



# Academic Internal Quality Audit **LANGUAGE EDUCATION**

Quality Assurance Center  
Learning Development and Quality Assurance Institution

**Universitas Pendidikan Ganesha**

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Executive Committee  
October, 2021

**PAGE OF LEGALIZATION**  
**AMI-Academic UNDIKSHA Report 2021**

Title : “Academic Internal Quality Audit or *Audit Mutu Internal Akademik* (AMI-Academic) Cluster Language Education 2021”

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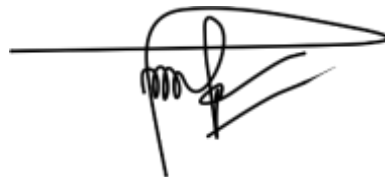
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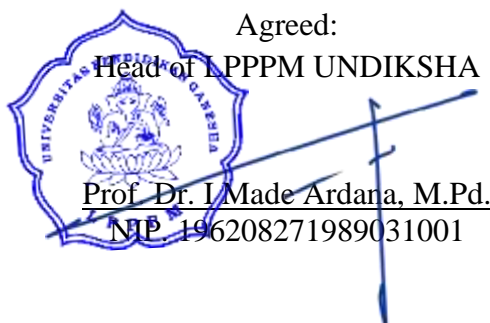


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## FOREWORD

Praise and gratitude to God Almighty, because by His grace, the committee was able to carry out and report UNDIKSHA's Academic Internal Quality Audit or *Audit Mutu Internal Akademik* (AMI-Academic) activities for the 2021 Language Education Cluster as planned. The UNDIKSHA's Quality Assurance Center or *Pusat Penjaminan Mutu* (PJM) tries to develop the concept of continuous quality improvement by implementing the AMI-Academic for study programmes in the scope of the 2021 Language Education Cluster.

The implementation of AMI-Academic in 2021 showed no significant implementation changes 2020 in terms of the mechanism. In the implementation of 2021, PJM re-compiles different instruments, which refer to the Accreditation Instrument of nine Criteria, Key Performance Indicators or *Indikator Kinerja Utama* (IKU), International Accreditation, and the demands for Freedom to Learn-Independent Campus or *Merdeka Belajar-Kampus Merdeka* (MBKM) with a focus on the fields of Education, Research, Community Service, and several additional criteria, such as the vision and mission, governance arrangements, students, and *Tridharma* outputs as a refinement of the AMI-Academic instrument compiled in 2020, and compliance the demands of different indicators/standards at each stratum. In addition, to accommodate the Establishment, Implementation, Evaluation, Control, and Improvement or *Penetapan, Pelaksanaan, Evaluasi, Pengendalian, dan Peningkatan* (PPEPP) cycle from Internal Quality Assurance System or *Sistem Penjaminan Mutu Internal* (SPMI) on the AMI-Academic instrument in 2021, it also added a follow-up form review for study programmes related to audit findings at the previous UNDIKSHA's AMI-Academic in 2020. Many indicator items must be filled in the AMI-Academic 2021 Instruments, especially for study programmes in the Language Education Cluster, namely: 80 items for Bachelor programmes, Masters Programmes, and Doctoral Programmes, respectively 75 items. It is intended to maintain and improve the readiness of study programmes in the Language Education Cluster environment facing accreditation with 9 criteria and identifying deficiencies initially. In addition, the results of this AMI-Academic activity can be used as material by the Department/Study Programme to improve the deficient performance. Meanwhile, for UNDIKSHA, the result of AMI-Academic are used as material to guide the Departments/Study Programme following their respective performances.

In 2021, the four study programmes in the Language Education Cluster at UNDIKSHA filled out the AMI-Academic 2021 instrument, and the study programmes were visited to view the compatibility between the reality on the ground and the standards set previously. With limited space for movement during the COVID-19 pandemic, field visits were carried out online. It is hoped that the involvement of study programmes in participating in AMI-Academic will remain in this section and increase in terms of quality. Through this opportunity, the author expresses his gratitude to all those who have helped the implementation of the AMI-Academic 2021.

We can report this as a follow-up to the activities carried out. Hopefully, it can be useful.

Singaraja, October 2021

UNDIKSHA PJM Team

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# CHAPTER I INTRODUCTION

## 1.1 Background

Internal Quality Audit or *Audit Mutu Internal* (AMI) is a systematic, independent, and documented testing process to ensure the implementation of activities in higher education according to procedures and the results is appropriate standards to achieve institutional goals. Thus, AMI is not an assessment, but rather a match between the implementation and the planning of activity or programme. AMI is one of the requirements that universities must fulfil as a form of self-evaluation reflection carried out by the institution itself. This AMI is intended to review the level of conformity and effectiveness of implementing the Internal Quality Assurance System or *Sistem Penjaminan Mutu Internal* (SPMI) that has been established and becomes the basis for the strategic direction and quality objectives to be achieved and contained in the SPMI Quality Document. The position of AMI in the SPMI cycle can be illustrated as shown in Figure 1.1 below.



**Figure 1.1** Position of AMI in the SPMI Cycle

(Source: Directorate of Quality Assurance, Belmawa 2018)

Figure 1 above, states that the AMI in the SPMI cycle (now PPEPP) is an essential part that is carried out periodically to evaluate the implementation of the standards that have been set, control and continuous improvement of standards occur. UNDIKSHA, as a university that prioritizes quality assurance, also carries out AMI periodically every year. The UNDIKSHA leadership ensures the AMI process determination runs effectively and efficiently to access existing SPMI strengths and weaknesses.

In addition, one of the objectives of implementing SPMI activities at UNDIKSHA is to encourage the realization of better study programme accreditation. Study programme

accreditation is a comprehensive evaluation and assessment process of the study programme's commitment to the quality and capacity of the Higher Education *Tridharma* programme. Therefore, to support a quality assurance system following these expectations, it is necessary to conduct a performance assessment, especially at the academic work unit (study programme) level (AMI-Academic). UNDIKSHA Quality Assurance Center or *Pusat Penjaminan Mutu* (PJM) implements Internal Academic Quality Audit at UNDIKSHA, especially in the study programmes part of the Language Education Cluster. Quality Assurance Center implements AMI-Academic gradually and systematically. AMI-Academic is implemented to evaluate the performance of the Study Programmes in the UNDIKSHA environment.

The general implementation of UNDIKSHA's AMI-Academic can be explained as follows.

- 1) Academic Internal Quality Audit at UNDIKSHA was first conducted in 2010. During the period, AMI-Academic was implemented on one element of the *Tridharma* of Higher Education, namely learning (education) attended by 24 Departments in UNDIKSHA, including the Master Programme in Language Education.
- 2) In 2011, AMI-Academic was implemented for the three elements of the *Tridharma* of Higher Education, and 31 participating Departments/Study Programmes from 6 Faculties and 6 Postgraduate Study Programmes, including the Japanese Language Education Study Programme Bachelor Degree and the Language Education Study Programme Master Degree. At this year, the Japanese Language Education Study Programme Bachelor Degree began to participate in the implementation of the AMI-Academic.
- 3) In 2012, AMI-Academic was implemented on the three elements of the *Tridharma* of Higher Education with a total of 31 participating Departments/Study Programmes from 6 Faculties and 4 Postgraduate Study Programmes, including Japanese Language Education Study Programme Bachelor Degree, Balinese Language Education Study Programme Bachelor Degree, and Language Education Study Programme Master Degree. This year, the Balinese Language Education Study Programme Bachelor Degree began to participate in implementing the AMI-Academic.
- 4) Furthermore, in the implementation of the 4th AMI-Academic in 2013, UJM (now PJM) also implemented the AMI-Academic of the three elements of the *Tridharma* of Higher Education, namely learning (education), research and community service or *Pengabdian Pada Masyarakat* (P2M) and the manager of the Department/Study Programme.
- 5) In the 2014 AMI-Academic implementation, 32 majors/study programmes participated, with the same pattern and mechanism. Including the participation of the Japanese Language



Education Study Programme Bachelor Degree, the Balinese Language Education Study Programme Bachelor Degree, and the Language Education Study Programme Master Degree.

- 6) In the 2015 AMI-Academic implementation, the number of participating study programmes reached 35 out of 54 study programmes at UNDIKSHA, with the same pattern and mechanism as before. Including the participation of the Japanese Language Education Study Programme Bachelor Degree, the Balinese Language Education Study Programme Bachelor Degree, and the Language Education Study Programme Master Degree.
- 7) In the implementation of AMI-Academic 2016, the number of participating study programmes was 41 in UNDIKSHA, including the four study programmes in the Language Education Cluster. 2016 was the first year of implementation of the Language Education Doctoral Programme. In 2016, KJM (now PJM) adopted the National Accreditation Board for Higher Education or *Badan Akreditasi Nasional Perguruan Tinggi* (BAN-PT) standard as an audit instrument.
- 8) In the 2017 audit, the number of participating study programmes was 41 in UNDIKSHA, including the four study programmes in the Language Education Cluster. During the year's implementation, KJM (now PJM) still fully adopted the BAN-PT standard.
- 9) In the 2018 audit, the number of study programmes that participated was 45 in UNDIKSHA, including the four study programmes in the Language Education Cluster. In 2018, KJM (now PJM) has also fully adopted the BAN-PT standard as an audit instrument.
- 10) Implementation in 2019, the number of study programmes that participated was 56 of the 63 study programmes at UNDIKSHA, including the four study programmes in the Language Education Cluster, but the instruments used were different from previous years.
- 11) Implementation in 2020, the number of study programmes participating is 63 of the 63 study programmes at UNDIKSHA, including the four study programmes in the Language Education Cluster (or study programme participation rate is 100%), but the instruments used are different from previous years, previously accommodated 9 Criteria Accreditation.
- 12) In 2021, the number of study programmes participating was 65 of the 65 study programmes at UNDIKSHA, including the four study programmes in the Language Education Cluster (or the study programme participation rate is 100%). However, the instruments used are slightly different from the previous year, which in addition to accommodating the 9 Criteria Accreditation, also refers to the IKU, International Accreditation, Independent Freedom to Learn-Independent Campus or *Merdeka Belajar Kampus Merdeka* (MBKM), and reinforces the PPEPP cycle at SPMI.

In implementing UNDIKSHA's AMI-Academic for study programmes within the scope of the 2021 Language Education Cluster, there were no significant changes with its implementation in 2020 in terms of the mechanism. In 2021, PJM again compiled a separate instrument, which refers to the 9 Criteria Accreditation Instrument by adding demands from the IKU, International Accreditation, and MBKM, which focus on the fields of education, research, community service. Also, several additional criteria, such as vision and mission, governance, college students, and *Tridharma* outputs as a refinement of the UNDIKSHA's AMI-Academic 2020 instrument and fulfillment of the demands of different indicators/standards at each stratum. In addition, the most fundamental difference with the previous instrument is the addition of a follow-up review form for audit findings at the previous AMI-Academic to confirm the PPEPP cycle at SMPI. The Language Education cluster consists of 4 study programmes: 1 study programme for Doctoral Degree, 1 study programme for Master Degree, and 2 study programmes for Bachelor Degree. The affiliated study programmes include Language Education Doctoral Degree, Language Education Master Degree, Balinese Language Education Bachelor Degree, and Japanese Language Education Bachelor Degree. Study programmes on the UNDIKSHA's AMI-Academic Instrument must include many indicator items, especially in the Language Education Cluster in 2021, namely: 80 Bachelor programmes, 75 Master's Programmes, 75 Doctoral Programmes. This is intended to maintain and improve the readiness of study programmes in UNDIKSHA, especially in the Language Education Cluster, in facing accreditation with 9 criteria, accommodate developments in government policies, and be able to identify shortcomings from the initial. In addition, the results of this AMI-Academic activity can be used as material by the Department/Study Programme to improve the deficient performance. Meanwhile, for UNDIKSHA, the results of the AMI-Academic are used as material for conducting coaching with awards to the Departments/Study Programme accordance with their respective performances.

As with the previous AMI-Academic implementation, the 2021 AMI implementation also begins with recruiting prospective auditors, training for prospective auditors, determination of auditors, audit implementation, and reporting. This year, the recruitment and training of prospective auditors was carried out earlier than in previous years by optimizing internal sources which were already qualified in the SPMI and AMI fields. The implementation of auditor training and visits to each study programme, which was originally planned to be carried out offline, were replaced online, considering the ongoing and increasing condition of the COVID-19 pandemic in Buleleng Regency.

With the evaluation implemented systematically, thoroughly, and continuously, the Department/Study Programme will be able to find out its self-portrait, both its weaknesses and strengths, then improve its performance to have better readiness for accreditation. In addition, this evaluation is also a manifestation of the application of the concept of continuous quality improvement that can be used as a guide in providing better and professional academic services.

## **1.2 Basic Implementation of AMI-Academic**

Academic Internal Quality Audit is an activity to ensure the quality which is carried out internally by the concerned university. This is implemented to prevent deviations from achieving the established standards. Some of the primary considerations for implementing the AMI-Academic are as follows.

- 1) Regulation No. 20 of 2003 concerning the National Education System.
- 2) Government Regulation No. 19 of 2005 concerning National Education Standards.
- 3) Permendiknas No. 63 of 2009 concerning Education Quality Assurance System.
- 4) Regulation No. 12 of 2012 concerning Higher Education.
- 5) Permendikbud No. 49 of 2014 concerning National Standards for Higher Education.
- 6) Permenristekdikti No. 44 of 2015 concerning National Standards for Higher Education.
- 7) Permenristekdikti No. 32 of 2016 concerning Accreditation of Departments / Study Programmes.
- 8) Permenristekdikti No. 62 of 2016 concerning the Education Quality Assurance System.
- 9) BAN-PT Regulation Number 59 of 2018 concerning Guidelines for Compiling Self-Evaluation Reports and Guidelines for Compiling Higher Education Performance Reports.
- 10) Permendikbud 3 of 2020 concerning National Standards for Higher Education.
- 11) Permendikbud No. 5 of 2020 concerning Accreditation of Study Programmes and Universities.
- 12) Permendikbud 03 of 2020 concerning National Standards for Higher Education and Decree of the Minister of Education and Culture of the Republic of Indonesia Number 3/M/2021 concerning Main Performance Indicators of State Universities or *Indikator Kinerja Utama Perguruan Tinggi Negeri (IKU-PTN)*.
- 13) Decree of the Minister of Education and Culture Number 83/P/2020 concerning International Accreditation Agencies.

### **1.3 Activity Objectives**

The objectives of the UNDIKSHA's AMI-Academic for Cluster Language Education 2021 are as follows.

- 1) Ensure whether the study program followed the findings/corrective action plans in the previous year's audit cycle.
- 2) Ensure the conformity of the direction and implementation of study programme quality assurance to university/faculty/study programme academic documents and university/faculty/study programme quality documents.
- 3) Mapping the readiness of study programmes in implementing the accreditation programme.
- 4) Ensure the smooth implementation of study programme management.
- 5) Mapping opportunities to improve the quality of study programmes.

### **1.4 Activity Benefits**

The expected results from the UNDIKSHA's AMI-Academic activity for the 2021 Language Education Cluster can be part of the accountability of the department / study programme to the public about its performance. In addition, the results of the AMI-Academic will be able to provide input to the department/study programme about its performance so that the department/study programme can formulate programmes to correct its shortcomings. If this can be carried out continuously through the PPEPP cycle, namely determination, implementation, evaluation, control, and improvement, then continuous quality improvement (continuous improvement) will be realized for all departments/study programmes in the Cluster Language Education environment.

Furthermore, specifically, the benefits that can be obtained in the UNDIKSHA's AMI-Academic for Cluster Language Education in 2021 are as follows.

- 1) Obtaining recommendations for improving the quality of study programmes in Cluster Language Education for leaders in developing various programmes to achieve institutional goals.
- 2) One of the steps is to determine the conformity of the standards with the implementation that has been carried out on various aspects set out in the UNDIKSHA's AMI-Academic 2021 (Education, Research, Community Service, and other Additional Standards), for example:
  - a) consistency of curriculum and syllabus elaboration with educational goals and expected graduate competencies;

- b) compliance with planning, implementation, and evaluation of the learning process to study manuals, procedures, and work instructions study programme;
- c) the adequacy of the provision of infrastructure, learning resources, research, and community service; and
- d) reduce risks that may occur at UNDIKSHA, especially for study programmes in the Language Education Cluster, such as quality, legal, financial, strategic, compliance, operational risks, and especially reputational risks.

## **CHAPTER II**

### **ACTIVITY IMPLEMENTATION**

#### **2.1 Activity Mechanism**

The stages of the UNDIKSHA's AMI-Academic, which were implemented for the 2021 Language Education Cluster were no significant differences from the stages of the UNDIKSHA's AMI-Academic implementation in 2020. The stages include (1) preparation of the audit form and instrument, (2) submission of the form and instrument to be used for each study programme, (3) recruitment and training of prospective auditors, (4) assignment of auditors to implement audits, (5) audit implementation, (6) audit result reporting; (7) Management Review Meeting or *Rapat Tinjauan Manajemen* (RTM); and (8) RTM reporting. To support the continued implementation of these activities, Quality Assurance Center or *Pusat Penjaminan Mutu* (PJM) formed an implementing committee for the UNDIKSHA's AMI-Academic 2021 through the UNDIKSHA Chancellor Decree number: 1556/UN48/PJ/2021, and this committee is fully responsible for the implementation of the UNDIKSHA's AMI-Academic 2021, especially for study programmes in the Cluster Language Education to get the audit findings report. The composition of the UNDIKSHA's AMI-Academic 2021 committee involved is **attached**.

#### **2.2 Auditors Involved**

Considering the effectiveness and efficiency of the auditor's work and the reflection of the previous AMI-Academic, the UNDIKSHA's AMI-Academic 2021 recruited 60 auditors who were deemed to have high commitment and integrity improving the quality of the institution. The sixty auditors from the AMI-Academic in 2020 auditors and representatives of the Quality Control Group or *Gugus Kendali Mutu* (GKM) of each faculty/postgraduate. One auditor team consists of 2 people, one as chief and the other as auditor members. By looking at the composition of the number of auditors and auditees, each team can audit 2 or 3 auditees. Specifically, the AMI-Academic Cluster Language Education implementation was carried out by 2 auditors for each study programme in the Cluster Language Education, so the total number of auditors involved was 8 people.

Each proposed auditor must fill out a letter of willingness as a prospective auditor. The letter of willingness contains the auditor's commitment to take part in the full refresher and/or training of prospective auditors and to carry out the audit in earnest. This is intended so that the audit implementation can run well and following the established plan, especially AMI-Academic 2021 instrument uses a new instrument and is significantly different from the previous instrument.

This refresher activity and/or training was provided by internal instructors who had attended the SPMI Workshop, AMI Workshop, and SPMI Trainer TOT Workshop conducted by the Directorate of Quality Assurance, where UNDIKSHA had 4 certified trainers. Auditor training materials include (1) SPMI and SPME concepts, (2) AMI basic concepts; (3) audit principles and ethics; (4) explanation of instrument items and reporting of UNDIKSHA's AMI-Academic at audit findings in 2021; and (5) simulation of filling out instruments and calculating audit results using the AMI-Academic instrument in 2021. To implement this simulation activity, the committee provides simulation material in the form of simulation data for instrument entries from several existing study programmes. At the end of this simulation session, participants were asked to present the results of their respective assessments. The other participants were asked to provide feedback on the assessment results. In this way, it is hoped that all participants will be able to fill out the assessment form that has been prepared. To regard the understanding of the training participants, at the beginning and end of the activity. In 2021, 60 auditors passed the training and are entitled to become auditors for the AMI-Academic 2021, and 8 of them are auditors for the AMI-Academic for Cluster Language Education in 2021.

Prior to implementing their duties, the auditor is given a letter of assignment through the Rector Decree number: 2237/UN48/PJ/2021, which includes the auditee (study programme) who are the duty to implement the audit. The assignment of this auditor is based on the principle of independence, which means that an auditor from one Department/Study Programme in a particular Faculty will audit other Faculties, not the Departments in their Faculty. As for the distribution list of AMI-Academic auditor assignments for Cluster Language Education in 2021 as Table 2.1 below.

**Table 2. 1** Distribution of UNDIKSHA's AMI-Academic Auditor Assignments in 2021

No.	Auditor Name	position	auditee
1.	Prof. Dr. Anak Agung Gede Agung, M.Pd	Chief	Doctoral Degree of Language Education
	Dewa Gede Agus Putra Prabawa, S.Pd., M.Pd.	Member	
2.	Dr. Dessy Seri Wahyuni, S. Kom, M. Eng	Chief	Master Degree of Language Education
	Dr. Ni Wayan Sukerti, M.Pd.	Member	
3.	Dr. Dewa Gede Hendra Divayana, M. Kom.	Chief	Bachelor Degree of Japanese Language Education
	Lucy Sri Musmini, SE., M.Si, Ak.	Member	
4.	Dr. Gede Ari Yudasmara, S.Si., M.Sc.	Chief	Bachelor Degree of Balinese Language Education
	I Made Edy Listartha, S. Kom., M. Kom.	Member	

### 2.3 Auditee Involved

Auditees or audited are Bachelor and Master study programmes in the Cluster Language Education environment. For the AMI-Academic Cluster LE 2021, the number of auditees assigned by PJM to be audited 8 study programmes in the Language Education Cluster. Thus, referring to UNDIKSHA's AMI-Academic documents in previous years for 5



years, the participation of AMI-Academic study programmes in the Language Education Cluster can be stated in Table 2.2 below.

**Table 2. 2** Study Programme Participation in Language Education Clusters from 2017-2021

No.	Study Program	AMI-Akademik Participation				
		2017	2018	2019	2020	2021
1.	Doctoral Degree of Language Education	Yes	Yes	Yes	Yes	Yes
2.	Master Degree of Language Education	Yes	Yes	Yes	Yes	Yes
3.	Bachelor Degree of Japanese Language Education	Yes	Yes	Yes	Yes	Yes
4.	Bachelor Degree of Balinese Language Education	Yes	Yes	Yes	Yes	Yes

## 2.4 Audit Instruments

Implementation UNDIKSHA's AMI-Academic for Cluster Language Education in 2021, PJM has again compiled an instrument which refers to the Accreditation Instrument of 9 Criteria, Key Performance Indicators, MBKM, and International Accreditation with a focus on the fields of Education, Research, Community Service. Also, several Additional Standards, such as Vision and Mission, Governance, College Students, and *Tridharma* Outcomes, are a refinement of the 2020 AMI-Academic instrument and fulfill the demands of different indicators/standards at each stratum. This is intended to maintain and improve the readiness of study programmes in UNDIKSHA, especially those in the Language Education Cluster, which is facing accreditation with 9 criteria and can identify shortcomings from the initial. The number of indicator items that must be filled out by study programmes on the AMI-Academic 2021 Instrument which is used as the AMI-Academic instrument for the 2021 Language Education Cluster, is stated as Table 2.3 below.

**Table 2. 3** Number of UNDIKSHA's AMI-Academic Instrument Indicator Items 2021

No	Study Programme Strata	Multiple Indicators for each Audit Scope				Total Indicator
		Education	Research	P2M	Addition	
1.	Diploma	23	5	4	35	67
2.	Bachelor degree	24	6	4	46	80*
3.	Master degree	24	6	4	41	75*
4.	Doctoral degree	24	6	4	41	75*

\*The number of instrument indicator items used in UNDIKSHA's AMI-Academic for Cluster Language Education in 2021

The indicators/standards contained in the UNDIKSHA's AMI-Academic 2021 instrument for each strata (Diploma Degree, Bachelor Degree, Master Degree, and Doctoral Degree) **are attached**. Meanwhile, briefly, the appearance of the instruments that the study programme must fill in can be described in Table 2.4 below.

**Table 2. 4** Display of UNDIKSHA's AMI-Academic Instruments in 2021

Code	Indicator	Study Programme Condition		Description of Study Programme Conditions	Supporting Documents
		Yes	No		
A.	<b>EDUCATION AND TEACHING</b>				
B.	<b>RESEARCH</b>				
C.	<b>COMMUNITY SERVICE</b>				
K.	<b>ADDITIONAL CRITERIA</b>				
	<b>K.1. Vision and mission</b>				
	<b>K.2. Governance</b>				
	<b>K.3. College student</b>				
	<b>K.9. Tridharma Output</b>				

Another these instruments, the auditor also needs a checklist to register possible questions about the study programme during a field visit. Filling checklist based on the instrument that has been filled in by the study programme and made at the desk evaluation. Furthermore, to describe the results of the audit using an audit report format which generally describes the audit findings which consists of two things, namely (1) non-conformances (KTS or Observation), and (2) suggestions for improvement to achieve the standards that have been previously set. The checklist format and audit report **are attached**.

To accommodate the PPEPP cycle at the UNDIKSHA's AMI-Academic in 2021, additional instruments were also applied regarding the follow-up of study programmes related to the previous UNDIKSHA's AMI-Academic in 2020 findings. Before the UNDIKSHA's AMI-Academic 2021 instrument audit, this information collection was carried out. The instruments are as shown in Table 2.5 below.

**Table 2.5** Instruments for Follow-up on AMI-Academic Findings of the Previous Year

[illegible]

## 2.5 Inspection/Collection Data Method

The inspection activity begins with examining the study programme self-evaluation report as outlined in the UNDIKSHA's AMI-Academic 2021 instrument, which has been filled by the study programme (desk evaluation) prior to the visit at the agreed time. The auditor team carries out desk evaluation activities by filling out a checklist for each study programme. Before the verification audit was carried out, the auditor team held an audience at the beginning of the visit with the study programme coordinator and other lecturer staff present during the visit. Furthermore, document inspection and field review are carried out. Purpose is to verify the information that affixed by the audited in the contents of the self-evaluation instrument. The data and information are obtained, it analyzed until the findings are obtained, whether they are classified as KTS (incompatibility) or OB (observation). At the end of the visit, the discussion was carried out to obtain responses and follow-up commitments from the audited/auditee. The visitation to each Study Programme, which was originally planned to be carried out offline, was replaced by an online implementation, considering the ongoing and increasing condition of the COVID-19 pandemic in Buleleng Regency (classified as the Red Zone). Attached is the Standard Operational Procedure or *Prosedur Operasional Standar* (POS) for the UNDIKSHA's AMI-Academic in 2021.

## 2.6 Schedule of AMI-Academic at UNDIKSHA 2021

The Academic Internal Quality Audit for the 2021 Language Education Cluster was carried out following the UNDIKSHA's AMI-Academic in 2021 implementation plan. The

schedule plan is shown in Table 2.6 below. However, several stages of implementation be adapted with obstacles faced due to limited space for movement and communication during the COVID-19 pandemic. In general, the schedule for the UNDIKSHA's AMI-Academic in 2021 implementation is as follows.

**Table 2. 6** Schedule of UNDIKSHA's AMI-Academic Activities in 2021

No.	Description of activities	Time	PIC
1.	Formation of the UNDIKSHA's AMI-Academic Committee in 2021	Tuesday/6 July 2021	Head and Secretary of PJM
2.	<b>Coordination Meeting, I:</b> Concept and mechanism of 2021 UNDIKSHA's AMI-Academic, by online.	Wednesday/July 13, 2021	AMI-Academic Committee
3.	<b>Compilation/Completion</b> of UNDIKSHA's AMI-Academic Instruments in 2021.	July 14 to July 23 2021	Instrument Refinement Section
4.	UNDIKSHA's AMI-Academic Auditor Recruitment in 2021	May 19 to July 23 2021	Auditor Refresher Section
5.	<b>Coordination Meeting II:</b> Online discussion and determination of the UNDIKSHA's AMI-Academic 2021 Instruments.	Monday/July 26 2021	AMI-Academic Committee
6.	<b>Auditor Training/Refreshment</b> UNDIKSHA's AMI-Academic 2021, online.	16 to August 20 2021	Auditor Refresher Section
7.	Deliver information to Study Programmes/Departments/Faculty related to the implementation of the AMI-Academic and requests for sending the UNDIKSHA's AMI-Academic in 2021 Instrument Fields.	Friday/July 30 2021	The Chief and Secretary of the AMI-Academic Committee assisted by Staff.
8.	The deadline for collecting/submitting the UNDIKSHA's AMI-Academic in 2021 Instrument Fields by Study Programme to PJM, by online.	Monday/ 30 August 2021	PJM Staff
9.	Division and submission of auditees to the audit team.	August 31.d. September 4, 2021	Chief and Secretary of the AMI-Academic Committee
10.	<b>Desk evaluation</b> of the UNDIKSHA's AMI-Academic in <b>Instrument Field by auditors.</b>	6 to September 18 2021	Desk Evaluation Section
11.	<b>Visitation</b> to Study Programme (auditee) by the auditor.	September 20 to October 1 2021	Visitation Section
12.	The deadline for submitting audit results by the auditor to the UNDIKSHA's AMI-Academic in 2021 Committee in the form of an Audit Report.	Friday/8 October 2021	Auditors and Employee Staff
13.	Preparation of the UNDIKSHA's AMI-Academic in 2021 Report as a whole by the Committee.	11 to October 22 2021	Chief and Secretary of the AMI-Academic Committee
14.	<b>Coordination Meeting III (Plenary Audit Results):</b> The UNDIKSHA's AMI-Academic in 2021 Committee submits the Audit Results Report to PJM and LPPPM	Monday/ October 25, 2021	AMI-Academic Committee
15.	Publication/submission of Audit Reports to Faculties/Departments/Study Programmes and leaders.	27 to October 29 2021	Chief and Secretary of the AMI-Academic Committee
16.	Management Review Meeting <i>or Rapat Tinjauan Manajemen</i> (RTM) UNDIKSHA's AMI-Academic in 2021	Thursday/4 November 2021	UNDIKSHA Management

No.	Description of activities	Time	PIC
17.	Compilation of RTM UNDIKSHA's AMI-Academic Report in 2021	5 to November 22 2021	Chief and Secretary of the AMI-Academic Committee
18.	Submission of the AMI-Academic 2021 RTM Report to UNDIKSHA Management	22 to November 30 2021	Employee Staff

## 2.7 Scope of Audit

The UNDIKSHA's AMI-Academic Document carried out for the 2021 Language Education Cluster is in the form of a study programme self-evaluation report that fills in information according to the UNDIKSHA's AMI-Academic in 2021 instrument with data for the last 1 (one) year, namely the 2020/2021 academic year data and the fiscal year ( budget) 2021. **The audited areas focus on (1) Education, (2) Research, and (3) Community Service, and (4) Additional Standards** (Vision and Mission, Governance, College Students, and *Tridharma* Outcomes) which refer to **Matrix of Assessment of Self-Evaluation Report for Accreditation Study Programme 9 Criteria, Key Performance Indicators, MBKM, and International Accreditation.**

## **CHAPTER III**

### **AUDIT FINDINGS**

As described in the previous section, the implementation of the AMI-Academic UNDIKSHA in 2021 is significantly different in terms of audit instruments. In addition to perfecting its standards referring to the 9 Criteria Accreditation Indicators, IKU, International Accreditation, and MBKM policies, another difference is that the audit begins with a follow-up review of the auditee (Study Programme) related to audit findings that the auditor has recorded at the AMI-Academic UNDIKSHA previously (in 2020). Thus, description of the results of the internal quality audit is divided into two, namely (1) **the results of the follow-up to audit findings at the AMI-Academic in the Language Education Cluster in 2020**; and (2) **the findings of AMI-Academic on Cluster Language Education in 2021** as follows.

#### **3.1. Results of the UNDIKSHA's AMI-Academic in 2020 Audit Findings Follow-up on Language Education Cluster**

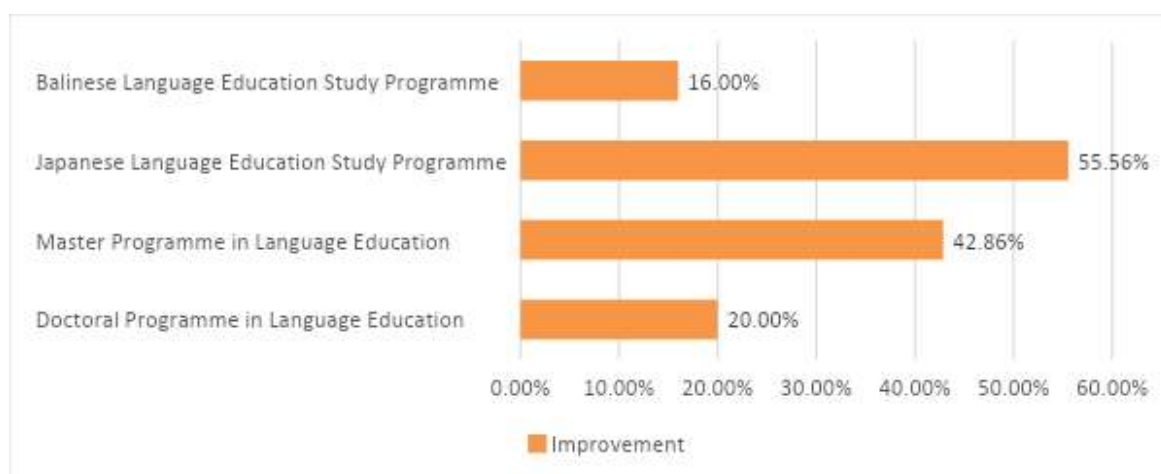
The most fundamental difference with the previous instrument is a follow-up review form for audit findings at the previous UNDIKSHA's AMI-Academic to reinforce the PPEPP cycle at SMPI. Based on the UNDIKSHA's AMI-Academic in 2020 Report, there were 4 auditees (study programmes) for the Language Education Cluster, and audit findings were found to be classified as KTS (incompatibility) and/or OB (Observation) for all auditees. The findings differ from one study programme to another, and after being analyzed, several dominant findings emerge for each study programme that need particular policies from the institutional leadership to overcome them. Furthermore, the 2020 Management Review Meeting or *Rapat Tinjauan Manajemen* (RTM) has produced and agreed on solutions to the root problems found to be followed up by each unit in UNDIKSHA, especially study programmes in the Language Education Cluster. After one year, at the implementation of UNDIKSHA's AMI-Academic in 2021 carry out a review or monitoring and evaluation related to the follow-up audit findings that were found previously by regarding whether there has been an increase or not, and if it has increased whether it is following the standards set or not.

The number of audit findings (classified as KTS and OB) at the UNDIKSHA's AMI-Academic in 2020 and the number of these findings that have increased (regardless of whether they have reached the standard or not) in 2021 for each stratum are presented in Table 3.1 below.

**Table 3. 1** Distribution of the Number of Audit Findings in 2020 and Results of Follow-Up Reviews in 2021 for Study Programmes in the Language Education Cluster

No	Name of Diploma Degree Study Programme	Total Audit Findings in 2020	Follow-up Review in 2021	
			Increase	Not Increase
1.	Doctoral Degree of Language Education	5	1	4
2.	Master Degree of Language Education	7	3	4
3.	Bachelor Degree of Japanese Language Education	9	5	4
4.	Bachelor Degree of Balinese Language Education	25	4	21

Based on Table 3.1 above, it can be concluded that the percentage of audit findings that have been followed up by study programmes in Cluster Language Education and has increased in 2021 can be described as shown in Figure 3.1 below.



**Figure 3. 1** Percentage of Improvement in Standard Achievement for Study Programmes in Language Education Cluster

The results of the follow-up review of the findings of the UNDIKSHA's AMI-Academic in 2020 in the Study Programmes in the Language Education Cluster, in more detail per study programme, can be observe at the **attached** Audit Report of each study programme. Furthermore, referring to the results of the auditor team's review and further analysis, following the dominant standards that became the findings in 2020 have received follow-up and have increased the achievement of standards in 2021.



- 1) The courses in the four study programmes are equipped with Learning Tools (Syllabus, RPS, RTM, and Lecture Contracts). This is a result of the mandatory policy of uploading learning tools at SIAK UNDIKSHA before uploading grades.
- 2) Monitoring and evaluation of the learning process have begun to be carried out regularly and systematically by an independent unit. Each faculty/postgraduate empowers the faculty/postgraduate Quality Control Cluster or *Gugus Kendali Mutu* (GKM).
- 3) Courses that utilize the results of DTPS /PKM research in the implementation of learning have begun to increase. The utilization can be in teaching materials, learning media, citation of research results, and other forms of integration.
- 4) There has been an increase in the number of DTPS with functional positions of Professor/Head Lector. This is because there is a programme to accelerate the achievement of Professors/Chief Lecturers.
- 5) The involvement of students in research and Community Service or *Pengabdian Kepada Masyarakat* (PkM) lecturers is sufficient. This is a result of the obligation to include students in DIPA research.
- 6) Publishing articles and Intellectual Property Rights or *Hak Kekayaan Intelektual* (HKI) research results / PkM lecturers has increased. This can be achieved because there is special assistance or reward for this in remuneration.
- 7) Quality assurance carried out by the GKM for each faculty/postgraduate has started to be optimal. Through GKM-Faculty/Postgraduate, each faculty already has quality documents and seeks to implement the PPEPP cycle from SPMI.
- 8) Tracer study carried out by the Institute is more integrated with the study programme because it involves the study programme directly.
- 9) Study programmes that have foreign students have started to increase. The institution, through the BKK is actively collaborating with foreign universities on international student exchanges.
- 10) The achievement of academic and non-academic students at the international level has increased from the previous year. Institutions through student affairs are aggressively encouraging and fostering students through the *Gebrak Prestasi* programme at the institutional, faculty, and departmental level.

Furthermore, several dominant standards became findings in 2020 that have received follow-up but have not experienced an increase in standard achievement and/or that have not received follow-up in 2021.

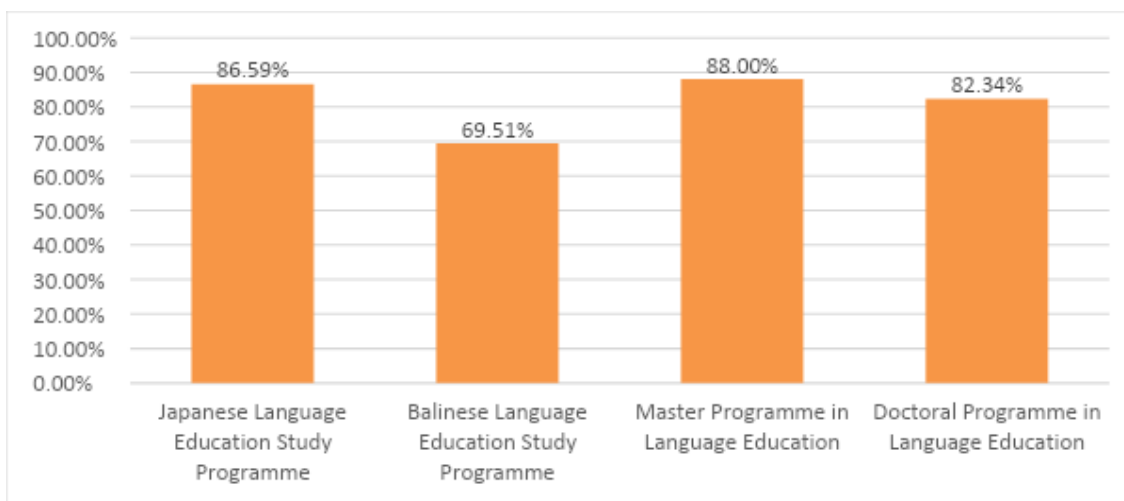
- 1) The study programme does not have a policy of additional requirements for student graduation in the form of an obligation to achieve a TOEFL score. The condition of the study programme awaits policy at the institutional level.
- 2) There is no policy in the study programme regarding the regular fulfillment of the TOEFL for DTPS.
- 3) DTPS with Doctoral degrees are still lacking in the Balinese Language Education Study Programme Bachelor Degree and Japanese Language Education Study Programmes Bachelor Degree.
- 4) Study programme does not have a Research and PkM Roadmap and has not carried out monitoring and evaluation on the suitability of Research and PkM.
- 5) In general, study programmes do not have a strategic plan, which is only up to the strategic plan of the faculty.
- 6) The number of research outputs/PkM students who have IPR, appropriate technology or books with ISBN is still low.

### **3.2. UNDIKSHA's AMI-Academic in 2021 Results in Cluster Language Education**

As described in the previous section, performance audits for Bachelor Degree, Master Degree, and Doctoral Degree in the Cluster Language Education environment in 2021 are based on meeting the demands of different indicators/standards at each strata. The UNDIKSHA's AMI-Academic in 2021 Instrument is used to evaluate and assess the quality of performance, circumstances, learning, research, community service, and other additional criteria for study programmes within UNDIKSHA in the 2020/2021 academic year and the 2021 fiscal year. Based on the results the audit that has been carried out has obtained more detailed results as follows.

#### **3.2.1 Fulfillment of Audit Indicators in Each Study Programme**

From the indicators/standard audit instruments used in the UNDIKSHA's AMI-Academic in 2021, Figure 3.2 below shows each study program's percentage of indicator fulfillment in the Cluster Language Education environment in 2021.

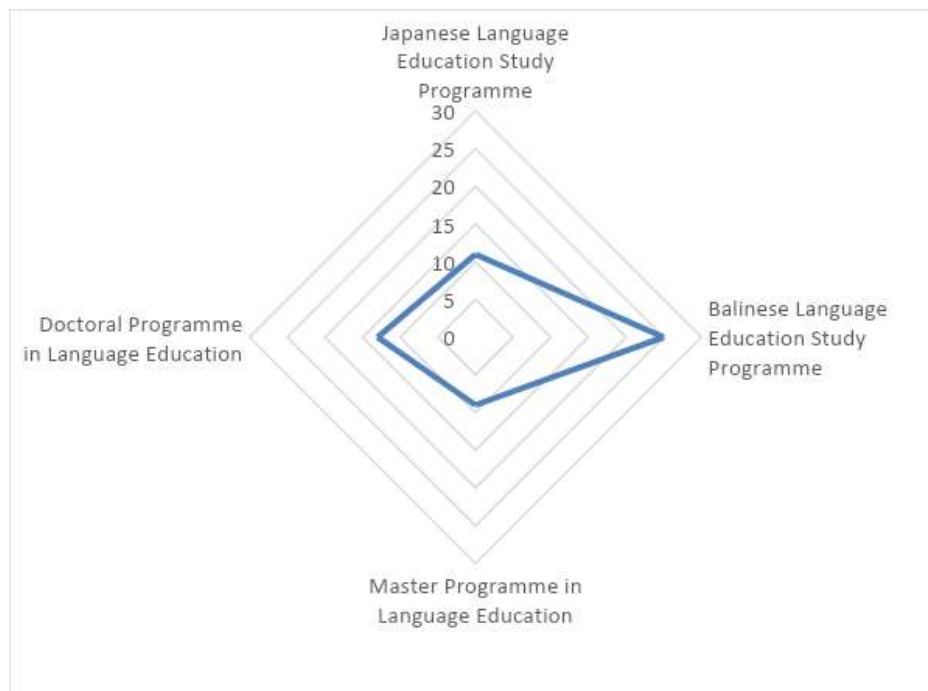


**Figure 3. 2** Compliance with the AMI-Academic in 2021 Standards for Study Programmes in Cluster Language Education

Based on the above description, it can be concluded that the study programmes in Cluster Language Education have met more than half (above 60%) of the standards/indicators used in the AMI-Academic in 2021, and even 3 out of 4 study programmes have fulfilled the standards above 80%. The percentage of compliance with standards/indicators is at least 69.51% and this study programme is relatively new in UNDIKSHA, but there has been an increase from the previous year's audit. Therefore, it can be concluded that the study programme in Cluster Language Education meets most of the standards/indicators of education, research, community service, and additional criteria (vision and mission, civil service, students, and *Tridharma* outputs), which refer to the 9 Criteria Accreditation Indicators, International Accreditation, KPI, and MBKM as outlined in the AMI-Academic in 2021 instrument indicators.

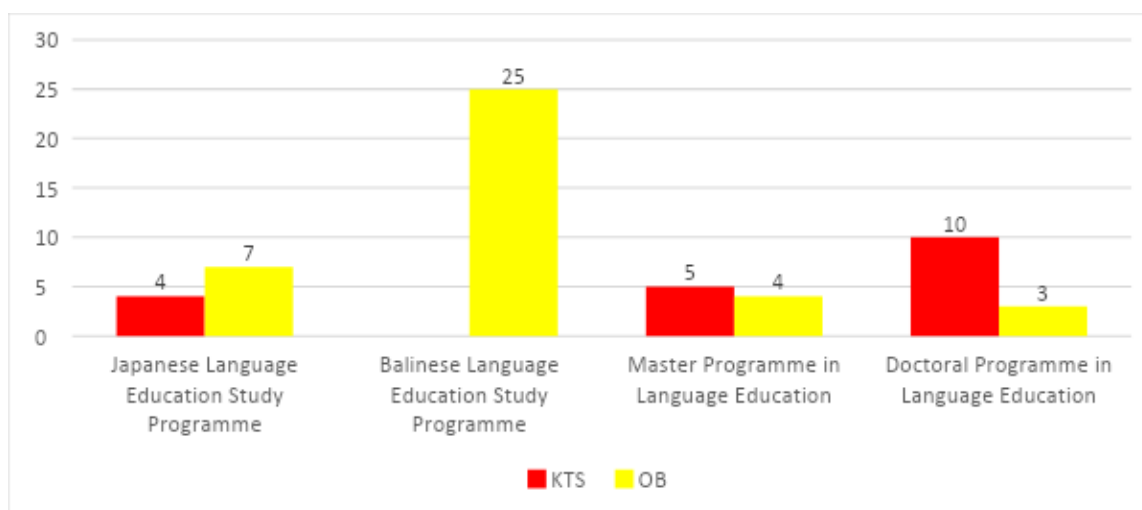
### **3.2.2 Audit Findings UNDIKSHA's AMI-Academic in 2021 in Language Education Cluster**

All study programmes within UNDIKSHA, especially study programmes in the Language Education Cluster, are expected to be able to fulfill all the standards or indicators that the institution has set so that standards that have not been fulfilling need to be observed and followed up so that in the future they can be improved. Distribution of the number standards/indicators that have not been met by each study programme at the UNDIKSHA's AMI-Academic in 2021 can be stated as Figure 3.3 below.



**Figure 3. 3** Distribution of Unmet Standards in Study Programmes spread across the Language Education Cluster

The picture above shows a radar diagram that describes the number of standards/indicators that have not been met for each study programme, so that all parties, especially the study programme concerned, are expected to control and improve their performance on the intended standard. It can be seen that the minimum number of standards/indicators that have not been met is 9 standards and the maximum is 25 standards that have not been met. The standards that have not been met are audit findings that are more detailed categorized into KTS and OB, where **KTS is a category of findings that have not been reached, deviated and are not in accordance with the standards or requirements determined by PT** and **OB are findings that have the potential a non-conformity or finding that can be corrected immediately**. The distribution of the number of audit findings classified as KTS and OB in each study programme in the Language Education Cluster, respectively, is shown in Figure 3.4 below.



**Figure 3. 4** Distribution of many audit findings classified as KTS and OB for study programmes spread across the Language Education Cluster

Furthermore, referring to the audit findings report from the auditors for study programmes, a summary of audit findings in general indicates non-compliance or non-compliance with standards/indicators from the AMI-Academic 2021 Instrument. More detailed findings for each study programme are **attached**. Audit findings can be general and specific. General means that the findings appear in more than one study programme, special means that the findings only appear in one study programme. The summary of the AMI-Academic 2021 audit findings for study programmes in the Cluster Language Education environment can be stated as Table 3.2 below.

**Table 3. 2** Audit Findings in Study Programmes in Language Education Cluster

No	Audit Finding	Study Programme
<b>A. Education Sector</b>		
1.	The percentage of the number of courses that have utilized the results of research and community service (PkM) to the total number of courses offered is less than 75%	Bachelor Degree of Balinese Language Education
2.	There is no Monitoring and Evaluation for learning at the beginning of the semester and mid-semester	Bachelor Degree of Balinese Language Education
3.	Unavailable monitoring system and implementation (monev) learning process that is carried out periodically to ensure conformity with RPS in order to maintain quality learning process.	Bachelor Degree of Balinese Language Education
4.	The use of e-learning.undiksha.ac.id as an online learning platform is not available with valid evidence	Master Degree of Language Education
5.	Percentage of the number of credits of lectures outside the Study Programme < 5%	Bachelor Degree of Japanese Language Education
6.	Monitoring and evaluation of learning at the beginning of the semester and mid-semester is not available with valid evidence	Doctoral Degree of Language Education

No	Audit Finding	Study Programme
7.	The absence of a policy document for additional graduation requirements for applied masters and masters programmes must achieve a valid TOEFL score, with 475 scores and must publish final project / thesis work in accredited journals of at least <i>sinta</i> 4 and / or at scientific meetings at least international conferences.	Master of Language Education
8.	There is no additional policy document for graduation requirements for diploma and undergraduate programmes that are required to achieve a valid TOEFL score, with 450 scores and are required to publish a final project / thesis in an accredited journal of at least <i>sinta</i> 6 and / or at a scientific meeting at least a national seminar	Bachelor Degree of Balinese Language Education, Bachelor Degree of Japanese Language Education
9.	Percentage of educators who have certificates of competence on national level knowledge/skills < 10%	Bachelor Degree of Balinese Language Education, Master Degree of Language Education, Doctoral Degree of Language Education
10.	Percentage of educators who have certificates of competence on international level knowledge/skills < 5%	Bachelor Degree of Balinese Language Education, Doctoral Degree of Language Education
11.	Percentage of DTPS with a minimum TOEFL score of 475 against the number of DTPS < 85%	Bachelor Degree of Balinese Language Education, Doctoral Degree of Language Education
12.	DTPS with functional positions of Professor / Head Lector is still lacking	Bachelor Degree of Balinese Language Education, Bachelor Degree of Japanese Language Education
13.	DTPS with doctoral degrees is still lacking	Bachelor Degree of Balinese Language Education, Bachelor Degree of Japanese Language Education
<b>B. Research Field</b>		
14.	There is no research roadmap that has been outlined in the research strategic plan	Bachelor Degree of Balinese Language Education
15.	The unavailability of monitoring and evaluation on the suitability of the research roadmap formulated with existing research in the Study Programme	Bachelor Degree of Balinese Language Education, Doctoral Degree of Language Education
16.	There is no industry involvement in the implementation of research	Doctoral Degree of Language Education
17.	Average DTPS research funds in the last year < 10 million	Bachelor Degree of Balinese Language Education
<b>C. PkM field</b>		
18.	There is no service road map as outlined in the service strategic plan	Bachelor Degree of Balinese Language Education
19.	There is no monitoring and evaluation on the suitability of the service roadmap formulated with the existing service in the Study Programme	Bachelor Degree of Balinese Language Education, Doctoral Degree of Language Education
<b>D. Additional (Vision and Mission, Administration, Students, and Outcomes)</b>		
20.	Number of international level Cooperation activities in the last 1 year involving Study Programs (NKI) < 1	S1 Balinese Language Education, Master of Language Education, S3 Language Education

No	Audit Finding	Study Programme
21.	The unavailability of legal documents for the establishment of implementing elements of quality assurance; quality documents: SPMI policies, SPMI manuals, SPMI standards; and valid evidence of the effectiveness of the implementation of quality assurance and SPMI forms; and the quality assurance cycle (PPEPP cycle) has not yet been implemented.	Bachelor Degree in Balinese Baha Education, Master of Language Education
22.	The 6 service satisfaction measurements have not been carried out.	Master of Language Education
23.	The selection process uses written exams and interviews to determine the intellectual abilities and motivation of prospective students have not been met	Master of Language Education
24.	Percentage of Number of Foreign Students to active students in TS (Specially Bachelor Degree (S1), Master Degree (S2) and Doctoral Degree (S3)) < 1%	Bachelor Degree of Balinese Language Education, Doctoral Degree of Language Education
25.	Average GPA of graduates in the last 1 year < 3.5	Doctoral Degree of Language Education
26.	Ratio of Amount of international academic achievement to total student at TS < 0.05%	Bachelor Degree of Balinese Language Education
27.	The ratio of the number of regional/local academic achievements to the number of students at the time of TS < 4%	Doctoral Degree of Language Education
28.	The ratio of the number of international non-academic achievements to the number of students at the time of TS < 0.1%	Bachelor Degree of Balinese Language Education
29.	The ratio of the number of national non-academic achievements to the total students when TS < 2%	Bachelor Degree of Balinese Language Education
30.	The ratio of the number of regional/local non-academic achievements to the number of students at the time of TS < 4%	Bachelor Degree of Balinese Language Education
31.	Ratio of the number of graduates working in multinational/international business entities to the number of graduates < 5%	Bachelor Degree of Balinese Language Education
32.	Ratio of the number of graduates working in national level business entities or licensed entrepreneurs to the number of graduates < 20%	Bachelor Degree of Balinese Language Education
33.	Ratio of the number of graduates who work in regional / local level business entities or unlicensed entrepreneurs to the number of graduates < 90%	Bachelor Degree of Balinese Language Education
34.	Percentage of international publication ratio (RI) < 1%	Bachelor Degree of Balinese Language Education
35.	Percentage of local publication rate (RL) < 50%	Bachelor Degree of Balinese Language Education
36.	Number of research outcomes / PkM (NLP) < 1	Bachelor Degree of Balinese Language Education, Bachelor Degree of Japanese Language Education
37.	Presentation of courses that involve practitioners in activities learning < 10%	Bachelor Degree of Balinese Language Education
38.	Have not implementation 5 aspects of Tracer study	Master Degree of Language Education
39.	International awards, association acknowledgments, or in the form of patents < 1 work/year	Bachelor Degree of Balinese Language Education, Doctoral Degree of Language Education
40.	Lecturer works used by government institutions, companies, multilateral organizations, BUMN, BUMD, or non-profit organizations < 1 work/year	Bachelor Degree of Balinese Language Education, Bachelor Degree of Japanese Language Education,



No	Audit Finding	Study Programme
		Doctoral Degree of Language Education
41.	Percentage of lecturers who are active outside, in the form of activities: (a) Tri Dharma activities on other campuses, (b) Consultants, experts, (c) student mentors in national/international competitions <50%	Doctoral Degree of Language Education
42.	The unavailability of infrastructure related to public services, the environment, among others: (1) Waste treatment, (2) Breastfeeding room, (3) Disability services, (4) Reading room in Study Program	Master Degree of Language Education
43	The study programme does not have a general strategic plan, which is only up to the faculty strategic plan	Bachelor Degree of Balinese Language Education, Bachelor Degree of Japanese Language Education, Master Degree of Language Education, Doctoral Degree of Language Education
44	Research output/PKM students who have IPR, appropriate technology or books with ISBN are still low	Bachelor Degree of Balinese Language Education, Bachelor Degree of Japanese Language Education, Master Degree of Language Education, Doctoral Degree of Language Education

Based on Table 3.2 above, it can be seen that in the Language Education Cluster, 44 audit findings were found, which were generally distributed in the Study Programmes in the Cluster Language Education that took part in the AMI-Academic 2021. The majority of the findings were found in most of the study programmes in the Language Education Cluster, as follows: following.

#### A. Education and Teaching Field

- 1) There is no policy on additional requirements for student graduation in the form of an obligation to achieve a TOEFL score. The condition of the study programme is waiting for a policy at the university level to avoid exceeding its authority.
- 2) There is no policy in the study programme regarding the regular fulfillment of the TOEFL for DTPS.
- 3) Only few DTPS have certificates of competence on science/skills at the national and international levels.
- 4) Functional positions of Professor / Head Lecturer are still lacking in the Balinese Language Education Study Programme Bachelor Degree and Japanese Language Education Study Programme Bachelor Degree.

- 5) DTPS with a doctoral degree in undergraduate study programmes is still lacking in Balinese Language Education Study Programme Bachelor Degree and Japanese Language Education Study Programme Bachelor Degree.
- 6) The implementation and availability of valid evidence regarding the system and implementation of monitoring and evaluation of the learning process including the characteristics, planning, implementation, learning process and student learning load are carried out consistently and followed up.

#### B. Research Field

- 1) No research roadmap has been outlined in the strategic research plan.
- 2) The unavailability of monitoring and evaluation on the suitability of the research roadmap formulated with existing research in the study programme.
- 3) There is no industry involvement in the implementation of the research.

#### C. Community Service or *Pengabdian Kepada Masyarakat* (PkM)

- 1) There is no PkM roadmap as outlined in the service strategic plan.
- 2) There is no monitoring and evaluation on the suitability of the PkM roadmap formulated with the PkM in the study programme.

#### D. Additional Fields (Vision and Mission, Administration, Students, and Outcomes)

- 1) The implementation of SPMI has not run optimally which fulfills these 4 aspects. The things that are already available are limited to: (1) quality assurance implementers in the form of Faculty GKM, (2) Faculty SPMI quality standard documents, (3) the new SPMI cycle is determined, implemented, and evaluated. More optimal efforts are needed for SPMI in the future.
- 2) The number of international level cooperation activities in the last 1 year involving study programmes is still lacking.
- 3) The percentage of foreign students to active students has not been met.
- 4) Study programs do not generally have a strategic plan, which is only up to the faculty's strategic plan.
- 5) The number of research outputs/PKM that have IPR, appropriate technology or books with ISBN is still low.
- 6) The achievement of academic and non-academic students at the international level is still lacking.
- 7) The work of lecturers used by government institutions, companies, multilateral organizations, BUMN, BUMD, or non-profit organizations is still lacking.

### 3.3 Problems in Implementing UNDIKSHA's AMI-Academic in 2021

In general, the implementation of the UNDIKSHA's AMI-Academic in 2021, especially those carried out in the Study Programmes in the Cluster Language Education has been going well, but there are still some obstacles or problems that need to be followed up to get improvement attention in the following years. The problems faced in the AMI-Academic in 2021 activities can be described as follows.

- 1) The preparation and implementation of activities is in the midst of the COVID-19 pandemic which causes many limitations in the space for coordination between elements and the implementation of activities for each stage at the AMI-Academic 2021.
- 2) The audit was not carried out according to a predetermined schedule because filling out the AMI-Academic 2021 instrument as an audit instrument required a lot of time for each study programme, the tight tasks of the auditors, and other obstacles.
- 3) Several auditors experienced difficulties setting a visitation schedule and coordinating with the head of the department/study programme, resulting in delays in visitations due to the ongoing Covid-19 pandemic, so visitation activities were carried out online.
- 4) There are still study programmes that are late in depositing instrument entries to PJM following the specified time even though an extension has been given, thus disrupting the next schedule plan.
- 5) Several study programs fill out audit instruments that are not following the instructions and fill out incompletely so that the auditor has difficulty examining and adjusting to existing standards.
- 6) Some auditors are late in collecting audit findings reports to PJM, it has an impact on the delay in the preparation of the AMI-Academic in 2021 Report.
- 7) The UNDIKSHA's AMI-Academic 2021 Committee has made SOPs, but some auditors and auditees do not yet know and understand the SOPs, so not all auditors and auditees have the same understanding.
- 8) Auditors are still having difficulty checking some of the indicators/standards because definite guidelines do not yet exist. This needs to be studied for instruments that will be used in the next AMI-Academic. The perception of one auditor to another is not the same in conducting an audit.
- 9) The instruments used already cover the field of *Tridharma* and several additional criteria such as vision and mission, governance, students, and outcomes, but have not been able to measure these areas optimally following the demands of SPMI reference documents have not been able to measure other areas comprehensively.

## CHAPTER IV FOLLOW-UP RECOMMENDATIONS

### 4.1 Follow-Up Plan Recommendations

The findings of the UNDIKSHA's AMI-Academic 2021 in the general language Education Cluster mentioned above need corrective action and strategies at the university level so that they do not become repeated findings. Based on the results of the FGD between LPPPM Leaders, PJM Leaders, Implementing Committees, and UNDIKSHA's AMI-Academic Auditors in 2021, Table 4.1 below describes recommendations for follow-up plans for handling audit findings in study programmes to be further discussed at the RTM involving all management within UNDIKSHA.

**Table 4. 1** Follow-up Plan for AMI-Academic Results in 2021  
on Language Education Cluster

No.	Audit Results	Follow up plan	Person responsible
A. _	<b>Education and Teaching Field</b>		
1.	<p><b>Problem:</b> Monitoring and evaluation of the learning process has not been carried out regularly and systematically by an independent unit.</p> <p><b>Root Problem:</b> The existence of GKM Faculties/ Postgraduate/ Study Programmes has not appropriately functioned in evaluating the standards set (especially in the learning process).</p>	<ol style="list-style-type: none"> <li>1. The leadership activates the existence of a quality assurance implementing unit at each level (university, faculty, study programme).</li> <li>2. Clear tupoksi arranged between the GKM of the faculties and the GKM of the Study Programs.</li> <li>3. GKM prepares SPMI Documents and conducts periodic evaluations, especially in the field of learning.</li> <li>4. Granting in the Remuneration system for GKM Faculty/Study Programme managers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Vice Chancellor I</li> <li>2. Vice Chancellor II</li> <li>3. Ka LPPPM</li> <li>4. Vice Dean 1</li> <li>5. Deputy Director 1</li> <li>6. Head of PJM</li> <li>7. Head of GKM</li> <li>8. Remuneration Team</li> <li>9. Coorprod</li> </ol>
2.	<p><b>Problem:</b> The study programme does not require student graduation with the additional requirement of fulfilling the TOEFL score.</p> <p><b>Root of the Problem:</b> The institution has not established a TOEFL eligibility policy for graduation.</p>	<ol style="list-style-type: none"> <li>1. Leaders study further the importance of TOEFL requirements for student graduation.</li> <li>2. The leadership needs a team to formulate the policy.</li> <li>3. The leadership establishes a policy to fulfill the TOEFL</li> </ol>	<ol style="list-style-type: none"> <li>1. Vice Chancellor I</li> <li>2. Ka LPPPM</li> <li>3. Deputy Dean I</li> <li>4. Deputy Director I</li> <li>5. Ka UPT-Language</li> <li>6. head of programme</li> <li>7. Coorprodi</li> </ol>

No.	Audit Results	Follow up plan	Person responsible
		requirements for student graduation. 4. Facilitating students in improving English language competence through UPT-Language and facilitating the implementation of the test.	
3.	<p><b>Problem:</b> Most lecturers do not have a document to regularly improve English competence (TOEFL).</p> <p><b>Root of the Problem:</b> The institution has not set a policy regarding improving lecturers' English regularly in the form of the TOEFL test.</p>	<ol style="list-style-type: none"> <li>1. The leadership examines further the importance of the lecturer's TOEFL test regularly.</li> <li>2. The leadership needs a team to formulate the policy.</li> <li>3. The leadership establishes a policy on fulfilling TOEFL requirements for lecturers regularly.</li> <li>4. Facilitating lecturers in improving English competence through UPT-Language and facilitating the implementation of the test.</li> </ol>	<ol style="list-style-type: none"> <li>1. Vice Chancellor I</li> <li>2. Ka LPPPM</li> <li>3. Deputy Dean I</li> <li>4. Deputy Director I</li> <li>5. Ka UPT-Language</li> <li>6. head of programme</li> <li>7. Coorprodi</li> </ol>
4.	<p><b>Problem:</b> DTPS has certificates of competence for their knowledge/skills at the national and/or international level.</p> <p><b>The root of the problem:</b> Most DTPS do not know the institution that issued the certificate following their knowledge.</p>	<ol style="list-style-type: none"> <li>1. The institution motivates and facilitates lecturers in obtaining scientific certificates following their study programmes.</li> <li>2. The institution forms a team to facilitate lecturers in obtaining information, mapping the intended institution to obtain a certificate of knowledge/skills.</li> <li>3. Provide financial assistance to lecturers in registration or tests in obtaining this certificate.</li> </ol>	<ol style="list-style-type: none"> <li>1. Vice Chancellor I</li> <li>2. Vice Chancellor II</li> <li>3. Ka LPPPM</li> <li>4. Deputy Dean I</li> <li>5. Deputy Director I</li> <li>6. head of programme</li> <li>7. Coorprodi</li> </ol>
5.	<p><b>Problem:</b> DTPS that has functional positions of Professor/Head Lector.</p> <p><b>Root of the Problem:</b> Not a few lecturers at UNDIKSHA are relatively new (with short tenure) and are even still civil servants and problems in</p>	<ol style="list-style-type: none"> <li>1. It needs to be planned in the Strategic Plan and Renop PS to encourage lecturers to submit LK or GB.</li> <li>2. The institution facilitates the fulfillment of the requirements needed by lecturers to fulfill credit scores to the Head Lector/Professor, for example,</li> </ol>	<ol style="list-style-type: none"> <li>1. Vice Chancellor II</li> <li>2. Dean/Director</li> <li>3. Vice Dean II</li> <li>4. Deputy Director II</li> <li>5. head of programme</li> <li>6. Coorprodi</li> <li>7. Restra/Renop Team</li> </ol>

No.	Audit Results	Follow up plan	Person responsible
	publishing articles in reputable international journals.	publication of articles, intellectual property rights, writing books, etc.	8. Lecturer
6.	<p><b>Problem:</b> DTPS with Doctoral degrees are still lacking.</p> <p><b>Root of the Problem:</b> Not a few lecturers at UNDIKSHA are relatively new (little tenure ) and are even still civil servants, constrained by scholarships, and lecturers in several study programmes are needed.</p>	<ol style="list-style-type: none"> <li>1. It needs to be planned in the Strategic Plan and Renop PS to encourage lecturers to continue their doctoral studies.</li> <li>2. The institution facilitates the fulfillment of the requirements for further study of Doctoral Degree, for example, facilitating scholarships, TOEFL training, and others.</li> </ol>	<ol style="list-style-type: none"> <li>1. Vice Chancellor II</li> <li>2. Dean/Director</li> <li>3. Vice Dean II</li> <li>4. Deputy Director II</li> <li>5. head of programme</li> <li>6. Coorprodi</li> <li>7. Restra/Renop . Team</li> <li>8. Lecturer</li> </ol>
<b>B</b>	<b>Research Field</b>		
7.	<p><b>Problem:</b> Study Programme does not have a Research Roadmap.</p> <p><b>Root of the Problem:</b> The institute has not required study programmes to prepare a Research Roadmap and lecturers generally refer to the LPPM Research Roadmap.</p>	<ol style="list-style-type: none"> <li>1. The leadership requires the study programme to prepare a research roadmap.</li> <li>2. The leadership requires that the submission of research proposals refer to the research roadmap of the study programme.</li> <li>3. The institution facilitates study programmes in preparing PkM roadmaps in the form of FGDs and Workshops.</li> </ol>	<ol style="list-style-type: none"> <li>1. Vice Chancellor I</li> <li>2. Ka LPPM</li> <li>3. Vice Dean</li> <li>4. Deputy Director I</li> <li>5. Research Center</li> <li>6. Inflexible</li> <li>7. Coorprodi</li> </ol>
8.	<p><b>Problem:</b> The unavailability of monitoring and evaluation on the suitability of the research roadmap formulated with existing research in the study programme.</p> <p>lecturer is still low.</p> <p><b>Root of the Problem:</b> There is no policy from the institution regarding the obligation of study programmes in monitoring and evaluating the implementation of the research roadmap.</p>	<ol style="list-style-type: none"> <li>1. LPPM involves study programmes in the monitoring and evaluation process to implement the research roadmap.</li> <li>2. Involving PJM and Faculty/Postgraduate GKM to participate in the monitoring and evaluation of the implementation of the monitoring and evaluation of the research roadmap.</li> </ol>	<ol style="list-style-type: none"> <li>1. Vice Chancellor I</li> <li>2. Ka LPPM</li> <li>3. Vice Dean</li> <li>4. Deputy Director I</li> <li>5. Research Center</li> <li>6. Quality Assurance Center</li> <li>7. Inflexible</li> <li>8. Coorprodi.</li> </ol>
9.	<p><b>Problem:</b> There is no industry involvement in the implementation of the research.</p>	<ol style="list-style-type: none"> <li>1. Leaders make policies to involve the industry in</li> </ol>	<ol style="list-style-type: none"> <li>1. Vice Chancellor I</li> <li>2. Ka LPPM</li> <li>3. Vice Dean</li> </ol>

No.	Audit Results	Follow up plan	Person responsible
	<b>Root of the Problem:</b> There is no obligation to involve industry in research.	preparing proposals for specific research schemes. 2. The Institute facilitates collaboration with industry to become research partners.	4. Deputy Director I 5. Research Center 6. Quality Assurance Center 7. Head of BKK 8. Inflexible 9. Coorprodi. 10. Lecturer
<b>C.</b>	<b>PkM . field</b>		
10.	<b>Problem :</b> The Study Programme does not have a Community Service Roadmap.  <b>The root of the problem is that the</b> institution has not required study programmes to prepare a PkM Roadmap, and lecturers generally refer to the LPPM PkM Roadmap.	1. The leadership requires the study programme to prepare a PkM roadmap. 2. Leaders require that PkM proposal submissions refer to the study programme PkM roadmap. 3. The institution facilitates study programmes in preparing PkM roadmaps in the form of FGDs and Workshops.	1. Vice Chancellor I 2. Ka LPPM 3. Vice Dean 4. Deputy Director I 5. PkM . Center 6. Inflexible 7. Coorprodi
11.	<b>Problem :</b> The unavailable monitoring and evaluation on the suitability of the PkM roadmap formulated with existing research in the study programme.  lecturer is still low.  <b>Root of the Problem:</b> There is no policy from the institution regarding the obligation of study programmes in monitoring and evaluating the implementation of the PkM roadmap.	1. LPPM involves study programmes in the monitoring and evaluation process to implement the research roadmap. 2. Involving PJM and Faculty/Post GKM to participate in the monitoring and evaluation of the implementation of the monitoring and evaluation of the research roadmap.	1. Vice Chancellor I 2. Ka LPPM 3. Vice Dean 4. Deputy Director I 5. P2M Pusat Center 6. Quality Assurance Center 7. Inflexible 8. Coorprodi
<b>D.</b>	<b>Additional Fields (Vision and Mission, Administration, Students, and Student Outcomes)</b>		
12.	<b>Problem :</b> The SPMI cycle in the faculty or study programme has not run optimally.  <b>Root Problem :</b> The existence of GKM Faculties / Postgraduate / Study Programmes has not functioned properly in fulfilling 4 aspects, namely having legal documents, providing quality documents, implementing a	1. The leadership activates the existence of a quality assurance implementing unit at each level (university, faculty, study programme). 2. Clear tupoksi arranged between the GKM of the faculties and the GKM of the Study Programmes.	1. Vice Chancellor I 2. Vice Chancellor II 3. Ka LPPPM 4. Vice Dean 1 5. Deputy Director 1 6. Head of PJM 7. Head of GKM 8. Remuneration Team



No.	Audit Results	Follow up plan	Person responsible
	quality assurance cycle, and having valid evidence of its implementation.	3. GKM prepares SPMI Documents, and conducts periodic evaluations, especially in the field of learning. 4. Granting in the Remuneration system for GKM Faculties/Prodi managers.	9. head of programme 10. Coorprodi
13.	<b>Problem</b> : The number of international level cooperation activities in the last 1 year involving study programmes is still lacking.  <b>Root Problem</b> : International level cooperation has not been widely and evenly distributed for all study programmes in UNDIKSHA.	1. The institution facilitates study programmes to cooperate internationally according to their respective fields of study equally. 2. Institutions through BKK optimize existing international cooperation activities for relevant study programmes.	1. Vice Chancellor I 2. Deputy Dean I 3. Deputy Director I 4. Head of BKK 5. Inflexible 6. Coorprodi.
14.	<b>Problem:</b> The study programme does not have foreign students.  <b>Root of the Problem:</b> Lack of international cooperation related to student exchange and the lack of readiness of study programmes to facilitate foreign students.	1. The leadership held international collaborations related to student exchange more intensively. 2. Further socialization to target foreign students. 3. Prepare curriculum, facilities, human resources, and others to accommodate foreign students.	1. Vice Chancellor I 2. Vice Chancellor III 3. Deputy Dean I 4. Deputy Director I 5. Vice Dean III 6. Ka LPPPM 7. Inflexible 8. Coorprodi
15.	<b>Problem:</b> Study Programme does not have a Strategic Plan.  <b>Root of the Problem:</b> There is no policy yet to prepare the Study Programme Strategic Plan, and only refers to the Faculty/University Strategic Plan.	1. Leaders formulate and determine policies to require study programmes to prepare strategic plans. 2. Study programme creates a strategic planning team that refers to the strategic and university plans. 3. Monitoring and evaluation of study programme strategic planning through GKM.	1. Vice Chancellor I 4. Deputy Dean I 2. Deputy Director I 3. Ka LPPPM 4. Inflexible 5. Head of GKM 6. Coorprodi
16.	<b>Problem:</b> The number of research outputs/PKM students who have HKI, appropriate technology or books with ISBN is still low.	1. The leadership requires lecturers to involve students in research/PkM. 2. Provide training to students related to the publication of research outputs/PkM.	1. Vice Chancellor I 2. Vice Chancellor III 3. Deputy Dean I 4. Deputy Director I 5. Vice Dean III

No.	Audit Results	Follow up plan	Person responsible
	<b>The root of the problem:</b> The lack of student involvement in the implementation of research / lecturers' PkM, as well as the ignorance of students regarding these outcomes.	3. Encouraging lecturers to participate including the names of students who are invited to collaborate in publications. 4. The leadership forms a team for accelerating student publications.	7. Ka LPPM 8. Inflexible 9. Head of GKM 10. Coorprodi
17.	<b>Problem:</b> Academic and non-academic student achievement at the international level is still lacking.  <b>Root of the problem:</b> Lack of participation and preparation of students in facing academic/non-academic competition at the international level.	1. The leadership forms a team to accelerate student achievement at the international level. 2. The leadership facilitates funding to participate in international competitions. 3. Providing special rewards to students who excel at the international level. 4. Implement a good and transparent selection system. 5. Implement an intensive coaching process for students. 6. Giving exceptional grades to supervisors for students whose students excel at the international level.	1. Vice Chancellor II 2. Vice Chancellor III 3. Vice Dean II 4. Deputy Director II 5. Remuneration Team. 6. Inflexible 7. Coorprodi
18.	<b>Problem:</b> The work of lecturers used by government institutions, companies, multilateral organizations, BUMN, BUMD, or non-profit organizations is still lacking.  <b>Root of the Problem:</b> Research results from lecturers have not yet reached the stage of being used by companies, organizations, BUMN, BUMD, funds or non-profit organizations.	1. The Institute facilitates researchers to use their research results in governments, companies, multilateral organizations, BUMN, BUMD, or non-profit organizations. 2. Design and implement FGDs or workshops that bring together researchers and users for synchronization starting from the preparation of the proposal and/or after the results have been obtained.	1. Vice Chancellor I 2. Ka LPPM 3. Deputy Dean I 4. Deputy Director I 5. Research Center 6. Head of BKK 7. Inflexible 8. Coorprodi 9. Lecturer

#### 4.2 Proposed Troubleshooting Solutions

Alternative solutions offered or taken to overcome some of the problems encountered in the UNDIKSHA's AMI-Academic 2021 activities can be described as follows.

- (1) It is necessary to prepare a system that is more prepared and mature to overcome the problems found during the covid-19 pandemic.
- (2) For difficulties in determining the visitation schedule, PJM and auditors always try to improve coordination with the head of the department / study programme and wait for the visitation schedule provided by the head of the department / study programme either online.
- (3) The AMI-Academic SOP needs to be improved and socialized to all auditors and auditees. It becomes a Standard Procedure for Auditors in auditing Departments/Study programme and becomes a reference for majors/study programme in preparing the next AMI-Academic.
- (4) From the beginning, it needs to emphasize the auditors and auditees to be disciplined in following the AMI-Academic work agenda so that the delays in the auditors and auditees in completing their obligations do not interfere with the smooth implementation of the next AMI-Academic.
- (5) It is necessary to do a more comprehensive equalization of perceptions between auditors in conducting audits, so that the results of the audit for one auditee are not biased due to the different views of the auditors in conducting the audit.
- (6) The instruments used now need to be observed and studied further, for example, by increasing the scope of the audit and making a guide/assessment matrix for each indicator/standard used, so that all auditors and even auditees have the same perception and understanding in examining or filling out the following AMI-Academic instrument.

## CHAPTER V

### CLOSING

#### 5.1 Conclusion

Based on the audit results analysis in the previous chapter, the following can be concluded regarding the results of the UNDIKSHA's AMI-Academic in 2021.

1. The implementation of the UNDIKSHA's AMI-Academic in 2021 was attended by all Bachelor Programme, Master Programme, and Doctoral programme in the Language Education Cluster (100% participation percentage), and involved 8 auditors who had attended previous training.
2. The instrument used in the AMI-Academic Cluster Language Education is the UNDIKSHA's AMI-Academic instrument in 2021 which is significantly different from the instruments used in previous years. The instruments are prepared to refer to: the 9-criteria accreditation assessment matrix, KPI, International Accreditation, and MBKM with audit scopes in the fields of education, research, community service, vision and mission, governance, students, and *Tridharma* outcomes, as well as meeting the demands of indicators/standards that different for each stratum. Many indicator items must be filled in by study programmes on the UNDIKSHA's AMI-Academic 2021 Instruments for study programmes that are in the CSIE Cluster, namely: 80 items for the undergraduate programme and 75 items for the master & doctoral programme. In addition, what makes it different is that this year the audit instrument was added with a follow-up review form for the findings of the previous UNDIKSHA's AMI-Academic 2020 to accommodate the PPEPP cycle at SPMI.
3. In general, 10 dominant standards became findings in 2020 that have received follow-up and experienced an increase in standard achievement in 2021, which are as follows.
  - ✓ The courses in the study programme are equipped with Learning Tools (Syllabus, RPS, RTM, and Lecture Contracts). This is a result of the mandatory policy of uploading learning tools at SIAK UNDIKSHA before uploading grades.
  - ✓ Monitoring and evaluation of the learning process have begun to be carried out regularly and systematically by an independent unit. Each faculty/postgraduate empowers the faculty/postgraduate GKM.

- ✓ Courses that utilize the results of DTPS research/PKM in learning implementation have increased. The utilization can be in teaching materials, learning media, citation of research results, and other forms of integration.
  - ✓ There has been an increase in the number of DTPS with functional positions of Professor/Head Lector. This is because there is a programme to accelerate the achievement of Professors/Chief Lecturers.
  - ✓ The involvement of students in research and PkM lecturers is sufficient. This is a result of the obligation to include students in DIPA research.
  - ✓ The publication of articles and IPR research results / PkM lecturers has increased. This can be achieved because there is special assistance or reward for this in remuneration.
  - ✓ Quality assurance carried out by the Quality Control Group (GKM) for each faculty/postgraduate has started to be optimal. Through GKM-Faculty/Postgraduate, each faculty already has quality documents and seeks to implement the PPEPP cycle from SPMI.
  - ✓ Tracer study carried out by the Institute is more integrated with the study programme, because in the process it involves the study programme directly.
  - ✓ Study programmes that have foreign students have started to increase. The institution through the BKK is actively collaborating with foreign universities on international student exchanges.
  - ✓ The achievement of academic and non-academic students at the international level has increased from the previous year. Institutions through student affairs are aggressively encouraging and fostering students through the *Gebrak Prestasi* programme at the institutional, faculty, and departmental level.
4. In general, there are 18 findings, most of which are spread across all study programmes. The audit findings that the majority appear in almost all study programs in each field of UNDIKSHA's AMI-Academic Scope in 2021 are as follows.

A. Education and Teaching Field

- ✓ There is no policy on additional requirements for student graduation in the form of an obligation to achieve a TOEFL score. The condition of the study programme is waiting for a policy at the university level to avoid exceeding its authority.
- ✓ There is no policy in the study programme regarding the ordinary fulfillment of the TOEFL for DTPS.

- ✓ DTPS have certificates of competence on science/skills at the national and international levels.
- ✓ Functional positions of Professor / Head Lecturer are still lacking in the Balinese Language Education Bachelor and Japanese Language Education Study Programmes.
- ✓ DTPS with a doctoral degree in Bachelor degree of study programs is still lacking in Balinese Language Education and Bachelor degree of Japanese Language Education study programmes.
- ✓ The implementation and availability of valid evidence regarding the system and implementation of monitoring and evaluation of the learning process including the characteristics, planning, implementation, learning process and student learning load, are carried out consistently and followed up.

B. Research Field

- ✓ No research roadmap has been outlined in the strategic research plan.
- ✓ Unavailability of monitoring and evaluation on the suitability of the research roadmap formulated with existing research in the study program.
- ✓ There is no industry involvement in the implementation of the research.

C. Community Service (PkM)

- ✓ There is no PkM roadmap as outlined in the service strategic plan.
- ✓ There is no monitoring and evaluation on the suitability of the PkM roadmap formulated with the PkM in the study programme.

D. Additional Fields (Vision and Mission, Administration, Students, and Outcomes)

- ✓ The implementation of SPMI has not run optimally, which fulfills these 4 aspects. The things that are already available are limited to: (1) quality assurance implementers in the form of Faculty GKM, (2) Faculty SPMI quality standard documents, (3) the new SPMI cycle is determined, implemented, and evaluated. More optimal efforts are needed for SPMI in the future.
- ✓ The number of international level cooperation activities in the last 1 year involving study programmes is still lacking.
- ✓ The percentage of international students to active students has not been met.
- ✓ In general, study programmes do not have a strategic plan, which is only up to the faculty's strategic plan.

- ✓ The number of research outputs/PKM that have IPR, appropriate technology, or books with ISBN is still low.
  - ✓ The achievement of academic and non-academic students at the international level is still lacking.
  - ✓ The work of lecturers used by government institutions, companies, multilateral organizations, BUMN, BUMD, or non-profit organizations is still lacking.
5. The results of the FGD between LPPPM Leaders, PJM Leaders, Implementing Committees, and Auditors obtained a follow-up plan for improvements for the 27 audit findings, which were then reported to the Institutional Leaders for discussion at the Management Review Meeting (RTM).

## **5.2 Suggestions**

Based on the results achieved at the UNDIKSHA's AMI-Academic activity in 2021, several things can be suggested as follows.

- (1) The preparation and implementation of the audit must be more coordinated to run effectively and efficiently, and regard to the limitations that occur due to the covid-19 pandemic.
- (2) The university leadership still requires all departments/study programmes to become auditees, which in this case can be conveyed through leadership meetings.
- (3) Giving strict sanctions either by the university/faculty for the majors/study programmes that do not participate as auditees in the audit.
- (4) Leaders continuously encourage departments/ study programmes to improve and maintain high quality following follow-up recommendations.