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QUALITY POLICY

UNIVERSITAS PENDIDIKAN
INDONESIA



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QUALITY POLICY

INTERNAL QUALITY ASSURANCE UNIT
INDONESIA UNIVERSITY OF EDUCATION



INDONESIA UNIVERSITY OF EDUCATION

PREFACE

Through Decree of the Rector of Indonesia University of Education No. 6489/UN40/HK/2015 on Organizational Structure and Work Procedures, Indonesia University of Education has established a Quality Assurance Unit (SPM). As one of the Rector's management tools, the Quality Assurance Unit (SPM) is responsible for providing services and facilitate the related internal units in carrying out internal and external quality assurance.

This Internal Quality Assurance System (SPMI) Quality Policy Document contains an outline of SPMI implementation at UPI, with the hope of ensuring the quality of each activity in accordance with the established standards. This document is a general guide in implementing quality assurance at universities/faculties/postgraduate schools/UPI regional campuses, study programs, and other implementation units. This document will continue to be developed and improved to keep it relevant and meets the needs of the quality assurance system that is in line with UPI's internal aspirations and culture conforming to the demands/criteria of quality assurance in Indonesian Higher Education.

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CHAPTER 1

VISION, MISSION, OBJECTIVES, AND BRIEF HISTORY

1.1. VISION

Leading and Outstanding. In the period of 2016-2020, this vision will gradually focus on becoming the pioneer and the center of excellence in education across ASEAN region.

1.2. MISSION

To achieve the vision statement above, Indonesia University of Education has some mission statements:

- 1) To provide education by proportionally cross-fertilizing educational sciences and disciplines of religion, humanities, social, formal and applied sciences in order to strengthen the educational sciences and disciplines;
- 2) To conduct research to develop educational theories and practices as well as other innovative and local wisdom-based disciplines;
- 3) To develop integrated Teacher Professional Education in academic and professional education at all levels; and
- 4) To disseminate experiences and innovations in educational sciences, disciplines of religion, humanities, social, formal and applied sciences for social betterment.

1.3. OBJECTIVES

- 1) Produce teachers, educational personnel, scientists, and experts in all higher education programs supported by religious piety and excellent global competitiveness; and
- 2) Produce, develop, and disseminate science and technology to improve people's welfare.

1.4. BRIEF HISTORY

Universitas Pendidikan Indonesia (UPI) or Indonesia University of Education was established on October 20, 1954 in Bandung, and was officially inaugurated by the Indonesian Minister of Education, Mr. Muhammad Yamin as a follow up to the Decree of the Ministry of Education and Culture of the Republic of Indonesia (Number 35742 dated September 1, 1954 regarding the establishment of PTPG (Perguruan Tinggi Pendidikan Guru or Teachers College). PTPG was aimed at educating and developing the intellectual capacity of young Indonesian nation to make benefits of its new independence. Two main considerations for its early establishment included a growing concern for education during early period of Indonesia's independence and an increasing demand for more qualified teachers for a more prosperous Indonesian society.

In the beginning, PTPG was led by a Dean who was responsible for several departments and a center, which consist of: Education sciences, Physical Education, Indonesian Language and Literature, English Language and Literature, Cultural History, Natural Science, Economics and State Law, and Education Research Center.

According to the Decree of the Ministry of Education and Culture No. 40718/S at that time, PTPG could became an independent higher educational institution, and along with the establishment of Universitas Padjadjaran (UNPAD), PTPG was integrated on November 25, 1958 into this newly established university, called the Faculty of Teacher Training and Education (FKIP).

To refine the recruitment system of teachers and educational staff, various existing modes of teachers' education (Level BI and BII) were integrated into the Faculty of Education (Types A and B) through the Decree of Ministry of Education and Culture Number 6 in 1961. Later

on, FKIP developed into FKIP A and FKIP B. At the same time, another teachers' educational institution, called Institute of Teachers College (Institut Pendidikan Guru/IPG) was also established, leading to a dualism in teachers' education. To avoid this polarity, on May 1, 1963, these two educational institutions (FKIP and IPG) were merged into a Teachers College (IKIP) through Presidential Decree No. 1 as the only university-level teachers' education institution. Then, the three educational institutions located in Bandung were merged into Bandung Teachers College (IKIP Bandung).

In its early phase, IKIP Bandung had five faculties; Faculty of Education, Faculty of Social Science Education, Faculty of Literature and Arts Education, Faculty of Science Education, and Faculty of Technical Education. Considering the increasing demand for teachers as well as the need for teachers' quality improvement and equity, IKIP Bandung opened up extension classes between 1967-1970 in various cities all over West Java province.

As the first Teachers College, IKIP Bandung had a more profound role nationally. The Indonesian government decided that this educational institution opened some branches outside Java Island such as those located in Banda Aceh, Palembang, Palangkaraya, and Banjarmasin. In early 1970s, based on a policy issued by the Ministry of Education and Culture, these extension classes were closed down and the branches were declared independent faculties of education in each respective city or region.

Starting in 1970, to improve the quality of teacher educators, IKIP Bandung opened a post-graduate program for master and doctoral degrees called Post-Doctoral Education Institution (LPPD). Since then, this program has undergone some different name changes (Post-graduate School in 1976; Faculty of Post-graduate Studies in 1981; and

Postgraduate Program [PPS] in 1991) but finally, starting in 2000, it is called School of Graduate Studies (SPs).

In response to the government's restructuring higher education through multi-programs and stratas, IKIP Bandung opened Educational Diplomas in 1990. To improve teachers' qualifications, primary school teachers were upgraded to Diploma II. This Educational Diploma was not only run in the main campus of Bumi Siliwangi Bandung but also at some satellite campuses (former high schools for teachers). Responding to a more dynamic government educational regulations, starting 1996/1997, IKIP Bandung also opened Educational Diploma II for kindergarten or pre-school children.

Along with government wider mandate for Teachers College, in 1999, IKIP Bandung was changed into a university, called Universitas Pendidikan Indonesia (Indonesia University of Education), ruled by a Presidential Decree No. 124, dated October 7, 1999.

To expand its reach in supporting national development and also coping with the issue of autonomy in higher education management, starting in 2004, based on Government Regulation No. 6/2004, Indonesia University of Education was granted the status of State-Owned Legal Entity (Badan Hukum Milik Negara). In 2012, UPI's status was returned to a state university (official language: higher educational institution run by the government) based on Presidential Regulation No. 43/2012.

On February 28, 2014, UPI was upgraded into a public university with wide-autonomy called State University with Legal Entity (PTNBH), based on the Republic of Indonesia Government Regulation Number 15/2014, concerning the Statutes of Indonesia University of Education.

Indonesia University of Education develops and improves in all

aspects. In addition to strong academic endeavors, the university also manages to refine its concept and masterplan. With the financial assistance provided by the Islamic Development Bank (IDB), UPI has currently been equipped with modern, elegant and representative infrastructures and buildings to support teaching and learning activities. Having all these excellent capabilities, Indonesia University of Education is confidently determined to make this educational institution a Leading and Outstanding University.

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CHAPTER II

SPMI POLICY OF INDONESIA UNIVERSITY OF EDUCATION

The Implementation of Internal Quality Assurance (SPMI) refers to the MWA Regulation of Indonesia University of Education N0. 03/PER/MWA UPI/2015 concerning Government Regulation No. 15 of 2014 concerning the Statutes of the Indonesia University of Education, Chapter V Article 110 and Article 111.

Implementation of Quality Assurance

Article 110

- (1) UPI implements a quality assurance system implemented to obtain quality education.
- (2) The quality assurance system as referred to in paragraph (1) is based on a higher education database developed and managed by the ministry or managed by an agency designated by the ministry.
- (3) The higher education database is a data collection of nationally integrated higher educational institutions implementation.
- (4) To fulfill the higher education database as referred to in paragraph (3), UPI is required to submit data and information on the regulation of higher educational institutions by ensuring the truth and accuracy.

Article 111

- (1) The quality assurance system at UPI consists of:
- (2) internal quality assurance system implemented by UPI; and

- (3) external quality assurance system implemented through accreditation and/or other forms of external quality assurance.
- (4) The Rector carries out internal quality assurance to meet national and/or international applicable standards.
- (5) Quality assurance as referred to in paragraph (2) is carried out on an ongoing basis by all academic, administrative, and supporting elements of UPI under the coordination of the quality assurance unit.
- (6) Further provisions regarding institutions, duties, functions, and authorities, as well as the internal management of the quality assurance unit are regulated in the Rector's Regulation.

The Internal Quality Assurance System ensures that learning, research, and community service provided by the University, Regional Faculties/ Colleges/Postgraduate Schools, Departments/Study Programs at Indonesia University of Education achieve quality in accordance with the criteria set in the Indonesia University of Education Standards.

CHAPTER III

SCOPE OF SPMI POLICY

The scope of SPMI policy refers to the Indonesia University of Education's Rector Regulation No. 6489/UN40/HK/2015 concerning Organizational Structure and Work Procedures of Indonesia University of Education.

Quality Assurance Unit (SPM) has the following tasks, functions, and authorities:

1. The task of SPM is to implement internal quality assurance in the fields of academic, administrative, and management.
2. SPM functions include:
 - a. Prepare action plans and programs of SPM;
 - b. UPI policy analysis in the field of general guarantee and stipulation of relevant laws and regulations;
 - c. Develop quality standards needed in the implementation of internal quality assurance;
 - d. Coordinate the implementation of internal quality assurance in accordance with quality standards;
 - e. Coordinate the implementation of study program and institution accreditations;
 - f. Updating institutional data relating to quality assurance on an ongoing basis;
 - g. Coordinate improvement in meeting quality standards;
 - h. Conduct monitoring and evaluation of quality assurance activities at faculty, department and study program levels; and
 - i. Reporting SPM activities to the Rector regularly.

3. SPM authority includes:

- a. Form internal work teams in the context of carrying out their duties and functions;
- b. Make decisions and create policies in accordance with their duties, functions, and scope of work;
- c. Describe and implement policies related to quality assurance based on the stipulation of the legislation; and
- d. Conduct internal control, supervision, coordination, and guidance of human resources.

The scope of SPMI refers to the Indonesia University of Education Standard which consists of academic field and non-academic field standards beyond the criteria determined in the National Standards of Higher Education.

CHAPTER IV

SPMI POLICY IMPLEMENTATION

Indonesia University of Education (UPI) is demanded to make quality improvements of the implementation in education on an ongoing basis. This is a logical consequence of UPI's existence/involvement in an environment and competition of higher education that are increasingly complex and dynamic. This continuous quality improvement must be carried out systematically with the right quality control approach/model.

Quality control at the university level is carried out by UPI Quality Assurance Unit (SPM), while quality control in each work unit for each activity is carried out by Quality Control Unit (SKM) in the relevant work unit and at the level of the study program carried out by Quality Control Group (GKM). This quality control is directed at standard achievements or quality targets that have been set and continuous quality improvement.

University quality assurance standard is arranged based on inputs from each unit, therefore those required to apply the SPMI policy are all units at the Indonesia University of Education, namely: Faculties, Postgraduate Schools, Departments/Study Programs, Research Institutions and Community Service (LPPM), UPI regional campuses, Bureaus, Directorates, and Technical Implementation Units (UPT).

CHAPTER V

TERMS AND DEFINITIONS

1. Policy is a written statement that explains the thoughts, attitudes, views of institution about something.
2. SPMI policy is a written statement that explains the thoughts, attitudes, views regarding SPMI that applies at Indonesia University of Education and also explains how to understand, design, and carry out SPMI in the regulation of higher education services.
3. Indonesia University of Education standards are written documents containing criteria, benchmarks, measurements, specifications regarding something that must be achieved/fulfilled which consists of academic standard and non-academic field standard.
4. SPMI Manual is a written document containing practical instructions on executing or implementing SPMI.
5. Self-evaluation is the activity of each unit at Indonesia University of Education carried out periodically to examine, analyze, and assess its own performance over a period of time to find out its weaknesses.
6. Internal Quality Audit (AMI) is a routine activity at the end of the academic year carried out by internal auditors to check the implementation of SPMI and evaluate all SPMI standards that have been achieved/fulfilled by each unit.

CHAPTER VI

SPMI POLICY

6.1. QUALITY CONCEPT

The quality of higher education is the achievement of educational goals and graduate competencies determined by higher educational institutions in their strategic plans with predetermined standards. In accordance with the Law of the Republic of Indonesia No. 12 of 2012 concerning Higher Education, Higher Education Quality is the level of conformity between the regulation of higher education and Higher Education Standards consisting of National Standards of Higher Education and Higher Education Standards established by Higher Education.

Higher Education Quality Assurance is a systemic activity to improve the quality of Higher Education in a planned and sustainable manner. Quality assurance is carried out through the establishment, implementation, evaluation, control, and improvement of National Standards of Higher Education. Higher Education Standards are established by Higher Education by considering the National Standards of Higher Education set by the Minister.

In accordance with the Law on Higher Education, the Ministry of Research in Technology and Higher Education has stipulated Ministerial Regulation No. 44/2015 concerning National Standards of Higher Education. According to the Ministerial Regulation, the National Standards of Higher Education are standard units that include National Education Standards, along with National Research Standards and National Standards in Community Service. National Standards of Higher Education is a minimum criterion on learning,

research, and community service at higher education level in higher educational institutions throughout the jurisdiction of the Republic of Indonesia.

Higher education in higher educational institutions is declared to be of quality, if:

- a. The higher educational institution is able to set and realize its vision statements through the implementation of its mission statements (deductive aspect).
- b. The higher educational institution is able to meet the needs of *stakeholders* (inductive aspects), in the form of:
 - *Societal needs*
 - *Industrial needs*
 - *Professional needs*

Thus, the higher educational institution must be able to plan, carry out, evaluate, control, and improve a process guaranteed to fulfill the established higher education standards.

6.2. SPMI PURPOSE AND FUNCTION

According to Article 51 of Law on Higher Education, high-quality higher education is higher education that produces graduates who are able to actively develop their potential and create knowledge and/or technology that is useful for the society, nation, and country. To achieve this higher education standard, the government organized Higher Education Quality Assurance System (SPM Dikti). Quality assurance aims to control the regulation of higher education by higher educational institutions to realize high-quality higher education. High-quality higher education is marked by fulfilling or exceeding the established Higher Education Standards.

Thus, **the aim of higher education quality assurance system** is to

guarantee the fulfillment of Higher Education Standards systemically and sustainably so that the quality culture in every higher educational institution in Indonesia grows and develops. Meanwhile, **the function of higher education quality assurance system** is to control the regulation of higher education by each higher educational institution to realize high-quality higher education.

6.2.1. Structure and Mechanism of Higher Education Quality Assurance System

The Higher Education Quality Assurance System has a structure and mechanism ruled by Ministerial Regulation No. 50/2014 concerning SPM Dikti as follows:

6.2.2. Structure of Higher Education Quality Assurance System (SPM Dikti)

The structure of SPM Dikti consists of:

- a. Internal Quality Assurance System (SPMI), which is a systemic activity of higher education quality assurance by each higher educational institution autonomously or independently to control and improve the regulation of higher education in a planned and sustainable manner; and
- b. External Quality Assurance System (SPME), which is an assessment activity through accreditation to determine the feasibility of study programs and higher educational institutions.

As stated earlier, the aim of Dikti SPM is to guarantee the fulfillment of Dikti Standards in a systemic and sustainable manner so that quality culture in every higher educational institution in Indonesia grows and develops. Thus, the implementation of SPM Dikti with a structure like the one above must be able to guarantee the fulfillment of Dikti

Standards systemically and sustainably. The Higher Education Standards consist of:

a. Dikti National Standards stipulated in Ministerial Regulation No. 44/2015 concerning the National Standards of Higher Education, namely the standard unit with the minimum criteria of the education system in Indonesia, consisting of:

- 1) National Education Standards;
- 2) National Research Standards; and
- 3) National Standards in Community Service.

b. Higher Education Standards set by each higher educational institution which must exceed Dikti National Standards include:

- 1) Higher Education Standards in academic field; and
- 2) Higher Education Standards in non-academic field

Study Programs that meet Dikti National Standards or higher educational institutions that meet Dikti National Standards according to the Law on Higher Education are declared with **good** accreditation, while Study Programs or higher educational institutions that are able to surpass Dikti National Standards will be declared with **very good** or **superior** accreditation. The quality of study programs or higher educational institutions in addition to being measured by the fulfillment of each Higher Education Standards, must also be measured by the fulfillment of interactions between Dikti standards to achieve higher education goals.

6.2.3. SPM Dikti Mechanism

1. SPMI Mechanism

SPM Dikti Mechanism is initiated by higher educational institutions by implementing SPMI through a cycle of activities abbreviated as **PPEPP**, which consists of:

- a. Stipulation (**P** for **Penetapan**) of Dikti Standards, namely the activity of setting standards or measures consisting of Dikti National Standards and Dikti Standards set by higher educational institutions;
- b. Implementation (**P** for **Pelaksanaan**) of Dikti Standards, namely the fulfillment of standards or measures consisting of Dikti National Standards and Dikti Standards set by higher educational institutions;
- c. Evaluation (**E** for **Evaluasi**) of the implementation of Dikti Standards, which is a comparison between the activities of meeting the standard or measures consisting of Dikti National Standards and Dikti Standards that have been set by higher educational institutions;
- d. Control (**P** for **Pengendalian**) of Dikti Standards, namely the activity of analyzing the causes of failed standards or measures consisting of Dikti National Standards and Dikti Standards established by higher educational institutions for corrective action; and
- e. Improvement (**P** for **Peningkatan**) of Dikti Standards, namely the activity of improving standards or measures consisting of Dikti National Standards and Dikti Standards to be higher than the standards or

measures consisting of Dikti National Standards and Dikti Standards that have been set.

SPMI in State Higher Educational Institution (PTN) is stipulated in the regulation of PTN leaders (Rector, Chairperson, or Director) after first being approved by the senate at PTN.

2. Institutional

Quality assurance organization at university level involves the Academic Senate (SA), University Leaders, Quality Assurance Unit (SPM), and Internal Audit Unit (SAI). The Academic Senate (SA) is the university's highest normative body in the academic field. The Academic Senate consists of: Rector and Vice Rector, Faculty Deans, Professors, Lecturers (not Professors). The duties of SA related to UPI quality assurance include:

- a. formulate university academic policies;
- b. compile policies on evaluating academic achievement and the skills and personality of academic community;
- c. formulate norms and benchmarks for university administration;
- d. formulate regulations for academic freedom implementation, academic pulpit freedom, and scientific autonomy;
- e. provide input and advice to the management of university in preparing Strategic Plan and Work and Budget Plan;
- f. supervise academic quality in the university

- administration; and
- g. formulate orderly campus life that is educative, scientific, and religious.

The Academic Senate carries out the tasks above by developing various policies relating to quality aspects. This quality policy is then used as a basis by the Rector through SPM in conducting quality assurance activities.

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The university quality assurance organization can be described as follows.

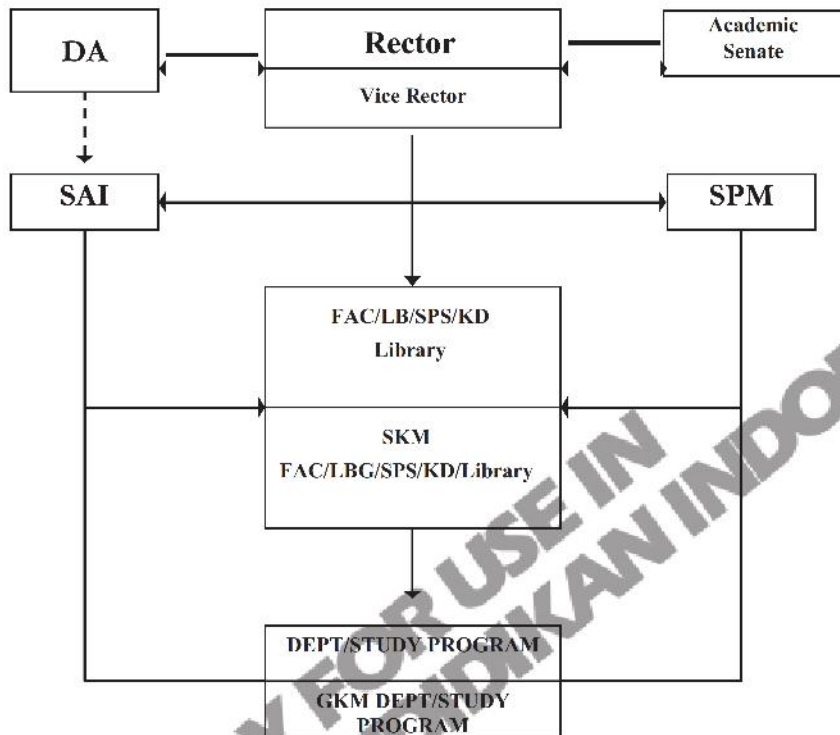


Figure 6.1
UPI Quality Assurance Organization

The quality assurance of each work unit (Academic Implementation Unit, Administrative Implementation Unit, and Support Unit) within UPI is conducted by the head of the relevant work unit. Quality assurance implementation in each work unit refers to the quality assurance system and the implementation tools of UPI quality assurance system. The head of the work unit forms a quality control unit (SKM) and appoints the chairman, secretary, and several SKM members in the work unit he leads. In each type of activity carried out by a work unit, a quality control group

(GKM) is formed. GKM is coordinated by a chairman, a secretary, and several members. The duties of SKM in each work unit are as follows:

- a. formulate quality standard for work units and together with GKM, formulate quality standards for every activity in the related work units;
- b. coordinate, facilitate, and motivate GKM to prepare quality manuals for every activity;
- c. together with GKM, motivate the activity organizer to carry out their activities in accordance with the quality manuals of those activities;
- d. conduct evaluations or quality measurements achieved by work units and motivate the activity organizer or GKM to conduct evaluations or quality measurements on the results of every activity, as well as making continuous quality improvement; and
- e. report the quality assurance implementation of each work unit periodically for each quality period.

Quality assurance organization at work unit level can be described as follows:

Faculty as one of the work units has a Faculty Quality Control Unit (SKM-Faculty) formed by the related Dean of the Faculty. The Dean appoints the chairperson, secretary, and several members of SKM-Faculty. The Faculty Quality Control Unit Organization (SKM-Faculty) within UPI is as follows:

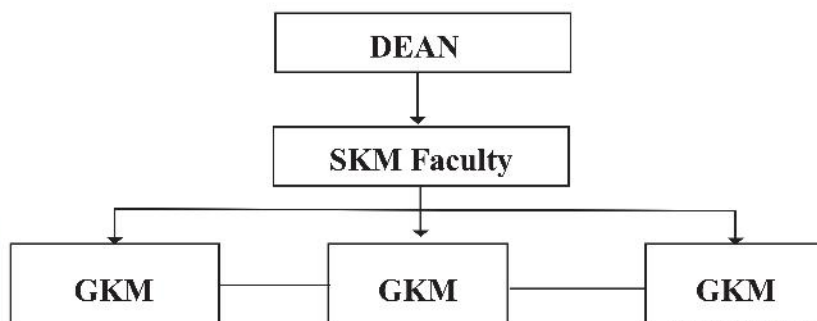


Figure 6.2
Faculty Quality Control Unit Organization

Quality assurance activities in the department/study program are coordinated by the Department/Study Program Quality Control (GKM-Department/Study Program). The Head of the Department/Study Program forms the GKM-Department/Study Program. Department/Study Program Quality Control Organization (GKM-Department/Study Program) within UPI is as follows:

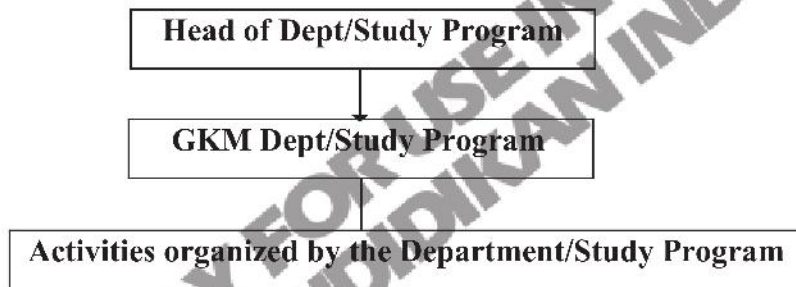


Figure 6.3
Department/Study Program Quality Control Organization

CHAPTER VII

LIST OF SPMI STANDARDS

The Standards of Indonesia University of Education is a minimum criterion regarding the implementation and management system of Indonesia University of Education. The following are Indonesia University of Education Standards:

1. Education Standards, consisting of:
 - a. graduate competence standard;
 - b. learning content standard;
 - c. learning plan standard;
 - d. learning process standard;
 - e. learning assessment standard;
 - f. lecturer and education personnel standard;
 - g. learning facilities and infrastructure standard;
 - h. learning management standard; and
 - i. education grants standard.
2. Research Standards, consisting of:
 - a. research results standard;
 - b. research content standard;
 - c. research process standard;
 - d. research assessment standard;
 - e. researcher standard;
 - f. research facilities and infrastructure standard;
 - g. research management standard; and
 - h. research funding standard.
3. Community Service Standards, consisting of:
 - a. community service output standard;
 - b. community service content standard;

- c. community service process standard;
 - d. community service evaluation standard;
 - e. community service implementation standard;
 - f. community service facilities and infrastructure standard;
 - g. community service management standard; and
 - h. community service funding and financing standard.
4. Student Standards, consisting of:
- a. student welfare and achievements development standard;
 - b. student organizations development standard; and
 - c. alumni relation and cooperation standard.
5. Information System Standards, consisting of:
- a. software standard;
 - b. hardware standard;
 - c. ICT human resource standard;
 - d. governance standard;
 - e. information system planning standard;
 - f. information system implementation standard;
 - g. ICT commission standard;
 - h. monitoring and evaluation standard;
 - i. dissemination equipment standard;
 - j. dissemination method standard;
 - k. dissemination media standard;
 - l. electronic learning standard;
 - m. website standard;
 - n. technology, information, and communication service standard; and
 - o. interference management service standard.
6. Facilities and Infrastructure Standards, consisting of:
- a. land layout and land standard;
 - b. building and room standard;
 - c. equipment standard;

- d. library standard;
 - e. places of worship, sports, arts, and recreation standard;
 - f. infrastructure maintenance and operational standard;
 - g. laboratory/machine shop/workshop/studio/botanical garden standard;
and
- 7. Human Resource Standards, consisting of:
 - a. lecturer standard; and
 - b. educational personnel standard.
 - 8. Planning and Development Standards, consisting of:
 - a. Long-Term Development Plan (RPJP) standard;
 - b. Strategic Plan (Renstra) standard; and
 - c. Operational Plan (Renop) standard.
 - 9. Reporting Standards, consisting of:
 - a. semi-annual report standard; and
 - b. annual report standard.

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