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REGULATION OF THE RECTOR OF UNIVERSITAS HASANUDDIN
NO. 23/UN4.1/2023

ON

RECOGNITION OF PAST LEARNING
OF UNIVERSITAS HASANUDDIN

BY THE BLESSINGS OF THE ALMIGHTY GOD
RECTOR OF UNIVERSITAS HASANUDDIN

- Considering : a. that in order to ensure legal certainty and provide recognition of an individual's learning outcomes in continuing formal education as well as recognition of learning outcomes to be equated with specific qualifications, it is deemed necessary to regulate the policy for the implementation of recognition of past learning of Universitas Hasanuddin;
- b. that based on the considerations as referred to in point a and considering the implementation thereof, it is necessary to establish the Regulation of Rector on Recognition of Past Learning (RPL) of Universitas Hasanuddin.
- Bearing in mind : 1. Article 17 Subsection (3) of the 1945 Constitution of the Republic of Indonesia
2. Law No. 20 of 2003 concerning National Education System (State Gazette of the Republic of Indonesia No. 78 of 2003, Supplement to the State Gazette of the Republic of Indonesia No. 4301);
3. Law No. 12 of 2012 concerning Higher Education (State Gazette of the Republic of Indonesia No. 158 of 2012, Supplement to the State Gazette of the Republic of Indonesia No. 5336);
4. Law No. 39 of 2008 concerning State Ministry (State Gazette of the Republic of Indonesia No. 166 of 2008, Supplement to the State Gazette of the Republic of Indonesia No. 4916);
5. Government Regulation No. 4 of 2014 concerning Implementation of Higher Education and Management of Higher Education (State Gazette of the Republic of Indonesia No. 16 of 2014, Supplement to the State Gazette of the Republic of Indonesia No. 5500);

6. Government Regulation No. 53 of 2015 concerning Statute of Universitas Hasanuddin (Supplement to the State Gazette of the Republic of Indonesia No. 5722 of 2015);
7. Government Regulation No. 82 of 2014 concerning Designation of Universitas Hasanuddin as Legal Entity State University (State Gazette No. 303 of 2014);
8. Presidential Regulation No. 62 of 2021 concerning Ministry of Education, Culture, Research, and Technology (State Gazette of the Republic of Indonesia No. 156 of 2021);
9. Presidential Regulation No. 8 concerning 2012 on Indonesian Qualification Framework (State Gazette of the Republic of Indonesia No. 24 of 2012);
10. Regulation of the Minister of Education, Culture, Research, and Technology No. 28 of 2021 concerning Organizational Structure and Working Procedures of Ministry of Education, Culture, Research, and Technology (Bulletin Gazette of the Republic of Indonesia No. 963 of 2021)
11. Regulation of Minister of Education, Culture, Research, and Technology No. 41 of 2021 concerning Recognition of Past Learning;
12. Regulation of Minister of Education and Culture No. 73 of 2013 concerning Implementation of Indonesian Qualification Framework in Higher Education;
13. Regulation of Minister of Education and Culture No. 3 of 2020 concerning National Higher Education Standard;
14. Decree of Director General of Higher Education, Research, and Technology of Ministry of Education, Research, and Technology No. 162/E/KPT/2022 concerning Technical Guidelines for Recognition of Past Learning at Higher Education Institutions;
15. Regulation of Academic Senate of Universitas Hasanuddin No. 50850/UN4/PP.42/2016 concerning Education Policy of Universitas Hasanuddin;
16. Regulation of Academic Senate of Universitas Hasanuddin No. 46929/UN.4/IT.03/2016 concerning Curriculum Development Policy of Universitas Hasanuddin Study Programs;
17. Regulation of Rector of Universitas Hasanuddin No. 12/UN4.1/2022 concerning Organization and Work Procedures of Hasanuddin University Management;
18. Regulation of Rector of Hasanuddin University No. 16/UN4.1/2022 concerning Organization and Work Procedures of Universitas Hasanuddin Faculties and Schools;

19. Decision of Board of Trustees of Universitas Hasanuddin No. 5/UN4.0/KEP/2022 Dismissal of Rector of Universitas Hasanuddin for 2018-2022 and Appointment of Rector of Universitas Hasanuddin for 2022-2026;
20. Decree of Rector of Universitas Hasanuddin No. 4843/H4/O/2010 dated 3 May 2010 on 2030 Development Plan of Universitas Hasanuddin.

Noticing : Result of Universitas Hasanuddin Academic Senate Commission I Meeting dated 8 August 2023 concerning Recognition of Past Learning (RPL) in Universitas Hasanuddin Environment

HEREBY DECREES:

Enact : REGULATION OF RECTOR OF UNIVERSITAS HASANUDDIN CONCERNING RECOGNITION OF PAST LEARNING (RPL) OF UNIVERSITAS HASANUDDIN

CHAPTER I
GENERAL PROVISIONS

Article 1

In this regulation, the following terms have the following meanings:

1. Universitas Hasanuddin, hereinafter referred to as Unhas, is a Legal Entity State University (LESU).
2. The Rector is the Unhas organ responsible for leading the implementation and management of Unhas.
3. The Academic Senate, hereinafter referred to as AS, is the Unhas organ that establishes policies, provides recommendations, and oversees academic affairs.
4. Faculty is a set of support resources that organize and manage academic education, professional education, and/or vocational education in a cluster of scientific disciplines and technology.
5. School is an academic implementing unit at the level of a Faculty, responsible for conducting and/or coordinating multi-disciplinary postgraduate programs.
6. The Institute of Quality Assurance and Education Development, hereinafter referred to as IQAED, is an implementing unit tasked with planning, implementing, controlling, and developing the academic quality assurance system. It is responsible for planned and sustainable quality improvement, as well as for assessing and developing the learning system. It is also responsible for ensuring high-quality, relevant, effective, and efficient learning processes.

7. The Dean is the head of Faculty or School within Unhas and is authorized and responsible for the organization of education within their respective Faculty or School.
8. The Quality Assurance and Reputation Improvement Department, hereinafter referred to as QARIG, is a unit within a Faculty/School that plans, implements, controls, and develops the academic quality assurance system, as well as strategies for upgrading national and international reputation and rankings in the Faculty/School and Study Program.
9. Recognition of Past Learning, hereinafter referred to as RPL, is the acknowledgment of an individual's learning outcomes acquired through formal, non-formal, informal education, and/or work experience as a basis for continuing formal education and for equating with specific qualifications.
10. RPL Type A is the recognition of learning outcomes for individuals who have acquired learning outcomes or competencies through previous formal education, non-formal education, informal education, and/or work experience to pursue higher-level education. This allows them to skip some or all semester credit units in the desired study program.
11. Learning Outcomes is the ability acquired through the internalization of knowledge, attitudes, skills, competencies, and accumulated work experience.
12. Graduate Learning Outcomes, hereinafter referred to as GLO, are the abilities acquired through the internalization of knowledge, attitudes, skills, competencies, and accumulated work experience.
13. The Indonesian Qualifications Framework, hereinafter referred to as IQF, is a framework for aligning competency qualifications that can compare, equate, and integrate education, job training, and work experience in order to recognize job competencies in various sectors.
14. Equivalency is the process of aligning and integrating graduate learning outcomes obtained through education, job training, and work experience.
15. Qualification is the mastery of Graduate Learning Outcomes that indicate its position within the IQF.
16. Formal education is a structured and hierarchical educational pathway consisting of primary education, secondary education, and higher education.
17. Non-formal education is an educational program outside of formal education that can be implemented in a structured and hierarchical manner.
18. Informal education is a family and community-based educational program.
19. Work experience is the accumulation of an individual's work history or work experiences that can be recognized and equated with credit unit in a specific field of education.
20. Higher Education, hereinafter referred to as HE, encompasses both State Universities and Private Universities.
21. Study Program is an educational and learning activity unit with a specific curriculum and teaching methods in various types of academic education, vocational education, and/or professional education.

22. Semester Credit Units, hereinafter referred to as SKS, are the measure of the time allocated for learning activities for students per week per semester in the learning process through various forms of learning, or the extent of recognition of a student's successful effort in participating in curricular activities in a Study Program.
23. Accreditation is the process of assessing the eligibility of a program within an educational unit based on established criteria.
24. Competence Certificate is a document that recognizes competencies achieved by graduates in accordance with their expertise in their field of study and/or achievement beyond their program of study.
25. Professional Certificate is a document that recognizes the ability to practice a profession obtained by graduates of professional education within a Higher Education Program.
26. Cumulative Grade Point Average, hereinafter referred to as IPK, is the numerical representation of a student's academic outcomes calculated by multiplying the learning outcome grades by the credit unit weight and dividing it by the total programmed credits during their education.
27. CGPA is a Cumulative Grade Point Average on a scale from 0.00 to 4.00.
28. Instructor has the same status as an extraordinary lecturer.
29. Linear progression is a credit transfer scheme for advancing to a higher level (Magister) for Bachelor's program graduates.
30. Transfer program is a credit transfer scheme for graduates of vocational education (Diploma 3) to continue higher academic education (Bachelor's).
31. Non-linear progression is a credit transfer scheme for advancing to a higher level (Master's) for Bachelor's program graduates in a different field.
32. Credit transfer is RPL Type A through the recognition of learning outcomes gained from formal education in a previous university program.
33. Single Tuition Fee, hereinafter referred to as STF, is the fee borne by each student based on their economic capability.

CHAPTER II

RPL TYPE A PROCESS OF UNIVERSITAS HASANUDDIN

Section One Implementation

Article 2

- (1) The implementation of RPL in these regulations only includes RPL Type A for continuing formal education at Unhas.
- (2) RPL for continuing formal education as referred to in paragraph (1) is conducted through the partial recognition of learning outcomes.

- (3) Partial recognition of GLO as referred to in paragraph (2) is carried out through the recognition of learning outcomes obtained from:
 - a. Formal education from a minimum diploma three Study Program at Unhas or other HE;
 - b. Non-formal or informal education proven by certificates and other documents; and
 - c. Work experience after previously completing a minimum diploma at the third level of education
- (4) Partial recognition of GLO as referred to in paragraph (2) is granted in the form of earned credit units.
- (5) Courses that can be recognized through RPL at the diploma four/undergraduate (bachelor's) and magister degree levels are mandatory courses and elective courses.
- (6) The form of earning credit units as referred to in paragraph (5) is specified in specific technical guidelines and determined by the Rector's decree after obtaining the approval of the AS.

Section Two Requirements

Article 3

Any individual who participates in RPL to continue formal education at Unhas as referred to in Article 2 must meet the following requirements:

- a. At least holding diploma three to pursue the diploma four or undergraduate (bachelor's) level;
- b. At least holding an undergraduate (bachelor's) degree/diploma four for the magister and professional level; and
- c. Have non-formal, informal education, and/or relevant work experience related to the Study Program at Unhas to be pursued.

Section Three Stages

Article 4

- (1) RPL in the form of formal education at Unhas is carried out through the following stages:
 - a. interview and registration;
 - b. evaluation and assessment;
 - c. recognition of credits and determination of study period;
 - d. acceptance with the Rector's decree;
 - e. remaining study period education process; and
 - f. graduation and diploma.

- (2) The stages of RPL as referred to in paragraph (1) are regulated in the guidelines for implementation and/or technical instructions listed in the appendix, which is an integral part of this Regulation of Rector.

Part Four Administrators

Article 5

- (1) In implementing the RPL program, the administrators adhere to five principles, including legality, accessibility, *equivalence*, transparency, and quality assurance.
- (2) Legality means that the administrators must have legal aspects as a higher education institution in accordance with applicable regulations.
- (3) Accessibility means that the administrators must ensure that every individual has equitable and inclusive access to learning opportunities according to their needs and learning outcomes in line with national higher education standards.
- (4) *Equivalence* refers to the equality in assessing and recognizing learning outcomes obtained from formal/non-formal/informal education and/or work experience with those who acquired formal education.
- (5) Transparency is achieved by providing information about RPL that is widely and openly announced with clear and explicit language so that it can be understood by all stakeholders (applicants, educational institutions, accreditation agencies, and users of graduates).
- (6) Quality assurance aims to ensure that all RPL implementations are relevant, reliable, fair, transparent, and open to the public.

Article 6

- (1) The RPL administration is carried out by Study Program that is accredited at least with a good or B grade and has produced graduates.
- (2) The RPL administrators provides sufficient and easily accessible information to applicants regarding RPL procedures and the assessment process to be undertaken.
- (3) The RPL administrators prepare standardized operational procedures for the implementation of RPL, which must include at a minimum the recruitment process, assessment, recognition, continuation of the learning process, and financing.
- (4) The Study Program as referred to in paragraph (1) must demonstrate strong accountability by preparing courses that have a clear relevance to the fulfillment of Study Program learning outcomes (course mapping with learning outcomes).
- (5) The Study Program as referred to in paragraph (1) is established by the Decree of Rector after considering the AS's recommendations.

CHAPTER III

IMPLEMENTATION TEAM

Part One

RPL Type A Implementation Team

Article 7

- (1) The RPL Implementation at Unhas consists of :
 - a. University RPL team;
 - b. Faculty/School RPL team; and
 - c. Study Program assessors team.
- (2) The University RPL team as referred to in paragraph (1) letter a consists of:
 - a. Chairperson;
 - b. Secretary;
 - c. Members representing each Faculty/School proposed by the respective Deans;
 - d. Members representing the Senate Commission responsible for academic affairs proposed by the Head of Commission; and
 - e. The University RPL team is proposed by the Vice Rector for Academic and Student Affairs and appointed by the Decree of Rector.
- (3) The Faculty/School RPL team as referred to in paragraph (1) letter b consists of:
 - a. Head;
 - b. Secretary;
 - c. Special academic advisors for RPL;
 - d. Members represented by each Study Program, namely the Head of Study Program or Representatives from the Study Program with the approval of the Dean of the Faculty/School; and
 - e. The Faculty/School RPL team is proposed by the Vice Dean for Academic and Student Affairs and appointed by the Dean's Decree.
- (4) The Study Program assessors team consists of faculty members from the Study Program and may involve industry practitioners or members of professional associations, with the following conditions:
 - a. understanding the concept, paradigm, regulations, and mechanisms of assessment implementation and *body of knowledge* to be recognized through RPL;
 - b. the number of Study Program assessors team is an odd number and a minimum of 3 (three) individuals;
 - c. the Study Program assessors team can be in the form of an *ad hoc* team or a permanent team as needed; and
 - d. the Study Program assessors team is proposed by the Chairperson of the Study Program for appointment in the Dean's Decree.

Part Two
Roles and Tasks of RPL Implementation Team

Article 8

- (1) The role of the University RPL team is as follows:
 - a. evaluate and assess proposals from Faculty/School RPL teams regarding the eligibility of Study Program applying for the RPL program.
 - b. evaluate and assess credit transfers and/or equivalency recognition for prospective students proposed by Faculty/School RPL teams for recognition.
 - c. report and recommend the evaluation results of Program of Study eligibility for RPL implementation to the Vice Rector for Academic and Student Affairs at Unhas for the enactment by the Decree of Rector.
 - d. report and recommend the evaluation results for credit transfers and/or equivalency recognition to the Vice Rector for Academic and Student Affairs at Unhas for the enactment by the Decree of Rector.
- (2) The tasks of the University RPL team are as follows:
 - a. receive applications and conduct interviews with prospective students about the procedures to be followed;
 - b. assist prospective students in identifying Study Program options in line with their formal education or non-formal/informal education and previous work experience; and
 - c. direct prospective students who require further substantial guidance to academic advisors available in the Faculty/School.

Article 9

- (1) The role of the Faculty/School RPL team is as follows:
 - a. propose the eligibility of Study Program within the Faculty/School that will apply for the RPL program to the University RPL team;
 - b. receive and evaluate the assessment results from the Study Program assessors team for prospective RPL students; and
 - c. report the results of credit transfer and/or equivalency recognition assessments for prospective students to the University RPL team.
- (2) The tasks of the Faculty/School RPL team are as follows:
 - a. receive the names of prospective students from the University RPL team to be handed over to the RPL academic advisors at the Faculty/School level;
 - b. evaluate data related to administrative requirements and other registration documents for prospective students; and
 - c. coordinate and request the assessment process, field tests, suitability of past learning/education, credit calculation, and remaining study period for prospective students.

Article 10

- (1) The role of the Study Program assessors team is as follows:
 - a. receive the names of prospective students from the Faculty/School RPL team for further assessment processes; and
 - b. propose the assessors team to the Chairperson of the Study Program for appointment by the Dean's Decree.
- (2) The tasks of the Study Program assessors team are as follows:
 - a. administer field tests in the form of written tests, oral tests, or other forms to prospective students;
 - b. evaluate Learning Outcome of Courses (CPMK) in the original Study Program with the CPMK in the Study Program at Unhas, with recognition granted if 75% (seventy-five percent) of the course's learning outcome content aligns;
 - c. evaluate informal, non-formal education, and obtained work experience with the Course Learning Outcomes of the target Study Program;
 - d. determine recognized courses and credits, compulsory courses and credits to be taken, and the remaining study period;
 - e. submit the credit transfer evaluation results to the Faculty/School RPL team for further submission to the University level.

CHAPTER IV

TYPES, REQUIREMENTS, AND PROCEDURES OF RPL TYPE A

Part One

Types of Recognition of Past Learning Type A

Article 11

- (1) RPL Type A consists of:
 - a. linear progression;
 - b. transfer program;
 - c. non-linear progression; and
 - d. special.

(2) The details of types of RPL type A as referred to in paragraph (1) include:

Types	Original Study Program	Target Study Program	Study Period	Maximum Recognized Credit Units
Linear progression	Undergraduate + formal/informal education	Master's	3	12 credit units from mandatory and elective courses in Master's program
	Diploma Three	Diploma Four	3	96 credit units
Transfer program	Diploma Three	Undergraduate	3	96 credit units
Non-linear progression	Undergraduate + nonformal/informal education	Master's	3	12 credit units from elective courses from Master's program
Special	Undergraduate + Nonformal/informal education	Professional Education	2	24 credit units (adjusted to the professional discipline)

Part Two
Requirements of Recognition of Past Learning Type A

Article 12

- (1) Requirements of RPL Type A consist of:
 - a. general requirements; and
 - b. specific requirements
- (2) General Requirements of RPL Type A consist of:
 - a. accreditation of the Study Program at a minimum of B or Baik Sekali from a Higher Education Institution accredited by BAN-HE, except for collaboration affirmation pathways;
 - b. mandatory documents to be uploaded are accreditation of the diploma, transcript, Accreditation Certificates of the Study Program and the Higher Education Institution where the applicant graduated;
 - c. Curriculum Vitae, including employment history and details of the tasks performed; and
 - d. competence certificates, certificates/licenses owned;

- e. documentation of work portfolio (photos, videos, products/test results, etc.) in the form of a daily work diary or record of work performed at the workplace, task sheets or assignment sheets when working at a company, analysis or design documents (partial or complete) when working at a company, *logbook*, and training certificates; and
- f. other relevant documents: association membership, references/verification letters/third-party reports from employers/supervisors, awards, performance appraisals, and statements from supervisors.

(3) Specific requirements of RPL Type A include:

a. Linear Progression, includes:

Types	Original Study Program	Target Study Program	Specific Requirements
Linear progression	Undergraduate + nonformal/informal education	Master's	• IPK > 3,00; • Maximum study period 12 Semesters
	Diploma Three	Diploma Four	• IPK > 3,00 • Maximum study period 8 Semesters

b. Transfer Program, includes:

Types	Original Study Program	Target Study Program	Specific Requirements
Transfer Program	Diploma Three	Diploma Four (Bachelor of Applied Science) / Bachelor's	• IPK > 3,00 • Maximum study period is 8 semesters

c. Non-linear Progression, includes:

Types	Original Study Program	Target Study Program	Specific Requirements
Non-linear Progression	Undergraduate + Nonformal/formal Education	Master's	• IPK > 3,00; • Maximum study period is 12 semesters

d. At minimum receives recognitions that includes

Original Educational Level	Target Educational Level
Diploma Three + Work Experience	Diploma Four (Applied Bachelor) / Bachelor's
Undergraduate + Work Experience	Master's

Part Three

Procedures of Recognition of Past Learning Type A

Article 13

- (1) Prospective students fill out the registration form through the Universitas Hasanuddin New Student Admission System and upload the required documents.
- (2) Prospective students who meet the registration requirements are required to take a field test.
- (3) Prospective students who pass the field test will receive a Decree of Rector on Credit Transfer Recognition, which includes:
 - a. study period;
 - b. recognized courses and required courses to be taken; and
 - c. recognized credit unit and the total credit unit to be taken.
- (4) Students attend classes according to the Decree of Rector on Credit Transfer Recognition.

CHAPTER V

IMPLEMENTATION OF TRI DHARMA OF HIGHER EDUCATION

Article 14

- (1) In addition to partial learning, RPL participants continue to engage in research and community service activities as part of the three pillars of Higher Education.
- (2) The organizing Study Program accommodates RPL participants in research and community service activities.
- (3) Affairs related to paragraphs (1) and (2) will be enacted by Decree of Rector.

CHAPTER VI

RPL QUALITY CONTROL

Article 15

- (1) IQAED and QARID play roles as control institutions and groups in the implementation of RPL at the University and Faculty/School levels, respectively.
- (2) In carrying out their control functions as referred to in paragraph (1), IQAED and QARID adhere to the regulations and technical guidelines on RPL.

Article 16

- (1) RPL administrators are required to develop a quality assurance system implemented at the Faculty/School level up to the University level.
- (2) Quality assurance as referred to in paragraph (1) covers input, process, output, and outcomes.
- (3) Policies, procedures, and quality assurance processes for RPL shall be made explicit and open to the public.
- (4) The quality assurance system at the Faculty/School level shall be carried out by QARID and be accountable to IQAED.
- (5) Further provisions regarding the policy, procedures, and quality assurance processes as referred to in paragraph (4) shall be regulated by Regulation of Rector.

CHAPTER VII

FUNDING

Article VI

- (1) Unhas shall determine the cost of implementing RPL, which includes development funds and Single Tuition Fee.
- (2) All expenses incurred during the implementation of RPL will be charged to Unhas's budget implementation document and/or other funding sources in accordance with applicable regulations.
- (3) The amount of tuition fees for the implementation of education as referred to in paragraph (1) shall be regulated by Decree of Rector

CHAPTER VIII
CONCLUDING PROVISIONS

Article 18

This Regulation of Rector shall come into effect on the date of its enactment.

Enacted in Makassar on August 10th 2023

RECTOR OF UNIVERSITAS HASANUDDIN

SIGNED

JAMALUDDIN JOMPA

Diumumkan di Makassar
Pada tanggal 11 Agustus 2023
KEPALA BIRO HUKUM DAN KELEMBAGAAN,



Dra. ROSNIATI, M.M.
LEMBARAN UNIVERSITAS HASANUDDIN TAHUN 2023 NOMOR 4
BERITA UNIVERSITAS HASANUDDIN TAHUN 2023 NOMOR 4

APPENDIX
REGULATION OF RECTOR OF UNIVERSITAS HASANUDDIN NO.
23/UN4.1/2023
DATED 10 AUGUST 2023
CONCERNING RECOGNITION OF PAST LEARNING (RPL) IN
UNIVERSITAS HASANUDDIN ENVIRONMENT

**TECHNICAL GUIDELINES OF RECOGNITION OF PAST LEARNING (RPL)
IN UNIVERSITAS HASANUDDIN**

A. Introduction

Higher education is organized as a systematic unit with the principle of an open and multifaceted system, meaning that education is delivered with flexibility in:

1. Delivery methods;
2. Program options
3. Cross-unit, path, and type of education (*multi-entry, multi-exit system*).

With the principle of an open system, learners have greater opportunities to advance to higher levels of education.

In today's complex and rapidly changing world, individuals must adapt their competencies quickly to face various challenges. There are various ways and forms of learning that can be pursued to enhance one's competencies. However, recognition of qualifications by some segments of society still focuses on formal education within educational institutions. As a result, some of the learning outcomes obtained through non-formal education, informal learning, and work experience have not received proper recognition. This situation does not motivate individuals to continue learning throughout their lives and lacks the confidence to do so. Therefore, the learning outcomes acquired by individuals during their lifetimes in non-formal, informal, and work experiences need to be demonstrated, assessed, and recognized for their equivalence through the recognition of past learning.

The improvement of accessibility and guaranteed access to higher education is mandated by Law No. 20 of 2003 concerning National Education and Law No. 12 of 2012 concerning Higher Education. The recognition of formal, non-formal, informal education, and work experience results for the purpose of pursuing higher education and the equivalence of certain qualifications as lecturers are further regulated in the Regulation of Minister of Education, Culture, Research, and Technology No. 41 of 2021 on Recognition of Past Learning.

Recognition of Past Learning (RPL) is conducted based on the following principles :

1. Accessibility, ensuring fair and inclusive access to learning opportunities. Every individual should have the ability to access and engage in all forms of learning that suit their needs.
2. *Equivalence*, supporting an equivalent assessment of learning outcomes from formal, non-formal, informal education, and/or work experience.
3. Transparency, providing information about RPL that can be accessed openly by the public and is clear and explicit to be understood by all stakeholders (applicants, participating universities, accreditation bodies, and users of graduates). Policies, processes, and criteria must be fully disclosed accurately and openly to the public.
4. Quality assurance, ensuring the quality of the entire RPL implementation process. Criteria and procedures for assessing and validating learning outcomes obtained from non-formal, informal education, and/or work experience must be relevant, reliable, fair, and transparent. Policies, procedures, and quality assurance processes for RPL are explicitly formulated and publicly announced.

The implementation of RPL at the higher education level at Unhas includes RPL for continuing formal education at universities (RPL Type A)

In conducting RPL, university authorities may establish an RPL implementation unit or add RPL implementation functions to existing units within the university as RPL administrators.

The scope of these technical guidelines includes the implementation of recognition of past learning at universities that provide academic education.

B. Recognition of Past Learning for Continuing Formal Education at Unviersitas Hasanuddin

RPL for continuing formal education, hereafter referred to as RPL Type A, is carried out through the recognition of partial learning outcomes, namely the recognition of learning outcomes obtained from:

1. study programs at previous higher education institutions;
2. non-formal or informal educationl and/or
3. work experience obtained after completing secondary education or equivalent.

Recognition of partial learning outcomes for results obtained from study programs at previous higher education institutions is conducted by study programs that are accredited and have produced graduates.

Recognition of partial learning outcomes for results obtained from non-formal or informal education and/or work experience gained after completing secondary education or equivalent is conducted by study programs with a minimum accreditation rating of Baik Sekali or B.

Recognition of partial learning outcomes is granted in the form of the acquisition of semester credit units determined by the university's leadership.

To ensure the quality of the implementation of RPL Type A, university authorities establish:

1. guidelines for the implementation of RPL, which include at least information about candidate requirements, registration and assessment procedures, recognition schemes, the continuation of the learning process, financing, and the quality assurance of RPL implementation; and
2. academic regulations that include academic regulations for RPL students, which at a minimum specify the maximum credit that can be recognized and the length of study.

Higher education institutions planning to implement RPL Type A report their readiness for RPL implementation through the verification of document requirements independently within the RPL information system managed by the Directorate General of Higher Education, Research, and Technology.

Any individual who participates in RPL for continuing formal education at a higher education institution must meet the following requirements:

1. at least having completed a Diploma 3 or equivalent; and
2. having relevant non-formal, informal education, and/or work experience related to the study program at the higher education institution to be pursued.

RPL Type A is implemented through the following stages:

1. Registration

In this stage, prospective students register and consult with the RPL administrators at the higher education institutions they are interested in. The RPL administrators accommodate the prospective students in identifying suitable study program choices based on the prospective students's previous formal education obtained from other institutions or from non-formal, informal education, and/or work experience.

The RPL administrators provide detailed explanations about the affirmation documents required to complete the application files and the RPL assessment procedures that must be followed by the prospective students, as well as the recognition procedures. At this stage, prospective students may be provided with explanations through a form as exemplified in **Form 1/F01**.

Subsequently, the prospective students prepares a portfolio and/or academic transcripts. The portfolio evidence must be valid, authentic, up-to-date, and sufficient. At this stage, prospective students complete an application form as exemplified in **Form 2/F02** and submit their portfolio affirmation documents.

Portfolio affirmation documents to obtain recognition of learning outcomes from previous formal education is intended for prospective students who have previously taken courses at a higher education institution, whether completed or not, and consists of diplomas and/or academic transcripts from courses previously taken at the higher education level.

Portfolio affirmation documents to obtain recognition of non-formal, informal, and work experience learning outcomes may include but is not limited to:

- a. a curriculum vitae detailing job responsibilities;
- b. competency certificates;
- c. certificates/licenses relevant to the job position;
- d. documentation of work performed (photos/videos/products/test results, etc.);
- e. work diaries/daily job logs;
- f. work assignment sheets/job sheets during employment;
- g. analysis/design documents (partial or complete) during employment;
- h. *logbook* (job task notebooks);
- i. training certificates with descriptions of training materials and duration;
- j. membership in relevant professional associations;
- k. references/letters/verification reports from third-party employers/supervisors;
- l. industry awards;
- m. performance evaluations from employers; and/or
- n. other relevant documents.

Each document should be clearly numbered and labeled for easy reference by assessors.

2. Assessment

The RPL administrators conduct assessments through assessments by RPL assessors from the study program relevant to the expertise of the prospective student. Assessors can be permanent faculty members with qualifications for assessment and recognition of learning outcomes. In addition to permanent faculty members, the university can also appoint practitioners from relevant professional organizations who have specific qualifications for assessing and recognizing learning outcomes.

Assessment is the process of collecting evidence and making judgments on whether someone has achieved certain competencies. RPL assessment by assessors can be carried out using various methods. These methods include project-based assignments, interviews/oral examinations, written examinations similar to regular learning, job simulation/observation of practical tasks (demonstration), or portfolios. RPL assessors have autonomy in their assessments. Assessors may ask candidates to provide additional evidence to support their claims, such as requiring candidates to take oral or written examinations. For assessments related to recognizing learning achievements or outcomes from non-formal, informal education, and/or work experience, portfolio assessment is generally the main element in the assessment process. The assessment process and procedures for recognizing learning outcomes obtained from previous formal education, non-formal or informal education, and/or work experience after completing secondary education or equivalent are as follows:

- a. Assessment of Learning Outcomes from Previous Formal Education Obtained from Other Higher Education Institutions is an assessment for recognizing learning outcomes obtained from other higher education institutions, similar to the credit transfer process. This type of RPL aims to accommodate students who transfer from one study program to another for reasons such as relocation, financial constraints, or taking a break to work and then returning to study.

Evidence required to support claims of meeting learning outcomes criteria from previous formal education includes diplomas and/or academic transcripts or certificates of course completion from previous higher education institutions.

The evaluation of recognition of learning outcomes from formal education by assessors includes:

- 1) verification of the authenticity of academic transcripts from the previous higher education institutions and the status of the previous higher education institutions.

2) equivalence assessment of courses to evaluate the equivalence of course learning outcomes between the previous and the target higher education institutions. The assessment of equivalence is based on the knowledge and skills acquired within a course.

b. Assessment of Learning Outcomes from Non-formal, Informal Education, and/or Work Experience. The assessment process for recognizing learning outcomes from non-formal, informal education, and/or work experience involves the following stages:

1) Self-Evaluation

In this stage, the self-evaluation form as exemplified in Form 3/F03, submitted by the prospective student, is verified and validated by the assessor. Through this self-evaluation form, prospective student have the opportunity to determine their proficiency levels in knowledge and skills, obtained from non-formal and informal education, as well as relevant work experience in the relevant industry. Portfolio documents to support the candidate's claims regarding the fulfillment of course learning criteria must be verified and validated according to evidence principles, which include:

- a) validity, there is a clear connection between the required evidence and the course learning outcome indicators to be assessed;
- b) authenticity, the evidence presented can be verified at the workplace or another location that issues the evidence, and
- c) currency, the evidence presented demonstrates the prospective student's current knowledge and skills and is adequate. The evidence presented should demonstrate the performance indicators for the assessed course learning outcomes.

2) Interview with the Assessor

If, based on the information provided in the self-evaluation, the prospective student shows potential for RPL, the next stage involves gathering further evidence through an interview. During the interview, the prospective student and the assessor have the opportunity to engage in a professional conversation about the required knowledge and skills. The interview can consist of a series of direct questions or a list of discussion topics derived from the required skills and knowledge.

As previously mentioned, for assessments related to recognizing learning outcomes from non-formal, informal education, and work experience, portfolio assessment is generally the main element in the assessment process. Therefore, portfolio assessment through self-evaluation by the prospective student and interviews can provide a comprehensive picture for the assessor to make a decision. If additional evidence is still deemed necessary because the self-evaluation and interview results are considered insufficient, the assessor can proceed to the demonstration of knowledge and skills assessment.

3) Demonstrating Knowledge and Skills

If the self-evaluation and interview results indicate that the prospective student's verbal and theoretical knowledge is still inadequate, the assessment can proceed to the next stage: observing and assessing the prospective student's performance in demonstrating the knowledge and skills related to the learning outcomes of the course to be recognized. Assessment can be conducted through questioning (written assessment), providing structured tasks or practical tasks, or, if necessary, conducting observations at the prospective student's workplace.

Practical tasks provide prospective student with the opportunity to demonstrate the application of knowledge and skills related to the learning outcomes of a course to be recognized. When conducting practical task assessments, several preparations need to be made, including:

- a) work instructions to be performed (*job sheets*);
- b) equipment to be used;
- c) required materials and other resources;
- d) an observation checklist, and
- e) performance-related questions related to the practical task.

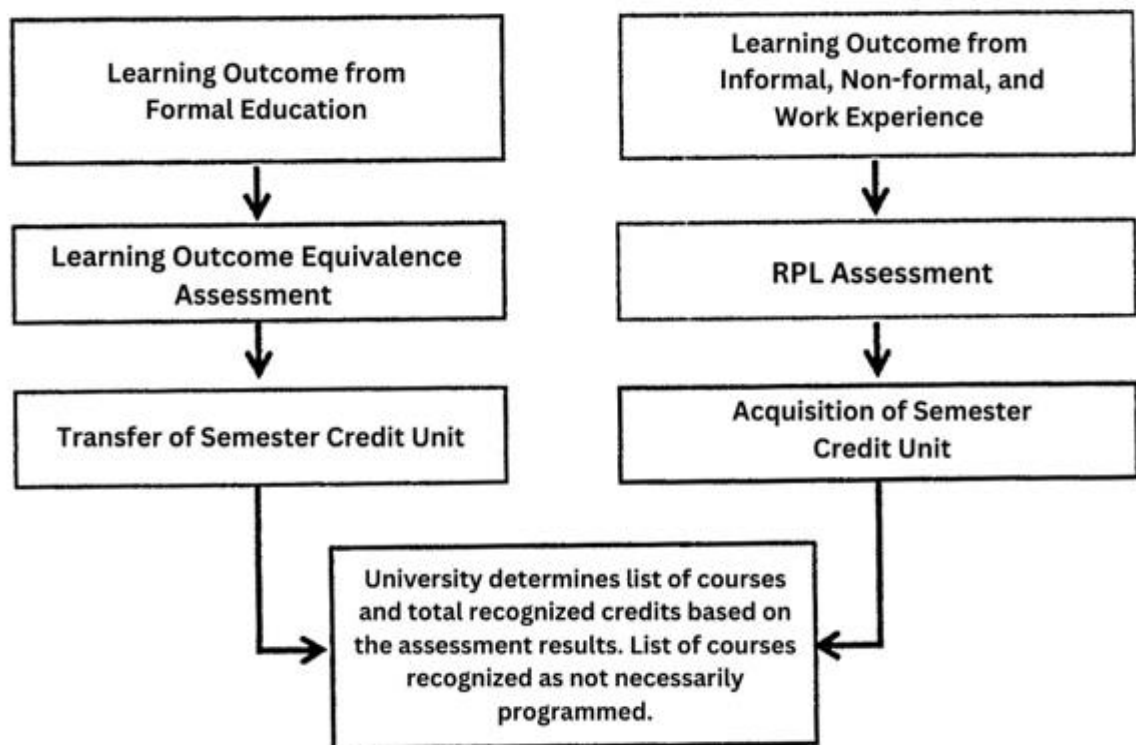
During the observation, an observation checklist should be created. This checklist is to record comprehensive job performance assessments based on all competency performance criteria assessed.

3. Recognition of Semester Credit Unit Earned

RPL assessors inform the RPL administrators of the assessment results. RPL applications that are deemed successful are forwarded to the university leader for approval.

As proof of recognition, prospective student will receive an official letter confirming the recognition of learning outcomes obtained from previous learning, complete with information about the number of courses and semester credit units earned. The university leader issues a decision to recognize the learning outcome of the recognized courses through RPL Type A and uploads it to the RPL information system managed by the Directorate General of Higher Education, Research, and Technology.

Schematically, the stages of implementing RPL Type A are illustrated in the following Figure



1. Figure 1: Recognition of Learning Outcome Scheme

Applicants who have obtained approval continue their education and complete the remaining credit units required for graduation according to the fulfillment of the learning outcomes of the study program and the regulations at the target higher education institutions.

To be able to participate in learning at the higher education institutions, applicants who have been recognized for their past learning outcomes and accepted as students must be registered in the higher education database (PDDIKTI) by entering student information and the grades obtained from RPL assessments into the course list according to the curriculum of the study program at the target higher education institutions.

The duration of study that must be undertaken by students accepted through RPL is regulated in the university's academic regulations, adjusted to the workload to be undertaken and referring to the National Standards for Higher Education (SN-Dikti).

Enacted in Makassar RECTOR,

SIGNATURE

JAMALUDDIN JOMPA

Diumumkan di Makassar
Pada tanggal 11 Agustus 2023
KEPALA BIRO HUKUM DAN KELEMBAGAAN,



Dra. ROSNIATI, M.M.
LEMBARAN UNIVERSITAS HASANUDDIN TAHUN 2023 NOMOR 4
BERITA UNIVERSITAS HASANUDDIN TAHUN 2023 NOMOR 4

Example of Guidance Form for RPL Type A Applicants (Form 1/F01)

UNIVERSITAS HASANUDDIN

Study Program



**GUIDELINES FOR RECOGNITION OF PAST LEARNING (RPL)
PROSPECTIVE STUDENTS**

A. Introduction

In this section, the concept of Recognition of Past Learning (RPL) and its relevance to opportunities for continuing education at the intended university for individuals holding a **Diploma 3** or equivalent, or for those who have previously pursued higher education but discontinued their studies and have relevant experiences, whether working independently or within companies, government institutions, or the private sector, is explained.

This section also discusses the equivalence between the learning achievements in the form of competencies or learning outcomes acquired by individuals from various non-formal, informal, or experiential learning sources and the formal learning outcomes obtained in universities.

This section provides the names and qualification levels of study programs, the Learning Outcomes for Graduates, and the List of Courses that must be completed in the respective study program.

Additionally, this section includes instructions for prospective students to select courses they wish to apply for RPL. For example:

You can select the courses you wish to apply for RPL based on the competencies (Courses Learning Outcomes) that you believe you have acquired through non-formal, informal, or experiential learning, or from formal learning you have previously undertaken during your studies at previous higher education institutions.

Below is a list of courses you can choose from (indicated by "v" in the RPL column).

When registering and submitting your application, you are required to list the courses you have selected and fill out a Self-Evaluation Form for each course you are applying for, along with supporting **evidence** to substantiate your *claims* of achieving the Learning Outcomes of the respective courses. (The types of evidence that can be included can be chosen from the list of evidence types provided on the Self-Evaluation Form).

Table 1: List of Courses¹

NO	CODE COURSES	COURSE NAMES	CREDIT UNITS	RPL	NO	SELF-EVALUATION FORM (FED-NO.)

I. RPL REGISTRATION AND ASSESSMENT PROCESS

In this section, the registration process for submitting an RPL application is explained, which includes the following steps:

Step 1: Contacting the RPL Team at the University

Step 2: Preparing the RPL Application

Step 3: Assessment by the Assessor

Step 4: RPL Assessment Result

II. RECOGNITION OF ASSESSMENT RESULTS

Recognition of assessment results involves the **obtainment of credit units** for several courses based on the assessment results (for recognition of Learning Outcomes from non-formal, informal education, or work experience to formal education) and/or **credit transfers** (for recognition of Learning Outcomes from previous formal education undertaken at the Higher Education level).

The total number of courses and credit units recognized is a combination of transferred credit units and acquired credit units.

III. STUDENTS REQUIREMENTS

Candidates for RPL must meet the following requirements¹²:

For example, for Bachelor's degree programs:

1. Graduation from a **Diploma 3** program or **equivalent** to enroll in a Bachelor's degree program.
2. Relevant work experience demonstrating partial or complete mastery of the Course Learning Outcomes or competencies.
3. Additional requirements specified by the university.

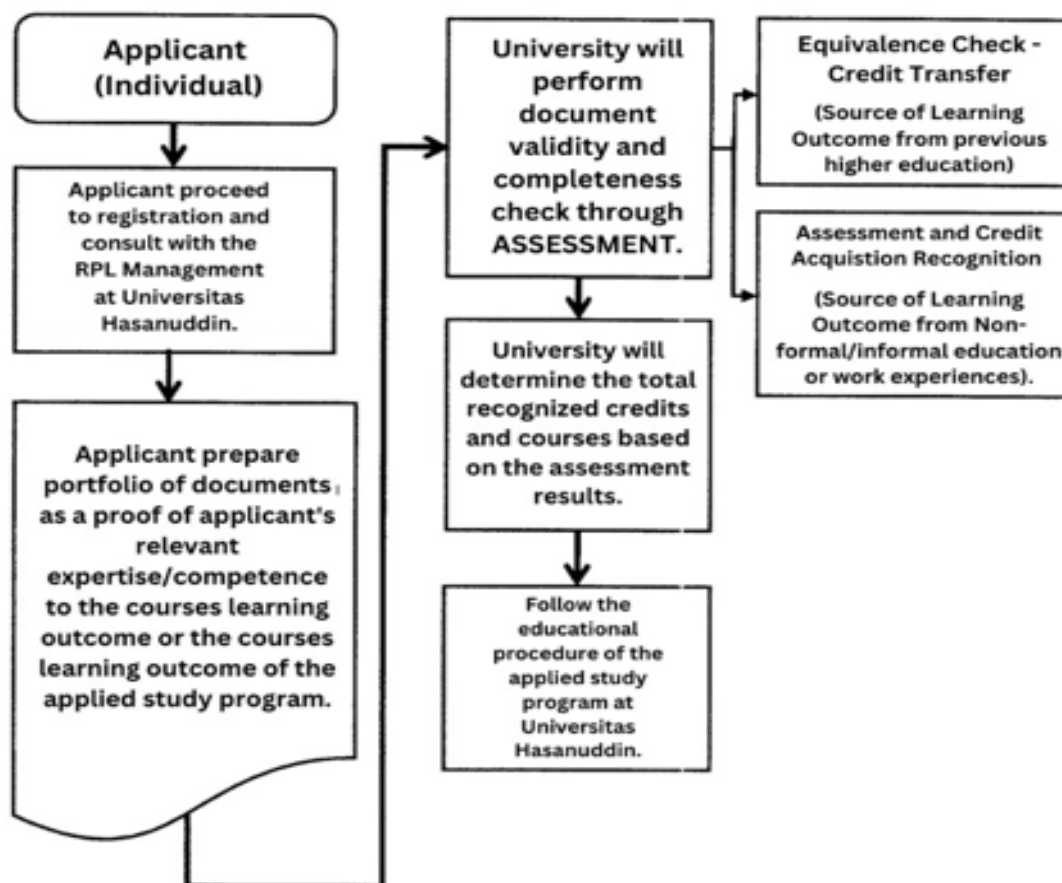
¹ This section should be filled in by the study program at Universitas Hasanuddin before distributing it to applicants.

² The requirements should be filled in by the university in accordance with the qualification level of the program that offers RPL

IV. COURSE REGISTRATION AND TUITION FEES

Once the assessment process is completed and the results are approved by the prospective student, the next step is to register for courses according to the university's specified requirements. Tuition fees are determined based on the university's fee schedule.

V. DIAGRAM OF THE RPL PROCESS AND COURSE IN HIGHER EDUCATION INSTITUTIONS.



Example of RPL Type A Application Form (Form 2/F02)

UNIVERSITAS HASANUDDIN

Study Program



APPLICATION FORM
RECOGNITION OF PAST LEARNING (RPL)

RPL TYPE A APPLICATION FORM (Form 2/F02)

Study Program : _____
Level : _____
Institution Name : _____

Section 1: Details of Prospective Students

In this section, please provide personal data, formal education data, and your current employment data.

a. Personal Data

Full name : _____
Place / Date of Birth : _____ / _____
Sex : Male / Female3)
Status : Married/Single/Previous married *)
Nationality : _____
Home Address : _____

Postal Code : _____

Phone No.

E-mail

Home : _____
Office : _____
Mobile : _____
e-mail : _____

*) Cross out unnecessary options

b. Educational Background

Highest education level : _____
Institution : _____
Name : _____
Study Program : _____
Graduation year : _____

Attached documents:

- ☐ 1. Self-Evaluation Form corresponding to the List of Courses applied for RPL along with supporting evidence of meeting the Learning Outcomes.
- ☐ 2. Curriculum Vitae (see Form 7/F07)
- ☐ 3. Diploma and Transcripts
- ☐ 4. Other / please specify

Example of RPL Type A Self-Evaluation Form (Form 3/F03)

UNIVERSITAS HASANUDDIN

Study Program



EVALUATION FORM OF RECOGNITION OF PAST LEARNING (RPL)

PROSPECTIVE STUDENTS

Section 2 : List of Courses

In this section, provide the list of courses in the study program you are applying for to obtain recognition based on the competencies you have obtained from previous **formal education (through credit units transfer)** and from non-formal, informal education, or work experience (through **credit acquisition assessment**). Indicate by marking **Yes** or **No**.

List of Courses:.....

No.	Code	Course Names	Credit Units	Apply for RPL	Remarks (Fill with Credit Unit Transfer/Credit Unit Acquisition)
1				☐ Yes ☐ No	
2				☐ Yes ☐ No	
etc				☐ Yes ☐ No	

I apply for participation in the Recognition of Past Learning (RPL) and hereby declare that:

1. all information I have provided is entirely accurate, and I am responsible for all the data in this form. If it is later discovered that the information I have provided is not accurate, I am willing to accept sanctions according to applicable regulations;
2. I give permission to the RPL program administrators to verify the accuracy of the information I have provided in this application form to all parties involved in my previous academic level and to the company where I have worked before or currently work; and
3. I will participate in the assessment process according to the schedule/time set by the University.

Place / Date :

Applicant Signature

(.....)

Example of Self Evaluation Form (Form 3/F03)

SELF EVALUATION FORM INSTITUTION NAME ³

STUDY PROGRAM : _____
Applicant Name : _____
Place and Date of Birth : _____
Address : _____
Phone No. : _____
E-Mail Address : _____
Course Name : _____

Introduction

The purpose of filling out this Self-Evaluation Form is to allow the prospective students to independently assess the level of proficiency for each performance criterion of the course learning outcomes or learning modules and provide the necessary evidence to support their claims of proficiency.

Please fill in each performance criterion or learning outcome on the following pages according to the level of proficiency you possess. You must be honest in conducting this assessment.

Note: If you are confident in your abilities regarding the proficiency achievement of each performance criterion or learning outcome described on the following pages, you are kindly requested to attach valid, authentic, current, and adequate evidence to support your claims of good or very good proficiency achievement.

Identify your level of proficiency achievement in the performance criteria or learning outcomes using the following responses:

Proficiency/Competence	Description
Very Good	• I performed this task very well, or • I have a very good command of this subject, or

³ Self-Evaluation Form is created for each Course within RPL, or it can be created for group of Courses.

Proficiency/Competence	Descriptions
	• I have this skill, always used it in work accurately without any mistakes.
Good	• I perform this task well, or • I master this subject well, or • I have this skill, and sometimes use it in work
Never	• I have never performed this task, or • I do not master this subject, or • I do not have this skill.

Evidence that can be used to support your claims of achieving good and very good proficiency include, but are not limited to:

1. Diploma and/or Transcript from previous Higher Education level (specifically for **credit unit transfer**);
2. Work history with detailed job descriptions;
3. Competency certificates;
4. Relevant operating licenses or permits for your job position;
5. Photos of tasks you've performed along with job descriptions;
6. Work diary;
7. Task sheets/worksheets used while employed in a company;
8. Analysis/design documents (partial or complete) from your previous work;
9. *Logbook*;
10. Workplace training records;
11. Membership in relevant professional associations;
12. References/testimonials/third-party verification reports from employers/supervisors;
13. Industry awards; and
14. Performance appraisals from your previous employers.
15. Other relevant documents.

The **evidence** (portfolio) you provide to support your claims regarding the achievement criteria of course learning outcomes or learning modules attached during your application will be verified and validated by the Assessor based on the principles of evidence, namely, valid **(V)**, authentic **(A)**, current **(T)**, and sufficient **(M)**, which means:

- **Valid:** There is a clear connection between the evidence requirements of the unit of competence/course to be assessed with the evidence on which the assessment is based.
- **Authentic:** It can be proven that the evidence is genuinely the candidate's.
- **Current:** The evidence shows the candidate's current knowledge and skills.
- **Sufficient:** The criteria refer to performance criteria and evidence guidance: demonstrating competence over a specific period of time, referring to all dimensions of competence, and demonstrating competence in different contexts.

Example of Self Evaluation Form Course: CHEM 102 - General Chemistry I

In the first column, fill in the Statement of Expected Proficiency/ Course Learning Outcomes.

In this course, you will learn essential chemistry concepts, including atomic structure, nomenclature, stoichiometry, aqueous solutions, thermodynamics, quantum theory, and chemical bonding.

[illegible]

Expected Proficiency/ Course Learning Outcomes	Current Knowledge and Skill Proficiency*			Assessor's Evaluation (filled by Assessor)				Evidence Submitted*	
	Very Good	Good	Never	V	A	T	M	Document No.	Type of Document
1	2			3				4	5
8. Describe the electron structure of atoms and ions.									
9. Explain chemical bonding and molecular geometry.									

Note: the (*) mark is filled by the RPL prospective students

Filled in by Study Program

Filled in by Prospective Students

Filled in by Assessors

Filled in by Prospective Students

Note:

- Column 1: Filled by the Study Program, consisting of Statements of Expected Proficiency/ Course Learning Outcomes.
- Column 2: Filled by the prospective students for RPL according to their level of proficiency in relation to the statements outlined in Column 1.
- Column 3: Filled by the Assessor after the candidate has completed Column 2 and attached EVIDENCE (Portfolio) as mentioned in Column 5, and arranged them in sequential order as stated in Column 4.
- Column 4: Sequential number of the EVIDENCE Portfolio, corresponding to the type of EVIDENCE described in Column 4.
- Column 5: Type of EVIDENCE in the Portfolio. This evidence can be used repeatedly to support claims for several statements outlined in Column 1.

I have read and completed this Self-Evaluation Form to participate in the RPL assessment, and I hereby declare:

1. All the information I have provided is entirely true, and I am responsible for all the data in this form. If it is later found that the information I have provided is untrue, I am willing to accept the applicable penalties;
2. I give permission to the RPL program administrator to verify the accuracy of the information I have provided in this self-evaluation form with all parties involved in my previous academic data and with the company where I used to work or where I currently work; and
3. I am willing to undergo further assessment to prove my competence, according to the time and *location*/online platform determined by the RPL unit.

Place / Date:

Applicant's Signature

(.....)

Example of Academic Assessor Profile Form (Form 4/F04)

No	Identity	
1.	Full Name	
2.	Sex	
3.	Rank/Classification	
4.	Academic Functional Position	
5.	NIP/NIDN	
6.	Place and Date of Birth	
7.	E-Mail	
8.	Phone / Mobile No.	
9.	University Name	
10.	University Address	
11.	Home Address	
12.	Phone / Fax No.	
13.	Highest Education Field of Expertise/Study Program	
14.	Membership in Professional Associations Association Membership Membership No.	

Makassar, 2023

(.....)

Example of Practitioner/Professional Assessor Profile Form (Form 5/F05)

No.	Identity	
1	Full Name	
2	Sex	
3	Place and Date of birth	
4	E-Mail	
5	Phone / Mobile No.	
6	Highest Education Study Program	
7	Name of Professional Association/Organization	
8	Membership No. in Professional Association/Organization	
9	Position in the Association or Professional Organization	
10	Office Address Professional Association/Organization	
11	Phone / Fax No.	
12	Employment Institution Name Posiion	
13	Field of Expertise/Profession Pursued During Employment	

Makassar, 2023

(.....)

Example of Applicants Curriculum Vitae Form (Form 7/F07)

CURRICULUM VITAE FORM

IDENTITY

Nama :
Tempat/Tanggal Lahir :
Jenis Kelamin :
Status Perkawinan :
Agama :
Institusi Tempat Bekerja :
Jabatan :
Working Status : ☐ permanent employee ☐ contract employee
☐ civil servant ☐ others
Office Address :
Fax/Phone No. :
Home Address :
Phone/Mobile No. :
E-Mail Address :

EDUCATIONAL BACKGROUND

NO	School Name ⁴	Graduation Year	Department/ Study Program

⁴ Only for secondary and higher education

PROFESSIONAL TRAININGS

[illegible]CONFERENCE/SEMINAR/WORKSHOP/SYMPOSIUM[illegible]

AWARDS

Year	Awards	Awarding Authority

PROFESSIONAL/SCIENTIFIC ORGANIZATION

Year	Organization Type/Name	Position/Title

WORKING EXPERIENCE

In this section, please provide your work experience that is relevant to the course you are applying for assessment. List your work experiences starting from the most recent.

No	Name and Address of Institution/Company	Working Period (dd/mm/yy)	Position/Job Title ⁵	Main Job Description in the position

⁵ If you change positions/job titles within the same job experience, each position/job title must be listed in the table, even if the change occurred within the same company.

I declare that all the information in this *Curriculum Vitae* is entirely accurate, and I take responsibility for all the data in this form. If, at a later date, it turns out that the information I provided is untrue, I am willing to accept sanctions according to the applicable regulations. In case of any errors, I am willing to be held accountable.

Makassar,..... 2023

Acknowledged by,
Direct Supervisor⁶

Declared by,

⁶ For candidates who are still employed as Permanent Employees at the company at the time of application

Example of Decree of Rector on the Assessment Results of RPL Type A (Form 8/F08)

DECREE OF RECTOR OF UNIVERSITAS HASANUDDIN

NO.....

CONCERNING

THE ENACTMENT OF ASSESSMENT RESULT OF NEW STUDENTS FROM
THE RECOGNITION OF PAST LEARNING (RPL) PROGRAM IN
STUDY PROGRAM UNIVERSITAS HASANUDDIN
ACADEMIC YEAR

RECTOR OF UNIVERSITAS HASANUDDIN

- Considering : that based on the results of the RPL assessment at the Stud
Program Universitas Hasanuddin, conducted by the RPL
Administrator fromto with for the admission of new
students through the Recognition of Prior Learning (RPL) program for
the Academic Year /
- Bearing in mind : 1. Regulation of Minister of Education and Culture No. 3 Of 2020 on
National Standard for Higher Education (State Gazette of the Republic
of Indonesia No. 47 of 2020);
2. Regulation of Minister of Education, Culture, Research, and
Technology No. 41 of 2021 on Recognition of Past Learning (State
Gazette of the Republic of Indonesia No. 1414 of 2021);
3. Decree of the Director General of Higher Education, Research and
Technology, No. /E/KPT/2022, Concerning Technical Guidelines for
Recognition of Past Learning at Higher Education;
4. Decree of University Authorities No..... On Guidelines for
Implementation of Recognition of Past Learning at University;
5. Decree of University Authorities No On University Academic
Regulations;
6. Decree of University Authorities No....., on Appointment of
Recognition of Past Learning Administrators
7. And so on

HAS DECIDED:

- Enact : DECREE OF RECTOR OF UNIVERSITAS HASANUDDIN ON THE ENACTMENT OF ASSESSMENT RESULT FROM THE RECOGNITION OF PAST LEARNING (RPL) PROGRAM STUDY PROGRAM UNIVERSITAS HASANUDDIN ACADEMIC YEAR
- FIRST : Enacting a list of candidate names found in column 2 of the annex to this Decree, who have passed the RPL assessment and are recognized for formal, non-formal, informal, and/or work experience learning achievements obtained previously, equivalent to the list of courses and their credit hours in the study program, which is found in columns 3 and 4 of the annex to this Decree.
- SECOND : Candidates, as referred to in paragraph 1, are required to register for further education and are exempt from taking courses for the list of courses as mentioned in paragraph 1 above.
- THIRD : This Decree shall take effect from the date of issuance, with the provision that if it is later found that there is an error in this decision, it will be revised and corrected as necessary.

Enacted in Makassar

On.. ..

RECTOR,

(.....)
NIP

CC:

1. Director General of Higher Education, Research, and Technology;
2. Director of Academic and Student Affairs;
3. Vice Rector for Academic and Student Affairs at Unhas;
4. Dean of Faculty/School;
5. etc.....;
6. Concerned parties.

Annex to the Decree of Rector of Unhas No

No	Student Candidates Names	Course Codes and Names	Credit Units	Score	Learning Outcomes (Credit Unit Transfer/ Credit
1					
2					
3					
4					
etc					

Enacted in Makassar

RECTOR,

(.....)
NIP