



## **Study and Examination Regulation**

**Doc. Number: B/1354/UN34/TM.05.01/2025**

<b>Policy Category</b>	: Academic and Student
<b>Subject</b>	: Study and Examination Regulation
<b>Approving Authority</b>	: Academic Board
<b>Responsible Officer</b>	: Vice Rector for Academic Affairs
<b>Responsible Office</b>	: Office of the Vice Rector for Academic Affairs
<b>Related Procedures</b>	: N/A
<b>Related University Policies</b>	: N/A
<b>Effective Date</b>	: <b>31 July 2025</b>
<b>Supersedes</b>	: N/A
<b>Next Review</b>	: 31 July 2030

### **I. Purpose and Scope**

The purpose of this policy is to set out the guiding principles, key requirements, and responsibilities for undertaking module evaluation at King's. It details the baseline standards to which all Faculties must comply for a three-stage methodology for student feedback and evaluation: Early Check In, Mid-Module Reviews, and End of Module Evaluation.<sup>1</sup> The principle underpinning this policy is that module evaluation should drive the enhancement of teaching quality and students' learning experience.

The policy is based on UNY's Academic Regulations and recognised good practices in higher education, and supports the University's internal quality assurance through the following commitments:

- Each higher education course is up-to-date with current knowledge, pedagogy, and GLO alignment
- Each higher education course provides an appropriate educational challenge and opportunities to demonstrate CLO
- Each higher education course is coherent, with learning activities and assessments mapped to GLO and CLO
- Each higher education course is effectively delivered across formats, ensuring the 16-meeting standard and the secure conduct of examinations
- Effective engagement with each cohort of students is sufficient to ensure a high-quality academic experience, including structured feedback and progress evaluation
  
- The policy applies to:
  - All taught courses and classes, whether delivered in-class, online, or blended
  - Dissertations, theses, and significant or capstone project modules
  - Laboratory, studio, workshop, and field-based modules
  - Placements or modules that include a period in industry, internship, or practicum administered by the University
  - Semester between the offerings authorized by the University
- The policy does not apply to:
  - Short courses or non-credit training
  - Study-abroad modules fully delivered by external host institutions
  - Modules or programmes wholly delivered by partners and external organisations under their own assessment regulations

### **II. Definitions & Descriptions**



- **Study** Study refers to the process by which students engage in learning activities to gain knowledge and skills as outlined in the curriculum. It includes formal lectures, seminars, practical activities, and self-study.
- **Examination** Examination is the method of assessment used to evaluate students' knowledge, skills, and competencies at various stages of their academic journey. It includes formative assessments (such as midterm exams) and summative assessments (such as final exams).
- **Module A** module is an individual part of a program of study, structured to meet specific learning outcomes and competencies as defined in the curriculum. Each module is assessed in accordance with the approved regulations, ensuring students have the opportunity to demonstrate their understanding and mastery of the subject matter.
- **Early Check In** An informal opportunity early in the module for students to provide initial feedback and for the lecturer to gauge student understanding. It aims to foster a dialogue around the course objectives and expectations, enabling timely adjustments to the teaching approach if needed.

Mid-Semester Review	A semi-formal feedback opportunity midway through the semester to assess student progress and the effectiveness of the course. It helps identify and address minor operational issues in real-time, ensuring the course remains aligned with student needs and academic goals
End-of-Semester Examination	The formal evaluation was conducted at the end of the semester to assess the overall understanding of the course material. It evaluates the achievement of learning outcomes and competencies specified in the module and is a crucial component in determining students' final grades.
Closing the Feedback Loop	Closing the feedback loop refers to the process of responding to and acting upon student feedback, ensuring that students see tangible outcomes from their evaluations. It demonstrates that feedback is valued and used to improve both teaching practices and student learning experiences

## II. Policy

<b>1</b>	<b>Aims</b>
1.1	<p>The purpose of this policy is to outline the principles, key requirements, and responsibilities for the study and examination processes at Universitas Negeri Yogyakarta (UNY). It establishes the standards for all faculties, postgraduate and academic units, to ensure proper management of study programs, examinations, and academic progression. This policy aims to:</p> <ul style="list-style-type: none"> <li>● Ensure consistency in the implementation of study and examination regulations across all programs.</li> <li>● Provide students with a fair and transparent assessment framework.</li> <li>● Enhance teaching quality by effectively evaluating student performance to improve learning outcomes.</li> <li>● Monitor student progress regularly to identify any academic challenges early.</li> <li>● Promote an academic environment that encourages integrity, fairness, and student engagement in their learning journey.</li> </ul> <p>The policy is designed to support the University's goal of providing high-quality education and to ensure that all academic activities align with the standards set by the Ministry of Education, Culture, Research, and Technology (Kemdikbudristek) and comply with national and international standards in higher education.</p>
<b>2</b>	<b>General Principles</b>



2.1	<p>The following general principles apply to the Study and Examination Regulation at Universitas Negeri Yogyakarta:</p> <ul style="list-style-type: none"> <li>● The responsibility for implementing study and examination regulations primarily lies with the Faculties and graduate schools, which, using the university's academic regulations as a basis, ensure that educational programs meet the requirements of their respective fields of study.</li> <li>● Examination results are used to evaluate the achievement of learning outcomes (GLO/CLO) and to guide students' progress toward completing their academic program.</li> <li>● Confidentiality of student information is maintained throughout the study and examination process. Faculties, postgraduate and academic units are committed to handling all assessment-related data confidentially.</li> <li>● Examinations are held according to the academic calendar and are subject to specific guidelines established for each program level (Applied Bachelor's, Bachelor's, Master's, Doctorate).</li> <li>● Flexible assessment opportunities are available for students who require additional support, including remedial programs and retakes of examinations, as outlined in this regulation.</li> <li>● Regular reviews of the policy ensure that assessment methods and academic expectations align with evolving educational practices.</li> </ul>
<b>3</b>	<b>Study and Examination Setup and Delivery</b>
3.1	<p><b>Responsibility for Setting Up Examinations</b>          The overall responsibility for setting up examinations lies with the faculty and postgraduate students. The faculty and doctoral students will ensure that all examinations, including Mid-Semester Tests (Mid Test) and End-of-Semester Examinations (Final Exam), are aligned with the course's GLO/CLO and are properly scheduled in the academic calendar.</p>
3.2	<p><b>Examination Administration</b>          Examinations must be conducted in accordance with the procedures outlined in the academic calendar. This includes preparation, execution, grading, and timely release of results. In exceptional circumstances (e.g., natural disasters or technical issues), faculty members will follow the University's contingency procedures to reschedule examinations.</p>
3.3	<p><b>Grading and Result Submission</b>          Grading is conducted using a clear rubric aligned with the course objectives. Faculty members are responsible for ensuring that grades are submitted within 2 weeks of the final examination. If any discrepancies are found in the grade reports, faculty members are expected to correct these before finalizing the results.</p>
3.4	<p><b>Examination Integrity</b>          All examinations are designed to ensure academic integrity. The University maintains strict measures to prevent cheating, plagiarism, and all forms of academic dishonesty. Violations will result in academic penalties, including failing the exam, suspension, or expulsion.</p>
3.5	<p><b>Feedback and Closing the Feedback Loop</b>          After each examination ends, students are encouraged to provide feedback on their learning experience. This feedback will be used to improve the quality of teaching and the examination process. Faculty and postgraduate students are expected to review and act upon the feedback to make necessary improvements for subsequent semesters.</p>
<b>4</b>	<b>Types of Examinations and Retakes</b>



4.1	<p><b>Mid-Semester Examinations (Mid Test)</b></p> <p>Mid-Semester Examinations (UTS) are held midway through each semester to assess the students' understanding of the first half of the course. These exams may take the form of written tests, assignments, or other evaluation methods as defined by the course instructor.</p>
4.2	<p><b>End-of-Semester Examinations (Final Exam)</b></p> <p>The Final Semester Exam (Final Exam) is held at the end of each semester and aims to evaluate overall understanding of the course material. To be eligible to take the UAS, students must meet the following requirements: Attend at least 75% of lectures, and 100% specifically for the medical study program (Faculty of Medicine). Complete and submit all required assignments and projects, and be free from academic sanctions.</p>
4.3	<p><b>Remedial Examinations</b></p> <p>Students who fail the Midterm or Final Exam with a grade of C+ or lower may be allowed to retake the exam or receive an assignment to improve their grade. The retake will be administered in the current semester before the end of the grade input period.</p>
4.4	<p><b>Special Circumstances for Examination</b></p> <p>In cases of valid reasons (e.g., illness or family emergencies), students who miss an examination may be allowed to take a rescheduled exam or alternative assessment. The student must provide appropriate documentation, such as medical certificates or official letters, to justify their absence.</p>
4.3	<p><b>End of Module Evaluation</b></p> <ul style="list-style-type: none"> <li>• Creating surveys is the responsibility of Faculty Subunit Administrators and their teams.</li> <li>• Module evaluation must be carried out via SISUKE. Faculty Subunit Administrators (or their teams) are responsible for setting up and launching surveys. This involves ensuring the survey dates and question bank are correct.</li> <li>• All End of Module Evaluation surveys must use the approved question bank relevant to the module type.</li> <li>• Typically, End of Module Evaluation surveys should be run in the final 2 weeks of the module, after students have set/taken the assessment (in some instances, this may be before marking is complete). Faculties will have local cut-offs for revising any Faculty default launch dates that have been set. Module Leads must ensure they adhere to these.</li> <li>• It is best practice for Module Leads to devote 5-10 minutes in the final teaching session to completing the survey.</li> </ul>
<b>5</b>	<b>Closing the Feedback Loop</b>
5.1	<p><b>General Overview</b></p> <p>To ensure continuous improvement in teaching quality and student learning experiences, Universitas Negeri Yogyakarta (UNY) utilizes <a href="https://survey.uny.ac.id">https://survey.uny.ac.id</a> as the platform for gathering feedback on courses and faculty performance. This feedback process occurs twice per semester: Monev Awal (Early Check-In): Conducted within the first two weeks of the semester to assess initial student perceptions of the course and teaching approach. Monev Akhir (End-of-Semester Evaluation): Administered just before the UAS (Final Exam) to evaluate the overall student experience and course effectiveness. This structured feedback mechanism enables Module Leads (faculty members responsible for a module) to understand and respond to student concerns in a timely manner, ensuring that any issues are addressed proactively.</p>



5.2	<p><b>The early semester monitoring and evaluation</b></p> <p>The early semester monitoring and evaluation is conducted to gather early feedback from students regarding the course structure, teaching methods, and any initial challenges students might face. This helps faculty identify and resolve minor issues early in the semester, ensuring that students' expectations are aligned with course goals. Method: The feedback is collected using <a href="https://survey.uny.ac.id/">https://survey.uny.ac.id/</a>. Online surveys through the survey platform provide a more structured and anonymous way for students to express their thoughts.</p>
5.3	<p><b>End-of-Semester Evaluation</b></p> <p><b>Purpose:</b> The Monev Akhir provides students with an opportunity to offer comprehensive feedback on their overall experience of the course, covering aspects such as content delivery, assessments, teaching effectiveness, and student support. This feedback is crucial for evaluating the entire course and making improvements for future cohorts.</p> <p><b>Method:</b> Similar to the First Monitoring-Evaluation and Final Monitoring-Evaluation (Monev Awal, the Monev Akhir) is conducted via <a href="https://survey.uny.ac.id/">https://survey.uny.ac.id/</a>. It uses a standard set of questions aligned with the course's CLO and student learning outcomes.</p> <p><b>Responsibility:</b> The Faculty or postgraduate school must ensure that the Monev Akhir is completed in time and that feedback results are reviewed for future course improvements. Module Leads must also communicate key actions taken in response to feedback, ensuring transparency in the process.</p>
	<p>Results of any of the below evaluations can also be discussed as part of CLO, as well as other Faculty-led student voice forums.</p>
5.4	<p><b>Closing the Feedback Cycle</b></p> <p>The results of the Initial and Final Monitoring and Evaluation (M&amp;E) will be reviewed by the Faculty and Graduate School. Feedback from the Initial M&amp;E should lead to adjustments to teaching strategies, while input from the Final M&amp;E will inform course development and faculty and graduate school performance reviews. Feedback from both evaluations (initial and final M&amp;E) should be incorporated into the Quality Review Meeting (QR) as part of the development and improvement of study programs, a key milestone in the faculty and graduate school's professional development and refinement of teaching methodology.</p>
<b>6</b>	<b>Access to Data</b>
6.1	<p>IT is responsible for ensuring colleagues have access to SISUKE as needed/as requested by the Faculties. Faculties are responsible for ensuring that ARQS have the correct Faculty Subunit Administrator (or team members) information by 30<sup>th</sup> September each year. These are listed on the This allows proactive access set-up, without late requests having to be made. After this date, Faculties remain responsible for notifying ARQS of any changes to roles.</p> <p>Where there are access issues, colleagues should contact their Faculty Subunit Administrator in the first instance, who will liaise with ARQS/IT as needed.</p>
6.2	<p>For surveys run through SISUKE, assigned Module Leads will automatically be sent results upon survey closure. They also have access to their survey results using the Instructor Portal within SISUKE. This allows them to 'self-serve' to download and share the report(s) as needed. Faculty Subunit Administrators (and team members) are also able to use the Admin Portal of SISUKE to download data in bulk.</p>
6.3	<p>All staff have access to quantitative data via Power BI. Results can be shared from this as needed, provided these are part of the Faculty strategies for improving quality and student experience. Qualitative comments are not open access and are only available to Module Leads via SISUKE. Faculty senior leadership can, however, request access to comments and further distribution of qualitative data, should they see the need.</p> <p>Responsibility for doing so resides within the Faculty.</p>



MINISTRY OF HIGHER EDUCATION, SCIENCE AND TECHNOLOGY

**UNIVERSITAS NEGERI YOGYAKARTA**

Karangmalang Campus, Sleman, Daerah Istimewa Yogyakarta 55281

Phone (0274) 586168 Fax (0274) 586168

Website: <https://uny.ac.id> E-mail: [akademik@uny.ac.id](mailto:akademik@uny.ac.id)

6.4	Data can also be made available in full to External Examiners (including both quantitative and student qualitative responses to open-ended questions). Where relevant, results should be used as part of Continuous Enhancement Reviews (CERs) and Periodic Programme Reviews (PPR).
7	<b>Policy Review</b>
7.1	This policy will be reviewed at least every three years. Revision may be carried out sooner where necessary, or if there is a change in applicable sector best practice, guidance, or legislation.
8	<b>Reporting</b>
8.1	<b>Early Check In</b> There is no formal requirement to report on the Early Check In. It is recognised that this could create an administrative burden and that the value of an Early Check In is enacting change quickly and resolving any early 'quick win' or 'housekeeping' issues.
8.2	The Vice-Dean for Academic, Student, and Alumni is responsible for communicating matters related to the Vice Rector for Academic and the University Academic Senate.

Vice Rector for Academic Affairs



Prof. Nur Hidayanto Pancoro S.P., Ph.D.  
NIP 198211222006041001