control**

No.	Activity Steps	Quality Assurance	Quality Standard			Remarks
			Completeness	Time	Output	
1	The assigned Quality Assurance Staff of the relevant unit maintains a list of record distributions within their section.		Record	1 week	Updated record distribution list	
2	Each assigned Quality Assurance Staff member provides identification for the records.		Record	1 week	Records with proper identification	
3	The assigned Quality Assurance Staff reviews expired records or quality logs.		Record list	2 weeks	Reviewed record list	
4	If expired records or logs are identified, the assigned Quality Assurance Staff carries out record disposal with the approval of the Head of Division.		Reviewed record list	1 week	Reviewed and disposed record list	