ACADEMIC YEAR
2024/2025

INTERNAL QUALITY AUDIT REPORT ENGLISH EDUCATION STUDY PROGRAMME

LEMBAGA PENJAMINAN MUTU
UNIVERSITAS PGRI SEMARANG
Melaju dengan Mutu

INTERNAL QUALITY AUDIT REPORT
(AMI) 2024/2025 ACADEMIC YEAR
ENGLISH EDUCATION STUDY PROGRAMME

By the Auditor:

1. Wawan Kurniawan, S.Si., M.SI.
2. Althesa Androva, S.T., M.Eng.

QUALITY ASSURANCE INSTITUTE, UNIVERSITAS PERSATUAN GURU REPUBLIK INDONESIA SEMARANG

2025

FOREWORD

In accordance with Law No. 12 of 2012, Chapter III on Quality Assurance, SPMI management comprises Standard Setting (P), Standard Implementation (P), Evaluation of Standard Implementation (E), Control of Standard Implementation (P), and Improvement of Higher Education Standards (P). The five stages in SPMI management are known as the PPEPP cycle. In accordance with Ministry of Research, Technology and Higher Education Regulation No. 62 of 2016, Article 5, the evaluation referred to in the PPEPP cycle is carried out through an Internal Quality Audit.

Internal Quality Audit (AMI) is a systematic, independent, and documented testing process to ensure that activities at Universitas Persatuan Guru Republik Indonesia Semarang are carried out in accordance with procedures and that the results meet the standards to achieve the institution's objectives. Thus, AMI is a highly strategic stage in the quality development of Universitas Persatuan Guru Republik Indonesia Semarang, particularly for continuous quality improvement.

Semarang, 15th October
2025 Chair of the LPM,

Drs. Ary Susatyo Nugroho, M.Si

TABLE OF CONTENTS

PROCEDURES FOR CONDUCTING AN INTERNAL QUALITY AUDIT

1. The LPM draws up the AMI implementation programme
2. The LPM submits the AMI schedule to the auditee and the auditor no later than 2 days after the programme has been drawn up
3. The auditee downloads the Standard Compliance Form from SIJITU (Form 1)
4. The auditee must complete and upload the Standard Achievement Evaluation Results Form, together with supporting documents, to SIJITU and report to the LPM no later than two weeks after receiving the AMI schedule
5. The LPM assigns a validator to validate the completed Standard Achievement Evaluation Form and report back to the LPM (Form 2)
6. The LPM assigns an auditor to assess the Standard Achievement Evaluation Results form no later than 2 days after the auditee has completed and uploaded the form.
7. The auditor downloads the Standard Achievement Evaluation Results Form via SIJITU and conducts an independent assessment no later than 1 week after receiving the assignment from the LPM
8. Auditors 1 and 2 confirm (in the event of a split score) (Form 3)
9. The LPM draws up a field audit schedule for all auditors
10. The LPM instructs the auditor to carry out a field audit.
11. Conduct of the on-site audit. The auditor prepares the Audit Report and Findings and submits them to the auditee. (Forms 4, 5, and 6)
12. Grace period for re-verification with the auditee online (maximum 5 working days)
13. The auditor prepares the audit report and findings if re-verification takes place (Forms 7 and 8)
14. The auditor uploads the field audit results to SIJITU no later than 1 week after the audit is conducted.
15. The auditor compiles the field audit report and submits it to the LPM.
16. Validation of AMI forms and reports by the LPM
17. The LPM uploads the AMI results to the LPM website so that the auditee can view them.
18. The LPM reports the AMI results to the Rector

SUMMARY

The Internal Quality Audit (AMI) for the 2024/2025 Academic Year is an evaluation of the performance of the Bachelor of Arts in English programme at UPGRIS, which was conducted on 14th October 2025 by a team of auditors from the LPM, with re-verification on 15th October 2025. This report presents the AMI results, the AMI findings and recommendations for improvement, requests for corrective action (PTK), conclusions, and, not to be forgotten, supporting appendices containing scans of physical documents from the AMI results. Based on the AMI results within the Programme, several findings and recommendations for improvement were identified, including:

1. Further improvement of student recruitment
2. Proposing that the Rector's Forum limit the number and duration of PTNBH
3. Conduct measurement and control of student activities in student organisations
4. The consistency of DTPS development needs to be improved
5. Improving staff certification
6. Improving the consistency of community service
7. A detailed financial summary has been prepared based on the university's report, including the total research funding allocation
8. Prompt realisation of the Language Laboratory
9. Allocation of additional funds for academic activities to ensure monthly events.

Conclusions from AMI activities in the English Language Education Undergraduate Programme are as follows: 1) Documentation system is ~~complete/incomplete~~* and ~~structured/less structured~~* to support SPMI; 2) Work units ~~have/have not~~* implemented internal SPMI consistently and sustainably, and are well documented; 3) Corrective Action Requests (CARs) from the previous year ~~have/have not~~* been followed up; 4) Findings during this audit period are of a ~~minor/major~~* nature.

*) Delete as appropriate

I. INTRODUCTION

Work Unit	Bachelor's Degree Programme in English Language Education	
Address	Campus 4, Universitas Persatuan Guru Republik Indonesia Semarang	
Head of Programme	Dr Rahmawati Sukmaningrum, S.Pd., M.Pd.	Signed
Date of Audit	14th October 2025	
Chair of the Audit Committee	Wawan Kurniawan M.Si	Signed
Auditor Member	Ir. Althesa Androva S.T., M.Eng	Signed

II. AUDIT OBJECTIVES

Tick (√) as applicable

	Yes	No
a. Ensure that findings/corrective action plans from previous year's audit cycle have been followed up.	√	
b. Ensuring the alignment of the direction and implementation of quality assurance of the Study Programme with the Faculty's academic and quality documents	√	
c. Mapping the readiness of the Study Programme to carry out the accreditation programme	√	
d. Ensuring the smooth implementation of the management of the Study Programme	√	
e. Identifying opportunities for improving the quality of the study programme	√	
f. Other objectives, please specify:		

III. SCOPE OF THE AUDIT

1. Educational Standards
    a. Graduate Competency Standards
    b. Curriculum Content Standards
    c. Learning Process Standards
    d. Learning Assessment Standards
    e. Standards for Lecturers and Educational Staff
    f. Learning Facilities and Infrastructure Standards
    g. Learning Management Standards
    h. Learning Funding Standards
2. Research Standards
    a. Research Output Standards
    b. Research Content Standards
    c. Research Process Standards
    d. Research Assessment Standards
    e. Researcher Standards
    f. Research Facilities and Infrastructure Standards
    g. Research Management Standards
    h. Research Funding and Financing Standards
3. Community Service Standards
    a. Community Service Output Standards
    b. Standards for the Content of Community Service
    c. Standards for the Process of Community Service
    d. Standards for the Assessment of Community Service
    e. Implementation Standards for Community Service
    f. Standards for Community Service Facilities and Infrastructure
    g. Standards for the Management of Community Service
    h. Funding and Financing Standards for Community Service
4. Additional Standards
    a. Standards for the vision, mission, objectives and targets of faculties and study programmes
    b. Governance and Administration Standards
    c. Admissions Standards
    d. Student Services Standards

e. Institutional collaboration standards
f. Laboratory standards
g. Student and alumni standards
h. Programme Outcomes Standards
i. MBKM Standards
j. Role Model Standards
k. Welfare Standards

AUDIT FINDINGS FORM
INTERNAL QUALITY AUDIT OF UNIVERSITAS
PERSATUAN GURU REPUBLIK INDONESIA SEMARANG
ACADEMIC YEAR 2024/2025

I. Non-conformity

No. Indicator	Indicator	Finding
15	C.3.4.b) Programme Appeal	Decrease in the applicants, is estimated to be due to the existence of PTNBH
34	Community service fund DTPS.	Funding for DTPS community service remains insufficient

II. Recommendations for improvement

No Indicator	Indicator	Recommendation
15	C.3.4.b) Programme Appeal	1. Further improvement of student recruitment 2. Proposing that the Rectors' Forum limit the number and duration of PTNBH
34	Community service funds (DTPS).	Organising training/workshops to improve the quality of PkM proposals

III. Audit Conclusions

The audit team concluded:

1. The documentation system is sufficiently comprehensive and structured to support the Internal Quality Assurance System. *(~~Yes/No/Other~~)
2. The study programme has implemented the Internal Quality Assurance System consistently and continuously. *(~~Yes/No/Other~~ ....)
3. Requests for Corrective Action (RCA) regarding findings from the previous audit have been effectively followed up. *(~~Yes/No~~) If not, state the audit team's recommendations:..
4. Findings for this audit period are: ~~Non-conformities~~ ~~*(Non-conformity)~~/Observation/No findings

Semarang, 14th October 2025

(Dr Rahmawati Sukmaningrum, S.Pd., M.Pd.)
Auditee

(Wawan Kurniawan, M.Si.)
Chair of the Audit Panel

**cross out as appropriate*

**FORM FOR REQUEST OF CORRECTIVE ACTION (PTK)
FOR THE INTERNAL QUALITY AUDIT OF UNIVERSITAS
PERSATUAN GURU REPUBLIK INDONESIA SEMARANG
ACADEMIC YEAR 2024/2025**

<table>
<tr><td>Faculty</td><td colspan="3">: Language and Arts Education</td></tr>
<tr><td>Study Programme</td><td colspan="3">: Bachelor of English Education</td></tr>
<tr><td>Head of Programme</td><td colspan="3">: Dr Rahmawati Sukmaningrum, S.Pd., M.Pd.</td></tr>
<tr><td>Head of Auditors</td><td>: Wawan K., M.Si</td><td>Audit Date</td><td>: 14th October 2025</td></tr>
<tr><td colspan="4">Description of PTK 1:
1. Enhance the promotion of study programmes.
2. Proposing that the Rectors’ Forum limit the number and duration of PTNBH</td></tr>
<tr><td>Indicator No.: 15. Attractiveness of Study Programmes</td><td>Category:</td><td>☐ Non-conformity</td><td>√ Observation</td></tr>
<tr><td colspan="4">Description of PTK 2:
Conducting training/workshops to improve the quality of PkM proposals</td></tr>
<tr><td>Indicator No.: 34. Community service funds DTPS.</td><td>Category:</td><td>☐ Non-conformity</td><td>√ Observation</td></tr>
</table>

Semarang, 14th October 2025

(Wawan Kurniawan M.Si.)
Head Auditor

IV. AUDIT RESULTS

1. Audit Score

No.	Criteria/Elements/Indicators	Auditor's Score	Weight	Score x Weight
1	A. External Conditions Consistency with the results of the SWOT analysis and/or other analyses, as well as future development plans.	4.00	1.00	4.00
2	B. Profile of the Programme Management Unit Comprehensiveness of information in the profile and consistency between the profile and the data and information presented under each criterion, as well as demonstrating a conducive environment for development and a reputation as a reference in its field of study.	4.0	1.0	4.0
3	C. Criteria C.1. Vision, Mission, Objectives and Strategy C.1.4. Key Performance Indicators for the Alignment of Vision, Mission, Objectives and Strategy (VMTS) Study Programme Management Unit (UPPS) in relation to the VMTS of the Higher Education Institution (PT) and the academic vision of the Study Programme (PS) it manages.	4.00	0.51	2.04
4	Mechanisms and stakeholder involvement in the formulation of the UPPS VMTS.	4.00	1.02	4.09
5	Strategies for achieving objectives are formulated based on systematic analysis, and their implementation is subject to monitoring and evaluation with follow-up actions.	4.00	1.53	6.13
6	C.2. Governance, Management and Cooperation C.2.4. Key Performance Indicators C.2.4.a) Governance System A. The completeness of the organisational structure and the effectiveness of organisational management. B. The realisation of good governance and fulfilment of the five pillars of the governance system, which include: 1) Credibility, 2) Transparency, 3) Accountability, 4) Responsibility, 5) Fairness.	4.00	0.34	1.36

No.	Criteria/Elements/Indicators	Auditor's Score	Weight	Score x Weight
7	C.2.4.b) Leadership and Managerial Capabilities A. Commitment of UPPS leadership. B. Capabilities of UPPS leadership, covering the following aspects: 1) planning, 2) organising, 3) staffing, 4) implementation, 5) control and supervision, and 6) reporting, which forms the basis for follow-up action.	4.00	0.34	1.36
8	C.2.4.c) Collaboration Quality, benefits, satisfaction and sustainability of educational, research and community engagement collaborations relevant to the study programme. UPPS has valid evidence that existing cooperation has fulfilled the following three aspects: 1) providing benefits to the study programme in fulfilling the learning, research and community engagement processes; 2) improving the performance of the three pillars of higher education and the supporting facilities of the study programme; 3) providing satisfaction to industry partners and other cooperation partners, as well as ensuring the sustainability of the cooperation and its outcomes.	4.00	0.68	2.73
9	A. Education, research, and community engagement collaborations relevant to the study programme and managed by UPPS over the past 3 years. B. International, national, regional/local collaborations relevant to the study programme and managed by the UPPS over the past 3 years. Table 1 LKPS	4.00	0.34	1.36
10	C.2.5 Additional Performance Indicators Exceeding SN-DIKTI (additional performance) set by the UPPS for each criterion.	4.00	0.68	2.73

11	C.2.6 Performance Achievement Evaluation An analysis of the success and/or failure of the UPPS in achieving the performance targets set for each criterion covers the following two aspects: 1) performance achievements are measured using appropriate methods, and the results are analysed and evaluated, and 2) the analysis of performance achievements includes the identification of root causes, factors contributing to success and factors hindering the achievement of standards, and a brief description of the follow-up actions to be taken.	4.00	1.02	4.09

No.	Criteria/Element/Indicator	Auditor 's Score	Weight	Score x Weight
12	C.2.7. Quality Assurance Implementation of the Internal Quality Assurance System (academic and non-academic) as evidenced by the presence of 5 aspects: 1) legal documents establishing the quality assurance implementation units, 2) availability of quality documents: SPMI policies, SPMI manuals, SPMI standards, and SPMI forms, 3) the implementation of the quality assurance cycle (PPEPP cycle), 4) valid evidence of the effectiveness of quality assurance implementation, and 5) the use of external benchmarking for quality improvement.	4.00	1.36	5.45
13	C.2.8. Stakeholder Satisfaction Measurement of management service satisfaction among stakeholders: students, lecturers, educational staff, graduates, users and partners, which fulfils the following aspects: 1) uses valid, reliable and user-friendly satisfaction instruments, 2) is carried out periodically, and the data is comprehensively recorded, 3) analysed using appropriate methods and useful for decision-making, 4) satisfaction levels and feedback are followed up to improve and enhance the quality of outcomes on a regular and systematic basis, 5) a review is conducted of the implementation of lecturer and student satisfaction measurements, and 6) the results are published and easily accessible to lecturers and students.	4.00	1.36	5.45

14	C.3. Students C.3.4. Key Performance Indicators C.3.4.a) Quality of Student Intake A. Recruitment methods and selection rigour. Table 2.a LKPS	4.00	4.60	18.40
15	C.3.4.b) Programme Appeal A. Increased interest among prospective students. Table 2.a LKPS B. International students Table 2.b LKPS	1.33	3.07	4.09
16	C.3.4.c) Student Services A. Availability of student services in the areas of: 1) reasoning, interests and talents, 2) welfare (guidance and counselling, scholarship services, and health services), and 3) career guidance and entrepreneurship. B. Access to and quality of student services.	3.50	1.53	5.37

No.	Criteria/Element/Indicator	Auditor's Score	Weight	Score x Weight
17	C.4. Human Resources C.4.4. Key Performance Indicators C.4.4.a) Lecturer Profile Adequacy of the number of DTPS. Table 3.a.1) LKPS	4.00	0.74	2.97
18	Academic qualifications of DTPS. Table 3.a.1) LKPS	4.00	0.99	3.96
19	Academic position DTPS. Table 3.a.1) LKPS	4.00	0.50	1.98
20	Ratio of the number of students in the study programme to the number of DTPS. Table 2.a LKPS Table 3.a.1) LKPS	4.00	0.50	1.98
21	Assignment of DTPS as the main supervisor for students' final projects. Table 3.a.2) LKPS	3.98	0.99	3.95
22	Full-time Teaching Equivalence (DTPS). Table 3.a.3) LKPS	4.00	0.25	0.99
23	Non-permanent lecturer. Table 3.a.4) LKPS	4.00	0.50	1.98
24	C.4.4.b) Lecturer Performance Recognition of expertise, achievements and performance of DTPS. Table 3.b.1) LKPS	4.00	0.81	3.24

25	DTPS research activities relevant to the field of study in the last 3 years. Table 3.b.2) LKPS	4.00	0.81	3.24
26	DTPS Community Service Activities relevant to the field of study over the last 3 years. Table 3.b.3) LKPS	3.79	0.41	1.54
27	Scientific publications on topics relevant to the field of study produced by the DTPS in the last 3 years. Table 3.b.4) LKPS	4.00	0.81	3.24
28	Scientific articles by DTPS cited in the last 3 years. Table 3.b.5) LKPS	4.00	0.81	3.24
29	Research and Community Engagement (PkM) outputs produced by DTPS over the last 3 years. Table 3.b.7) LKPS	4.00	0.81	3.24
30	C.4.4.c) Lecturer Development Efforts to develop lecturers.	4.00	2.23	8.92

No.	Criteria/Elements/Indicators	Auditor's Score	Weight	Score x Weight
31	C.4.4.d) Educational Staff A. Qualifications and adequacy of educational support staff based on their job type (administration, librarians, technicians, etc.) B. Qualifications and adequacy of laboratory assistants to support the learning process in accordance with the needs of the study programme.	3.75	1.12	4.18
32	C.5. Finance, Facilities and Infrastructure C.5.4. Key Performance Indicators C.5.4.a) Finance Operational costs of education. Table 4 LKPS	4.00	0.77	3.07
33	DTPS research funds. Table 4 LKPS	4.00	0.77	3.07
34	DTPS community service fund. Table 4 of the LKPS	2.00	0.38	0.77
35	Realisation of investment (human resources, facilities and infrastructure) supporting the implementation of the three pillars of higher education.	4.00	0.38	1.53
36	Sufficiency of funds to ensure the achievement of learning outcomes.	3.70	0.77	2.84

No.	Criteria/Element/Indicator	Auditor's Score	Weight	Score x Weight
37	C.5.4.b) Facilities and Infrastructure Adequacy, accessibility and quality of facilities and infrastructure to ensure the achievement of learning outcomes and enhance the academic environment.	3.50	3.07	10.73
38	C.6. Education C.6.4. Key Performance Indicators C.6.4.a) Curriculum A. Stakeholder involvement in the curriculum evaluation and updating process. B. Alignment of learning outcomes with graduate profiles and KKNI/SKKNI levels. C. Appropriateness of the curriculum structure in the formulation of learning outcomes.	4.00	2.51	10.04
39	C.6.4.b) Characteristics of the Learning Process Fulfilment of the characteristics of the learning process, comprising the following features: 1) interactive, 2) holistic, 3) integrative, 4) scientific, 5) contextual, 6) thematic, 7) effective, 8) collaborative, and 9) student-centred.	4.00	0.84	3.35
40	C.6.4.c) Learning Process Plan A. Availability and completeness of the semester learning plan (RPS) documents. B. The depth and breadth of the RPS are in line with graduate learning outcomes.	4.00	1.67	6.69

41	C.6.4.d) Implementation of the Learning Process A. Forms of interaction between lecturers, students and learning resources. B. Monitoring of the alignment of the process with the learning plan. C. The learning process related to research must refer to the Higher Education Research Standards: 1) research results: must contribute to the development of science and technology, improve community welfare, and enhance national competitiveness. 2) research content: must meet the depth and breadth of research material in accordance with learning outcomes. 3) research process: covers planning, implementation, and reporting. 4) Research assessment must fulfil the elements of being educational, objective, accountable and transparent. D. The learning process associated with Community Engagement (PkM) must comply with the Higher Education Directorate General's (SN Dikti) PkM guidelines: 1) PkM outcomes: must contribute to the development of science, technology, and innovation (IPTEKS), improve community welfare, and enhance national competitiveness. 2) PkM content: must meet the depth and breadth of PkM material in accordance with learning outcomes. 3) PkM process: covers planning, implementation, and reporting. 4) PkM assessment must fulfil the elements of being educational, objective, accountable, and transparent. E. Alignment of teaching methods with learning outcomes. Examples: RBE (research-based education), IBE (industry-based education), teaching factory/teaching industry, etc.	4.00	1.12	4.46
42	Learning conducted in the form of practical sessions, studio practice, workshop practice, or field practice. Table 5.a LKPS	4.00	0.56	2.23

No.	Criteria/Element/Indicator	Auditor's Score	Weight	Score x Weight
43	C.6.4.e) Monitoring and Evaluation of the Learning Process Monitoring and evaluation of the implementation of the learning process covers the characteristics, planning, implementation, learning process and student workload to achieve graduate learning outcomes.	4.00	2.51	10.04
44	C.6.4.f) Learning Assessment A. Quality of the implementation of learning assessment (the process and outcomes of student learning) to measure the achievement of learning outcomes based on assessment principles that include: 1) educational, 2) authentic, 3) objective, 4) accountable, and 5) transparent, and carried out in an integrated manner. B. The assessment process comprises assessment techniques and instruments. Assessment techniques consist of: 1) observation, 2) participation, 3) performance, 4) written tests, 5) oral tests, and 6) questionnaires. Assessment instruments consist of: 1) process assessment in the form of a rubric, and/or, 2) outcome assessment in the form of a portfolio, or 3) design work. C. The implementation of assessment includes the following elements: 1) having an assessment plan agreement, 2) carrying out assessment in accordance with the agreement, 3) providing feedback and giving students the opportunity to question the results, 4) maintaining documentation of the assessment of the process and learning outcomes of students, 5) having procedures covering the planning stage, the assignment of tasks or questions, performance observation, the return of observation results, and the awarding of final marks, 6) assessment reporting in the form of a qualification of the student's success in completing a course in the form of letters and numbers, 7) having evidence of plans and having implemented improvement processes based on the results of assessment monitoring and evaluation.	4.00	1.67	6.69

45	C.6.4.g) Integration of research and community engagement activities into teaching Integration of research and community engagement activities into teaching by DTPS over the last 3 years. Table 5.b LKPS	4.00	1.67	6.69

No.	Criteria/Elements/Indicators	Auditor's Score	Weight	Score x Weight
46	C.6.4.h) Academic Atmosphere The implementation and continuity of programmes and activities outside of structured learning activities to enhance the academic atmosphere. Examples: student union activities, public lectures/studium generale, academic seminars, book discussions.	3.00	2.51	7.53
47	C.6.4.i) Student Satisfaction A. Level of student satisfaction with the educational process. Table 5.c LKPS B. Analysis and follow-up of the results of the student satisfaction survey.	4.00	3.35	13.38
48	C.7. Research C.7.4. Key Performance Indicators C.7.4.a) Research Relevance The relevance of research at UPPS encompasses the following elements: 1) having a roadmap that covers the research themes of lecturers and students, 2) lecturers and students conducting research in accordance with the lecturers' research agenda, which refers to the research roadmap, 3) evaluating the alignment of lecturers' and students' research with the roadmap, and 4) using the evaluation results to improve the relevance of research and the academic development of the study programme.	4.00	1.53	6.13
49	C.7.4.b) Lecturer and Student Research DTPS research involving students from the study programme over the last 3 years. Table 6.a LKPS	4.00	3.07	12.27

No.	Criteria/Element/Indicator	Auditor's Score	Weight	Score x Weight
50	C.8. Community Service C.8.4. Key Performance Indicators C.8.4.a) Relevance of Community Service The relevance of Community Service at UPPS encompasses the following elements: 1) having a roadmap that encompasses the Community Service themes of lecturers and students as well as the commercialisation/application of the academic discipline of the study programme, 2) lecturers and students carrying out Community Service in accordance with the Community Service roadmap, 3) conducting an evaluation of the alignment of lecturers' and students' Community Service with the roadmap, and 4) using the evaluation results to improve the relevance of Community Service and the academic development of the study programme.	4.00	0.51	2.04
51	C.8.4.b) PkM for Lecturers and Students PkM DTPS which, in its implementation, involved students from the study programme over the last 3 years. Table 7 LKPS	4.00	1.02	4.09
52	C.9. Outputs and Achievements of the Tridharma C.9.4. Key Performance Indicators C.9.4.a) Educational Dharma Outcomes Analysis of the fulfilment of graduate learning outcomes (GLOs) measured using valid and relevant methods, covering the aspects of: 1) comprehensiveness, 2) depth, and 3) the usefulness of the analysis, demonstrated by an increase in LLO over time in the last 3 years.	4.00	1.92	7.67
53	Graduates' GPA. Table 8.a LKPS	4.00	1.92	7.67
54	Student academic achievements over the last 3 years. Table 8.b.1) LKPS	4.00	2.88	11.50
55	Student achievements in non-academic fields over the last 3 years. Table 8.b.2) LKPS	4.00	0.96	3.83
56	Duration of study. Table 8.c LKPS	4.00	1.92	7.67
57	On-time graduation. Table 8.c LKPS	4.00	1.92	7.67
58	Academic success. Table 8.c LKPS	4.00	1.92	7.67

No.	Criteria/Element/Indicator	Auditor's Score	Weight	Score x Weight
59	Conduct of a tracer study covering the following 5 aspects: 1) the tracer study is coordinated at the university level, 2) tracer study activities are carried out regularly every year and are documented, 3) the questionnaire covers all core questions of the DIKTI tracer study, 4) it targets the entire population (graduates from TS-4 to TS-2), and 5) the results are disseminated and used for curriculum and learning development.	4.00	2.88	11.50
60	Waiting time. Table 8.d.1) LKPS	4.00	2.88	11.50
61	Job suitability. Table 8.d.2) LKPS	4.00	1.92	7.67
62	Level and size of graduates' workplaces. Table 8.e.1) LKPS	4.00	1.92	7.67
63	Graduate user satisfaction levels. Table 8.e.2) LKPS	3.88	3.83	14.89
64	C.9.4.b) Research and Community Engagement Outputs Student scientific publications, produced independently or in collaboration with DTPS, with titles relevant to the field of study within the last 3 years. Table 8.f.1) LKPS	4.00	2.88	11.50
65	Research and Community Service (PkM) outputs produced by students, either independently or in collaboration with DTPS, over the last 3 years. Table 8.f.4) LKPS	4.00	0.96	3.83
66	D Analysis and Determination of Development Programmes D.1 Analysis and Performance Achievements Comprehensiveness (completeness, breadth and depth), accuracy, precision and relevance of the performance achievement analysis, as well as consistency with each criterion.	4.00	1.50	6.00
67	D.2 SWOT Analysis or Other Relevant Analysis The accuracy of the SWOT analysis or relevant analysis in developing the strategy.	4.0	2.00	8.00
68	D.3 Development Programme Accuracy in setting development programme priorities.	4.00	1.50	6.00

No.	Criteria/Element/Indicator	Auditor's Score	Weight	Score x Weight
69	D.4 Sustainability Programme UPPS has policies, available resources, the capacity to implement, and the feasibility of the programme.	4.00	1.00	4.00
TOTAL SCORE				**385.19**

The score obtained is 385.19 out of a total of 400.

2. Conclusion

The conclusions from the AMI activities in the English Language Education (S1) Programme are: 1) The documentation system is ~~complete/incomplete~~ *and ~~structured/less structured~~ *to support the Internal Quality Assurance System (SPMI); 2) The work unit ~~has/has not~~ *implemented the internal SPMI consistently and sustainably, and it is well documented; 3) Corrective Action Requests (CARs) ~~from~~ the previous year ~~have/have not~~ *been followed up; 4) Findings during this audit period are of a ~~minor/major~~ *nature.

V. APPENDIX

1. AMI Attendance List
2. Minutes of the AMI Implementation
3. AMI Implementation Documentation
4. AMI Implementation Assignment Letter

cross out as appropriate

ATTENDANCE LIST FOR

THE IMPLEMENTATION OF AMI AT

UNIVERSITAS PERSATUAN GURU

REPUBLIK INDONESIA SEMARANG

Name of Study Programme/ Auditee : English Education

Name of Chair of the Auditors : Wawan Kurniawan, M.Si

Audit Date :14th October 2023

Audit Place : Temsil Room, 2nd Floor, Campus 4, UPGRIS

N	Name	Position	Signature
2.	Althea Andara	Auditor 2	
3.	Dr. Rahmawati S	Kaprodi PBI	
4.	Siti Musarokah	Kaprodi Detlih	
	Aien Rizqiri		
6.			
7.			
8.			
dst			

Semarang, 14 - 10 - 2025

(Dr. Rahmawati)

Auditee

Chair of the Auditors

QUALITY ASSURANCE INSTITUTE (LPM)
UNIVERSITAS PERSATUAN GURU
REPUBLIK INDONESIA SEMARANG
Jl. Sidodadi Timur No. 24 Semarang
Telp/Fax: (024) 8444967 http://lpm.upgris.ac.id Email: lpm@uprgis.ac.id

MINUTES OF THE INTERNAL QUALITY AUDIT OF THE STUDY PROGRAMME
No. ....JLPM/UPGRIS/. .... /2025

Today, Tuesday 14th October 2025 at 13:00 WIB, an Internal Quality Audit (AMI) was conducted by the AMI Auditors of UPGRIS in the Transit Room on the 2nd floor of Campus 4, covering:

Study Programme: English Education
Academic Year : 2024–2 025

The Internal Quality Audit was attended by the Head of the Study Programme and his staff. The results of of the audit are recorded in the form:

1. AMI Assessment Results
2. Audit Findings Form
3. Corrective Action Request Form

This report has been drawn up truthfully for information and use as appropriate.

Semarang, 14th October 2025

Auditee
Chair of the Pro-Am Study

(Dr. Rahmawati. S)

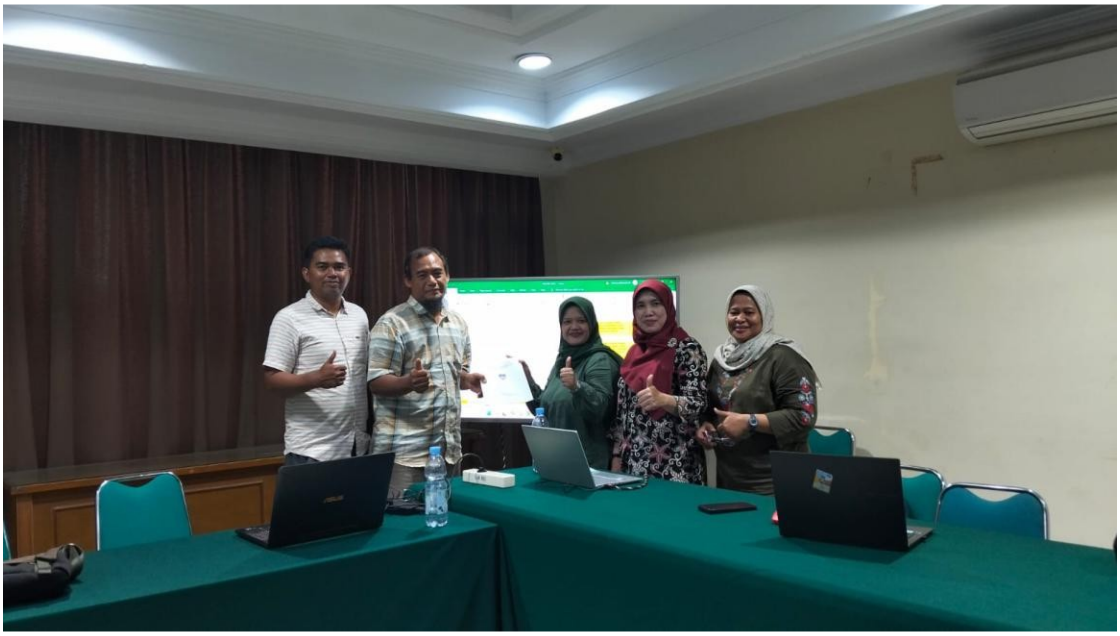
To the Auditor,

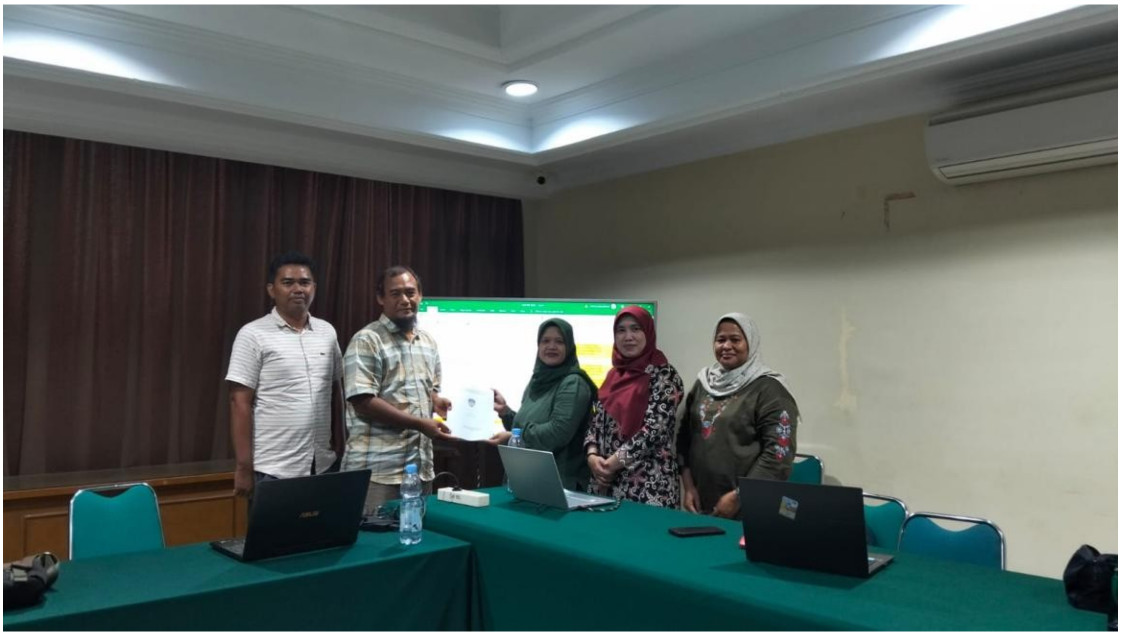
(Wawan Kurniawan, M.Si)

Mengetahui
Dekan

(Siti Musarokah, M.Hum.)

AMI Implementation Documentation





LEiXIBAGA QUALITY ASSURANCE (LP6I)

UNIVERSITAS PERSATUAN GURU REPUBLIK INDONESIA SEMARANG

Jl. Sidodadi Timur No. 24 Semarang

Telp/Fax: (024) 8444967 http://lpm.upgris.ac.id Email: lpm@uprgis.ac.id

ASSIGNMENT LETTER

Number: 033/LPM/UPGRIS/X/2025

The Quality Assurance Agency of Universitas Persatuan Guru Republik Indonesia Semarang hereby assigns the following task to the person named below:

Name	: Wawan Kurniawan, S.Si, M.Si.
NIDN	0629118101
Position	: Lecturer
Specialism	: Lecturer in Physics Education
Date	: Tuesday, 14th October 2025
Requirements	: Conducting an Internal Quality Audit (IQA) in the English Language Education Programme
	: Programme Office

This letter of assignment is issued to be carried out to the best of one's ability with full responsibility.

Seinanuig, 13th October 2025

Task completed: Signed Chair of the LPM,

Dr. Rahmawati .S ....

Dr. Aiy Susatyo Nugmho, M.Si.

LPM 196908261994031003

QUALITY ASSURANCE INSTITUTE (LPM)
UNIVERSITAS PERSATUAN GURU
REPUBLIK INDONESIA SEMARANG
Jl. Sidodadi Timur No. 24 Semarang
Telp/Fax: (024) 8444967 http://lpm.upgris.ac.id Email: lpm@uprgis.ac.id

ASSIGNMENT LETTER

Ref: 033/LPM/PGRIS/X/2025

The Quality Assurance Agency of Universitas Persatuan Guru Republik Indonesia Semarang, hereby assigns to the person named below:

Name	: Althesa Androva, S.T., M.Eng.
NIDN	0008058504
Position	: Assistant Lecturer
Job	: Lecturer in Mechanical Engineering
On Day, Date	: Tuesday, 14th October 2025
Purpose	: To conduct an Internal Quality Audit (IQA) on the English Language Education Study Programme
Venue	: Study Programme Office

This letter of assignment is hereby issued to be carried out to the best of one's ability with full responsibility.

Telah melaksanakan tugas:

Dr. Rahmawati .S

Semarang, 13 Oktober 2025
Ketua LPM,

Dr. Ary Susatyo Nugroho, M.Si.
NIP 196908261994031003