



**Universitas  
Brawijaya**








# **QUALITY MANUAL**

**Faculty of Agriculture**

**Universitas Brawijaya  
Malang  
2022**



**MANUAL OF ORGANIZATIONAL QUALITY MANAGEMENT  
STANDARD IMPLEMENTATION  
FACULTY OF AGRICULTURE  
UNIVERSITAS BRAWIJAYA**

Process	Responsible Person			Date
	Name	Position	Signature	
1. Formulation	Dr. Riyanti Isaskar, SP., MSi	Chairman of Quality Assurance Group (GJM)		
2. Inspection	Dr. Sujarwo, SP., MP., MSi	Vice Dean of Academic Affairs		
3. Agreement	Dr. Ir. Damanuri, MS	Dean		
4. Determination	Dr. Ir. Damanuri, MS	Dean		
5. Control	Dr. Sujarwo, SP., MP., MSi	Vice Dean of Academic Affairs		

# LIST OF CONTENTS

LIST OF CONTENTS .....	iii
INTRODUCTION .....	viii
I. Introduction.....	1
1.1 History and Profile of the Faculty of Agriculture .....	1
1.1.1 History of the Establishment of the Faculty of Agriculture .....	1
1.1.2 Profile of the Faculty of Agriculture .....	2
1.2 Vision and Mission of the Faculty of Agriculture .....	3
1.2.1 Vision .....	3
1.2.2 Mission.....	3
1.3 Objectives, Strategy, and Development Direction of the Faculty of Agriculture .....	4
1.3.1 Purpose.....	4
1.3.2 Strategic and Development Direction of the Faculty of Agriculture.....	4
1.4 Scope and Purpose of the Quality Manual .....	6
1.4.1 Scope of the Quality Manual.....	6
1.4.2 Purpose of the Quality Manual .....	6
1.5 Risk Analysis and Risk Mitigation at the Faculty of Agriculture .....	7
1.5.1 Risk Analysis from Internal Factors .....	7
1.5.2 Risk Potential and Internal Factor Risk Mitigation .....	13
1.5.3 Risk Analysis from External Factors .....	14
1.5.4 Potential Risk and Risk Mitigation of External Factors.....	16
II. INTERNAL QUALITY ASSURANCE SYSTEM.....	18
2.1 Quality Assurance System Policy of the Faculty of Agriculture .....	18
2.2 Legal Basis of Quality Management in the Faculty of Agriculture .....	22
2.3 Strategy and Implementation of Quality Management in the Faculty of Agriculture.....	23
2.3.1 Strategy and Quality Management Cycle of the Faculty of Agriculture .....	23
2.3.2 Implementation of Quality Management in the Faculty of Agriculture.....	24
2.3.3 Scope of Quality Management in the Faculty of Agriculture ..	25
2.3.4 Risk-Based Quality Management in the Faculty of Agriculture .....	27

III. QUALITY DETERMINATION MANUAL.....	28
3.1 Organizational Structure and Governance of the Faculty of Agriculture.....	28
3.2 Governance Policy of the Faculty of Agriculture.....	32
3.3 Quality Management Business Process of the Faculty of Agriculture...	33
3.4 Stages and Determination of Quality Standards.....	36
3.5 Performance Indicators in FA-UB.....	37
3.6 Potential and Risk Mitigation of Determination Stages in FA UB.....	93
3.7 Responsible for Determination Stages in FA UB.....	96
IV. QUALITY IMPLEMENTATION MANUAL .....	97
4.1 Definition of Manual for Implementation of Quality Standards in FA UB.....	97
4.2 Purpose of Implementation of Quality Standards in the Faculty of Agriculture.....	98
4.3 Scope of Implementation of Quality Standards in the Faculty of Agriculture.....	98
4.4 Steps for implementing quality standards in FA UB.....	99
4.5 Potential and Risk Mitigation of Implementation Stages in FA UB....	100
4.6 Responsible for Implementation of Quality Standards in FA UB.....	101
V. MANUAL OF QUALITY EVALUATION.....	103
5.1 Definition of Quality Standard Evaluation Manual in FA UB.....	103
5.2 The Purpose of Evaluation of Quality Standards in FA UB.....	103
5.3 Scope of Evaluation of Quality Standards in FA UB.....	103
5.4 Steps to Evaluate Quality Standards in FA UB.....	103
5.5 Potential and Risk Mitigation Evaluation Stages in FA UB.....	104
5.6 Person in Charge of Evaluation of Quality Standards in FA UB.....	105
5.7 Quality Internal Audit Mechanism in FA UB.....	108
5.8 Satisfaction Survey Mechanism in FA UB.....	108
VI. QUALITY CONTROL MANUAL .....	110
6.1 Definition of Quality Standard Control Manual in the Faculty of Agriculture.....	110

6.2 Objectives of Quality Standard Control in the Faculty of Agriculture.....	110
6.3 Scope of Quality Standard Control in the Faculty of Agriculture ....	110
6.4 steps for Quality Standard Control in FA UB.....	111
6.5 Potential and Risk Mitigation of Stages of Control in FA UB.....	111
6.6 The person in charge of controlling quality standards in FA UB..	113
6.7 Scope and Mechanism of Management Review Meeting at FA UB .....	113
6.8 Scope and Mechanism of Risk Control in FA U.....	114
6.8.1 Policy Risk Control Mechanism in FA UB.....	114
6.8.2 Compliance Risk Control Mechanism in FA UB .....	114
6.8.3 Operational Risk Control Mechanism in FA UB.....	114
6.8.4 Reputation Risk Control Mechanism in FA UB.....	115
VII. QUALITY IMPROVEMENT MANUAL .....	116
7.1 Definition of Quality Standard Improvement Manual in FA UB .....	116
7.2 The Purpose of Improving Quality Standards in FA UB.....	116
7.3 Scope of Quality Standard Improvement in FA UB.....	116
7.4 Steps to Improve Quality Standards in FA UB.....	117
7.5 Potential and Risk Mitigation Stages of Quality Standard Improvement.....	118
7.6 Responsible for Quality Standard Improvement in FA UB.....	119
VIII. BUSINESS PROCESS MAPPING AND DOCUMENT NEEDS.....	120
8.1 Stages of Determination and Document Needs.....	120
8.2 Stages of Implementation and Document Needs.....	124
8.3 Stages of Evaluation and Document Needs.....	126
8.4 Stages of Control and Document Needs.....	128
8.5 Stages of Improvement and Document Needs.....	130
REFERENCE	

## **LIST OF FIGURES**

Figure 1 - Quality assurance business processes for continuous improvement.....	19
Figure 2 - Quality Management Strategy in FA UB (Source: Pertor 77-2022).....	24
Figure 3 - FA-UB organizational structure based on Pertor 18 of 2022 concerning OTK FA.....	31
Figure 4 - Business processes at the Faculty of Agriculture, University of Brawijaya...	35
Figure 5 - Total KPI and IKT on various standards set by FA UB .....	38
Figure 6 - The OSDAT cycle in implementing quality standards in the Faculty of Agriculture .....	97
Figure 7 - Implementation and Monitoring Procedures .....	100
Figure 8 - Functional Structure of Quality Assurance Organization of the Faculty of Agriculture, .....	102
Figure 9 - Quality Internal Audit Mechanism in the Faculty of Agriculture.....	108

## **LIST OF TABLES**

Table 1 - Study programs and Masters .....	21
Table 2 - Doctoral Program in Agricultural Sciences and educational requirements for prospective students.....	22
Table 3 - Quality Standards and Key Performance Indicators of FA UB .....	39
Table 4 - Potential and risk mitigation stages of quality determination .....	93
Table 5 - Implementation of Determination Stages and Document Needs at the Faculty of Agriculture .....	122
Table 6 - Stages of Implementation and Document Needs .....	124
Table 7 - Stages of Evaluation and Document Needs.....	126
Table 8 - Stages of Control and Document Needs.....	128
Table 9 - Stages of Improvement and Document Needs .....	131

## **INTRODUCTION**

Quality assurance of the Faculty of Agriculture, University of Brawijaya (FA-UB) is a mandate of Law No. 12 of 2012, especially article 51 paragraph (2), which states that the government organizes a higher education quality assurance system to get quality education. It also refers to Pertor No. 1 of 2017 concerning quality standards. Furthermore, FA-UB's quality manual, which contains the principles of FA-UB's quality management, is prepared to provide direction for FA-UB's quality assurance activities and is understood by all implementing units.

FA-UB's Quality Manual is prepared to control the management of international standard quality higher education and meet the regulations of the government of the Republic of Indonesia, the ISO 9001:2015 Quality Management System (QMS) requirements. This Quality Manual elaborates on the relationship between FA-UB's organizational structure, quality policy, quality objectives of education implementation, and FA-UB's internal Quality Assurance System.

FA-UB performs education quality assurance as a responsibility to stakeholders to develop FA-UB's education quality sustainably. Thus, the quality of education implementation in FA-UB is recognized internally and externally by the National Accreditation Board for Higher Education (BAN-PT) or international accreditation bodies.

FA-UB's SOTK in Pertor 18 of 2022 stipulates that there will be several changes to business processes in running the Faculty of Agriculture. The change in question is a change in units and also the emergence of compartments under the department. For the direction of academic quality assurance activities in FA to be understood by all units implementing academic activities, it is necessary to prepare an academic quality manual containing the principles of academic quality management. The quality manual of the Faculty of Agriculture, prepared by the Dean who is assisted by the FA-UB Quality Assurance Team team becomes a reference for the implementation of quality assurance and guidelines for Departments/Study Programs in compiling Study Program Specifications (SP), Graduate Competency (KL), Standard Operating Procedures (SOP), and Work Instructions (IK).

In implementing Internal Quality Assurance System (SPMI), FA-UB ensures that the quality culture is understood and implemented by all parties and controlled. With this SPMI, FA-UB is expected to be able to determine and realize its vision and meet the needs of stakeholders, namely the needs of society, the world of work, and professionals.

Malang, 29 September 2022

Dean

Signed

Dr. Ir. Damanuri, MS.



## **I. INTRODUCTION**

### **1.1 History and Profile of the Faculty of Agriculture**

#### **1.1.1 History of the Establishment of the Faculty of Agriculture**

The Faculty of Agriculture was founded on November 10, 1960, under the auspices of the Municipal University of Malang. On July 11, 1961, by wire from the President of the Republic of Indonesia Number 258/K/1961, the name of the University was changed to Universitas Brawijaya. FA-UB was given state status by PTIP Ministerial Decree Number 92 dated August 1, 1962, and starting July 1, 1962, it was under the auspices of Airlangga University, Surabaya. Furthermore, since January 5, 1963, Universitas Brawijaya was given state status through the Decree of the Minister of PTIP Number 1 of 1963. The Faculty of Agriculture, previously under the auspices of Universitas Airlangga, was returned to Universitas Brawijaya.

Until 1974, the Faculty of Agriculture had two departments: the Department of Agricultural Engineering and Agricultural Social Economics. In 1975, repairs and improvements were made to the education system by implementing a semester credit system. In the same year, the division of departments was perfected and adapted to the needs and demands. Therefore, four departments were opened: the Department of Agronomy, the Department of Agricultural Socio-Economics, the Department of Plant Protection, and the Department of Soil Science. The introduction of the Bachelor of Agriculture Education System, which required 144 credits and could be finished in four years, in 1978 marked another significant development in the educational system. Simultaneously with the change in the Faculty of Agriculture, there was a change in the name of the department, namely the Department of Agricultural Cultivation (formerly Agronomy), the Department of Agricultural Social Economics, the Department of Plant Pests and Diseases (formerly Plant Protection), the Department of Soil, and the Department of Agricultural Technology.

In 1984 the Diploma III Program in Agriculture and Plantation was established. On March 17, 1990, the Directorate General of Higher Education issued Decree No. 14/Dikti/Kep/1990 to establish the Diploma III Program in Plant Production, combining Diploma III Plantation and Diploma III Agriculture. Formation of Diploma III of Agricultural Agribusiness Study Program at FA-UB based on Decree of the Director General of Higher Education No. 230/DIKTVKep/1999 dated May 18,

1999. Until now, Diploma III of the Faculty of Agriculture manages three Study Programs: Horticultural Plant Production (formerly Plant Production Study Program), Agribusiness Study Program, and Landscape Architecture Study Program.

Since 1995, new students for the Bachelor Program have been accepted directly into the study program, which was previously only focused on the fifth semester. In 1996, based on the instructions of the Chancellor of Universitas Brawijaya, the Faculty of Agriculture opened an Extension Bachelor Program for all existing Study Programs. In 1997 at the Faculty of Agriculture, a new study program was opened, namely the Plant Breeding Study Program based on the Decree of the Director General of Higher Education No.78/DIKTi/Kep/1997. Based on the Decree of the Minister of Education and Culture No. 0124/O/1998 dated January 26, 1998, the Department of Agricultural Technology, which since its establishment was at the Faculty of Agriculture, was officially managed separately as the Faculty of Agricultural Technology.

### **1.1.2 Profile of the Faculty of Agriculture**

Agriculture Faculty UB has played an active role in educating the nation's life, producing science and technology to aid in resolving many national challenges, promoting the welfare of people, and ensuring environmental sustainability. To fulfill its vision and goal, the Faculty of Agriculture has partnered with numerous organizations both at local and international levels. As a result, the Faculty of Agriculture has acquired national and worldwide recognition.

As of October 2019, the Faculty of Agriculture UB has 141 permanent lecturers consisting of 29 Professors, 70 Doctors, 65 Masters or Masters, and 6 Bachelors of Agriculture or bachelor from various fields. There are 84 non-permanent lecturers consisting of 11 Doctors, 43 Masters or Masters, and 1 Bachelor. The administrative employees are 96 (80 people with civil servant status) and 16 honorary staff.

The following is a list of the Faculty of Agriculture UB deans from the past until now:

- (1) Dr. Ir. Moeijadi Banoewidjojo (1960-1969)
- (2) Prof. Ir. Baskoro Winarno (1969-1976)
- (3) Dr. H. Soetono, M.Agr-Sc (1976-1982)
- (4) Prof. Ir. Soemarjo Poepodarsono, M.Agr.Sc. (1982-1985)

- (5) Prof. Dr. Ir. H. Suwarno Notodimedjoimedjo (1985-1988)
- (6) Prof. Dr. Ir. H. Bambang Guritno (1989-1995)
- (7) Prof. Dr. Ir. Yogi Sugito (1995-2000)
- (8) Dr. Ir. Sheikhfani, MS. (2001-2005)
- (9) Prof. Ir. Sumeru Ashari, M.Agr.Sc., Ph.D. (2006-2015)
- (10) Prof. Dr. Ir. Nuhfil Hanani AR., MS. (2015-2019)
- (11) Dr. Ir. Damanuri, MS. (2019-Present)

Faculty of Agriculture UB, which is part of the World Class, Entrepreneurial University, is expected to be able to produce quality graduates, the quality the process of organizing learning, research, and community service with (1) high intellectual, (2) understanding sustainable agricultural development, (3) understanding trade and world business, (4) Understanding entrepreneurship (entrepreneurship), (5) Playing a role confidently in a modern work environment, (6) Having the ability to adapt to various changes and (7) Being able to cooperate with our people and other nations.

## **1.2 Vision and Mission of the Faculty of Agriculture**

### **1.2.1 Vision**

The ideals of FA-UB are contained in the VISION formulation, namely:

“Become an International Standard Agricultural Higher Education institution that plays an active role in the development of science and technology and sustainable management of natural resources and the development of agribusiness management.”

### **1.2.2 Mission**

The mission of the UB Faculty of Agriculture is as follows:

1. Carrying out education, research, and community service in the fields of agriculture and natural resource management as well as the latest agribusiness management with a global outlook based on faith and piety
2. Develop and apply science and technology within the scope of agriculture and the environment, as well as agribusiness management in nation building
3. Agricultural adaptation and mitigation to climate change

### **1.3 Objectives, Strategy, and Development Direction of the Faculty of Agriculture**

#### **1.3.1 Purpose**

In line with the vision and mission formulation above, the objectives of FA-UB are:

1. To produce graduates with high competence, high academic ability, high character and determination, noble behavior, and entrepreneurial spirit
2. Producing science and technology based on appreciative inquiries as well as *problem-solving* in the field of agriculture and natural resources, as well as integrating science and technology research results with educational programs
3. Applying science and technology following the needs of society in the field of agriculture and natural resources

#### **1.3.2 Strategic and Development Direction of the Faculty of Agriculture**

The strategy and direction for the development of the FA UB are based on four essential aspects to pay attention to, namely:

1. Improving the quality of education
2. Improving the quality of research and community service
3. Improving the quality of students and alumni
4. Institutional quality improvement

##### **A. Education Quality Improvement**

This program aims to improve the Quality of education by increasing the quality and improving the education system. Some of the fundamental policies employed to strengthen the field of Improving Educational Quality are as follows:

1. Increasing access and quality of prospective students
2. Improving the quality of study programs
3. Student/lecturer ratio improvement
4. Repairing of Learning and Teaching Process facilities and infrastructure
5. Increasing educational resources and media
6. Lecturer quality improvement
7. Development of character education and entrepreneurship
8. Consolidating the implementation of the OBE-based curriculum while taking into account the IQF standards

9. Increasing the competitiveness of graduates
10. Increasing international competitiveness
11. Increasing the efficiency of the teaching and learning process
12. Expansion of access and opportunities to learn to use IT

#### **B. Improving the Quality of Research and Community Service**

This program is aimed at improving the quality of research and community service. The basic policies used in improving the quality of research and community service are as follows:

1. Increased resource capacity for research
2. Institutional capacity building
3. Guidance and Quality Improvement of research
4. Increasing domestic research collaboration
5. Increasing the role of The Research and Community Service Division
6. Increasing the number of Journal Publications
7. Improving the quality of publications
8. Increase in international publications
9. Increasing journal accreditation
10. Cooperation with international institutions in the field of research
11. Growth and development of international standard research centers
12. Increasing value for research
13. Increasing the number of community service activities
14. Increasing social activities
15. Development of science and technology and social studies that are efficient

#### **C. Improving the Quality of Student and Alumni Affairs**

This program is aimed at improving the quality of student affairs and increasing the role of alumni and institutional management. The basic policies used in improving the quality of students and alumni include:

1. Increasing student achievement
2. Increasing student participation at the international level
3. Student career development
4. Formation of identity of graduates
5. Increasing student innovation and creativity
6. Increasing the entrepreneurial spirit of students
7. Increasing the competitiveness of graduates

8. Increasing the role of international activities
9. Increasing student participation in international professional associations
10. Increasing student facilities and infrastructure
11. Alumni Development

## **D. Institutional Quality Improvement**

This program aims to increase institutional cooperation by developing study programs and institutions at the Faculty of Agriculture. The basic policies used in the development of institutional cooperation are as follows:

1. Increasing the quality of the capacity
2. Development of variety and access to educational services
3. Increasing the independence of the budget
4. Development of the Faculty of Agriculture Business Institution
5. Development of student business institutions

## **1.4 Scope and Purpose of the Quality Manual**

### **1.4.1 Scope of the Quality Manual**

The Faculty of Agriculture at Universitas Brawijaya must adhere to the standards outlined in this quality manual and its implementation guidelines. This Quality Manual was prepared by referring to the standard requirements and clauses of the ISO 9001: 2015 Quality Management System with guidelines for its implementation in educational services IWA2: 2007, Indonesian government regulations, BAN-PT accreditation requirements, and international accreditation.

The scope of the Quality Management System at the Faculty of Agriculture, Universitas Brawijaya, is to provide guidelines for the implementation of quality management within the framework of higher education operations for Undergraduate (S1) and Postgraduate (S2 and S3) programs which include the implementation of the Tri Dharma of Higher Education in FA-UB, namely the implementation of education academic, research, and community service in the field of agricultural science and technology.

### **1.4.2 Purpose of the Quality Manual**

This Quality Manual aims to:

- a. Outline the main processes directly or indirectly related to education services, research, community service, and collaboration at the Faculty of Agriculture,

- Brawijaya University, both in planning, implementing, evaluating, or corrective actions to ensure continuous improvement in meeting customer satisfaction
- b. Describe the relationship between various activities involved in business processes and quality assurance
  - c. Explains the relationship between the Internal Quality Assurance System (SPMI) and the requirements of ISO 9001:2015
  - d. Reflects FA-UB's commitment to continuous quality improvement in written form so that it can be understood by all parties involved in the process of education, research, community service, and collaboration to create quality higher education capable of science and technology and innovation to support national and international competitiveness.

## **1.5 Risk Analysis and Risk Mitigation at the Faculty of Agriculture**

### **1.5.1 Risk Analysis from Internal Factors**

Risk analysis of internal factors is intended to identify potential problems that may arise and disrupt the operation and performance of the Faculty of Agriculture, Universitas Brawijaya. Further identified as follows:

1. Organizational Structure and Work Procedure FA-UB has been determined, but the duties and functions of several elements in the department and the unit have not been detailed.
2. There is still weak *feedback* from graduates in providing input for institutional development because the implementation of the track record of graduates is not optimal.
3. Collaboration initiated with overseas universities has not been appropriately utilized by all FA staff Academic staff working in the development field to obtain competitive grant funds.
4. The role of alumni in institutional development has not been optimal.
5. The quality standard process ( *benchmarking* ) has not been mapped out clearly, and has not become a regular activity
6. The internal evaluation process in the form of the last management review was carried out in 2013, which should have been carried out once a year according to the provisions in the FA UB Quality Manual
7. Not all study centers in FA are well developed and contribute to the development of FA

8. The results of internal and external evaluations have not been optimally used in program development
9. Cooperation with foreign countries to obtain development funds is still limited to a few staff and has not been evenly distributed to all academic staff
10. Lack of socialization and promotion reduces the interest of prospective new students
11. The level of selection competition in admitting new students is still low, so the quality of student input is also relatively low
12. Implementation of the international class is not optimal
13. Character development and entrepreneurship education are not yet optimal
14. Students have not fully utilized the academic guidance process, only consulting when filling out and revising Study Plan Cards.
15. There is no instrument that specifically assesses student competency based on learning outcomes.
16. Student's English competence still needs to be improved
17. The burden of supervising students per lecturer is still relatively high
18. Tracer Study has not yet become a routine faculty program
19. There are still many (46%) who can work > six months
20. The proportion of graduates with a first salary of < 2 million is still high
21. The continuity of the recruitment of new lecturers has been carried out in the last five years and an average of only one person per year, while lecturers aged over 50 years have reached 71%.
22. The ratio of lecturers and students has not reached the ideal standard, namely 1:25
23. The academic work (publication) of lecturers at the international level has not yet reached the ideal standard, namely one publication/lecturer/year
24. The number of intellectual property rights produced by lecturers is still low
25. Student learning ability independently is still relatively low
26. The need for improvement and internalization of scientific and professional ethics
27. Weak financial support for practicum implementation
28. A better faculty financial management information system has not yet been formed
29. Maintenance of various infrastructure (facilities and infrastructure) is still lacking
30. Some facilities and infrastructure, as well as library collections, are out of date



31. The ratio between students and teaching and learning facilities in laboratories is not ideal
32. There is no adequacy and suitability of resources, supporting facilities, and infrastructure to empower information systems.
33. Utilization of the expertise of lecturers and support units in the Faculty to collaborate with other institutions is still not optimal
34. A monitoring and evaluation system for the implementation of cooperation has not yet been developed.
35. The dependency of FA implementation on funding sources from students (Tuition fees, SPFP, DPP, etc.) is still high, and the utilization of FA assets to fund educational activities is not yet optimal

Several internal supporting variables that have the potential to lessen the risks above have also been identified, including the risk of internal factors affecting the institution's inadequate operation and performance, namely:

1. The formulation of the Vision, Mission, Goals, and Targets is clear and consistent with the University and in line with the development of local and global Agricultural Sciences
2. Management commitment and organizational culture for the progress of the Faculty are very high, as evidenced by various product and institutional innovations
3. Program planning and development is carried out in stages, from the lower units to the upper units, and is carried out concerning the results of internal evaluations
4. Program planning and development is carried out in stages, from lower units to upper units, and is carried out regarding internal evaluation results, as well as input from stakeholders (graduate users) and alumni
5. Long-term program planning (Renstra) and monitoring of implementation at the Faculty following the program's vision, mission, goals, and objectives
6. The structure and components of the formal organization are pretty comprehensive so that all existing sections and personnel absorb all the mechanisms of tasks and functions.

7. The success of achieving ISO 9001: 2015 is a form of appreciation for the hard work through GJM and UJM in carrying out the role as a quality assurance institution within the Faculty of Agriculture.
8. There is an academic quality assurance system that is oriented towards ISO, BAN-PT, and Excellent Service, controlled by Quality Assurance Center/PJM, Quality Assurance Group/GJM, and Quality Assurance Unit/UJM
9. FA's experience in collaborating with various institutions (domestic and foreign) guarantees convenience in improving cooperative relations and implementing development programs according to VMT
10. The Study Program at FA has experience in obtaining competitive grant funds, which have an impact on improving the teaching and learning process and increasing lecturer-student interaction
11. High scholarship recipients both come from PNBP and APBN
12. The quantity and motivation of students to develop creativity in scientific writing is very high
13. Student achievement is relatively high, especially at the national level
14. Career information and guidance are carried out intensively by the student affairs section of the Faculty and the Job Placement Center at the University
15. Competent graduates fill job vacancies in the field of agricultural science or entrepreneurship
16. Graduates are quite capable of competing in the job market. 25% of graduates already work with a waiting period of 1-6 months.
17. Graduates on time ( $\leq 4$  years) more than 50%, with a cumulative grade point average (GPA) of undergraduate graduates increasing to 3.18, enabling them to compete in a competitive job market
18. Competence of graduates for job vacancies following their knowledge have high integrity and good mastery of information technology
19. FA-UB lecturers and students have produced many scientific products in the form of models, innovative works, patents, the results of the development of work procedures, physical products as a result of research

20. Recruitment of staff and lecturers has referred to needs based on the ratio of lecturers: to students and has gone through selection committees at the Department, Faculty, and University levels
21. Lecturers are managed with a system of shared utilization ( *human resource sharing* ), and *resource sharing is carried out* in several activities, for example, the mutual use of researchers between research institutions and from other faculties.
22. Lecturer qualifications are relatively good (Bachelor (S1)=7, Master (S2) =79 , Doctor (S3) =79).
23. The curriculum is designed following the vision, mission, goals, and objectives of study programs at the FA and is adjusted by taking into account the needs of stakeholders and solving problems in society
24. There is interaction and integration of several courses for a comprehensive understanding of students, and the degree of integrity of course material is high because it has been stipulated following the National Higher Education Standards.
25. The presence of lecturers in the teaching and learning process is good (> 80%).
26. Evaluation of the teaching and learning process is carried out routinely by students.
27. Courses, especially those with six credits, are equipped with tutorials. Tutorial activities developed as part of the teaching and learning process can increase the intensity of lecturer-student meetings.
28. FA UB already has an international journal indexed by Scopus and SJR, namely Agrivita (the only one in UB).
29. Holding national and international guest lectures and scientific seminars involving alumni and foreign lecturers/researchers has increased lecturer-student interaction.
30. The increasing number of student scientific paper proposals for LKTI, PKM, and PIMNAS reflects the conducive academic climate in the Faculty of Agriculture.
31. Teaching materials made by FA lecturers are already available to support the teaching and learning process at the Faculty of Agriculture.

32. Information about financial receipts and student admissions at the time of re-registration can be accessed online in real-time via the computer of the relevant official up to the Department level.
33. There is an allocation of funds for the management and development of institutions, improvement of teaching and learning facilities, improvement of the academic atmosphere, and increased student activities. The budgeting system and fund allocation have been decentralized to faculties based on income earned and suggestions at the department and work unit levels. This system is regulated through a Chancellor's Decree.
34. The sustainability of procurement of funds can be considered quite good because routine budget funds come from student Tuition Fees/UKT, and development funds are obtained from other lecturer activity sources.
35. Representative computer laboratories and lecture halls are available, especially with the addition of the Central Building.
36. Adequate computer and internet network facilities can be accessed at any time by the academic community.
37. Available information systems include intranet, internet, LAN, telephone, facsimile, and intercom.
38. There are 18 Study Centers to accommodate the development of agricultural science through research activities and community service between lecturers and students.
39. Most lecturers' research involves students in research and community service for final project research (thesis, theses, and dissertations) and alumni (intern staff).
40. Lecturer research productivity is sufficient and of good quality in line with the increased utilization of research grant funds.

### 1.5.2 Risk Potential and Internal Factor Risk Mitigation

No	Aspect	Risk Potential	Risk Mitigation
1	Vision, Mission, Goals, and Targets	a) Policy Risk; b) Operational Risk; c) Reputation Risk	a) Internal Coordination; b) Dissemination of policies and Internal Audit; c) Monitoring and evaluation of the achievement of the strategic plan, KPI, and performance contracts;
2	Governance, Governance, and Cooperation	a) Policy Risk; b) Compliance Risk; c) Operational Risk; d) Reputation Risk	c) Updating Standard Operational Procedure (SOP);
3	Management	a) Policy Risk; b) Compliance Risk; c) Operational Risk; d) Reputation Risk	a) Internal Coordination; b) Dissemination of management policies of the Faculty of Agriculture UB; c) Strengthening Internal Quality Assurance System/ SPMI in performance monitoring and evaluation
4	Quality Assurance System	a) Policy Risk; b) Compliance Risk; c) Operational Risk; d) Reputation Risk	a) Internal Coordination; b) Dissemination of policies and guidelines; c) Updating Standard Operational Procedure / SOP; d) Internal Quality Assurance System / SPMI Strengthening
5	Human Resources	a) Policy Risk; b) Compliance risk; c) Operational Risk; d) Reputation Risk	a) Socialization of FA and UB Policies b) Aid/grant policy a) Human Resource Standard Policy; b) Human Resource mapping; c) Human Resource Competency Improvement; d) Human Resource monitoring and evaluation
6	Cooperation Ability	a) Policy Risk; b) Compliance Risk; c) Operational Risk; d) Reputation Risk	a) Monitoring in an integrated manner b) Provide <i>reward/punishment</i> based on performance achievements; c) Establishment of <i>an early warning system</i> that applies at every level of implementation;

No	Aspect	Risk Potential	Risk Mitigation
			d) There is an attached unit appointed to control the implementation of the cooperation

### 1.5.3 Risk Analysis from External Factors

The risk analysis that influences the success of institutional development is also seen from an external aspect. The following is the identification of risks in external aspects that have the potential to be harmful to the operating system, performance, and institutional development, namely:

1. DIKTI's policy of evaluating based on PDPT is a challenge for FA to continue to grow
2. There are user demands that graduates are ready to use (work) and equipped with *soft skills* such as communication, information technology, and leadership
3. Competition for graduates is getting more challenging along with a large number of tertiary graduates in Public Universities (PTN), Private Universities (PTS), and foreign universities, as well as the demand for FA graduates who are not only strong in agriculture but also master *soft skills*.
4. Government funds are increasingly limited, and the level of competition to win *competitive grants* is getting more challenging so that high demands are made on the accountability of education administration
5. With globalization, there is a demand for lecturers to continue to improve their competence so that they are more responsive to changes and provide the best learning to students
6. The flow of information, nationally and internationally, requires using teleconferences in teaching, learning, and communication between institutions.
7. Benchmarking as an instrument to strengthen cooperation with world universities is not yet optimal.
8. Lecturer regeneration is not going well because there is a limited quota for accepting new lecturers.
9. Competition to obtain research and community service funds and publication of research results in accredited national and international scientific journals is getting tougher.
10. In the next 5-10 years, more than 50% of lecturers will retire simultaneously.

11. The labor market is experiencing a setback due to low investment, so the absorption of labor from graduates will decrease while labor competition will increase

12. The impact of global trade is increasingly marginalizing the agricultural sector, including the increasing number of food and fiber products imported from abroad

In addition to risks in external factors that affect the sub-optimal operation and performance of institutions, several identifications of external supporting factors that have the potential to reduce the above harmful risks are also obtained, namely:

1. The variety of various institutions, study centers/study centers in the field of agriculture allows for a wide range of collaborations that can be handled.
2. Offers of cooperation from within and outside the country are pretty significant in networking, benchmarking, twinning, sister university, and double degree.
3. Ease of accessing information and technology can be an opportunity for FA to increase cooperation with other agencies and participate in solving problems in the agricultural sector.
4. Universities from various developed countries in Asia, Europe, America, and Australia are very open to working together to improve the quality of agricultural education with the Faculty of Agriculture, UB.
5. Many institutions have professionally developed a regular and measurable complaint-handling system so that they can become partners in cooperation
6. Creating opportunities for cooperation through Corporate Social Responsibility (CSR) with big companies to develop entrepreneurship skills.
7. There are sources of funds from other institutions through cooperation
8. There is university support for the use of information technology
9. Regional autonomy gives regions the flexibility to establish cooperation with universities
10. There are many local and national scientific journals for lecturer and student publications
11. DIKTI evaluates the quality of higher education not only in Study Programs but also in institutions, including internal management
12. Regional and international educational and research institutions, such as SEAMEO, ICRAF, and publicly funded research agencies, can be utilized to develop education and research at FA UB.

13. The number of potential graduates to become prospective students continues to increase.
14. Opportunities are opened to recruit foreign lecturers who enrich the knowledge base in FA-UB
15. The authority to appoint non-civil servant permanent employees as part of the authority of PTN BLU is following PP 23 of 2005.
16. There is quite a lot of funding (scholarships) available for further studies from Indonesia and overseas.
17. There are incentives to write in accredited national and international journals.

#### **1.5.4 Potential Risk and Risk Mitigation of External Factors**

No	Aspect	Risk Potential*)	Risk Mitigation
1	Cooperation Network	a) Policy Risk; b) Compliance Risk; c) Operational Risk; d) Reputation Risk	a) Increase the number of targets for cooperation and partnership with related agencies in quality control b) Encouraging each lecturer to initiate new collaborations with domestic and foreign partners
2	Recognition of Lecturer Performance by external parties	a) Policy Risk; b) Compliance Risk; c) Operational Risk; d) Reputation Risk	a) Strengthening Tridharma Cooperation policy support with external parties; b) Improvement of collaborative activity programs with relevant national and international institutions c) Facilitating lecturer recognition;
3	Limited government support funds	a) Policy Risk; b) Operational Risk; c) Reputation Risk	a) Research collaboration support with other domestic and foreign parties; b) Provision of collaborative fund stimulation for the attainment of possible domestic and foreign grants; c) Development of an efficient and productive financial



			management information system
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## II. INTERNAL QUALITY ASSURANCE SYSTEM

### 2.1 Quality Assurance System Policy of the Faculty of Agriculture

As one of the leading universities in Indonesia, UB has established a policy to become *an entrepreneurial university*. The FA aligns UB's vision with the FA and the work units under it. As UB's academic implementing work unit, the FA has decided to develop and implement an Internal Quality Assurance System (SPMI), which mainly adopts ISO 9001:2015 Quality Management System (SMM).

The system used is aligned with the system set by the University. For this reason, the UB Faculty of Agriculture is determined to implement SPMI to provide education, research, and community service services to satisfy key customers (students, communities, and other agencies as users) and maintain customer trust and satisfaction through gradual development and continuous quality improvement.

Generally, a series of activities within the scope of the quality management system at the Faculty of Agriculture, Universitas Brawijaya, can be described as follows. Each unit in FA-UB carries out the operating system in both faculties and departments based on Vision, Mission, Objectives, and other supporting documents. It is evaluated regularly with Quality Assurance Group (GJM)/ Quality Assurance Unit (UJM) coordination to control and evaluate target achievement and strategic mitigation measures for a hinder. The process in the form of the OSDAT cycle is a form of implementing sustainable institutional capacity and performance improvements.

Meanwhile, the quality objectives of the FA UB are:

1. Maintaining all aspects of quality in every process
2. Produce products and services to customers with good quality.

In line with the above goals, FA UB:

1. Develop SPMI that is integrated with ISO 9001:2015 QMS in the academic field with the support of all organizational personnel, with a pattern of togetherness that sharpens and nurtures each other and is based on the fundamental values of noble character, namely: trustworthiness, worship, credible *and* accountable
2. Be responsive to changes in the system for organizing higher education

academic activities while maintaining consistency in the quality of products and services through QMS.

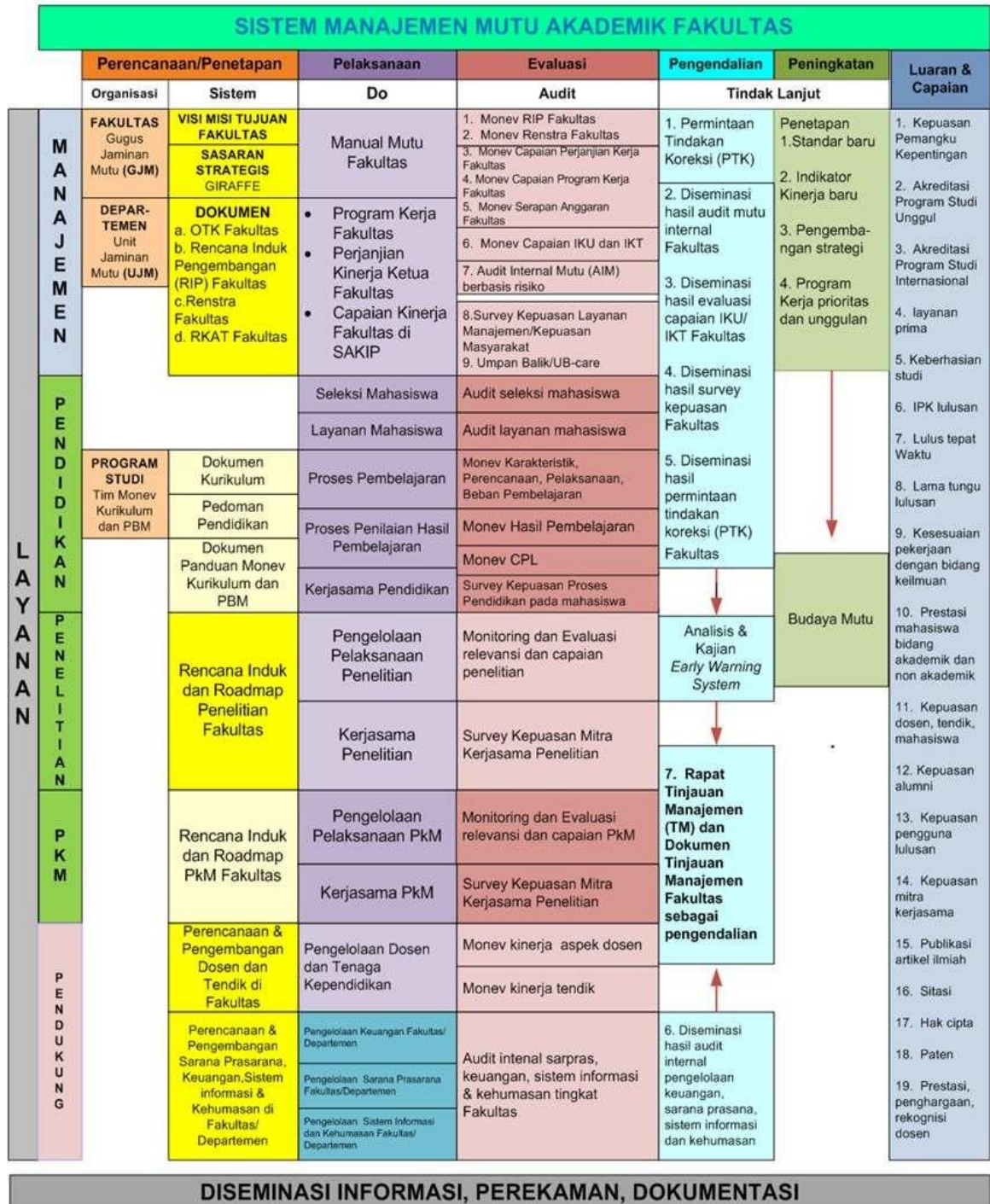


Figure 1- Quality assurance business processes for continuous improvement

3. Management, all members, and the FA UB administrative staff agree to meet quality standards according to their main tasks and functions to support healthy

working relationships.

4. Improving human resources through training programs for management, all members, administrative staff, and support personnel throughout the process so that each party can carry out tasks with adequate knowledge and skills.
5. Reviewing the effectiveness and efficiency of organizational performance so that FA UB can support the improvement of UB's quality target achievement.
6. Making the results of the study of the effectiveness and efficiency of organizational performance as input for continuous improvement in organizational development ( *continuous improvement* )

In this case, the Internal Quality Assurance System (SPMI), FA UB directs the achievement of the Internal Quality Assurance System to national and international recognition. The following are the steps taken to improve the accreditation status of study programs offered by FA UB in the context of obtaining national standard quality:

A. Undergraduate Program (S1):

- a. Agroecotechnology Study Program
- b. Agribusiness Study Program
- c. Forestry Study Program
- d. Study Program Outside the Kediri Agroecotechnology Main Campus
- e. Study Program Outside the Kediri Agribusiness Main Campus

B. Masters Program (S2):

- a. Master of Agricultural Economics Study Program
- b. Master of Agronomy Study Program
- c. Master of Soil and Water Management Study Program
- d. Master of Sociology Study Program
- e. Master of Agribusiness Study Program
- f. Master of Agricultural Entomology Study Program
- g. Master of Plant Pathology Study Program

C. Doctoral Program (S3) with the Doctoral Study Program in Agricultural Sciences

Meanwhile, in the aspect of international recognition, the quality policy of FA-UB leads to the achievement of international accreditation of Study Programs where 2 Study Programs have obtained the AUN-QA Certificate and the potential for

international accreditation of Study Programs is determined by AQAS ( *The Agency for Quality Assurance* ) Accreditation.

In maintaining the quality of education from the input side for postgraduate programs, it is done by mapping undergraduate graduates to master programs as follows:

**Table 1**– Master Study Program

NO.	PROGRAM STUDI	BIDANG KESARJANAAN YANG DIANGGAP SEBIDANG DENGAN PROGRAM STUDI S-2 PPSFPUB
1.	<b>Agronomi</b> o Minat Manajemen Produksi Tanaman o Minat Pemuliaan dan Bioteknologi Tanaman	Sarjana Pertanian (Agronomi, Pemuliaan Tanaman, Ilmu Tanah, Hortikultura), Kehutanan, Agroekotekno-logi/ Agroteknologi, Ilmu Hayati atau MIPA (biologi)
2.	<b>Pengelolaan Tanah dan Air (Manajemen Sumber Daya Lahan)</b>	Sarjana Pertanian (Ilmu Tanah, Agronomi, Mekanisasi Pertanian, Kehutanan, Agroekoteknologi/Agroteknologi, Agribisnis, Geografi, Teknik Pengairan) PengairanPengairan)
3.	<b>Ekonomi Pertanian</b> o Minat Ekonomi Sumberdaya o Minat Ekonomi Pemb. Pertanian o Minat Agribisnis	Sarjana Sosial Ekonomi Pertanian, Agribisnis, Perikanan, Peternakan, Kehutanan dan Sarjana Ekonomi
4.	<b>Sosiologi</b> o Minat Sosiologi Pedesaan o Minat Sosiologi Pembangunan o Minat Penyuluhan dan Komunikasi Pembangunan Pertanian	Sarjana Ilmu Sosial dan Politik, Ilmu Administrasi, Sosial Ekonomi Pertanian/Peternakan/Perikanan dan Psikologi Sosial
5	<b>Agribisnis</b>	Sosial Ekonomi Pertanian, Agribisnis, Agroekoteknologi/Agroteknologi
6	<b>Entomologi Pertanian</b>	Hama dan Penyakit Tumbuhan, Agroekoteknologi/ Agroteknologi
7	<b>Fitopatologi Tumbuhan</b>	Hama dan Penyakit Tumbuhan, Agroekoteknologi/ Agroteknologi

**Table 2-** Doctoral Program in Agricultural Sciences and educational requirements for prospective students

NO	PROGRAM STUDI DOKTOR ILMU PERTANIAN (PDIP)	BIDANG STUDI S2 YANG DIANGGAP SEBIDANG DENGAN MINAT PDIP
1	Minat Agronomi dan Hortikultura	Magister Pertanian/ Ilmu-Ilmu Hayati / Kehutanan/ Lingkungan
2	Minat Pemuliaan dan Bioteknologi Tanaman	
3	Minat Hama dan Penyakit Tumbuhan	
4	Minat Ekonomi Pertanian	Magister Ekonomi Pertanian/ Ekonomi/ Manajemen
5	Minat Sosiologi Pedesaan	Magister Sosiologi Pedesaan/ Sosiologi Pembangunan, Administrasi Negara/ Psikologi Sosial
6	Minat Penyuluhan dan Komunikasi Pembangunan Pertanian	Magister Penyuluhan, administrasi Negara/ Psikologi Sosial
7	Minat Agribisnis	
8	Minat Manajemen Sumberdaya Lahan	Magister Pertanian/Ilmu-Ilmu Alam dan Lingkungan/Geografi/ Remote Sensing
9	Minat Pengelolaan Sumberdaya Alam dan Lingkungan	Magister Ilmu Pertanian/ Kehutanan/ Teknik Sipil/Teknik Pengairan/Teknik Lingkungan
10	Minat Manajemen Agroforestry Tropika	Magister Perikanan/ Lingkungan/ Kelautan/ Pengairan/ Perikanan/ Geografi
11	Minat Manajemen Hutan dan EKowisata	Magister Teknologi Pangan/Hasil Pertanian (Teknologi Pangan, Teknologi

## 2.2 Legal Basis of Quality Management in the Faculty of Agriculture

The references used are:

- Law no 12 of 2012 concerning Higher Education
- Law No. 20 of 2003 concerning the National Higher Education System
- Government Regulation Number 4 of 2014 concerning the Implementation of Higher Education and Management of Higher Education
- Permenristekdikti Number 62 of 2016 concerning the Higher Education Quality Assurance System
- RI Minister of Education and Culture No. 5 of 2020 concerning PS and Higher Education Accreditation
- Permendikbud Number 3 of 2020 concerning National Education Standards
- BAN-PT Regulation No. 6 of 2020 concerning Instruments for Fulfilling Minimum Requirements for Study Program Accreditation in Undergraduate and Masters Programs

- h. Regulation of the Chancellor of Brawijaya University 76 of 2022 concerning Risk-Based Quality Standards
- i. University of Brawijaya Quality Assurance System Documents
- j. Brawijaya University Strategic Plan Document
- k. Brawijaya University SPMI Standard Number: UN10/HK.01.02 dated 3 April 2018
- l. SPMI Universitas Brawijaya Policy Number: UN10/HK.01.02.b dated 3 April 2018
- m. FA-UB Strategic Plan Document
- n. Quality Assurance System Documents of the Faculty of Agriculture, UB

## **2.3 Strategy and Implementation of Quality Management in the Faculty of Agriculture**

### **2.3.1 Strategy and Quality Management Cycle of the Faculty of Agriculture**

The implementation strategy in FA UB is structured in implementation steps called OSDAT (Organization, System, Implemented, Audited, and Followed Up). These steps align with the SPMI (Internal Quality Assurance Standards) for Higher Education, namely PPEPP (Determination, Implementation, Evaluation, Control, and Improvement). The description of these steps is as follows:

- a. Organization (O), i.e., Arranging a quality assurance organization. This organization (O) aligns with the PPEPP establishment step
- b. System (S), namely establishing quality assurance policies and formulating quality assurance documents and their documentation systems (quality policies, quality manuals, quality standards, and forms). Like the organization, the System (S) is also aligned with the Determination step (P) in PPEPP.
- c. Do (D), namely the system (S) that has been prepared, is carried out, starting with socialization and becoming a work reference. Do (D) is parallel to Implementation (P) in PPEPP.
- d. Audit (A), namely conducting an Internal Quality Audit (AIM). Audit (A) parallels Evaluation (E) in PPEPP.

- e. Follow-up (T), namely the internal audit results, are followed up according to the scope and level of the organization. Follow-up (T) parallels Control (P) and Improvement (P) steps in PPEPP.

The strategy is depicted in the following figure

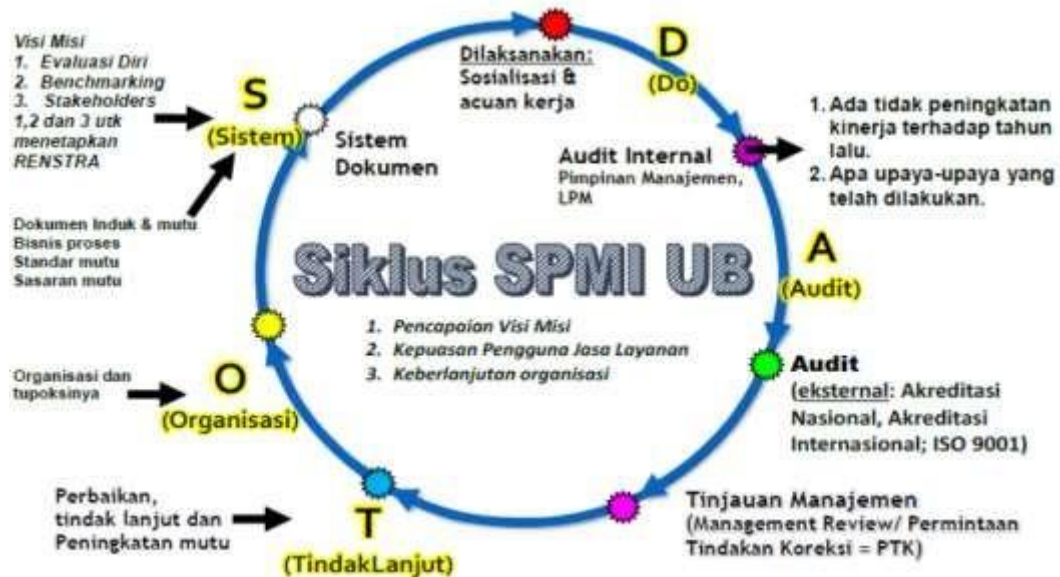


Figure 2- Quality Management Strategy in FA UB (Source: Pertor 77-2022)

### 2.3.2 Implementation of Quality Management in the Faculty of Agriculture

The implementation of FA UB's quality management at each unit level must refer to the principles of integrated quality management as follows:

- Focus on customers ( *Customer Focus* )
- Leadership
- Involvement of all members of the organization ( *Engagement of People* )
- An approach that emphasizes process improvement ( *Process Approach* )
- Implementation of management using a system approach ( *System Approach* )
- Continuous improvement steps ( *Continuous Improvement* or *Kaizen* )
- Decision-making based on evidence/facts ( *Evidence-based decision-making* )
- Harmonious relationship management between units in implementing quality in FA-UB ( *relationship management* )



Some essential things in the implementation of quality management in FA-UB can be presented as follows:

- a. Quality management in FA-UB is based on the active participation of each unit related to implementing FA-UB's quality and is monitored, and its implementation is evaluated by the Quality Assurance Group (GJM) in the Faculty and the Quality assurance Unit (UJM) in the department
- b. As a guardian of the quality of education in FA-UB, GJM has a vital role in supporting the reputation of the institution, national and international accreditation, as well as quality assurance from the process of providing education
- c. The Quality Assurance Unit (UJM), as an extension unit of Quality Assurance Group (GJM), assists the quality assurance process at the departmental and study program levels
- d. Each department and study program also reports internal audits periodically with the Coordination of the Quality Assurance Group (GJM), and the results are reported in the Internal Quality Assurance System of UB.
- e. Every effort to develop the Faculty/Department/PS is based on management evaluation ( *evidence-based* ) and is carried out periodically every year
- f. The operation of the main tasks and functions of each unit in FA-UB based on *the Standard Operating Procedure* (SOP) that has been determined
- g. *the Standard Operating Procedure* (SOP) continues to be developed in order to maintain the efficiency and effectiveness of operations in maintaining the quality of education in FA-UB
- h. The monitoring and evaluation system is carried out periodically and continuously under the Quality Assurance Group/GJM's duties as a form of continuous improvement of the organization.

### **2.3.3 Scope of Quality Management in the Faculty of Agriculture**

FA-UB's quality management is a form of commitment to implementing quality management that is adaptive, effective, and accountable regarding UB's risk-based quality standards to increase national and international competitiveness to create a culture and continuous quality improvement with the Organization-System Cycle Implemented-Audit-Follow-up, abbreviated as OSDAT.

Quality management of the Faculty of Agriculture, Universitas Brawijaya, is structured and determined for the scope of providing Higher Education Three Pillars

services (Tri Dharma), including aspects of undergraduate and postgraduate education, research, and community service supported by supporting services. The implementation of Higher Education Three Pillars (Tri Dharma) services at Brawijaya University consists of faculties, departments, study programs, and supporting units.

FA-UB is supported by 4 (four) departments: Agronomy, Plant Pests and Diseases, Agricultural Social Economy, and Soil Science. Moreover, FA-UB has 17 laboratories (Type III) as scientific development centers that contribute to the *scientific vision* and the implementation of study program education. Furthermore, in the future, it will be more strategic to create a type IV laboratory (integrated laboratory) that serves research activities and community service.

In the field of education, to anticipate the needs of the job market and entrepreneurial competencies, FA-UB has developed an Outcome Based Education (OBE) curriculum that prioritizes the standards of students' active and creative learning abilities and internalizes lifelong learning in developing self-competence optimally to reach the students' best potential.

The curriculum is then structured using a *backward curriculum design approach*, no longer a list of course names being the first concern, but more on how the expectations of the study program's *learning outcomes* can be achieved through study materials, teaching, and learning processes to the assessment process. It is further strengthened by the Freedom to Learn program (*Merdeka Belajar Kampus Merdeka/MBKM*) which provides space for a maximum of 2 semesters for students to study according to their interests off campus and get recognition of 20 credits per semester. Finally, quality management in education is one of the biggest concerns of FA-UB to produce constructive graduates for development.

In research, quality management is controlled by the Quality Assurance Group (GJM), and Research and Community Service Agency (BPPM) FA-UB carries out implementation. Research and Community Service Agency (BPPM) aims to increase the quality and quantity of research, community service, and collaboration. BPPM oversees a study group that carries out scientific development and innovation through research and community service.

The role of BPPM is linked with the Journal Publishing Agency (BPJ) synergizes for disseminating research results and community service. Management of the quality of research and community service is an integral part of promoting the institution's reputation nationally and internationally.

Quality management is also concerned with quality management for the development of human resources (lecturers and supporting staff), supporting facilities, student performance, and alumni participation. Quality management concerns the performance of lecturers and students, especially in implementing the Three Pillars (Tri Dharma) of Higher Education within and outside the country, following the directions for achieving the main performance indicators (IKU) set by DIKTI and achieving accreditation standards for both BAN-PT and foreign accreditation.

#### **2.3.4 Risk-Based Quality Management in the Faculty of Agriculture**

Risk-based quality management identifies, assesses, manages, and controls potential events or situations to provide reasonable assurance about achieving organizational objectives. Risk-based quality management is risk identification, risk analysis, and risk evaluation. Risk categories in quality management, namely:

- a. Policy risk, compliance risk, legal risk, operational risk, fraud risk, and reputation risk
- b. In FA-UB, academic quality is determined by 4 (four) risk categories:
  1. Policy risk
  2. Compliance risk
  3. Operational risk
  4. Reputation risk (national and international)

The handling of risk-based quality management at the Faculty of Agriculture, Universitas Brawijaya, is called risk mitigation. Risk mitigation at FA-UB as well as at the university level, is carried out with the following targets:

1. Reduction of the likelihood of occurrence of risks (prevention)
2. Reducing the impact of the occurrence of risks
3. Diversion or avoidance of risk

Risk-based quality management as a standard of quality assurance in FA-UB with the expectation of achieving the output of an organizational profile, that is, the organization becomes proactive in taking preventive actions, can reduce unwanted impacts from external and internal shocks, can adapt to changes in a shorter period, as well as encourage the improvement of the quality and capacity of the organization sustainably.

### **III.QUALITY DETERMINATION MANUAL**

#### **3.1 Organizational Structure and Governance of the Faculty of Agriculture**

Organizations in FA UB based on Rector's Regulation Number 18 of 2022 concerning SOTK FA UB, then:

1. FA UB has complete normative organizations, namely the Faculty Academic Senate whose membership consists of the Dean; Vice Dean; Head of Department; Professors; and Non-professor lecturer representatives from the Department. The Senate of the FA UB consists of two commissions namely; commission A (Commission for Academic and Student Affairs); and commission B (Commission for Human Resources, Law and Administration). The Faculty Senate was formed by a Rector's Decree.
2. FA UB is led by a Dean who is directly responsible to the Rector of UB. The Dean is appointed by the Rector with due regard to proposals and suggestions from the Faculty Academic Senate
3. The Dean in carrying out his duties assisted by the Vice Dean, namely the Vice Dean of Academic Affairs whose job is to assist the Dean in the implementation of education and teaching, research and community service. Vice Dean of General Affairs and Finance whose job is to assist the Dean in carrying out activities in the fields of planning, finance, general administration, and information systems, and Vice Dean of Student Affairs whose job is to assist the Dean in carrying out activities in the fields of students and alumni. The Vice Deans are appointed by the Rector by considering the proposals and suggestions of the Dean and the Faculty Academic Senate
4. The Faculty of Agriculture oversees Departments, Study Programs, Postgraduate Programs, and other units that can be formed according to needs, abilities, and developments.
5. Head of Department, Secretary of Department, Head of Study Program, Secretary of Study Program, and other units are appointed by the Dean.
6. The implementation of educational administration services at the Faculty of Agriculture is led by the Head of Administration who is directly responsible to the Dean. In carrying out daily tasks, the Head of Administration is assisted by the Heads of Sub-Divisions.

7. To prepare for the Academic Quality Assurance System (SPMA) at the faculty level, the Faculty of Agriculture formed a Quality Assurance Group (QAC) with a Dean's Decree. QAC's task is to assist the Dean in preparing academic policy documents, regulations, standards, and manual procedures. The follow-up at the Department level is SPMA, so each department forms a Quality Assurance Unit (QAU with a Dean's Decree. QAU's task is to assist the Head of Department in preparing documents: (a) Study Program Specifications (SP), (2) Graduate Competency (KL), (3) Standard Operating Procedure (SOP), (4) Work Instructions (IK) in accordance with Academic Standards are maintained.
8. For the Coordination of the implementation of Research, Community Service and Cooperation carried out by BPPM (Research and Community Service Agency), which is directly responsible to the Dean who has the task of carrying out coordination, implementation, monitoring, and evaluation of research activities, community service, and cooperation of the Faculty of Agriculture .
9. The Faculty of Agriculture is supported by the Alumni Association of the Faculty of Agriculture, UB in terms of establishing communication between alumni and the Faculty of Agriculture to foster and develop reasoning, interests and talents, career guidance, and student creativity with fellow alumni members. The alumni association is also expected to be a pioneer for alumni who not only provide facilities and infrastructure in the field of education and student affairs, but are also expected to become a driving force for alumni in an effort to respond to the current dynamics of the agricultural sector. So that the role of alumni is very beneficial for the development of the agricultural sector both at the national and international levels
10. The Journal Publishing Agency (BPJ) has the task of carrying out the publication of journals and the publication of scientific works by lecturers and students
11. Information System and Public Relations Manager (PSIK) is a unit in FA UB that is in charge of managing information and relations with the public.
12. The Ethics Commission is an element of the SAF which was formed to oversee the implementation of academic ethics and integrity within the Faculty of Agriculture.
13. Compartments are functional group positions for lecturers with specific fields of knowledge/expertise as professional educators and scientists who have the

main task of transforming, developing and disseminating science and technology through education, research and community service.

14. The laboratory is a device supporting the implementation of education in the FA environment.
15. The Innovation and Agripreneur Development Agency (BPIA) is a unit that conducts studies in the framework of developing innovation in the FA environment and also developing student entrepreneurship in agriculture.
16. The Counseling, Bullying and Sexual Violence Service Unit (ULKPKS) is a counseling, bullying and sexual violence service unit that assists the Dean in implementing counseling services for students who are victims of sexual violence and/or bullying.
17. The Curriculum Team is an academic implementing element in the Faculty of Agriculture in the field of educational studies and development which is under the Faculty, consisting of several members, namely representatives of the Departments who administer the Undergraduate and/or Postgraduate Programs who are appointed and dismissed by the Dean at the suggestion of the Head of the Study Program.

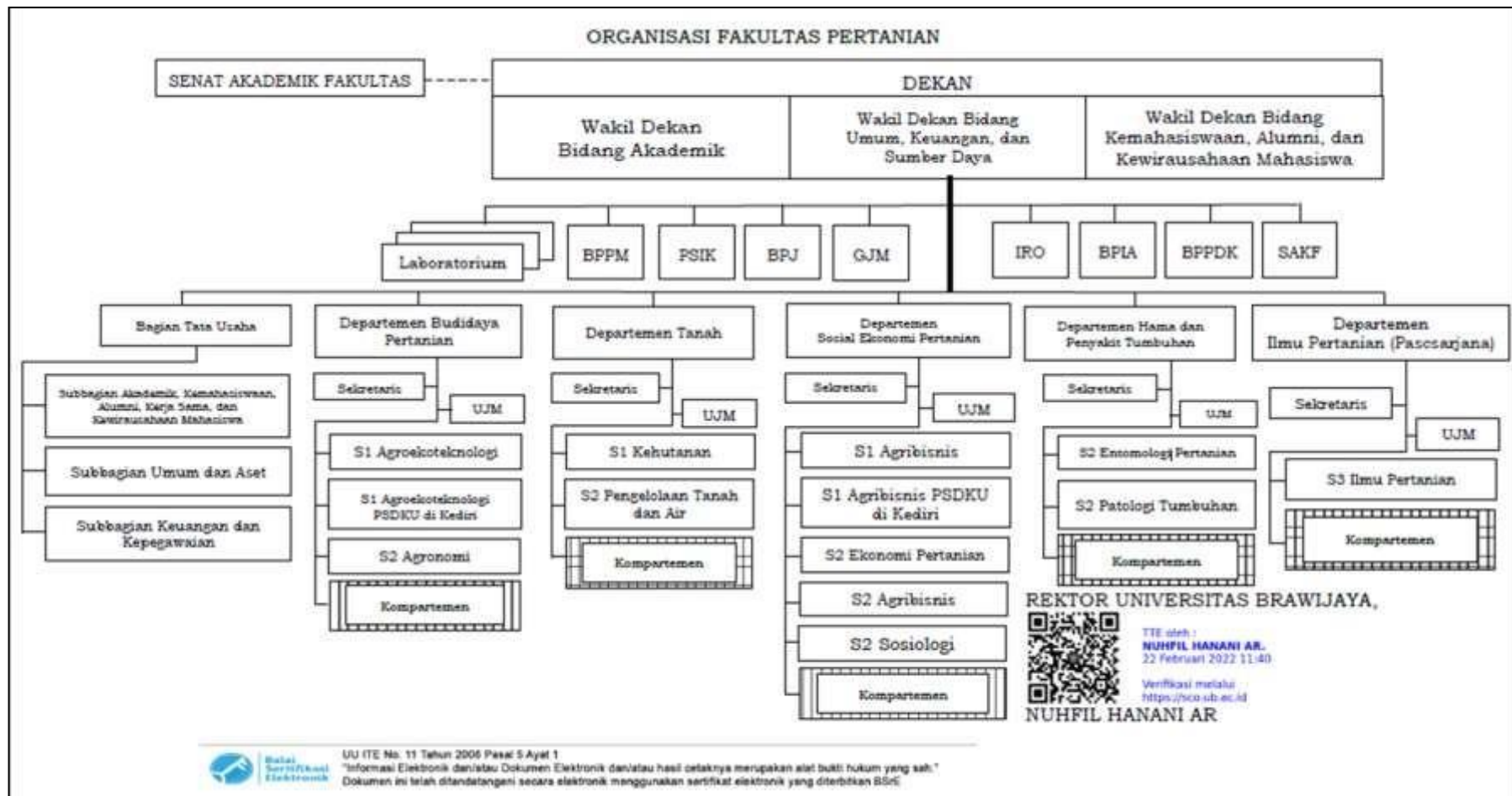
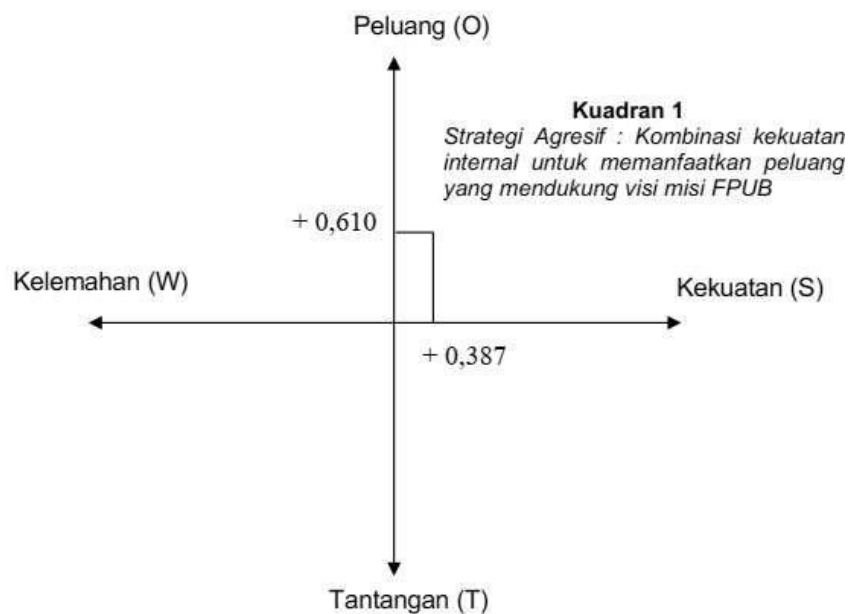


Figure 3– FA UB organizational structure based on Pector 18 of 2022 concerning FA OTK

### 3.2 Governance Policy of the Faculty of Agriculture

FA UB governance policy is based on internal and external analysis. The internal analysis is based on the strengths and weaknesses of FA UB, while the external analysis is based on the opportunities and threats of FA UB. In the FA UB Strategic Plan document, the following diagram is presented.



Source: FA UB Strategic Plan, 2021-2025

FA UB's policies and governance are contained in several documents as follows:

#### A. Faculty Planning Documents

1. Document of Vision Mission Goals and Organization
2. SOTK of the Faculty of Agriculture Number 18 of 2022 concerning the Organization and Work Procedure of the Faculty of Agriculture
3. Faculty Development Master Plan
4. Master Plan for Research and Service (RIPP) FA UB
5. FA UB Strategic Plan (*Renstra*) for 2021-2025
6. Annual Activity & Budget Plan (RKAT) - (Faculty and Department)

#### B. Operational Documents

1. Faculty and Department Quality Manuals



2. SOP and activity operational forms, namely:
  - a. management in general
  - b. Management of education
  - c. Management of student affairs and alumni
  - d. General Affairs, HR, and finance
  - e. Field of research and community service
  - f. Field of foreign and domestic cooperation
  - g. Reputation field
3. FA UB Lecture and Non-Lecture Education Guidelines
4. Faculty and Department Annual Work Program
5. SAKIP document (Institution Performance Accountability System)
6. Study Program Curriculum Documents
7. Management review document
8. Curriculum Monev document
9. Documents for Monitoring and Evaluation of Teaching and Learning Processes (PBM)

### **3.3 Quality Management Business Process of the Faculty of Agriculture**

The main business processes in the Faculty of Agriculture, Universitas Brawijaya are as follows:

1. The process of developing and implementing higher education for Undergraduate (S1) and Postgraduate (S2 and S3) programs in agriculture, includes:
  - a. Student selection
  - b. Student services
  - c. Learning process
  - d. The process of assessing learning outcomes
  - e. Educational collaboration
2. The research process to develop science and technology in agriculture , includes:
  - a. Management of research implementation
  - b. Research collaboration
3. The process of community service and business activities that are oriented towards improving community service in the agricultural sector , includes:

- a. Community Service implementation
  - b. Community Service Cooperation
- 4. Management of human resources in FA UB
- 5. Financial management , infrastructure, development of information systems and public relations of FA UB
- 6. The process of fostering and collaborating with the academic community, alumni, and relations with the environment (stakeholders);
- 7. Managerial processes, monitoring, and performance evaluation.

The following is a business process developed at FA UB. The design of the business process includes business processes in the field of education, in the area of research and community service, as well as in quality assurance presented in diagrams/flowcharts.

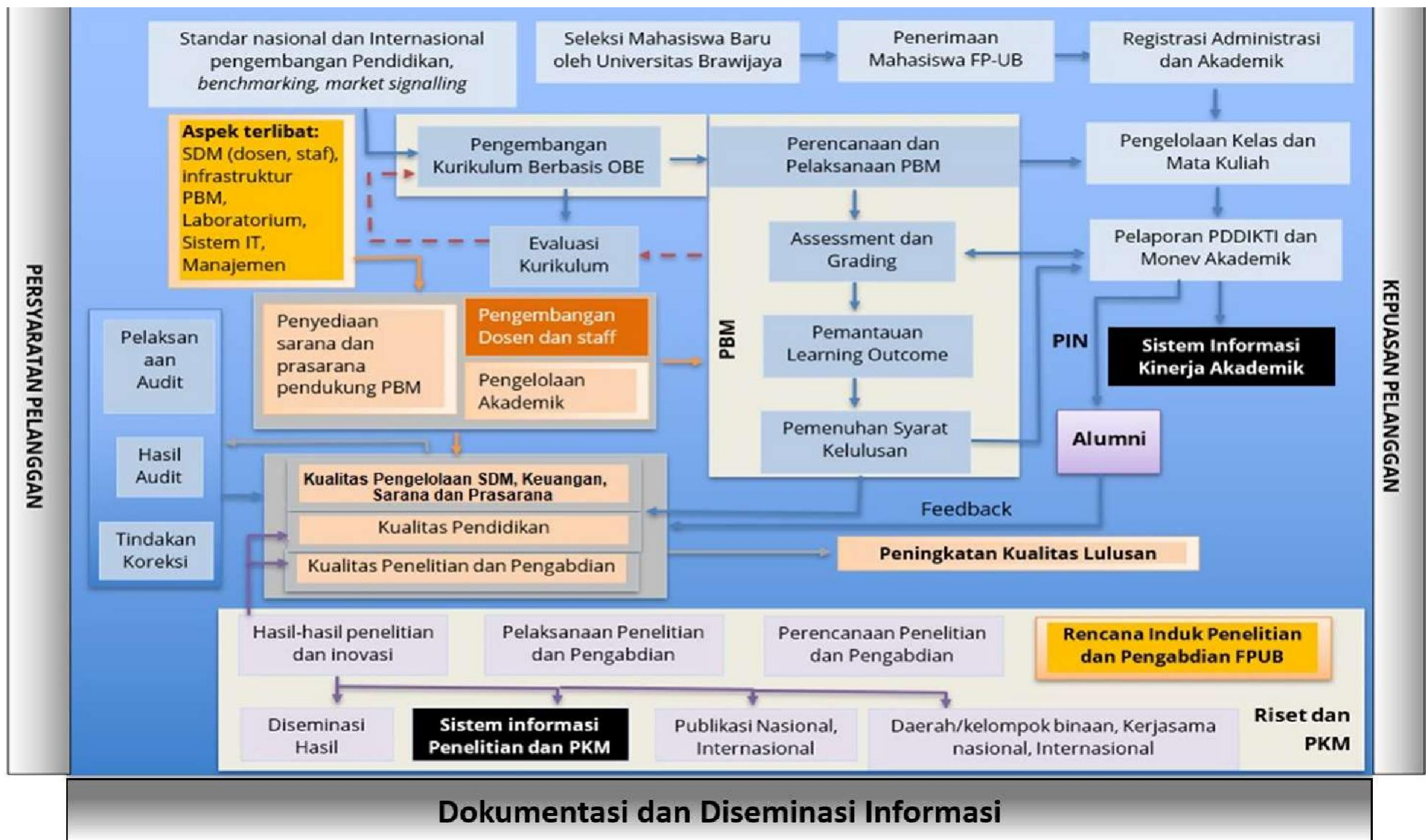


Figure 4- Business process at the Faculty of Agriculture, Universitas Brawijaya

### **3.4 Stages and Determination of Quality Standards**

The stages of preparing FA UB's quality standards are through a series of processes, namely:

1. Quality standard reference identification:
  - a. Quality standard policy set by DIKTI (SN-DIKTI)
  - b. UB's quality standard policy, namely risk-based quality standards in Pertor 76 of 2022
2. Determination of running business processes and analysis of their dynamics in FA UB
3. Identification of required quality standards based on mandated key performance indicators
4. Identification of quality standards based on additional indicators is necessary for the operation of education to run effectively, accountably and efficiently and go beyond the implementation of national standards
5. Determination of quality standards by FA UB

This document provides an overview of how FA UB has developed quality standards referring to SN-Dikti and UB's quality standards. Quality standards at the Faculty of Agriculture consist of the following:

1. Standard Vision, Mission, Goals, and Strategy
2. Governance and Governance Standards
3. Leadership Standard
4. Cooperation Standards
5. Quality Assurance Standards
6. Student Standards
7. Student Service Standards
8. Lecturer Standard
9. Education Personnel Standards
10. Funding and Financing Management Standards
11. Research Funding and Funding Standards
12. PkM Funding and Financing Standards
13. Facilities, Infrastructure and Information Management Standards
14. Graduate competence standard
15. Curriculum Standards

16. Learning Process Standards
17. Learning Process Implementation Standards
18. Standards for Monitoring and Evaluation of Learning Processes
19. Learning Assessment Standards
20. Standard Integration of research activities and PkM in the learning process
21. Student Satisfaction Improvement Standards
22. Research Process Standards
23. Standards of Relevance and Research Implementation
24. Standards of Relevance and Implementation of Community Service
25. Outcome Standards and Educational Achievements
26. Outcome Standards and Research Achievements
27. Outcome Standards and PkM Achievements

### **3.5 Performance Indicators in FA-UB**

UB's Faculty of Agriculture sets 27 standards consisting of 26 Main Performance Indicators (IKU) and 202 Additional Performance Indicators (IKT) both resulting from the mapping of indicators needed in UB's risk-based quality standards, FA's performance contracts and in FA UB's restra documents. Additional Performance Indicators of FA UB from risk-based UB quality standards consist of 80 indicators, IKT from registered performance contracts as many as 45 indicators, and from FA strategic plan as many as 73 indicators.

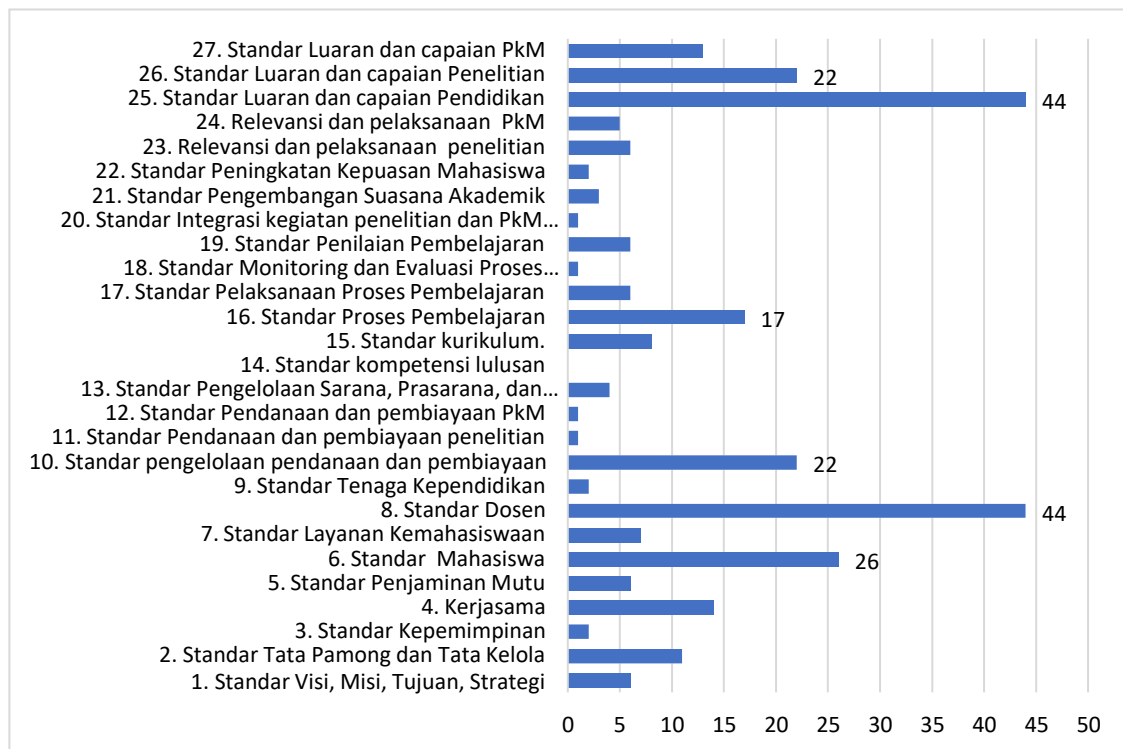


Figure 5- Total of KPI and IKT on various standards set by FA UB

Table 3- Quality Standards and Main Performance Indicators of FA UB

Accreditation Criteria	Quality Standards	IKU No	Key Performance Indicators (KPI)	IKU Achievement Targets	Cross Reference	Support Documents
Criterion 1: Vision, Mission, Objectives and Strategy	Standard Vision, Mission, Objectives, Strategy	1.1	The suitability of the Faculty's VMTS to the PT's VMTS and the scientific vision of the PS	<p>FACULTY has:</p> <p>1) a vision that reflects the vision of the tertiary institution and covers the scientific vision regarding the uniqueness of the study program and is supported by data on the consistency of its implementation,</p> <p>2) mission, goals and strategies that are in line with and synergize with the higher education mission, goals and strategies and support the development of study programs with data on the consistency of their implementation.</p>	BAN PT_Criteria 1	<p>1. Faculty RPJP</p> <p>2. Faculty Strategic Plan</p> <p>3. Operational plans/work programs of the Faculty</p> <p>4. Monevin RPJP 5 years</p> <p>5. Annual Monevin Strategic Plan</p> <p>6. Evaluation of the 5 year strategic plan</p> <p>7. Annual Dean Performance Report</p>
		1.2	Involvement of stakeholders in the preparation of the Faculty VMTS	There is a mechanism for compiling and establishing a documented vision, mission, goals and strategies and there is involvement of all internal stakeholders (lecturers, students and educational staff) and external (graduates, graduate users and experts/partners/professional organizations/government).	BAN PT_Criteria 1	<p>1. SOP for the preparation and dissemination of Faculty VMTS</p> <p>2. Report on the preparation of VMTS and documentation of stakeholder engagement (photos, list of attendees, poll results)</p> <p>3. VMTS outreach report</p>

		1.3	The faculty has a strategy for achieving goals prepared based on a systematic analysis, and monitoring and evaluation are carried out in its implementation which are followed up.	The Faculty has RPJP documents, Strategic Plans and Work Programs and contains effective strategies to achieve goals and is prepared based on systematic analysis using relevant and documented methods and monitoring and evaluation is carried out in its implementation and followed up.	BAN PT_Criteria 1	1. Report on the preparation of the Faculty RPJP report on the preparation of the Faculty Strategic Plan 2. Faculty RPJP Documents 3. Faculty Strategic Plan Documents 4. Faculty Work Program Documents 5. SAKIP report 6. Faculty Quality Manual 7. SOP for monev in RPJP and Strategic Plan 8. SOP evaluation work program 9. SOP management review 10. Faculty Management Review Report
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Accreditation Criteria	Quality Standards	IKU No	Key Performance Indicators (KPI)	IKU Achievement Targets	Cross Reference	Support Documents
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		1.4	The faculty conducts an internal audit of achieving targets and performance indicators according to the operational plan every year	Availability of internal audit policies in the Faculty on target achievement and there is evidence of internal audit implementation of target achievement and there is evidence of follow-up to improve target achievement	BAN PT_Criteria 1	1. Decree of the dean of internal audit policy on the achievement of the vision and mission and development plans from the RPJP, Strategic Plan, Work Program at the Faculty level  2. SOP for monevin RPJP and Strategic Plan  3. SOP evaluation work program  4. SOP for Internal Audit/quality monitoring and evaluation at the Faculty  5. Results of RPJP monevin and Faculty Strategic Plan  6. Results of the Faculty's work program evaluation  7. Quality audit results of RPJP/Renstra/Faculty Work Program  8. Minutes of monitoring and evaluation management review meeting  9. Faculty management review report  10. evidence of follow-up activities and evaluation of their improvement in the Faculty
Criterion 2: Governance, Governance and Cooperation	Governance and Governance Standards	2.1	The completeness of the organizational structure and the effectiveness of the organization.	The faculty has a formal document of organizational structure and work procedures complete with duties and functions, and has been running consistently and guaranteeing good administration and running effectively and efficiently.	BAN PT_Criteria 2	1. SOTK documents at the Faculty

		2.2	The faculty realizes good governance and fulfills the five pillars of the governance system, which include: 1) Credible, 2) Transparent, 3) Accountable, 4) Responsible, 5) Fair.	The faculty has good practices (best practices) in implementing governance that fulfills the 5 principles of good governance to ensure the implementation of quality study programs.	BAN PT_Criteria 2	1. Governance and governance policy documents  2. SOP documents and guidelines related to functional governance and operational governance
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Accreditation Criteria	Quality Standards	IKU No	Key Performance Indicators (KPI)	IKU Achievement Targets	Cross Reference	Support Documents
		2.3	Availability of valid evidence regarding good practices in the realization of <i>good governance</i> , covering 5 pillars namely: credibility, transparency, accountability, responsibility and fairness in the Faculty	The faculty has good practices ( <i>best practices</i> ) in implementing governance that fulfills the 5 principles of <i>good governance</i> to ensure the implementation of quality study programs.	BAN PT_Criteria 2	1. Documents of evidence of good governance practices from the 5 pillars, namely: credibility, transparency, accountability, responsibility, and fairness from the Dean, Vice Deans, and Heads of Departments
		2.4	Implementation of management service satisfaction measurement in the Faculty	The faculty conducts management service satisfaction surveys, including education, research, PKM and management services with valid, reliable, easy-to-use instruments, carried out periodically and comprehensively, carried out analysis for decision making, monitored and evaluated implementation, provided feedback and provided evidence follow-up on the feedback documented in the management review report.	BAN PT_Criteria 2	1. Guidelines and SOP for management service satisfaction survey  2. Management service satisfaction survey instrument  3. The results of the validation and reliability of the management service satisfaction survey questionnaire

				The results of measuring management service satisfaction are disseminated to both internal and external stakeholders		3. report on the results of service and management satisfaction surveys and analysis results for decision makers  4. money report on implementation of management service satisfaction survey  5. Minutes of management review meeting  6. Faculty management review report  7. Evidence of follow-up activities and evaluation of improvements in the Faculty  8. Evidence of socialization or dissemination of the results of the management service satisfaction survey at the Faculty
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Accreditation Criteria	Quality Standards	IKU No	Key Performance Indicators (KPI)	IKU Achievement Targets	Cross Reference	Support Documents
	Leadership Standard	2.5	Availability of valid evidence of leadership effectiveness in the Faculty, covering the following 3 aspects: 1) Operational leadership, 2) Organizational leadership, 3) Public leadership	Faculty leadership has operational, organizational, and public leadership characteristics and documentation is available	BAN PT_Criteria 2	1. Documents showing the effectiveness of operational, organizational and public leadership from the Dean and Vice Deans
		2.6		Faculty Leaders are able to:	BAN PT_Criteria 2	Strategic Plan Document

			<p>The capability of the Faculty leadership includes aspects of: 1) planning, 2) organizing, 3) personnel placement, 4) implementation, 5) control and supervision, and 6) reporting which forms the basis for follow-up.</p>	<p>1) carry out 6 management functions effectively and efficiently,</p> <p>2) anticipate and solve problems in unexpected situations,</p> <p>3) innovate to generate added value.</p>		<p>Operational Plan Document</p> <p>Faculty-level quality assurance documents</p>
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Accreditation Criteria	Quality Standards	IKU No	Key Performance Indicators (KPI)	IKU Achievement Targets	Cross Reference	Support Documents
	Cooperation Standards	2.7	<p>Quality, benefits, satisfaction and sustainability of educational, research and PkM collaborations that are relevant to the study program. The faculty has valid evidence regarding the existing collaboration fulfilling the following 3 aspects: 1) providing benefits for the study program in fulfilling the learning process, research, PkM. 2) provide increased performance of tridharma and study</p>	<p>The faculty has valid evidence regarding the existing collaboration that has fulfilled 3 aspects.</p>	BAN PT_Criteria 2	BPPM cooperation performance reporting document

			program support facilities. 3) provide satisfaction to industrial partners and other cooperation partners, as well as ensure the continuity of cooperation and its results.			
		2.8	Performance of higher education cooperation in the fields of education, research and PkM in the last 3 years.	The ratio of Three Pillars cooperation is sufficient to achieve superior standards	BAN PT_Criteria 2	Number of educational collaborations; Number of research collaborations; Number of community service collaborations

Accreditation Criteria	Quality Standards	IKU No	Key Performance Indicators (KPI)	IKU Achievement Targets	Cross Reference	Support Documents
		2.9	Collaboration performance at international, national, regional/local levels relevant to the study program and managed by the FACULTY in the last 3 years.	The ratio of cooperation on various levels  sufficient to achieve a high standard	BAN PT_Criteria 2	1. Number of international level cooperation  2. Number of national level cooperation  3. Number of regional/local level cooperation

	Quality Assurance Standards	2.10	<p>The implementation of the Internal Quality Assurance System (academic and non-academic) as evidenced by the existence of 5 aspects:</p> <p>1) legal documents for the establishment of quality assurance implementing elements. 2) availability of quality documents: SPMI policies, SPMI manuals, SPMI standards, and SPMI forms. 3) implementation of the quality assurance cycle (PPEPP cycle). 4) valid evidence of the effectiveness of quality assurance implementation.</p> <p>5) having external benchmarking in quality improvement.</p>	The faculty has implemented SPMI which fulfills the 5 required aspects.	BAN PT_Criteria 2	<p>1. SK GJM and UJM and duties and functions</p> <p>2. UB's SPMI policy, UB's quality standards, UB's SPMI manual</p> <p>3. Faculty quality manual</p> <p>4. Planning document and determination of quality management in the Faculty</p> <p>5. Documents on the implementation of quality management in the Faculty</p> <p>6. Quality management evaluation document in the Faculty</p> <p>7. Quality management control documents at the Faculty</p> <p>8. Quality management improvement documents in the Faculty</p> <p>9. SOP for monitoring and evaluation of quality</p> <p>10. SOP for quality internal audit in UB and faculties</p> <p>11. SOP management review</p> <p>12. faculty quality monitoring and evaluation reports</p> <p>13. AIM faculty report</p> <p>14. Minutes of monev and AIM management review meetings</p> <p>15. Faculty management review report</p>
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						16. Evidence of follow-up activities and evaluation of improvements in the Faculty
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Accreditation Criteria	Quality Standards	IKU No	Key Performance Indicators (KPI)	IKU Achievement Targets	Cross Reference	Support Documents
		2.11	Percentage of Study Programs with superior accreditation	100%	BAN PT_Criteria 2	1. SK and study program accreditation certificate

Criterion 3: Student	Student Standards	3.1	Implementation of efforts to increase the interest of prospective students, including foreign students, and evidence of their success by the Faculty	The faculty is making efforts to increase the interest of prospective students which is shown by a significant increase and fulfills 4 aspects including 1) it is carried out every year, 2) monitoring and evaluation of results is carried out, 3) there is feedback, 4) follow-up is carried out.	BAN PT_Criteria 3	<p>1. Policy documents to increase the interest of prospective students</p> <p>2. Report on efforts to increase the interest of prospective students and an analysis of success by increasing the interest of prospective students</p> <p>3. management review report related to the enthusiasm of prospective students</p>
		3.2	Recruitment methods, student acceptance criteria, and the selection process	The faculty has a document regarding a complete new student admissions system, including: selection policies, selection criteria, decision-making systems, and admission procedures, which are implemented consistently.	BAN PT_Criteria 3	<p>Student selection pertor documents</p> <p>Guidelines for organizing education in UB</p> <p>Guidelines for organizing education in FA UB</p>
		3.3	Implementation of an internal audit of the student selection system at the Faculty	There are guidelines and SOPs for student admissions, evidence of the implementation of an internal audit of the student selection system and evidence of follow-up on all implementation results for improving the student selection system, as well as management reviews as a form of control.	PT_Kriteria 3 tires	<p>1. Policy documents on access and quality of student services; 2. SOP monev and student service feedback</p> <p>3. Report on the implementation of annual student services in faculties and departments; 4. Monitoring and evaluation reports in Faculties and Departments</p> <p>5. Student service satisfaction survey guide and instruments</p> <p>6. Student service satisfaction survey report</p> <p>7. Increasing the interest of prospective students and analysis of improving access and service quality</p> <p>8. Management review report regarding access and quality of student services</p> <p>9. Faculty and Department quality manual</p>



Accreditation Criteria	Quality Standards	IKU No	Key Performance Indicators (KPI)	IKU Achievement Targets	Cross Reference	Support Documents
		3.4	Availability of services in reasoning, talent interests, career and entrepreneurship guidance, and welfare (scholarships, guidance and counseling, and health services)	Availability of excellent services in all fields in the form of (1) fostering and developing interests and talents, (2) increasing welfare, and (3) career counseling and entrepreneurship guidance		Student performance documents
	Student Service Standards	3.5	Access to and quality of services in the fields of reasoning, talent interests, career guidance and entrepreneurship, and welfare (scholarships, guidance and counseling, and health services)	Access and service quality is very good in all fields in the form of (1) fostering and developing interests and talents, (2) increasing welfare, and (3) career counseling and entrepreneurship guidance and fulfilling 4 aspects, including: 1) implementation, 2) implementation monitoring and evaluation of results, 3) there is feedback, 4) follow-up is carried out, and there are additional performance indicators	PT_Kriteria 3 tires	1. Student selection audit guide 2. Student selection audit instrument 3. student selection internal audit report 4. Management review report related to internal audit of student selection (Faculties and Departments)
		3.6	Implementation of internal audits of student services at the Faculty	There are SOPs for services to students, evidence of the implementation of an internal audit of the student service system and evidence of follow-up of all implementation results for improving the student service system, as well as management reviews as a form of control.	PT_Kriteria 3 tires	1. SOP for services to students in the Faculty 2. Student service audit guidelines 3. Instruments for auditing student services 4. Student services internal audit report 5. Management review report regarding the internal audit of student services (Faculties and Departments)

Accreditation Criteria	Quality Standards	IKU No	Key Performance Indicators (KPI)	IKU Achievement Targets	Cross Reference	Support Documents
Criterion 4: Human Resources	Lecturer Standard	4.1	The percentage of permanent lecturers in the Faculty with a minimum position of lecturer is required PS	Meet the standard for the maximum assessment of the proportion of DTPS by position in PS accreditation by BAN PT	BAN PT_Criteria 4	1. Functional Position Decree
		4.2	Percentage of permanent faculty members with doctoral degrees.	Meet the standard for the maximum assessment of the proportion of DTPS according to education in PS accreditation by BAN PT	BAN PT_Criteria 4	2. Doctoral degree
		4.3	The ratio of the number of PS students to DTPS	Meet the standard for the maximum assessment of the ratio of students to DTPS in PS accreditation by BAN PT	BAN PT_Criteria 4	Number of students per PS Number of DTPS per PS
		4.4	DTPS burden in TA mentoring	Meet the maximum assessment standards for lecturers in student TA guidance in PS accreditation by BAN PT	BAN PT_Criteria 4	Data on the average burden of DTPS in TA guidance per PS
		4.5	EWMP monitoring	Meet the maximum EWMP assessment standards for lecturers in PS accreditation by BAN PT	BAN PT_Criteria 4	Lecturer average EWMP data per PS
		4.6	Recognition of DTPS expertise	Meet the standard for the maximum assessment of the ratio of expert recognition to DTPS in SP accreditation by BAN PT	BAN PT_Criteria 4	Data on the average recognition of DTPS expertise per PS
		4.7	DTPS performance in access to research activities in the last 3 years	Meet the maximum performance assessment standards of DTPS in access to research in SP accreditation by BAN PT	BAN PT_Criteria 4	Data on the ratio of the number of research funding for LN and DTPS Data on the ratio of the amount of research on domestic funding and DTPS

						Data on the ratio of the number of PT/independent and DTPS funding research
		4.8	DTPS performance in accessing PkM activities in the last 3 years	Meet the maximum performance assessment standards of DTPS in PkM access in PS accreditation by BAN PT	BAN PT_Criteria 4	Data on the ratio of the number of PkM for LN and DTPS funding  Data on the ratio of the number of domestic funding PkM and DTPS  Data on the ratio of the number of PT/mandiri and DTPS funding PkM

Accreditation Criteria	Quality Standards	IKU No	Key Performance Indicators (KPI)	IKU Achievement Targets	Cross Reference	Support Documents
		4.9	Scientific publications with relevant theme with program areas the resulting studies DTPS in 3 years final	Meet the maximum performance assessment standards for DTPS publications in PS accreditation by BAN PT	BAN PT_Criteria 4	The number of publications in national journals is not accredited.  Number of publications in accredited national journals.  Number of publications in international journals.  Number of publications in reputable international journals.  Number of publications in regional/local seminars/PT.  Number of publications in national seminars.  Number of publications in international seminars.  Number of articles in regional mass media.

						<p>Number of articles in the national mass media.</p> <p>Number of articles in international mass media</p>
		4.10	Scientific work articles confiscated DTPS in the last 3 years.	Meet the maximum performance assessment standards for DTPS publications cited in PS accreditation by BAN PT	BAN PT_Criteria 4	Number of cited DTPS articles
		4.11	Research output and The resulting PKM DTPS in 3 years final.	Meet the maximum performance assessment standard for research output/PkM DTPS in PS accreditation by BAN PT	BAN PT_Criteria 4	<ol style="list-style-type: none"> <li>1. Number of research outputs/PkM that received IPR recognition (Patents, Simple Patents)</li> <li>2. Number of research outputs/PkM that received IPR recognition (Copyrights, Industrial Product Designs, Plant Variety Protection, Integrated Circuit Layout Designs, etc.)</li> <li>3. Number of outputs of research/PkM in the form of Appropriate Technology, Products (Standardized Products, Certified Products), Works of Art, Social Engineering.</li> <li>4. Number of research/PkM outputs published in the form of books with ISBNs, Book Chapters</li> </ol>

Accreditation Criteria	Quality Standards	IKU No	Key Performance Indicators (KPI)	IKU Achievement Targets	Cross Reference	Support Documents
		4.12	Implementation of efforts to develop lecturers and educational staff by the Faculty	<p>The faculty plans and develops</p> <p>DTPS follows the HR development plan in tertiary institutions (Renstra PT).</p> <p>consistent</p>	BAN PT_Criteria 4	<p>1. Lecturer strategic planning and development documents (Renstra) in faculties and departments</p> <p>2. Documents on the planning and development of educational staff in faculties and departments</p>
	Education Personnel Standards	4.13	Adequacy of qualifications and adequacy of educational staff and laboratory assistants at the Faculty	The faculty has educational staff and laboratory assistants who meet the level of adequacy and qualifications based on the study program's service needs in academic implementation and management unit functions very well.	BAN PT_Criteria 4	1. Report on the analysis of the qualifications and adequacy of educational staff at the Faculty
		4.14	Implementation of monitoring and evaluation of the performance of educational staff in administrative services	The faculty has valid evidence of a system for monitoring and evaluating the performance of educational staff in the study programs implemented, there is monitoring and evaluation, it is followed up and there is a management review as a form of control	BAN PT_Criteria 4	<p>1. Guidelines and SOPs for monitoring and evaluating the performance of training staff</p> <p>2. training monitoring and evaluation reports on staff performance, and evidence of follow-up and improvement of employee performance</p>
Criterion 5: Finance, Facilities and Infrastructure	Funding and financing management standards	5.1	Use of funds for operations (education, research, and community service) FA UB	S1/S2/S3: DOP $\geq$ 20 million per student per year	BAN PT_Criteria 5	1. Operational use report in the Faculty
		5.2	Investment realization supports Three Pillars	There is sufficient operational funding for Three Pillars and achievement of DTPS performance	BAN PT_Criteria 5	1. Report on the use of investment in the Faculty

Accreditation Criteria	Quality Standards	IKU No	Key Performance Indicators (KPI)	IKU Achievement Targets	Cross Reference	Support Documents
		5.3	Adequacy of funds to ensure operational achievement of tridharma and investment in the Faculty	Funds can guarantee the continuity of tridharma operations, investment in the development of human resources, facilities and infrastructure in the last 3 years, and have sufficient funds for development plans for the next 3 years supported by realistic funding sources.	BAN PT_Criteria 5	1. Written document on analysis of operational funds and development funds for the Faculty
		5.4	Internal audit of financial management in the Faculty	Internal audit is carried out consistently with the stages of implementation carried out every year. There is a follow-up to the results of an internal audit of financial management, as well as a management review as a form of control.	BAN PT_Criteria 5	1. Guidelines for internal auditing of financial management; 2. Audit instruments  3. Internal audit report on financial management; 4. Management review report related to internal audit of financial management
	Funding Standards and research funding	5.5	Amount of research funding per lecturer per year at the Faculty	S1/S2/S3/: RPD $\geq$ 10 million per lecturer per year	BAN PT_Criteria 5	1. Report data on the number and research funding of permanent lecturers in faculties and departments
	PkM Funding Standards and financing	5.6	Amount of PkM funds per lecturer per year at the Faculty	S1/S2/S3: RPKM $\geq$ 5 million per lecturer per year	BAN PT_Criteria 5	1. Report data on the number and funding of PkM permanent lecturers in faculties and departments
	Facilities, Infrastructure and Information Management Standards	5.7	Adequacy, accessibility and quality of SARPRAS to ensure the achievement of learning outcomes, research, PkM, and improve the academic atmosphere	The Faculty provides facilities, infrastructure, up-to-date information and communication systems and accessibility that can guarantee the achievement of learning outcomes, research, PKM, and improve the academic atmosphere and provide facilities and infrastructure for students with special needs	BAN PT_Criteria 5	1. Written documents on the availability, up-to-date, eligibility, accessibility of facilities, infrastructure, information and communication systems for tridharma activities and improving the academic atmosphere

Accreditation Criteria	Quality Standards	IKU No	Key Performance Indicators (KPI)	IKU Achievement Targets	Cross Reference	Support Documents
		5.8	Internal audit of SARPRAS management and information and communication systems	Internal audit is carried out consistently with the stages of implementation carried out every year. There is follow-up on the results of the internal audit of management of facilities and infrastructure and information and communication systems, as well as management review as a form of control.	BAN PT_Criteria 5	1. Guidelines for the internal audit of the management of information and communication facilities, infrastructure and systems; 2. Instruments for auditing the management of infrastructure; 3. Internal audit report on the management of information and communication facilities, infrastructure and systems; 4. Management review report related to the internal audit of the management of facilities, infrastructure and information and communication systems of the Faculty
Criterion 6: Education	Curriculum standards	6.1	Evaluate and update the curriculum periodically every 4 to 5 years	Evaluation and updating of the curriculum periodically every 4 to 5 years involving internal and external stakeholders, as well as being reviewed by experts in the field of study programs, industry, associations, and according to developments in science and technology and user needs.	BAN PT_Criteria 6	Study Program Evaluation Document Study Program curriculum document
		6.2	Conformity of learning outcomes with graduate profiles and IQF/SKKNI levels.	Analysis of the suitability of learning outcomes with graduate profiles and IQF/SKKNI levels was carried out.	BAN PT_Criteria 6	Study Program Evaluation Document Study Program curriculum document
		6.3	The accuracy of the curriculum structure in the formation of learning outcomes.	The curriculum structure contains the linkages between courses and graduate learning outcomes as depicted in a clear curriculum map, graduate learning outcomes are met by all course learning outcomes, and there are no course learning	BAN PT_Criteria 6	Study Program curriculum document LOPS achievement document per SP Course portfolio documents SPManagement Review Document

				outcomes that do not support graduate learning outcomes.		
	Learning Process Standards	6.4	Fulfillment of the characteristics of the learning process is needed	Fulfillment of the characteristics of the learning process which are: 1) interactive, 2) holistic, 3) integrative, 4) scientific, 5) contextual, 6) thematic, 7) effective, 8) collaborative, and 9) student-centered and has produced graduate profiles appropriate to learning outcomes.	BAN PT_Criteria 6	Study Program curriculum documents  Documents for achieving LOPS per SP Document portfolio for courses (sufficient principle in UB Pertor 76 in 2022)  SP Management Review Document

Accreditation Criteria	Quality Standards	IKU No	Key Performance Indicators (KPI)	IKU Achievement Targets	Cross Reference	Support Documents
		6.5	Availability and completeness of semester learning plan documents (RPS)	The RPS document includes learning achievement targets, study materials, learning methods, time and stages, assessment of learning outcomes. RPS is reviewed and adjusted periodically and can be accessed by students, implemented consistently.	BAN PT_Criteria 6	Documents of course portfolios (sufficient principle in UB Pertor 76 in 2022)
		6.6	The depth and breadth of lesson plans are in accordance with the learning outcomes of graduates.	The content of learning materials is in accordance with the RPS, has the relevant depth and breadth to achieve graduate learning outcomes, and is reviewed periodically.	BAN PT_Criteria 6	Documents of course portfolios (sufficient principle in UB Pertor 76 in 2022)
	Learning Process Implementation Standards	6.6	The form of interaction between lecturers, students and learning resources	Implementation of learning takes place in the form of interaction between lecturers, students, and learning resources in certain learning environments on-line and off-line in documented audio-visual form.	BAN PT_Criteria 6	Documents of course portfolios (sufficient principle in UB Pertor 76 in 2022)



		6.7	Monitoring the suitability of the process against the learning plan	Have valid evidence of the existence of a system and implementation of monitoring the learning process which is carried out periodically to ensure conformity with the RPS in order to maintain the quality of the learning process. The monitoring and evaluation results are well documented and used to improve the quality of the learning process.	BAN PT_Criteria 6	Documents of course portfolios (sufficient principle in UB Pertor 76 in 2022)
		6.8	The learning process related to research must refer to SN Dikti Research	There is valid evidence regarding the fulfillment of SN Dikti Research in the learning process related to research and the fulfillment of SN Dikti Research in the learning process related to research, namely: 1) research results: must comply with science and technology development, improve community welfare, and national competitiveness. 2) research content: fulfilling the depth and breadth of research material according to learning outcomes. 3) research process: includes planning, implementation, and reporting. 4) the research assessment fulfills the educative, objective, accountable, and transparent elements.	BAN PT_Criteria 6	Documents of course portfolios (sufficient principle in UB Pertor 76 in 2022)

Accreditation Criteria	Quality Standards	IKU No	Key Performance Indicators (KPI)	IKU Achievement Targets	Cross Reference	Support Documents
		6.9	The learning process related to PkM must refer to SN Dikti PkM	There is valid evidence regarding the fulfillment of SN Dikti PkM in the learning process related to PkM and the fulfillment of SN Dikti PkM in the learning process related to PkM, namely: 1) PkM results: must fulfill science and technology development, improve community welfare, and national competitiveness. 2) PkM content: fulfills the depth and breadth of PkM material according to learning outcomes. 3) PkM process: includes planning, implementation, and reporting. 4) the	BAN PT_Criteria 6	Documents of course portfolios (sufficient principle in UB Pertor 76 in 2022)

				PkM assessment fulfills the educative, objective, accountable and transparent elements.		
		6.10	Conformity of learning methods with learning outcomes. Example: RBE (research based education), IBE (industry based education), teaching factory/teaching industry, etc.	There is valid evidence that shows the learning method implemented in accordance with the planned learning outcomes in 75% to 100% of subjects.	BAN PT_Criteria 6	Documents of course portfolios (sufficient principle in UB Pertor 76 in 2022)
	Standards for Monitoring and Evaluation of Learning Processes	6.11	Monitoring and evaluating the implementation of the learning process includes characteristics, planning, implementation, learning process and student learning load to obtain graduate learning outcomes.	The faculty has valid evidence of the system and implementation of monitoring and evaluation of the learning process including characteristics, planning, implementation, learning process and student learning load which are carried out consistently and followed up.	BAN PT_Criteria 6	Documents of course portfolios (sufficient principle in UB Pertor 76 in 2022)

Accreditation Criteria	Quality Standards	IKU No	Key Performance Indicators (KPI)	IKU Achievement Targets	Cross Reference	Support Documents
	Learning Assessment Standards	6.12	The quality of the implementation of learning assessment (student learning processes and outcomes) to measure the achievement of learning outcomes is	There is valid evidence of the fulfillment of the 5 principles of assessment which is carried out in an integrated manner and is supplemented by a minimum assessment rubric/portfolio of 70% of the number of courses.	BAN PT_Criteria 6	Documents of course portfolios (sufficient principle in UB Pertor 76 in 2022)

			based on assessment principles which include: 1) educative, 2) authentic, 3) objective, 4) accountable, and 5) transparent, which is carried out in an integrated manner.			
		6.13	<p>The implementation of the assessment consists of techniques and assessment instruments.</p> <p>Assessment techniques consist of: 1) observation, 2) participation, 3) performance, 4) written test, 5) oral test, and 6) questionnaire.</p> <p>Assessment instruments consist of: 1) process assessment in the form of a rubric, and/or; 2) assessment of results in the form of a portfolio, or 3) design work.</p>	There is valid evidence that shows the suitability of assessment techniques and instruments for learning achievement of a minimum of 75% to 100% of the number of courses.	BAN PT_Criteria 6	Documents of course portfolios (sufficient principle in UB Pertor 76 in 2022)

Accreditation Criteria	Quality Standards	IKU No	Key Performance Indicators (KPI)	IKU Achievement Targets	Cross Reference	Support Documents
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		6.14	Implementation of learning assessment contains the necessary elements	There is valid evidence showing the suitability of assessment techniques and instruments for minimum learning outcomes of 75% to 100% of the number of courses with assessment including the following elements: 1) having an assessment plan contract, 2) carrying out an assessment according to a contract or agreement, 3) providing feedback and provide opportunities to question the results of students, 4) have documentation of the assessment of student learning processes and outcomes, 5) have procedures that include the planning stage, activities for giving assignments or questions, observing performance, returning observations, and giving final grades, 6) assessment reporting in the form of qualifications for student success in taking a course in the form of letters and numbers, 7) has evidence of plans and has carried out a process of improvement based on the results of the assessment monitoring and evaluation.	BAN PT_Criteria 6	Documents of course portfolios (sufficient principle in UB Pertor 76 in 2022)
	Standard Integration of research activities and PKM in the learning process	6.15	Integration of research activities and PKM in learning by DTPS in the last 3 years.	There is integration of research activities and PKM in learning by DTPS in the last 3 years as required for the maximum assessment of SP accreditation by BAN PT	BAN PT_Criteria 6	Documents of course portfolios (sufficient principle in UB Pertor 76 in 2022)  SP Management Review Document
	Academic Atmosphere Development Standards	6.16	Implementation and regularity of programs and activities outside of structured learning activities to improve the academic atmosphere.	There are scheduled scientific activities carried out every month.	BAN PT_Criteria 6	Faculty Operational Plan Document Faculty Management Review Document

Accreditation Criteria	Quality Standards	IKU No	Key Performance Indicators (KPI)	IKU Achievement Targets	Cross Reference	Support Documents
	Student Satisfaction Improvement Standards	6.17	The level of student satisfaction with the educational process.	There is a measurement of the level of student satisfaction with the educational process which includes: 1) Reliability: the ability of lecturers, educational staff, and administrators to provide services; 2) Responsiveness: the willingness of lecturers, education staff, and administrators to help students and provide services quickly; 3) Assurance: the ability of lecturers, educational staff, and administrators to give confidence to students that the services provided are in accordance with the provisions; 4) Empathy: concern for lecturers, educational staff, and administrators to pay attention to students; and 5) Tangible: student assessment of adequacy, accessibility, quality of facilities and infrastructure.	BAN PT_Criteria 6	Faculty Management Review Document
		6.18	Analysis and follow-up of the results of measuring student satisfaction.	The measurement results are analyzed and followed up at least 2 times each semester, and are used to improve the learning process and show an increase in learning outcomes.	BAN PT_Criteria 6	Faculty Management Review Document

Criterion 7: Research	Relevance standards and research implementation	7.1	The relevance of research at the FACULTY includes the necessary elements	<p>The faculty has research relevance which includes the following required elements: 1) has a roadmap that covers the research themes of lecturers and students as well as scientific development of study programs,</p> <p>2) lecturers and students carry out research in accordance with the lecturer's research agenda which refers to the research road map,</p> <p>3) evaluate the suitability of lecturer and student research with a road map, and</p> <p>4) use evaluation results to improve the relevance of research and scientific development of study programs.</p>	BAN PT_Criteria 7	<p>Faculty Management Review Document</p> <p>Research roadmap document and PkM</p>
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Accreditation Criteria	Quality Standards	IKU No	Key Performance Indicators (KPI)	IKU Achievement Targets	Cross Reference	Support Documents
		7.2	DTPS research which in its implementation involved study program students in the last 3 years.	The number of DTPS research titles involving study program students in the last 3 years is more than 50 percent	BAN PT_Criteria 7	<p>Faculty Management Review Document</p> <p>Strategic Plan Document</p>
Criterion 8: Community Service	Standards of relevance and implementation of PkM	8.1	The relevance of PkM in the Faculty includes the necessary elements	<p>The relevance of PkM in the Faculty includes the following required elements:</p> <p>1) has a roadmap that covers the PkM theme for lecturers and students as well as the downstream/application of scientific study programs,</p> <p>2) lecturers and students carry out PkM in accordance with the PkM roadmap.</p>	BAN PT_Criteria 8	<p>Faculty Management Review Document</p> <p>Strategic Plan Document</p> <p>Research roadmap document and PkM</p>

				<p>3) evaluate the suitability of PkM lecturers and students with a road map, and</p> <p>4) use the results of the evaluation to improve the relevance of PkM and scientific development of the study program.</p>		
Criterion 9: Outcome and Achievement of Three Pillars	Outcome Standards and Educational Achievements	9.1	Analysis of the fulfillment of graduate learning outcomes (CPL) as measured by valid and relevant methods	<p>There is an analysis of the fulfillment of graduate learning outcomes (CPL) as measured by valid and relevant methods, covering aspects of:</p> <p>1) versatility,</p> <p>2) depth, and</p> <p>3) the usefulness of the analysis indicated by the increase in CPL over time in the last 3 years.</p>	BAN PT_Criteria 9	SP Management Review Document
		9.2	Graduate GPA	<p>GPA average</p> <p>graduates in 3 years</p> <p>last more than 3.25</p>	BAN PT_Criteria 9	Faculty Management Review Document

Accreditation Criteria	Quality Standards	IKU No	Key Performance Indicators (KPI)	IKU Achievement Targets	Cross Reference	Support Documents
		9.3	Student achievement in academic field in the last 3 years.	There is a minimum of 0.1 percent academic achievement on an international scale	BAN PT_Criteria 9	Faculty Management Review Document
		9.4	Student achievement in non-academic field in the last 3 years	There is a minimum of 0.2 percent of non-academic achievements on an international scale	BAN PT_Criteria 9	Faculty Management Review Document

		9.5	Graduate study period	Average length of study <4.5 years for undergraduates; <2.5 years for S2; and <4.5 years for S3	BAN PT_Criteria 9	Faculty Management Review Document SAKIP document
		9.6	Graduation on time	Percent of graduation on time is more than 50 percent	BAN PT_Criteria 9	Faculty Management Review Document SAKIP document
		9.7	study success	Study success percentage >=85 percent	BAN PT_Criteria 9	SP Management Review Document
		9.8	Performance tracer studies	Implementation of a tracer study that includes 5 aspects as follows: 1) tracer implementation coordinated study at the university level, 2) tracer study activities are carried out regularly every year and documented, 3) the contents of the questionnaire cover all the core questions of the DIKTI tracer study.  4) targeted at the entire population (graduates of TS-4 to TS-2) 5) the results are socialized and used for curriculum development and learning.	BAN PT_Criteria 9	Faculty Management Review Document
		9.9	Waiting time	The waiting time for graduates to get their first job in 3 years, from TS-4 to TS-2 is less than 6 months	BAN PT_Criteria 9	Faculty Management Review Document
		9.10	Work suitability	The suitability of the graduate's field of work when getting the first job in 3 years, from TS-4 to TS-2 with a proportion of more than 60 percent	BAN PT_Criteria 9	Faculty Management Review Document



Accreditation Criteria	Quality Standards	IKU No	Key Performance Indicators (KPI)	IKU Achievement Targets	Cross Reference	Support Documents
		9.11	Level and size graduate workplace	At least 5 percent of graduates work in multi-national/international business entities  Note:  Terms of the percentage of respondents who graduated: - for study programs with the number of graduates in 3 years (TS-4 to TS-2) $\geq 300$ people, then $Pr_{min} = 30\%$ . - for study programs with the number of graduates in 3 years (TS-4 to TS-2) $< 300$ people, then $Pr_{min} = 50\% - ((NL / 300) \times 20\%)$	BAN PT_Criteria 9	Faculty Management Review Document
		9.12	satisfaction level graduate users	The level of satisfaction of graduate users in the aspects of ethics, skills, language, information technology, communication, collaboration, and self-development	BAN PT_Criteria 9	Faculty Management Review Document
	Outcome Standards and Research Achievements	9.13	Student scientific publications, produced independently or together with DTPS, with titles relevant to the field of study programs in the last 3 years.	Student scientific publications on an international scale at least 1 percent	BAN PT_Criteria 9	Faculty Management Review Document

	Outcome Standards and PkM achievements	9.14	Research output and  The resulting PKM student, either independently or together  DTPS in 3 years  final	There are at least 2 of the following outputs, namely: research outcomes/PkM students who receive IPR recognition (Patents, Simple Patents), and/or research outputs/PkM students who receive IPR recognition (Copyright, Industrial Product Design, Variety Protection)  Plants, Layout Design of Integrated Circuits, etc.), and/or student research/PkM outcomes in the form of Appropriate Technology, Products (Standardized Products, Certified Products),  Works of Art, Social Engineering, and/or student research/PkM outputs published in the form of books with ISBNs, Book Chapters	BAN PT_Criteria 9	Faculty Management Review Document
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Table xxx. Quality Standards and Additional Performance Indicators of FA UB

Criteria	Quality Standards	No	Faculty of Agriculture			
			IKT	Target	Unit	Cross Reference
<b>Criterion 1: Vision, Mission, Objectives and Strategy</b>	Standard Vision, Mission, Goals, and Strategy	1	The faculty prepares a development plan referring to international benchmarking and certification/accreditation results every 5 years	Availability of evidence that the Faculty Strategic Plan has referred to the results of benchmarking and international certification/accreditation towards the vision of internationalizing the Faculty and Study Program	Document	UB Quality Standards (proposal from the Guidelines for the Preparation of the Higher Education Strategic Plan)

		2	The Faculty leadership guarantees the target achievement of the Chancellor-Dean Performance Contract which is derived from the Chancellor's Performance Contract with the Minister	Availability of UPPS Performance Contract Reports is routinely monitored with > 90% achievement	Document	UB Quality Standards (proposal from the Chancellor's Work Program)
<b>Criterion 2: Governance, governance and cooperation</b>	Governance and Governance Standards	1	Faculty leaders carry out their mandate by implementing an international quality management system	Availability of Faculty Management Review Reports every year according to established requirements	Document	UB Quality Standards (proposal from UB's SPMI Policy)
		2	Faculty leaders carry out organizational and management functions of autonomous tertiary institutions and guarantee public openness and excellent service	Functionalization of the integrated planning, implementation and money system for higher education management (SAKIP)	Document	UB Quality Standards (proposal from UB Strategic Plan)
		3	The existence and functioning of the institution/function to enforce the code of ethics to guarantee values and integrity	The existence and functioning of an institution/function for enforcing a code of ethics to guarantee values and integrity	Ethics institute	Risk-Based SM UB

Criteria	Quality Standards	No	Faculty of Agriculture			
			IKT	Target	Unit	Cross Reference

		4	Availability of formal evidence of the functioning of the higher education functional and operational management system which includes the following 5 aspects: a) planning (planning); b) organizing (organizing); c) staffing; d) directing (leading); e) supervision (controlling).	The existence of the document referred to: Strategic Plan and Achievement Documents, TM in AIM	Document	Risk-Based SM UB
		5	Availability of valid evidence regarding implementation of management policies and guidelines covering 11 aspects as follows: a) education; b) development of academic atmosphere and scientific autonomy; c) student affairs; d) research;	There is a document containing the intended information	Document	Risk-Based SM UB
		6	Availability of formal documents and evidence of mechanisms for approval and determination of strategic plans covering the following 5 aspects: a) involvement of stakeholders; b) refers to the results of the strategic plan of the previous period; c) refer to the institutional VMTS; d) analysis of internal and external conditions; and e) ratified by an organ that has authority.	There is a document containing the intended information	Document	Risk-Based SM UB

Criteria	Quality Standards	No	Faculty of Agriculture
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			<b>IKT</b>	<b>Target</b>	<b>Unit</b>	<b>Cross Reference</b>
		7	Availability of valid evidence regarding good practice of developing quality culture in the Faculty through management review meetings, which schedule discussion of elements, which include: a) results of internal audits; b) feedback; c) process performance and product conformity; d) status of preventive and corrective actions; e) follow-up from the previous management review meeting; f) changes that may affect the quality assurance system; and g) recommendations for improvement	There is a document containing the intended information	Document	Risk-Based SM UB
	Leadership Standard					
	Quality Assurance Standards	1	Percentage of Excellent Accredited Study Programs	>77	%	FA UB Strategic Planning 2021 - 2025
		2	Percent of postgraduate students	15	%	FA UB Strategic Planning 2021 - 2025
		3	Percentage of Excellent Accredited Study Programs	≥ 60	%	FA Performance Contract 2021
		4	Number of Study Programs that have international accreditation recognized by the Ministry of Education and Culture	2	SP	FA Performance Contract 2021
	Cooperation Standards	1	Number of Study Programs that carry out collaborations with world-class PT partners for joint curriculum development	13	SP	FA Performance Contract 2021
		2	Number of Study Programs that carry out collaborations with institutions, companies, or partners outside PT QS100 by subject	13	SP	FA Performance Contract 2021

		3	The number of study programs that carry out collaborations with world-class PT partners for joint curriculum development	1	SP	FA Performance Contract 2021
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Criteria	Quality Standards	No	Faculty of Agriculture			
			IKT	Target	Unit	Cross Reference
		4	The number of study programs that carry out collaborations with world-class PT partners for apprenticeship programs	1	SP	FA Performance Contract 2021
		5	The number of SP that carry out cooperation with world-class PT partners for other tridharma	1	SP	FA Performance Contract 2021
		6	Availability of evidence of monitoring and evaluation of the implementation of the partnership program, satisfaction level of cooperation partners as measured by valid instruments, as well as efforts to improve the quality of networks and partnerships to ensure the achievement of the vision, mission and strategic goals.	There is a document containing the intended information	Document	Risk-Based SM UB

		7	The level of satisfaction of internal and external stakeholders on each criterion: governance and cooperation, students, human resources, finance, facilities and infrastructure, education, research and community service that fulfills the following 4 aspects: a) using satisfaction instruments that valid, reliable, easy to use; b) carried out periodically, and the data is recorded comprehensively; c) analyzed with the right method and useful for decision making; and d) the level of satisfaction and feedback is followed up for regular and systematic improvement and improvement of output quality	There is a document containing the intended information	Document	Risk-Based SM UB
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Criteria	Quality Standards	No	Faculty of Agriculture			
			IKT	Target	Unit	Cross Reference
		8	Number of Implementation Arrangements (IA) for FA lecturer research based on domestic cooperation	1	Cooperation	FA UB Strategic Planning 2021 - 2025
		9	Number of Implementation Arrangements (IA) for research by FA lecturers based on foreign cooperation	1	Cooperation	FA UB Strategic Planning 2021 - 2025
		10	Number of research collaborations involving UB, Government & Industry (implementation of triple helix)	1	Cooperation	FA UB Strategic Planning 2021 - 2025

		11	Number of Community Service collaborations involving FA, Government, & Industry (implementation of triple helix)	1	Cooperation	FA UB Strategic Planning 2021 - 2025
<b>Criterion 3: Student Affairs</b>	Student Standards	1	New student quality control	1:6	Ratio	FA UB Strategic Planning 2021 - 2025
		2	The number of monitoring and evaluation activities for scholarship recipients from the total undergraduate students	2	Activity	FA UB Strategic Planning 2021 - 2025
		3	Number of accepted Masters/S3 students	85	student	FA UB Strategic Planning 2021 - 2025
		4	The number of students who carry out activities outside the campus	372	Person	FA Performance Contract 2021
		5	Number of outstanding students at provincial, regional/regional and national levels	50	Person	FA Performance Contract 2021
		6	Number of Outstanding Students at international level	40	Person	FA Performance Contract 2021
		7	Number of students participating in Independent Learning Activities	140	Person	FA Performance Contract 2021
		8	Number of Study Programs Implementing Independent Campus Learning	2	SP	FA Performance Contract 2021
		9	Number of Outbound Students	40	Person	FA Performance Contract 2021
		10	Number of Inbound Students	40	Person	FA Performance Contract 2021
		11	Number of student achievements and awards at the national level	60	Performance	FA UB Strategic Planning 2021 - 2025



Criteria	Quality Standards	No	Faculty of Agriculture			
			IKT	Target	Unit	Cross Reference
		12	Number of student achievements and awards at international level	15	Performance	FA UB Strategic Planning 2021 - 2025
		13	The number of students involved in international level student innovation and creativity contests	12	Student	FA UB Strategic Planning 2021 - 2025
		14	Number of students involved in national level student innovation and creativity competitions	15	%	FA UB Strategic Planning 2021 - 2025
		15	PKM proposals that pass the selection of the Director General of Higher Education	30	%	FA UB Strategic Planning 2021 - 2025
		16	Proposal Title of PKM participating in PIMNAS/proposal from the funded	25	%	FA UB Strategic Planning 2021 - 2025
		17	PKM proposals that won the PIMNAS medal per proposal that took part in PIMNAS	30	%	FA UB Strategic Planning 2021 - 2025
		18	Number of students attending international scientific meetings	30	Student	FA UB Strategic Planning 2021 - 2025
		19	Number of inbound students	42	Person	FA UB Strategic Planning 2021 - 2025
		20	Number of outbound students	40	Person	FA UB Strategic Planning 2021 - 2025
		21	Percentage of foreign students (inbound students)	>= 0.5	%	Risk-Based SM UB
		22	Percentage of outbound students	>=1,5	%	Risk-Based SM UB

	Student Service Standards	1	student achievement coaching	5	Activity	FA UB Strategic Planning 2021 - 2025
		2	Number of international level innovation and creativity development	8	Activity	FA UB Strategic Planning 2021 - 2025

Criteria	Quality Standards	No	Faculty of Agriculture			
			IKT	Target	Unit	Cross Reference
		3	The number of alumni who play a role in student development	3	Activity	FA UB Strategic Planning 2021 - 2025
		4	student identity	3	Activity	FA UB Strategic Planning 2021 - 2025
		5	Percentage of graduates who have been trained in entrepreneurship	18	% Graduate of	FA UB Strategic Planning 2021 - 2025
<b>Criterion 4: Human Resources</b>	Lecturer Standard	1	Number of Lecturers working outside the campus inside and outside the country	30	Person	FA Performance Contract 2021
		2	Number of Lecturers who become Student Advisors with Achievement at least at national level	50	Person	FA Performance Contract 2021
		3	Number of Foreign Lecturers (Visiting Professors)	12	Person	FA Performance Contract 2021
		4	Number of Publications By Professors	100	Publication	FA Performance Contract 2021
		5	Number of holding International Seminars	4	Activity	FA Performance Contract 2021

		6	Number of Practitioners teaching on campus	10	Person	FA Performance Contract 2021
		7	Number of lecturers who have competency certification	70	Person	FA Performance Contract 2021
		8	Number of Lecturers with Doctoral Qualifications	109	Person	FA Performance Contract 2021
		9	Number of Lecturers with the Head Lector Position	37	Person	FA Performance Contract 2021
		10	Number of Lecturers with Professor Position	38	Person	FA Performance Contract 2021
		11	The ratio of the number of permanent lecturers who meet the lecturer requirements to the number of undergraduate study programs	>=50 S3 >=70 GBLK	%	Risk-Based SM UB
		12	The ratio of the number of permanent lecturers who meet the lecturer requirements to the number of Masters study programs	>= 70 GBLK	%	Risk-Based SM UB
		13	The ratio of the number of permanent lecturers who meet the lecturer requirements to the number of Doctoral study programs	>= 70 GBLK	%	Risk-Based SM UB

Criteria	Quality Standards	No	Faculty of Agriculture			
			IKT	Target	Unit	Cross Reference
		14	Percentage of the number of lecturers who have the	15.00	%	Risk-Based SM UB

			functional position of Professor to the total number of permanent lecturers			
		15	Lecturers participating in international seminars	18	Lecturer	FA UB Strategic Planning 2021 - 2025
		16	the number of practitioners teaching on campus	12	Practitioner	FA UB Strategic Planning 2021 - 2025
		17	Number of Foreign Lecturers (visiting professors)	12	Foreign Lecturer	FA UB Strategic Planning 2021 - 2025
		18	Number of Lecturers who are members of International Level Professional/ Scientific Associations/ Associations	16	Lecturer	FA UB Strategic Planning 2021 - 2025
		19	Number of lecturers who have competency certificates	70	Lecturer	FA UB Strategic Planning 2021 - 2025
		20	Number of national level lecturer awards	40	Lecturer	FA UB Strategic Planning 2021 - 2025
		21	Number of international level lecturer awards	20	Lecturer	FA UB Strategic Planning 2021 - 2025
		22	Number of Lecturers doing sabbatical leave (leaving the institution for scientific research activities)	1	Lecturer	FA UB Strategic Planning 2021 - 2025
		23	Percentage of the number of lecturers who have professional educator certificates/professional certificates to the total number of permanent lecturers	80	%	Risk-Based SM UB
		24	The ratio of the number of students to the number of permanent lecturers for the Undergraduate Program	$15 < R < 25$	Ratio	Risk-Based SM UB

		25	The ratio of the number of students to the number of permanent lecturers for the Masters Program	<20	Ratio	Risk-Based SM UB
		26	The ratio of the number of students to the number of permanent lecturers for the Doctoral Program	<10	Ratio	Risk-Based SM UB

Criteria	Quality Standards	No	Faculty of Agriculture			
			IKT	Target	Unit	Cross Reference
		27	Average research/lecturer/year in the last 3 years overseas fees	RPn>= 0.1	average Int'l research / lecturer / year	Risk-Based SM UB
		28	Average PkM/lecturer/year in the last 3 years overseas fees	RPkM >=0.1	average PkM Int'l / lecturer / year	Risk-Based SM UB
		29	The average recognition of lecturer achievements/performance against the number of permanent lecturers in the last 3 years, namely in the form of: Recognition of lecturer achievements in forms such as: 1. becoming visiting professors at national/international tertiary institutions; 2. become a keynote speaker/invited speaker at a national/international level scientific meeting; 3. Become an expert staff at a national/international level institution; 4. Become an editor or bestari partner in accredited national journals/reputable international journals; 5. received an award for achievement and performance at the national/ international level	RRD >= 0.5	Recognition ratio per DTPS	Risk-Based SM UB

		30	Percentage of permanent lecturers with doctoral academic qualifications; have competency/profession certificates that are recognized by industry and the world of work; or come from professional practitioners, the industrial world, or the world of work	45	%	Risk-Based SM UB
		31	Percentage of foreign lecturers (visiting lecturers and visiting professors) to the number of permanent lecturers	5	%	Risk-Based SM UB
		32	Percentage of university fund acquisition from sources other than students and ministries/institutions to the total university fund acquisition (PDL)	>=10	%	Risk-Based SM UB
Criteria	Quality Standards	No	Faculty of Agriculture			
			IKT	Target	Unit	Cross Reference
	Education Personnel Standards	1	Faculty Leaders guarantee the qualifications and adequacy of educational staff based on the type of work, as well as increased productivity to meet international accreditation standards for their study programs	13	Person	-
<b>Criterion 5: Finance, facilities and infrastructure</b>	Funding and Financing Management Standards	1	Availability of SAKIP Report (integrated system of planning, implementation and monitoring and evaluation of higher education management)	1	Document	SAKIP
		2	Availability of planning, evaluation and follow-up documents for the faculty's annual budget	1	Document	RENOP

		3	Percentage of university fund acquisition from sources other than students and ministries/institutions to the total university fund acquisition (PDL)	$\geq 10$	%	Risk-Based SM UB
		4	Percentage of acquisition of funds originating from students to the total acquisition of university funds	$\leq 50$	%	Risk-Based SM UB
		5	The average operational fund for the learning process/ student/ year.	$\geq 20$	million Rp	Risk-Based SM UB
		6	Average research funding for lecturers/year of SP for undergraduate programs	$\geq 10$	million Rp	Risk-Based SM UB
		7	The average research funding for lecturers/year of SP for the Masters program	$\geq 20$	million Rp	Risk-Based SM UB
		8	Average research funding for lecturers/year of SP Doctoral program	$\geq 28$	million Rp	Risk-Based SM UB
		9	Average PkM funding for lecturers/ year	$\geq 5$	million Rp	Risk-Based SM UB
		10	Percentage of use of research funds to total funds in universities	$\geq 15$	%	Risk-Based SM UB
Criteria	Quality Standards	No	Faculty of Agriculture			
			IKT	Target	Unit	Cross Reference
		11	Percentage of use of PkM funds to total funds in tertiary institutions	$\geq 5$	%	Risk-Based SM UB
		12	number of original software	3	Software	FA UB Strategic Planning 2021 - 2025
		13	Total availability of student vehicle parking	5.209	parking	FA UB Strategic Planning 2021 - 2025

		14	Availability of sports facilities	2	units	FA UB Strategic Plan 2021 - 2025
		15	Number of lecture/student rooms	8,785	Room	FA UB Strategic Plan 2021 - 2025
		16	Number of laboratories/students	4,687	Lab	FA UB Strategic Plan 2021 - 2025
		17	Number of field laboratories/students (greenhouses, rice fields, etc.)	100,000	Lab	FA UB Strategic Plan 2021 - 2025
		18	Number of laboratory equipment	2,750	lab equipment	FA UB Strategic Plan 2021 - 2025
		19	Improving the qualifications and competence of the Administrative Staffs	3	Administrative Staff	
	Research Funding and Funding Standards					
	PkM Funding and Financing Standards					
	Facilities, Infrastructure and Information Management Standards	1	Availability of ICT System (Information and Communication Technology) to collect data that is accurate, accountable and kept confidential	1	UB IT Blue Print Document	Risk-Based SM UB
		2	Availability of ICT (Information and Communication Technology) systems to manage and disseminate knowledge	1	Website	Risk-Based SM UB

Criteria	Quality Standards	No	Faculty of Agriculture			
			IKT	Target	Unit	Cross Reference
<b>Criterion 6: Education</b>	Graduate competence standard					



	Learning Content Standards (curriculum)	1	Curriculum document in each PS	13	SP	Risk-Based SM UB
		2	Number of Study Programs Implementing Independent Campus Learning	2	SP	FA UB Strategic Planning 2021 - 2025
		3	The number of study programs that carry out collaborations with world-class PT partners for apprenticeship programs	1	SP	FA UB Strategic Planning 2021 - 2025
		4	The number of PS that carries out cooperation with world-class PT partners for other three pillars	1	SP	FA UB Strategic Planning 2021 - 2025
		5	Number of study programs that have international accreditation recognized by the Ministry of Education and Culture	0	SP	FA UB Strategic Planning 2021 - 2025
	Learning process	1	The number of courses that carry out <i>case method learning</i>	36	subject	FA Performance Contract 2021
		2	<i>case method learning</i>	246	Class	FA Performance Contract 2021
		3	The number of courses that carry out <i>team base project learning</i>	36	subject	FA Performance Contract 2021
		4	<i>team base project learning</i>	100	Class	FA Performance Contract 2021
		5	The number of courses that carry out case method learning	36	subject	FA UB Strategic Planning 2021 - 2025
		6	The number of classes that carry out case method learning	246	Class	FA UB Strategic Planning 2021 - 2025
		7	The number of courses that carry out team base project learning	36	subject	FA UB Strategic Planning 2021 - 2025

		8	The number of classes that carry out team base project learning	100	Class	FA UB Strategic Planning 2021 - 2025
Criteria	Quality Standards	No	Faculty of Agriculture			
			IKT	Target	Unit	Cross Reference
		9	Percentage of Bachelor graduates who spend at least 20 (twenty) credit hours off campus	30	% Graduate of	Risk-Based SM UB
		10	Percent of courses using collaborative learning	51	% subject	Risk-Based SM UB
		11	Availability and completeness of semester learning plan documents (RPS)	100	%	Risk-Based SM UB
		12	Monitoring the suitability of the process against the learning plan	>= 75	% MK	Risk-Based SM UB
		13	The learning process is related to student research which refers to SN DIKTI Research	3	Type of document (Guidelines for Monev, Student Research Monev Report, TM PS)	Risk-Based SM UB
		14	The learning process related to Student PkM refers to SN DIKTI PkM	3	Type of document (Monev Guidelines, student PkM Monev Report, TM PS)	Risk-Based SM UB
	Learning Process Implementation Standards	1	The use of the OBE approach in PBM implementation	>= 75	% MK	Risk-Based SM UB
	Learning Assessment Standards	1	Integration of Research and PkM in Undergraduate Program Learning	4	MK	Risk-Based SM UB
		2	Integration of Research and PkM in Masters Program Learning	50	%	Risk-Based SM UB

		3	Integration of Research and PkM in Undergraduate Program Learning	100	%	Risk-Based SM UB
	Academic Atmosphere Development Standards	1	The level of student satisfaction in the learning process includes aspects of: a) Reliability; b) Responsiveness; c) Assurance; d) Empathy; e) Tangibles.	75	% per aspect	Risk-Based SM UB

Criteria	Quality Standards	No	Faculty of Agriculture			
			IKT	Target	Unit	Cross Reference
		2	Number of holding International Seminars	4	Seminar int'l	FA UB Strategic Planning 2021 - 2025
<b>Criterion 7: Research</b>	Relevance standards and research implementation	1	Valid evidence regarding the implementation of the research process includes the following 6 aspects: a) assessment and review procedures; b) the legality of the reviewer's appointment; c) the results of the assessment of research proposals; d) the legality of the assignment of researchers/researcher collaboration; e) minutes of monitoring and evaluation results; and f) documentation of research output	1	Research activity reporting documents	Risk-Based SM UB
		2	Existence of research groups and research laboratories	1	Document package required (Legal formal, portfolio, product produced)	Risk-Based SM UB
		3	FA UB Research Roadmap	1	Roadmap document	Risk-Based SM UB
		4	FA UB Research Roadmap	1	Roadmap document	FA UB Strategic Planning 2021 - 2025

	Research Relevance Standards					
<b>Criterion 8: Devotion to</b>	Community Service Process Standards	1	Roadmap of PkM FA UB	1	Roadmap document	Risk-Based SM UB
		2	Roadmap of PkM FA UB	1	Roadmap document	FA UB Strategic Planning 2021 - 2025
		3	Valid evidence regarding the implementation of the PkM process includes the following 6 aspects: a) assessment and review procedures; b) the legality of the reviewer's appointment; c) the results of the evaluation of the PkM proposal; d) the legality of the PkM assignment/PkM cooperation; e) minutes of monitoring and evaluation results; and f) documentation of research output	1	Research activity reporting documents	Risk-Based SM UB
		4	The existence of the PkM implementing group	1	Document package required (legal formal, portfolio and output)	Risk-Based SM UB

Criteria	Quality Standards	No	Faculty of Agriculture			
			IKT	Target	Unit	Cross Reference
	Community Service Relevance Standards					
<b>Criterion 9: Outputs and Achievements: Education, Research,</b>	Outcome Standards and Learning Outcomes	1	Number of Graduates Going Directly to Work	300	Person	FA Performance Contract 2021; FA UB Strategic Planning 2021 - 2025

community service						
		2	Number of graduates continuing their studies	12	Person	FA UB Strategic Planning 2021 - 2025
		3	Number of graduates who become self-employed	41	Person	FA UB Strategic Planning 2021 - 2025
		4	Number of graduates directly working < 6 months	63	%	FA UB Strategic Planning 2021 - 2025
		5	Number of students who are entrepreneurs	144	student	FA UB Strategic Planning 2021 - 2025
		6	Number of Graduates who continue their Studies	40	Person	FA Performance Contract 2021
		7	Number of graduates who become self-employed	50	Person	FA Performance Contract 2021
		8	Number of students who are entrepreneurs	144	Person	FA Performance Contract 2021
		9	Percentage of Competency and Profession Certified Graduates	100	Percent	FA Performance Contract 2021
		10	Average GPA of Undergraduate Study Program Graduates	>=3.25	Graduate GPA	Risk-Based SM UB
		11	Average GPA of PS Master Program graduates	>=3.50	Graduate GPA	Risk-Based SM UB
		12	Average GPA of Doctoral Study Program graduates	>=3.50	Graduate GPA	Risk-Based SM UB
		13	Percent of GPA graduates > 3	93	%	FA UB Strategic Planning 2021 - 2025

		14	Percent of graduates with honors (cumlaude)	6	%	FA UB Strategic Planning 2021 - 2025
		15	Percentage of total academic achievements at the international level	>0.05	% of Int'l achievement to total active students in TS	Risk-Based SM UB
		16	Percentage of non-academic achievements at the international level	>0.01	% of Int'l achievement to total active students in TS	Risk-Based SM UB

Criteria	Quality Standards	No	Faculty of Agriculture			
			IKT	Target	Unit	Cross Reference
		17	Length of Study Undergraduate Program 3.5 - 4.5 years	>= 50	Percent of graduates	Risk-Based SM UB
		18	Length of Study Masters Program 1.5 - 2.5 years	>= 50	Percent of graduates	Risk-Based SM UB
		19	Length of Study Doctoral Program 2.5 - 3.5	>= 50	Percent of graduates	Risk-Based SM UB
		20	Percent of graduates On time	32	%	FA UB Strategic Planning 2021 - 2025
		21	Percentage of timely graduation for each study program	PTW >= 50	percent of graduates on time per class received	Risk-Based SM UB
		22	Percentage of study success for each program	> 85	% pass per class accepted	Risk-Based SM UB
		23	Participation in tracer study 3 years of graduation	> 30	% graduation total 3 years	Risk-Based SM UB
		24	Suitability of graduate work fields	> 80	% average per year of graduates participating in tracers who work according to the field of work (3 yrs)	Risk-Based SM UB

		25	international / multi-national business entities	> 6	% value of proportion working at the int'l level compared to total graduates (in 3 year analysis period)	Risk-Based SM UB
		26	Graduates who work in national-level business entities or licensed entrepreneurs	>25	% value of proportion working at national level and self-employed to total graduates (in 3 year analysis period)	Risk-Based SM UB
		27	AEE (educational efficiency score) S1	32	%	FA UB Strategic Planning 2021 - 2025
		28	AEE S2	35	%	FA UB Strategic Planning 2021 - 2025
		29	AEE S3	35	%	FA UB Strategic Planning 2021 - 2025
		30	Number of students participating in Free Learning Activities (service assistants, and exchanges)	380	student	FA UB Strategic Planning 2021 - 2025

Criteria	Quality Standards	No	Faculty of Agriculture			
			IKT	Target	Unit	Cross Reference
		31	Number of students who carry out activities outside the campus (internships, independent projects, lecturer research assistants, teaching assistants, humanity)	140	student	FA UB Strategic Planning 2021 - 2025
	Output Standards and Research Outcomes	1	Number of international indexed publications	64	paper	FA Performance Contract 2021

		2	Number of book publications	20	Book	FA Performance Contract 2021
		3	Number of lecturers participating in international conferences	15	Person	FA Performance Contract 2021
		4	Number of lecturer citations	4672	Citation	FA Performance Contract 2021
		5	Number of national level lecturer awards	40	Award	FA Performance Contract 2021
		6	Number of international level lecturer awards	20	Award	FA Performance Contract 2021
		7	Number of Patents	10	Patent	FA Performance Contract 2021
		8	Number of Prototypes	1	Prototype	FA Performance Contract 2021
		9	Number of Innovations	2	Product Innovation	FA Performance Contract 2021
		10	Total IPR	10	IPR	FA Performance Contract 2021
		11	Number of National Indexed Reputable Journals	9	Journal	FA Performance Contract 2021
		12	Number of Global Indexed Reputable Journals	2	Journal	FA Performance Contract 2021
		13	Publications in reputable international journals are divided by the number of permanent lecturers for the last 3 years	$\geq 0.15$	Ratio of the number of publications in reputable int'l journals per permanent lecturer	Risk-Based SM UB
		14	Publication in seminars/writing in the mass media at the international level by permanent lecturers in the last 3 years	$\geq 0.15$	The ratio of the number of publications per permanent lecturer	Risk-Based SM UB
		15	Articles of scientific work by permanent lecturers that are cited	$\geq 0.5$	Ratio of cited articles per number of permanent lecturers	Risk-Based SM UB



Criteria	Quality Standards	No	Faculty of Agriculture			
			IKT	Target	Unit	Cross Reference
		16	Number of student and DTPS publications in reputable international journals, reputable international scientific forums for SP Undergraduate programs in the last 3 years	$\geq 1$	Percentage of student publications in reputable int'l journals, int'l seminars, int'l mass media compared to the number of students	Risk-Based SM UB
		17	As point 16 for SP Master program last 3 years	$\geq 2$		Risk-Based SM UB
		18	As point 16 for SP doctoral programs in the last 3 years	$\geq 3$		Risk-Based SM UB
		19	The number of lecturers who received UB competition grants	55	Study	FA UB Strategic Planning 2021 - 2025
		20	The number of lecturers who received other DIKTI and Outside UB competition grants	2	Study	FA UB Strategic Planning 2021 – 2025
		21	The number of lecturer research involving students	55	Study	FA UB Strategic Planning 2021 - 2025

	Outcome Standards and PkM achievements	1	The ratio of the number of research and community service output articles for permanent lecturers in the last 3 years divided by the number of permanent lecturers	RLP $\geq$ 1	$RLP = (4 \times NA + 2 \times (NB + NC) + ND) / NDT$ <i>NA = Number of research outputs/PkM that received IPR recognition (Patents, Simple Patents); NB = Number of research outputs/PkM that received IPR recognition (Copyright, Industrial Product Design, Plant Variety Protection, Layout Design of Integrated Circuits, etc.); NC = Number of research outcomes/PkM in the form of Appropriate Technology, Products (Standardized Products, Certified Products), Works of Art, Social Engineering. ND = Number of research outputs/PkM published in the form of books with ISBNs, book chapters. DT = Number of permanent lecturers.</i>	Risk-Based SM UB
Criteria	Quality Standards	No	Faculty of Agriculture			
			IKT	Target	Unit	Cross Reference
		2	Number of research outputs and PkM produced by students, either independently or with DTPS Undergraduate programs	NLP $\geq$ 1	$NLP = 2 \times (NA + NB + NC) + ND$ <i>NA = Number of research outputs/PkM that received IPR recognition (Patents, Simple Patents); NB = Number of research outputs/PkM that received IPR recognition (Copyright, Industrial Product Design, Plant Variety Protection, Layout Design of</i>	Risk-Based SM UB

					Integrated Circuits, etc.); NC = Number of research outcomes/PkM in the form of Appropriate Technology , Products (Standardized Products, Certified Products), Works of Art, Social Engineering. ND = Number of research outputs/PkM published in the form of books with ISBNs, book chapters. DT = Number of permanent lecturers.	
		3	The number of research outputs and PkM produced by students, either independently or with the DTPS Masters program	NLP >= 2		Risk-Based SM UB
		4	The number of research outputs and PkM produced by students, either independently or with the DTPS Doctoral program	NLP >= 3		Risk-Based SM UB
		5	The number of PkM lecturers involving students	20	Dedication Title	FA UB Strategic Planning 2021 – 2025
		6	The number of lecturers who receive UB competition community service grants	4	Lecturer	FA UB Strategic Planning 2021 - 2025

Criteria	Quality Standards	No	Faculty of Agriculture			
			IKT	Target	Unit	Cross Reference
		7	Number of lecturers who received DIKTI community service grants	1	Lecturer	FA UB Strategic Planning 2021 - 2025

		8	Number of lecturers who received international community service grants	1	Lecturer	FA UB Strategic Planning 2021 - 2025
		9	Number of scientific publications resulting from community service activities in the form of research journals (community service)	1	Publication	FA UB Strategic Planning 2021 - 2025
		10	Number of Farmer Groups and FA Partner Villages in increasing the capacity of Agro-ecosystem, economic, social and institutional knowledge	1	Farmers	FA UB Strategic Planning 2021 – 2025
		11	Number of community service IA UB Lecturers based on foreign cooperation	1	units	FA UB Strategic Planning 2021 – 2025
		12	Number of community service IA UB Lecturers based on domestic cooperation	1	units	FA UB Strategic Planning 2021 - 2025

### 3.6 Potential and Risk Mitigation of Determination Stages in FA UB

Standards set in business process operations in FA UB are 27 standards and in the preparation of indicators there are a total of 280 indicators divided into indicators in KPI, indicators in Risk-based SM UB, performance contracts and strategic strategic indicators.

Table 4- Potential and risk mitigation stages of quality determination

Criteria	Quality Standards	Potential Determination Risk	Mitigation of Assignment Risk
Criterion 1: Vision, Mission, Objectives and Strategy	1. Standard Vision, Mission, Objectives, Strategy	The development of the higher education environment and the challenges of the times are disruptive so that there is a risk of policies that are not in line with developments	Increasing internal consolidation and strengthening the vision of innovation and collaboration
Criterion 2: Governance, Governance and Cooperation	2. Governance and Governance Standards	Management involves the central role of information technology and also optimal SPMI, weaknesses here will threaten the potential for policy bias and organizational operational management	Strengthening information systems, quality assurance and cross-unit coordination in maintaining management implementation as planned
	3. Leadership Standard	Leadership is directed at increasing the joint participation of all elements and strengthening a solid organizational culture with internalized values, the weakness of this makes the movement of the organization inharmonious and has the potential to weaken the progress of performance achievements	Strengthening the planning and control of the implementation of organizational leadership in the faculty so that the leadership role is supported by all relevant elements in order to achieve IKU and IKT, as well as other standards are needed
	4. Cooperation Standards	Standard set failed implementation due to weak collaborative execution potential	Collaboration is carried out by determining the PIC and involving
	5. Quality Assurance Standards	It has the potential to fail in operation because the planning and development of the system that is not yet optimal must be implemented in response to developing dynamics	Increasing the completeness of operational documents in managing business processes and strengthening activity monitoring and evaluation in the framework of continuous improvement/Kaizen
Criterion 3: Student	6. Student Standards	Potential risk of competition in student recruitment	Strengthening the interest of prospective students

Criteria	Quality Standards	Potential Determination Risk	Mitigation of Assignment Risk
	7. Student Service Standards	The high number of students has the potential to build up the burden of student services needed	Management of student services with good design and considering the operating load
Criterion 4: Human Resources	8. Lecturer Standards	Variation of lecturer motivation in improving performance and documentation	Preparation of lecturer performance leverage factors both in terms of incentives and performance recording implementation design so that each activity gets optimal recognition
	9. Education Personnel Standards	Weak Administrative Staffs development system needed	mapping the competency needs of students and developing students based on the results of the mapping
Criterion 5: Finance, Facilities and Infrastructure	10. Funding and financing management standards	Funding management tends to be weakly connected to performance expectations because financial management tends to be based on previous year's expectations and does not respond to changes in performance needed	reduce the trade-off between the complexity of financial accountability and performance expectations with more intensive internal coordination and coordination with the SPI of the University, so that financial management solutions that support performance achievements can be realized
	11. Funding standards and research funding	Funding support for research is still weak to encourage the expected research output performance	Strengthening research planning performance and monitoring outputs more effectively
	12. Funding Standards and PkM financing	Funding support for PkM is still weak to encourage the expected research output performance	Strengthen the performance of PkM planning and monitor outputs more effectively
	13. Facilities, Infrastructure and Information Management Standards	Facilities and infrastructure are still weak to support Three Pillars in terms of the availability of tools and also their capacity	The strengthening of tools and capacity is carried out in stages and continuously
Criterion 6: Education	14. Graduate competency standards	The projection of learning provided to graduates is often weak in the link and match of needs when graduates face their challenges	strengthening collaboration with potential partners and strengthening MBKM implementation outside the campus
	15. Curriculum standards.	Market signals and benchmarking are critical points for curriculum quality	strengthening SP cooperation with TOP Universities in the world and strengthening collaboration with DUDI

Criteria	Quality Standards	Potential Determination Risk	Mitigation of Assignment Risk
	16. Learning Process Standards	Lecturer capacity and learning implementation instruments require faster shifting to encourage collaborative classes	increase budget support for the implementation of collaborative classes and trainings are needed
	17. Learning Process Implementation Standards	OBE-based learning requires the readiness of the infrastructure as well as the design and this is a critical point in the implementation of the OBE-based learning process	Strengthening the OBE-based RPS and measuring the results of LOPS by system
	18. Standards for Monitoring and Evaluation of Learning Processes	The independent monitoring system at FA UB and the monitoring system at the University by system is not yet optimal, only to handle the evaluation of study success	Strengthening the system-based PBM monitoring system (PBM Monev dashboard) designed by the university. Vice Dean 1 FA UB through the Vice Dean 1 forum plays a role in accelerating this process
	19. Learning Assessment Standards	Not all of the PBM assessment designs have run well	Increasing the facilitation of an IT-based assessment system that is based on the assessment according to the stipulated RPS
	20. Integration Standards of research activities and PkM in the learning process	Weak connectivity of research results and the PBM process is carried out by lecturers	Increasing the availability of MK portfolios that provide enough space for research cases to be used in collaborative class discussions
	21. Standards for Development of Academic Atmosphere	PBM performance and scientific activities are still not fully strong in improving the academic atmosphere in FAUB	Increasing scientific activities, competition between students, exams that maintain fairness, appreciation for student achievements both in financial and/or non-financial forms
	22. Student Satisfaction Improvement Standards	Student participation in filling out the questionnaire was allegedly relatively invalid because it was only based on the desire to see value in the system and not on efforts to provide feedback.	Changing the survey data collection design to make it more credible to get student feedback on the implementation of PBM
Criterion 7: Research	23. Relevance and implementation of research	The implementation of the research roadmap is still not optimal in the accumulation of knowledge that can be linked in PBM, as well as publications and innovations produced	Strengthening monitoring is based on lecturer research roadmaps that construct faculty and university research roadmaps

Criteria	Quality Standards	Potential Determination Risk	Mitigation of Assignment Risk
Criterion 8: Community Service	24. Relevance and implementation of PkM	The implementation of the PkM roadmap is still not optimal in the dissemination of technological innovations and other research results, as well as the relatively low number of publications produced by PkM	Strengthening monitoring is based on the lecturers' PkM roadmap which constructs faculty and university PkM roadmaps
Criterion 9: Outcome and Achievement of Three Pillars	25. Outcome Standards and Educational Achievements	The external monitoring system has not yet been established	Compilation of a monitoring system for the achievement of educational outcomes
	26. Output Standards and Research Outcomes	The external monitoring system has not yet been established	Preparation of a monitoring system for the achievement of research outputs
	27. Outcome Standards and PkM achievements	The external monitoring system has not yet been established	Preparation of PkM output achievement monitoring system

### 3.7 Responsible for Determination Stages in FA UB

The determination of these standards is the responsibility at the faculty level, namely the dean, vice dean, as well as at the department level, namely head of department, secretary of department, and also units that manage quality assurance both at the faculty level (QAC) and at the department level (QAU). The determination of this quality standard also refers to the quality standard set by DIKTI and also Universitas Brawijaya, namely the Risk-Based Quality Standard.



## IV. QUALITY IMPLEMENTATION MANUAL

### 4.1 Definition of Quality Standards Implementation Manual at FA UB

Commitment to implementing an effective SPMI regarding Risk-based quality standards with national and international competitiveness to create a culture and continuous quality improvement with the Organization-System- Implemented- Audit-Follow-up Cycle abbreviated as OSDAT described in Figure 6

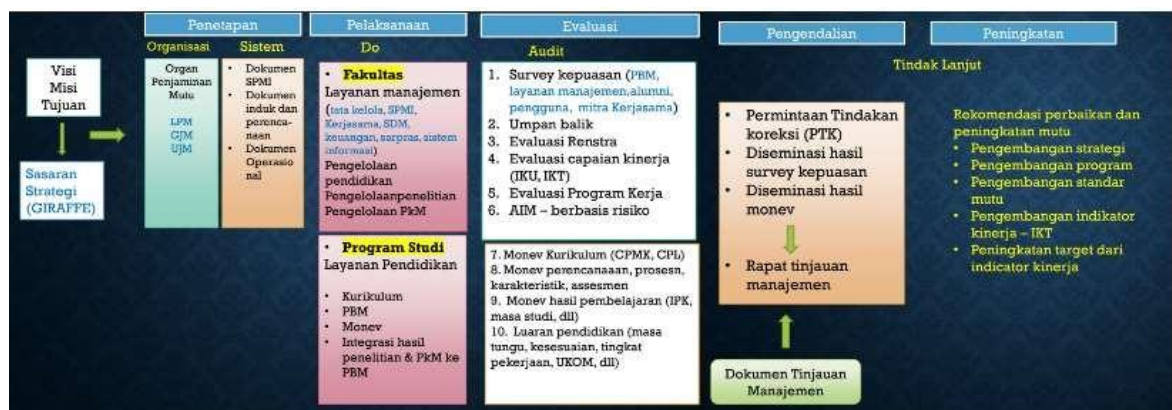


Figure 6 - OSDAT Cycle of the Quality Standard Implementation at Faculty of Agriculture

The Manual for Quality Standards implementation at the FA UB is based on a commitment to producing products with the best results. The long-term success of FA UB requires a thorough commitment to high standards of performance and productivity, effective collaboration, a willingness to absorb new ideas, and a desire to learn continuously. So that FA UB:

- Follow and comply with all applicable laws and regulations
- Implement the concept of continuous quality improvement and do their best to manage the resources needed to achieve the quality objectives
- Informing the quality and performance goals of FA UB to all elements of the organization and related parties

- d. Adopting the foresight of the policy impacts the quality
- e. Educating all elements of the organization to fulfill and be responsible for quality management

#### **4.2 Purposes of Quality Standards Implementation at FA UB**

1. Outlining the main activities or business processes of the Faculty of Agriculture, namely planning, implementation, evaluation, and corrective actions in the field of Three Pillars of higher education, both directly or indirectly related to educational services in the Faculty of Agriculture to ensure continuous improvement of academic quality
2. Explaining the various activities involved in the business process of quality assurance
3. Describing the integration of the Internal Quality Assurance System (SPMI) with the requirements of ISO 9001:2015.
4. Reflecting the commitment of the Faculty of Agriculture to continuous quality improvement in written form so that it can be understood by all parties involved in the education process and the realization of quality higher education as well as science and technology and innovation capabilities to support national and international competitiveness

#### **4.3 Scope of Quality Standards Implementation at FA UB**

This quality manual is a guide to the implementation of FA UB quality management, and it is a quality management system requirement that must be met by work units within the Faculty of Agriculture, Universitas Brawijaya. This Quality Manual was prepared concerning the standard requirements and clauses of the ISO 9001: 2015 Quality Management System with guidelines for its implementation in educational services IWA2: 2007, Indonesian government regulations and requirements for quality standards for the implementation of S-1, Masters and Doctoral Education in accreditation BAN-PT and ASEAN quality standards (AUNQA).

The scope of quality standards implementation at FA UB is implementing higher education for Undergraduate (S1) and Postgraduate (S2 and S3) programs, which includes the Three Pillars of higher education, namely the implementation of academic education, research, and community service in the field of science and technology agroecology based.

#### **4.4 Steps for implementing quality standards in FA UB**

The leaders of FA UB plan a quality system by paying attention to two main aspects, which include quality objectives and QMS planning. In determining quality objectives, the leaders of FA UB must ensure that quality objectives are needed to meet product requirements and are set for the relevant functions and levels within the organization. In planning a quality management system, the leaders of FA UB ensure that the quality management system plan is carried out to meet the requirements for the quality objectives. In addition, the integrity of the quality management system will be maintained, even if there are changes to the quality management system, between those planned and implemented.

From the activity planning stage, quality objectives are defined and made consistent with the quality policy. Quality objectives are set measurably. The quality objectives and the responsibility for achieving the quality for each linked element must be effectively conveyed to all aspects of the organization. These goals should be reviewed periodically and revised as needed. Following the Quality Policy of the Faculty of Agriculture, Universitas Brawijaya, the quality objectives are set as shown in the following chart.

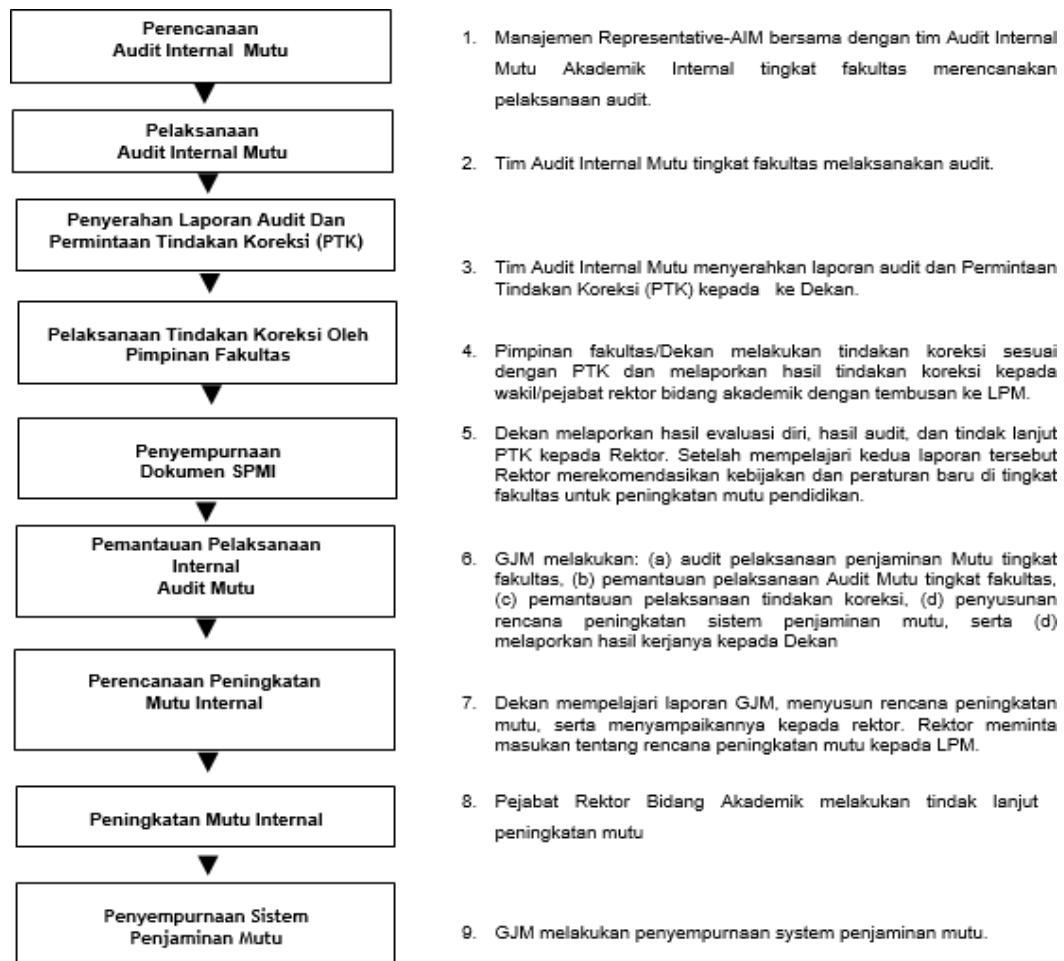


Figure 7- Implementation and Monitoring Procedures

#### 4.5 Potential and Risk Mitigation of Implementation Stages in FA UB

- Internalization of understanding of the internal quality assurance system for each person in each work unit at the university, faculty, and study program:
- Improving the implementation of the internal quality assurance system in each work unit in the Faculty of Agriculture, both in the fields of education, research, and community service, as well as governance and organizational work mechanisms;
- Evaluation of the Internal Quality Assurance System (SPMI) implementation at the Faculty of Agriculture, both in the fields of education, research, and community service, as well as governance and organizational work mechanisms;

- d. Monitoring and evaluating the implementation of audits on the implementation of the Internal Quality Assurance System (SPMI) at the faculty level, Postgraduate Programs, institutions, and work units under them, both in the fields of education, research, community service, as well as organizational governance and work mechanisms; and
- e. Development of the Internal Quality Assurance System (SPMI) of the Faculty of Agriculture in each work unit on an ongoing basis, both in the fields of education, research, and community service, as well as governance and organizational work mechanisms.

#### **4.6 Responsible for Quality Standards Implementation in FA UB**

FA UB establishes a Management Representative or MR at the Faculty and Department level as a management representative for internal and external audit purposes. MR is the Vice Dean of Academic Affairs (I) at the faculty level, Secretary for the Department at the department level, and Secretary for the Postgraduate Program. Especially for the Postgraduate Program, MR is attached to the Quality Assurance Team of the FA UB.

MR has the authority to monitor, evaluate and maintain the implementation of the quality management system at the faculty and department level and the Postgraduate Program. The MR ensures that all applicable QMS requirements and predetermined academic standards are met. MR faculty and department level must report to the Dean, Head of Department, and Head of the Postgraduate Program and communicate to students and stakeholders related to the Quality Management System (QMS), UB Quality Standards, and Audit, both internal and external.

MR must develop skills in communication and interpersonal relations and understand QMS ISO9001:2008 and BAN-PT accreditation standards, continuous improvement principles, and customer requirements. In addition, they must also be willing to provide advice/consultation regarding standards implementation.

The Dean, Head of the Department, and Head of the Postgraduate Program must establish and implement an effective process for communicating all issues related to

the performance of the quality management system, such as quality policies, requirements, objectives, and quality achievements.

The provision of such information should assist in improving the performance of the quality management system, directly involving members of the organization in achieving it. Leaders must actively encourage feedback communication as a form of organizational member involvement. Leaders (Dean, Head of Department, and Head of the Postgraduate Program) must ensure that communication exists between levels of the organization and different fields and departments.

The following picture describes the Functional structure of the FA UB Quality Assurance Organization and those responsible for implementing quality standards in FA UB.



Figure 8- Functional Structure of the Quality Assurance Organization of the Faculty of Agriculture,

## **V. QUALITY EVALUATION MANUAL**

### **5.1 Definition of Quality Standard Evaluation Manual in FA UB**

The Quality Standard Evaluation Manual is a guideline used in the measurement or evaluation process to identify and ensure that all Three Pillars of Higher Education activities are carried out following the established standards.

### **5.2 The Purpose of Quality Standard Evaluation in FA UB**

The purpose of Quality Standard Evaluation at the Faculty of Agriculture is to ensure that all Three Pillars of Higher Education activities are carried out following the established standards.

### **5.3 Scope of Quality Standard Evaluation in FA UB**

The scope of quality standard evaluation at the Faculty of Agriculture includes both IKU and IKT, which also include the following:

1. Satisfaction survey (PBM, management services, alumni, users, cooperation partners)
2. Strategic Plan Evaluation
3. Evaluation of performance achievements (IKU, IKT)
4. Evaluation of the Work Program
5. AIM – risk-based
6. Monev Curriculum (CPMK, CPL)
7. Monitoring and evaluating learning outcomes (GPA, study period, etc.)
8. Evaluation of educational outcomes (waiting period, suitability, level of employment, and others)

### **5.4 Steps to Quality Standard Evaluation in FA UB**

In general, the evaluation of quality standards at the Faculty of Agriculture includes the following steps:

1. The Faculty of Agriculture sets quality standards to be achieved based on UB's Quality Standards
2. The Quality Assurance Group formulates evaluation tools and methods or methods and includes them in a quality standard evaluation form. The form must at least contain the following:
  - all findings in the form of deviations, omissions, errors, or others, from the implementation of education that is not following the standard content
  - records of incomplete documents, such as work procedures, forms, etc., of each standard that has been implemented
  - the reasons or causes for deviations from the standard's content or when the standard's content is not fulfilled
3. The Quality Assurance Unit assists the Quality Assurance Group in conducting the evaluation
4. The Quality Assurance Group analyzes the evaluation results
5. The Quality Assurance Group submits the results of the evaluation analysis to Faculty and Department Leaders, the Senate, KPS, and the Management Coordinator
6. The Leadership Meeting jointly formulates follow-up evaluation results

## **5.5 Potential and Risk Mitigation Evaluation Stages in FA UB**

Potential risks in the quality standard evaluation stage at the Faculty of Agriculture include the following:

1. The understanding that is not the same between various parties regarding the quality standards that have been set so that the mitigation that must be carried out is periodic socialization related to the equalization of perceptions about quality standards
2. Human resources do the evaluation. FA has many internal auditors, but only some can still carry out audits because they are currently in office or unwilling to do audits. Hence, the workload of other auditors becomes excessive. Meanwhile, LPM has limitations in conducting auditor training. Mitigation that can be done is to empower existing auditors through ST Dean so that auditors are required to be willing to conduct audits.



3. The Faculty of Agriculture still needs a complete quality standard evaluation form and procedure. Mitigation that can be done is to prepare evaluation forms and evaluation procedures for quality standards immediately.

## 5.6 Person in Charge of Quality Standard Evaluation in FA UB

The person in charge of Quality Standard Evaluation at the Faculty of Agriculture is the Quality Assurance Group, assisted by the Department and Study Program level's Quality Assurance Unit. In detail, it can be presented as follows:

1. In the management aspect
  - a. The person in charge of monitoring the long-term development plan (RPJP) is the Dean, with the Vice Dean for Academic Affairs and the Head of Department as the executor. The Quality Assurance Group (GJM) analyzes the evaluation results. Evaluation is carried out every five years.
  - b. The person in charge of evaluating the RPJP is the Dean, with the Vice Dean for Academic Affairs and the Head of Department as the executor. The Quality Assurance Group (GJM) analyzes the evaluation results.
  - c. The person in charge of monitoring the strategic plan is the Dean, with the Vice Dean for Academic Affairs and the Head of Department as the executor. The Quality Assurance Group (GJM) analyzes the monitoring results. Monitoring is carried out once a year.
  - d. The person in charge of evaluating the strategic plan is the Dean, with the Vice Dean for Academic Affairs and the Head of Department as the executor. The Quality Assurance Group (GJM) analyzes the monitoring results. Evaluation is carried out every five years.
  - e. The person in charge of monitoring the work program is the Dean, with the Vice Dean for Academic Affairs and the Head of Department as the executor. The Quality Assurance Group (GJM) analyzes the monitoring results.
  - f. The person in charge of evaluating the work program is the Dean, with the Vice Dean for Academic Affairs and the Head of Department as the executor. The Quality Assurance Group (GJM) analyzes the monitoring results. Monitoring is carried out once a year.

- g. The person in charge of monitoring the performance contract is the Dean, with the Vice Dean for Academic Affairs and the Head of Department as the executor. The Quality Assurance Group (GJM) analyzes the monitoring results. Monitoring is carried out every three months.
- h. The person in charge of evaluating the performance contract is the Dean, with the Vice Dean for Academic Affairs and the Head of Department as the executor. The Quality Assurance Group (GJM) analyzes the monitoring results. Monitoring is carried out once a year.
- i. The person in charge of monitoring the business budget plan is the Dean, with the Vice Dean for General Affairs and Finance and the Head of Department as the executor.
- j. The person in charge of evaluating the business budget plan is the Dean, with the Vice Dean for General Affairs and Finance and the Head of Department as the executor. Monitoring is carried out once a year.
- k. The person in charge of Quality Internal Audit (AIM) is the Vice Dean for Academic Affairs, with the Quality Assurance Group as the executor and analysis. The implementation of AIM is carried out once every year.
- l. The person in charge of AIM for IKU/IKT Achievements is the Vice Dean for Academic Affairs, with the Quality Assurance Group as the executor and analysis.
- m. The person in charge of the Internal Audit of Financial Management is the Administrative Coordinator, with the Finance and Staffing Sub-coordinator as the executor and analysis.
- n. The person in charge of the Internal Audit of Infrastructure Management is the Administrative Coordinator, with the General and State Property Sub-Coordinator as the executor and analysis. Audit implementation is carried out once every year
- o. The person in charge of the Internal Audit of Information Systems Management and Public Relations is the Vice Dean of General Affairs and Finance, with the Head of PSIK as the executor and analysis. Audit implementation is carried out once every year
- p. The person in charge of the Management Service Satisfaction Survey Audit, Feedback, and E-complaint is the Vice Dean for Academic Affairs, Vice Dean for General Affairs and Finance, and Vice Dean for Student Affairs, with the head of PSIK as the executor and the head of GJM for instrument and analysis. The survey is conducted once every year

## 2. Aspects of Support Services

- a. The person in charge of monitoring lecturer performance and implementing lecturer plan and development (educational qualifications, functional positions, workload) is the Vice Dean for General Affairs and Finance with heads of departments, heads of departments, staffing, and finance sub-coordinators.
- b. The person in charge of evaluating lecturer performance and implementing lecturer plan and development (educational qualifications, functional positions, workload) is the Vice Dean for General Affairs and Finance with heads of departments, heads of departments, staffing, and finance sub-coordinators.
- c. The person in charge of monitoring the performance of administrative staff and implementing administrative staff plan and development (educational qualifications, career paths) is the Vice Dean for General Affairs and Finance with heads of departments, heads of departments, staffing, and finance sub-coordinators.
- d. The person in charge of evaluating the performance of administrative staff and implementing administrative staff plan and development (educational qualifications, career paths) is the Vice Dean for General Affairs and Finance with heads of departments, heads of departments, staffing, and finance sub-coordinators.
- e. The person in charge of the internal audit of financial management is the Administrative Coordinator, with the finance and staffing sub-coordinator as the executor and analysis.
- f. The person in charge of the internal audit of the infrastructure management is the Administrative Coordinator, with the general and state property sub-coordinator as the executor and analysis.
- g. The person in charge of the internal audit of the information system management and public relations is the Vice Dean for General Affairs and Finance, with the Head of PSIK as the executor and analysis.
- h. The person in charge of the education service satisfaction survey, research, community service, and management is the Vice Dean for Academic Affairs, with the head of PSIK as the executor and the Head of GJM for instruments and analysis.

- i. The person in charge of the satisfaction survey on infrastructure, information systems, and public relations is the Vice Dean for General Affairs and Finance, with the head of PSIK as the executor and the Head of GJM for instruments and analysis. The audit is carried out once a year.

### 5.7 Quality Internal Audit Mechanism in FA UB

The quality internal audit mechanism in the Faculty of Agriculture follows the mechanism carried out at University Brawijaya, namely:



Figure 9 - Quality Internal Audit Mechanism in the Faculty of Agriculture

### 5.8 Satisfaction Survey Mechanism in FA UB

Satisfaction surveys at the Faculty of Agriculture include management surveys, teaching and learning surveys, research collaboration partnership surveys, community service collaboration partnership surveys, and graduate user surveys. Each survey is carried out according to the needs and by a different unit. The satisfaction survey mechanism at the Faculty of Agriculture follows the following procedure:

1. Management Satisfaction Survey

This survey is conducted once every semester by the Finance and Personnel Division to determine stakeholder satisfaction (students, lecturers, staff) with the management of the Faculty of Agriculture. The management satisfaction survey was delivered via Google form to stakeholders. The results were analyzed by TIK and followed up by Vice Dean II and the Coordinator for Personnel and Finance.

## 2. Learning satisfaction survey

This survey was conducted at UTS and UAS (2 times in one semester) by the Academic Affairs to determine student satisfaction with the learning process they received. The survey included student assessments of supporting lecturers, practicum assistants, and learning support infrastructure. The survey results were analyzed and followed up by the Vice Dean for Academic Affairs and the Coordinator for Academic Affairs.

## 3. Survey of partnership satisfaction research collaboration and community service

This survey was carried out by BPPM in the Field of Cooperation through lecturers either individually, in groups, or directly to partner institutions. The survey results were analyzed and followed up by the BPPM for Cooperation with all units related to research activities and the leadership of the Faculty of Agriculture

## 4. Graduate user satisfaction survey

The main person responsible for implementing tracer studies and user satisfaction surveys at Universitas Brawijaya is the UB Career and Entrepreneurship Development Unit (UPKK) through the link <https://tracer.ub.ac.id/pengguna>. The results of this tracer study can be accessed and downloaded by the leadership and officials appointed by the Faculty of Agriculture. Leaders assisted by TIK conduct an analysis of the tracer study results, distribute them to the Heads of Study Programs, and follow up jointly with Faculty leaders through Leaders Meetings.

## VI. QUALITY CONTROL MANUAL

### 6.1 Definition of Quality Standard Control Manual in the Faculty of Agriculture

Guidelines for implementing organizational quality management are quality management system requirements that must be met by work/support units within the organization (faculty of Agriculture/department/support unit)

### 6.2 Objectives of Quality Standard Control in the Faculty of Agriculture

1. Outlines the main activities or business processes of the Faculty of Agriculture, namely planning, implementation, evaluation, and corrective actions in the field of three pillars of higher education, both directly or indirectly related to educational services in the Faculty of Agriculture to ensure continuous improvement of academic quality
2. Explain the various activities involved in the business process of quality assurance.
3. Describe the integration of the Internal Quality Assurance System (SPMI) with the requirements of ISO 9001:2015
4. Reflects the commitment of the Faculty of Agriculture to continuous quality improvement in written form so that it can be understood by all parties involved in the education process and the realization of quality higher education as well as science and technology and innovation capabilities to support national and international competitiveness

### 6.3 Scope of Quality Standard Control in the Faculty of Agriculture

The scope of quality standard control in the Faculty of Agriculture includes:

1. Control of Satisfaction Quality Standard (PBM, management services, alumni, users, cooperation partners)
2. Control of Strategic Plan Quality Standard

3. Control of Performance Achievement Quality Standard (IKU, IKT)
4. Control of Work Program Quality Standard
5. Control of AIM Quality Standard – risk-based
6. Control of Curriculum Quality Standard (CPMK, CPL)
7. Control of Quality Standard for learning outcomes (GPA, study period, etc.)
  8. Control of Community Service Quality Standard
  9. Control of Research Quality Standard
  10. Control of Cooperation Quality Standard

#### **6.4 Steps for Quality Standard Control in FA UB**

The steps for controlling the Quality Standards of the Faculty of Agriculture are as follows:

1. Dissemination of evaluation results of Study Program curriculum documents
2. Dissemination of strategic evaluation results, work programs, performance contracts, performance agreements, PD Dikti, SIQA, and AIM. Corrective Action Request (PTK) from LPM to UPA and UPPA. Management Review meetings and reports.
3. Dissemination of survey results
4. Management Review Meetings and Reports
5. Leaders' Meeting analyzes the results of a tracer study on the percentage of graduates who find work in multi-national/international business entities.
6. Dissemination of evaluation results of work program collaboration reports, Performance Contracts, Performance Agreements, PD Dikti, SIQA, AIM Meetings, and Management Review reports

#### **6.5 Stages of Potential and Risk Mitigation Control in FA UB**

Stages of potential and risk mitigation control at the Faculty of Agriculture are as follows:

1. Dissemination of evaluation results of Study Program curriculum documents  
Potential Risks:
  - a. Compliance risk

- b. Operational risk

Risk Mitigation

- a. Monitoring the implementation of a document prepared following UB curriculum guidelines at the study program level by GJM and LPM
  - b. Conducting regular meetings with GJM to monitor curriculum updating in all study programs
  - c. Conducting regular meetings with GJM to monitor curriculum updating in all study programs
2. Dissemination of strategic evaluation results, work programs, performance contracts, performance agreements, PD Dikti, SIQA, and AIM. Corrective Action Request (PTK) from LPM to UPA and UPPA. Management Review meetings and reports

Potential Risks:

- a. Policy Risk
- b. Compliance Risk
- c. Operational Risk
- d. Reputation Risk

Risk Mitigation:

- a. Internal Coordination
  - b. Dissemination of policies and Internal Audit
  - c. SOP evaluation and updating
  - d. SPMI Strengthening
3. Control of strategic plan achievements and management review

Potential Risk:

- a. Policy risk
- b. Legal risk
- c. Fraud risk
- d. Operational risk
- e. Reputation risk

Risk Mitigation:

- a. Internal leadership consolidation for policies on inhibiting aspects
- b. Rearrangement of resources, both financial and human resources



- c. Strengthen the monitoring system

#### 4. Achievement of IKU and IKT

Potential Risk:

- a. Operational risk
- b. Reputation risk

Risk Mitigation:

1. Developing EWS as an effective monitoring system to prevent failure to achieve IKU and IKT
2. Placing a special team in mitigating IKU and IKT achievements
3. Use of IT in increasing work effectiveness and program performance

#### 5. Management control and cooperation

Potential Risks:

- a. Operational Risk
- b. Reputation Risk

Risk Mitigation

- a. Select and determine cooperation partners according to criteria that support the achievement of reputation, recognition, and institutional performance
- b. Increase the capacity of cooperation implementation
- c. Encourage lecturers to initiate new collaborations

### 6.6 The Person in Charge of Quality Standard Control in FA UB

1. Vice Deans 1, 2, and 3 collectively are in charge of management services, implementation of education, research and community service, and other supports.
2. GJM as executor of activities, is responsible for management services, the primary services of education, research, and community service, as well as supporting services
3. BPPM is the executor of the main service activities of education, research, and community service.

### 6.7 Scope and Mechanism of Management Review Meeting at FA UB

1. Mechanism of Management Review Meeting following SOP is determined to be conducted regularly
2. The management review meeting was attended by the Deans, Vice Deans, Vice Deans 2, and Vice Deans 3, who acted as the person in charge of activities
3. GJM as executor of management review meeting activities
4. This management review meeting will discuss the findings during the audit and will be decided together for corrective action on the findings
5. This management review will be done in a report which the Dean will approve as a document for the implementation of AIM

## **6.8 Scope and Mechanism of Risk Control in FA UB**

The work unit team lists factors that could hinder performance achievement. Then make lists of actions that must be taken to reduce the impact when the factors that could hinder it occur.

### **6.8.1 Policy Risk Control Mechanism in FA UB**

This policy risk control is carried out with SOPs in management services, education, research, community service, and **other services**. This policy risk control is the responsibility of the Dean and Vice Deans with GJM control executors.

### **6.8.2 Compliance Risk Control Mechanism in FA UB**

Compliance is a significant element in the quality assurance process. Compliance will provide knowledge of what is hindering it and mitigation steps. Compliance risk is controlled by thoroughly distributing information to related parties about when activities and documents are required for review and evaluation. Non-compliance, on the other hand, is essential information to be disseminated and further solutions sought to overcome it by the parties involved.

### **6.8.3 Operational Risk Control Mechanism in FA UB**

Operational risk control is carried out with SOPs in management services, education, research, community service, and support services. Operational risk control is the responsibility of the Dean and Vice Deans with GJM control executors.

#### **6.8.4 Reputation Risk Control Mechanism in FA UB**

Reputation risk is a combination of policies that are not optimally understood, operations that contain constraints, and/or the existence of external factors that interfere beyond the ability to reach them. All of these factors shape management capacity and how to accelerate mitigation. Reputation risk is controlled by strengthening the EWS for potential failures in its policies and operations.

## **VII. QUALITY IMPROVEMENT MANUAL**

### **7.1 Definition of Quality Standard Improvement Manual in FA-UB**

Improvement of Quality Standards is utilizing the results of monitoring, evaluation, and internal quality audits after corrective actions have been taken. Suppose the implementation of the correction follows the standard provisions that have been set. The next stage, based on the cycle of Universitas Brawijaya INTERNAL QUALITY ASSURANCE SYSTEM (Pertor NUMBER 77 OF 2022), is to develop/improve standards on an ongoing basis (Continuous Improvement) with items of various scopes referring to Main Performance Indicator (IKU) and Additional Performance Indicator (IKT) as well as display indicators that can be referred to by the faculty which are stated in Pertor 76 of 2022 concerning Risk-based UB Quality Standards.

### **7.2 The Purpose of Improving Quality Standards in FA-UB**

Improvement of Quality Standards is carried out on an ongoing basis to improve quality at the end of each cycle of quality standards that have been set. The development/improvement of quality standards also aim to respond to dynamics and to reduce deficiencies and excesses of standards implemented in the Faculty of Agriculture, Universitas Brawijaya.

### **7.3 Scope of Quality Standard Improvement in FA-UB**

Development/Improvement of Quality Standards is required when the implementation of the contents of each quality standard in one cycle ends, and quality standards can be upgraded. There are two kinds of quality improvement, namely, quality improvement to achieve set quality standards and quality improvement in the context of improving quality standards that have been achieved through benchmarking. Quality improvement is carried out based on monitoring and evaluation results, as well as a Quality Internal Audit (AIM) in the form of recommendations as a reference for sustainable quality development/improvement by following the Determination, Implementation, Evaluation, Control, and Improvement (PPEPP) method.

Development/improvement through quality standard benchmarking to determine how far the quality standard has been implemented, compared to the best. There are 2 (two), namely internal and external benchmarking. Internal benchmarking is an effort to compare the implementation/fulfillment of SPMI standards between Faculties/Departments/Study Programs/Institutions/Bodies/UPTs/Departments within the work unit of Faculty of Agriculture, Universitas Brawijaya. External benchmarking is an effort to compare the implementation/fulfillment of FA-UB's quality standards against quality standards with other faculties and/or universities.

#### **7.4 Steps to Improve Quality Standards in FA-UB**

Improvement of Quality Standards is carried out through the following steps or procedures:

1. Peruse the report on the results of standard control to improve and develop/enhance the quality of each content of the quality standards that have been determined, which are carried out periodically.
2. Organize workshops or discussion forums (FGD) to discuss reports on monitoring and evaluation results, as well as Internal audit results with unit heads related to quality standards.
3. Carry out a standard content evaluation based on the following:
  - a. The results of implementing the standard content in the previous period.
  - b. The development of the situation and conditions of the Faculty of Agriculture, Universitas Brawijaya, and related units or lecturers or administrative staff who carry out the contents of standards and demands of Faculty of Agriculture, Universitas Brawijaya, and Stakeholders.
  - c. Its relevance to the vision, mission, and goals of the Faculty of Agriculture, Universitas Brawijaya.
4. Carry out reviews to revise content standards and formulate new standards for quality improvement. If standard fulfillment has been achieved, quality development/improvement is carried out by benchmarking to set new standards through procedures such as setting quality standards.

## 7.5 Potential and Risk Mitigation Stages of Quality Standard Improvement

The risks as stated in Pertor No 76 of 2022, namely:

- a) Policy Risk; Policy risk concerning the risk that unexpected changes to regulations and policies will affect the environment and achievement of programs/activities/primary quality standards of Faculty of Agriculture, Universitas Brawijaya
- b) Compliance Risk; Risk due to stakeholders not complying with and/or not implementing the rules and regulations on quality standards
- c) Operational Risk; Risks due to inadequate and/or non-functioning internal processes, human errors, system failures, and/or external events that affect the operations of Faculty of Agriculture, Universitas Brawijaya
- d) Reputation Risk; Risk due to a decreased level of stakeholder trust originating from negative perceptions of the Faculty of Agriculture, Universitas Brawijaya

Mitigation of quality improvement risk through several actions as follows:

- Socialization
- Training
- Internal Coordination
- Consultation
- Reconciliation
- Problem mapping
- Documentation
- Archiving
- Administration Control
- Monitoring
- Survey
- Evaluation
- Revision
- Formation of a Working Group/Committee
- Policy Support

- Regulation
- Facilitation
- Rewards/incentives
- Development
- Strengthening
- Governance improvements
- Optimization

#### **7.6 Responsible Person for Quality Standard Improvement in FA UB**

1. The parties carrying out the SPMI Standard improvement are 1. Dean 2. Vice Dean 3. Quality Assurance Group (GJM) 4. Internal Audit Team following their primary duties and functions.
2. Heads of Departments, Heads of Laboratories, and Units under the SOTK of the Faculty of Agriculture, Universitas Brawijaya, with fields of work regulated by the relevant quality standards.
3. PIC (person in charge), which is explicitly mentioned in the relevant standard statement.

## VIII. BUSINESS PROCESS MAPPING AND DOCUMENT NEEDS

### 8.1 Stages of Determination and Document Needs

Developments in society indicate a change in the role of business actors in the agricultural sector, which occurs in almost every sector/organization, both in rural and urban areas. These rapid changes include

1. The nation's food needs continue to increase, but the demand for domestic food and fiber products is imported from abroad, and other countries also enjoy added value in agriculture as a result of global trade, which has increasingly marginalized the agricultural sector in the country,
2. The entry of new technologies in the field of agricultural production (and usually expensive) from abroad is increasingly widespread,
3. There is a process of consolidation between farmers and commercial suppliers of agricultural inputs, and
4. The uncertain role of the government in developing agriculture nationally.

In organizing educational programs, FA-UB's teaching materials are still more principled in bridging the "gap" between a problem in the field to be solved with knowledge than the "gap" between the amount of knowledge currently developing and how to apply this knowledge in the field. For example, in carrying out their final assignments, students are required to conduct research, the majority of which is "experimental" oriented. Past thinking assumed that understanding knowledge could assist the required agricultural development activities.

Changes in the concept of education, where agricultural education needs to focus on active learning in actualizing the relationship between the learning process and fieldwork, can contribute to facing changes in the agricultural sector that are increasingly complex. They can be the challenges of FA-UB to improve learning facilities and infrastructure that keep abreast of information technology developments and communication, and upgrading laboratories. Those facilities can strengthen student practicum. In addition, the development of field laboratories are as teaching facilities.



In line with the issue of increasing the nation's competitiveness, autonomy in the management of education, and robust organizations, FA-UB establishes a flagship program to support the acceleration of Universitas Brawijaya's steps towards World Class Entrepreneurial University. The flagship program is to become a center of excellence in sustainable agricultural development.

The paradigm shift from agriculture in the narrow sense as a provider of biomass (food and fiber) towards broader agriculture by including social activities in managing natural and social resource issues is a challenge for FA-UB to reform itself. Qualified research results and high research productivity must continue to be encouraged in FA-UB through activities in laboratories, research centers, and Technical Implementation Units. Besides, facilitating the exposure of ideas and research results at the international level through collaboration with the global community and international publications is also a main concern. For this reason, FA-UB establishes a conceptual definition of agriculture that continues as an integrated system in applying local specific crop production techniques and, in the long run, will be able to: (1) Fulfill human needs for food and goods. (2) Prioritize environmental quality and ecological principles. (3) Make the most efficient use of non-renewable resources and existing resources on farmer's land; (4) Maintain sustainability of economic development; and (5) Prioritize the life quality of the community.

The business process of Faculty of Agriculture UB mentioned above, of course, is supported by the management of Universitas Brawijaya regarding the applicable regulations and laws to provide customer satisfaction (Figure 5).

Table 5- Implementation Stages Determination and Requirement Documents in Faculty of Agriculture

PPEP cycle	Organizational Cycle	Process	Responsible Person	Agent	Time/ Frequency	Potential Risk (can be written more than 1 potential Risk)	Document List	List of SOPs
Determination	Planning	Determination of Faculty Vision and Mission	Dean	1. Dean 2. Vice Dean 1 3. Vice Dean 2 4. Vice Dean 3 5. Head of Department	1 time in 20 years or as needed	Policy risk Operational Risk Reputation risk	Visions, Missions, Objectives, Strategies (VMTS) document (as stated in RPJP and Strategic Plan)	SOP for the Preparation and Dissemination of Vision and Mission
		Determination of RPJP (long-term strategic planning)	Dean	1. Dean 2. Vice Dean 1 3. Vice Dean 2 4. Vice Dean 3 5. Head of Department	1 time in 20 years	Policy risk Operational Risk	RPJP document	SOP for Compilation of Strategic Planning
		Preparation of Strategic Plan (medium-term strategic planning)	Dean	1. Dean 2. Vice Dean 1 3. Vice Dean 2 4. Vice Dean 3 5. Head of Department	once every five years	Policy risk Operational Risk Reputation risk	Strategic Plan Document	SOP for Compilation of Strategic Planning

		Preparation of Work Program and RBA (annual operational planning)	Vice Dean 1, Vice Dean 2	1. Dean 2. Vice Dean 1 3. Vice Dean 2 4. Vice Dean 3 5. Head of Department	once a year	Policy risk Operational Risk Reputation risk Compliance risk	RBA Document Work Program Document	SOP for Compilation of Work Programs
		Determination of Faculty Performance Contracts	Dean	1. Dean 2. Vice Dean 1 3. Vice Dean 2 4. Vice Dean 3 5. Head of Department	once a year	Policy risk Operational Risk Reputation risk Compliance risk	Performance Contract Documents	SOP review of performance contracts

PPEP cycle	Organizational Cycle	Process	Responsible Person	Agent	Time/Frequency	Potential Risk (can be written more than 1 potential Risk)	Document List	List of SOPs
		Determination of Faculty SOTK	Dean	1. Dean 2. Vice Dean 1 3. Vice Dean 2 4. Vice Dean 3 5. Head of Department	once every four years	Policy risk Operational Risk Reputation risk Compliance risk	Faculty SOTK Documents	SOP for determining SOTK FA-UB

		Determination of a Quality Manual (as a guide for the implementation of quality assurance in Medical Faculty)	Vice dean 1	1. Dean 2. Vice Dean 1 3. Vice Dean 2 4. Vice Dean 3 5. Head of Department 6. Quality Assurance Group (QUALITY ASSURANCE GROUP (GJM))	once every five years	Policy risk Operational Risk Reputation risk Compliance risk	Quality Manual document	SOP for Compilation of Quality Manual
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## 8.2 Stages of Implementation and Document Needs

Table 6- Stages Implementation and Needs Document

PPEP cycle	Organizational Cycle	Process	Responsible Person	Agent	Time/Frequency	Potential Risk (can be written more than 1 potential Risk)	Document List	List of SOPs
Implementation	Implementation	Implementation of lecturer Three Pillars (Tri Dharma)	Head of Department	Lecturer	throughout the year	Policy risk Operational Risk Reputation risk Compliance risk	a. Academic guidelines b. Research guidelines c. Community service guidelines	SOP for implementing Three Pillars (Tri dharma) Lecturer

PPEP cycle	Organization al Cycle	Process	Responsible Person	Agent	Time/ Frequency	Potential Risk (can be written more than 1 potential Risk)	Document List	List of SOPs
		Implementation of administrative staff carry out administrative services	Administration	a. Sub-section of personnel and finance b. head of program c. Head of Department d. Head of Study Program	throughout the year	Policy risk Operational Risk Reputation risk Compliance risk	Guidelines and SOP for administrative services for education personnel	SOP for the implementation of educational administration
		Utilization of infrastructure for educational services, research, community service, and management	Administration	a. General sub-section and state-owned goods b. head of the program	throughout the year	Policy risk Operational Risk Reputation risk Compliance risk	Guidelines for the use of infrastructure facilities	SOP in using facilities and infrastructures (SARPRAS)
		Use of finance for educational services, research, community service, and management	Administration	a. General sub-section and state-owned goods b. head of the program	throughout the year	Policy risk Operational Risk Reputation risk Compliance risk	Guidelines for using finances	Financial Management SOP
		Use of information and humanitarian systems for education, research, community service, and management services	Information Systems personnel and public relations (PSIK)	a. Head of Department b. Personnel and finance sub-division. Academic sub-section	throughout the year	Policy risk Operational Risk Reputation risk Compliance risk	Guidelines for the use of information and public relations systems	SOP for preparing information systems

				d. Student affairs subdivision e. Sub-section of general and state-owned goods				
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### 8.3 Stages of Evaluation and Document Needs

Table 7- Stages Evaluation and Needs Document

PPEP cycle	Organizational Cycle	Process	Responsible Person	Agent	Time/Frequency	Potential Risk (can be written more than 1 potential Risk)	Document List	List of SOPs
Evaluation	Monitoring and Evaluation	Monitoring Lecturer Performance and implementation of planning and development of lecturers (educational qualifications, functional positions, workload)	Vice dean 2	a. Head of Department b. Head of Department c. Sub-section of personnel and finance	once every six months	Policy risk Operational Risk Reputation risk Compliance risk	Lecturer performance monitoring report	SOP for monitoring lecturer performance
		Monitoring the performance of teaching staff and implementation of planning and development of lecturers (educational qualifications and career paths)	Vice dean 2	a. Head of Department b. Head of Department c. Sub-section of personnel and finance	once every six months	Policy risk Operational Risk Reputation risk Compliance risk	Report on monitoring the performance of Education Personnel	SOP for tracking the performance of administrative staff

		Internal audit of financial management	Head of Administration	Implementation and analysis: Sub-section of finance and personnel	once a year	Policy risk Operational Risk Reputation risk Compliance risk	Financial management internal audit report	SOP for AIM Management in the financial sector
		Internal Audit management of infrastructure facilities	Head of Administration	Executor and analysis: Sub-section of general and State Property	once a year	Policy risk Operational Risk Reputation risk Compliance risk	Internal audit report on the management of infrastructure facilities	SOP for AIM Management in SARPRAS
		Internal Audit Management of Information Systems and Public Relations	Vice dean 2	Executor and analysis: PSIK	once a year	Policy risk Operational Risk Reputation risk Compliance risk	Internal audit report on the management of information and public relations systems	SOP for AIM Management in Information Systems and Public Relations
<b>PPEP cycle</b>	<b>Organizational Cycle</b>	<b>Process</b>	<b>Responsible Person</b>	<b>Agent</b>	<b>Time/Frequency</b>	<b>Potential Risk (can be written more than 1 potential Risk)</b>	<b>Document List</b>	<b>List of SOPs</b>
		Survey of satisfaction with education, research, community service, and management services for lecturers	Vice dean 1	Executor: PSIK Instruments and analysis: QUALITY ASSURANCE GROUP (GJM)	once a year	Policy risk Operational Risk Reputation risk Compliance risk	Management satisfaction survey report	SOP Management satisfaction survey
		Satisfaction survey of infrastructure, information systems, and public relations	Vice dean 2	Executor: PSIK Instruments and analysis: QUALITY ASSURANCE GROUP (GJM)	once a year	Policy risk Operational Risk Reputation risk Compliance risk	Satisfaction survey reports on infrastructure, information systems, and public relations.	SOP Satisfaction survey on SARPRAS (Facilities and Infrastructures) and Public Relations

								Information System
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#### 8.4 Stages of Control and Document Needs

Table 8- Stages Control and Requirement Document

PPEP cycle	Organization al Cycle	Process	Responsible Person	Agent	Time/ Frequency	Potential Risk (can be written more than 1 potential Risk)	Document List	List of SOPs
Control	Monitoring follow-up	Corrective Action Request (PTK)	Vice dean 1	QUALITY ASSURANCE GROUP (GJM)	Once a year (6 months after AIM)	Policy risk Operational Risk Reputation risk Compliance risk	AIM findings PTK recapitulation report and satisfaction survey	SOP responds to PTK
		Dissemination of Lecturer Performance Monitoring and Evaluation results and implementation of planning and development of lecturers (educational qualifications, functional positions)	Vice dean 2	QUALITY ASSURANCE GROUP (GJM)	H + 1 month	Policy risk Operational Risk Reputation risk Compliance risk	Minutes of lecturer performance MONEV (Monitoring and Evaluation) dissemination meeting	SOP for lecturer performance dissemination

PPEP cycle	Organization al Cycle	Process	Responsible Person	Agent	Time/ Frequency	Potential Risk (can be written	Document List	List of SOPs
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						more than 1 potential Risk)		
		Dissemination of the results of Monev on Education Personnel Performance and implementation of education staff planning and development (educational qualifications and careers)	Vice dean 2	QUALITY ASSURANCE GROUP (GJM)	H + 1 month	Policy risk Operational Risk Reputation risk Compliance risk	Minutes of dissemination of MONEV (Monitoring and Evaluation) on the performance of education staff	SOP Dissemination of administrative staff performance
		Dissemination of results of internal audits of financial management, infrastructure, information systems, and public relations	Vice dean 2	QUALITY ASSURANCE GROUP (GJM)	H + 1 month	Policy risk Operational Risk Reputation risk Compliance risk	Minutes of meeting dissemination of internal audit results of financial management, infrastructure, information systems, and public relations	SOP Dissemination of audit results on financial management, infrastructure, information systems, and public relations
		Dissemination of the results of satisfaction surveys on education, research, community service, and management services to lecturers	Vice dean 1	QUALITY ASSURANCE GROUP (GJM)	H + 1 month	Policy risk Operational Risk Reputation risk Compliance risk	Minutes of meeting dissemination of survey results on satisfaction with education, research, community service, and management	SOP Dissemination of survey results of satisfaction with education, research, community service, and management services to lecturers

							services to lecturers	
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PPEP cycle	Organization al Cycle	Process	Responsible Person	Agent	Time/ Frequency	Potential Risk (can be written more than 1 potential Risk)	Document List	List of SOPs
		Dissemination of satisfaction survey results on infrastructure, information systems, and public relations	Vice dean 2	QUALITY ASSURANCE GROUP (GJM)	H + 1 month	Policy risk Operational Risk Reputation risk Compliance risk	Minutes of meeting dissemination of satisfaction survey results on infrastructure, information systems, and public relations	SOP Dissemination of satisfaction survey results on infrastructure, information systems, and public relations
		Dissemination of PTK results	Vice dean 1	QUALITY ASSURANCE GROUP (GJM)	H + 1 month	Policy risk Operational Risk Reputation risk Compliance risk	Minutes of PTK results in dissemination meeting	SOP for disseminating PTK results
		Management review meeting	Vice dean 1	QUALITY ASSURANCE GROUP (GJM)	a. regular six months b. end of the Academic Year	Policy risk Operational Risk Reputation risk Compliance risk	Management Review Report	SOP preparation of management review

### 8.5 Stages of Improvement and Document Needs

Table 9- Stages Improvements and Needs Document

PPEP cycle	Organizational Cycle	Process	Responsible Person	Agent	Time/ Frequency	Potential Risk (can be written more than 1 potential Risk)	Document List	List of SOPs
Enhancement	Efforts to improve organizational performance	Follow-up monitoring of lecturer performance monitoring and evaluation findings, student performance, audits of financial management, infrastructure, information, and public relations systems, and service satisfaction surveys for lecturers, staff, infrastructure, and information and public relations systems	Vice dean 2	QUALITY ASSURANCE GROUP (GJM)	At the beginning of the year	Policy risk Operational Risk Reputation risk Compliance risk	Faculty year-end performance report	SOP follow-up on the results of monitoring and evaluation of the performance of lecturers, students, and other units in the Faculty
		Establishment of new standards or new performance indicators for quality improvement	Vice dean 2	QUALITY ASSURANCE GROUP (GJM)	At the beginning of the year	Policy risk Operational Risk Reputation risk Compliance risk	Dissemination of the Faculty's annual work meeting	SOP for establishing new standards for monitoring and evaluation results

