ASIIN Seal

Accreditation Report

Bachelor's Degree Programme
Urban and Regional Planning

Master's Degree Programme
Urban and Regional Planning

Provided by
Universitas Brawijaya

Version: 27 June 2025

Table of Content

A About the Accreditation Process

Name of the degree programme (in original language)	(Official) English translation of the name	Labels applied for [1]	Previous accreditation (issuing agency, validity)	Involved Technical Committees (TC)[2]
Program Sarjana Perencanaan Wilayah dan Kota	Bachelor of Urban and Regional Planning (BURP)	ASIIN	BAN-PT (2021-2025)	03
Program Magister Perencanaan Wilayah dan Kota	Master of Urban and Regional Planning (MURP)	ASIIN	BAN-PT (2022-2027)	03
Date of the contract: 02.07.2024 **Submission of the final version of the self-assessment report:** 22.10.2024 **Date of the onsite visit:** 19.-20.02.2025 **at:** Faculty of Engineering				
Expert panel: Prof. Dipl.-Ing. Martin Weischer, University of Applied Sciences Münster Prof. Dipl.-Ing. Cornelia Bott, Nürtingen-Geislingen University of Applied Sciences Dr. Phil. Hendricus Andy Simarmata, HAS Consulting & Nusantara Urban Advisory Dewi Afiliyani, student at Universitas Gadjah Mada				
Representative of the ASIIN headquarter: Yanna Sumkötter				
Responsible decision-making committee: Accreditation Commission for Degree Programmes				
Criteria used:				

[1] ASIIN Seal for degree programmes
[2] TC: Technical Committee for the following subject areas: TC 03 - Civil Engineering, Geodesy and Architecture

European Standards and Guidelines as of May 15, 2015 ASIIN General Criteria, as of March 28, 2023 Subject-Specific Criteria of Technical Committee 03 – Civil Engineering, Geodesy and Architecture as of June 26, 2020	

B Characteristics of the Degree Programmes

a) Name	Final degree (original/English translation)	b) Areas of Specialization	c) Corresponding level of the EQF[3]	d) Mode of Study	e) Double/Joint Degree	f) Duration	g) Credit points/unit	h) Intake rhythm & First time of offer
Program Studi Sarjana Perencanaan Wilayah dan Kota / Bachelor of Urban and Regional Planning	S.PWK / Bachelor of Urban and Regional Planning	--	6	Full time	--	8 semesters	153 SKS (~ 221 ECTS)	Annually / 1998
Program Magister Perencanaan Wilayah dan Kota / Master of Urban and Regional Planning	M.PWK / Master of Urban and Regional Planning	--	7	Full time	--	4 semesters	42 SKS (~ 103 ECTS)	Annually / 2015

Both programmes to be accredited are managed by "the Department of Urban and Regional Planning (DURP). The DURP is one of nine departments within the Faculty of Engineering, Universitas Brawijaya (UB). The Faculty manages 21 study programmes, including 8 undergraduate, 7 master's, 4 doctoral, and 2 profession programmes.

UB is one of 45 institutions in Indonesia that offers Urban and Regional Planning study programmes. UB ranks 601+ in Asia according to the Times Higher Education (THE) World University Rankings, 208th in Asia according to the QS World University Rankings, and 8th in Indonesia according to Edurank.

[…] The primary focus of the BURP curriculum is to equip students with the essential competencies for spatial planning, while the MURP curriculum fosters interdisciplinary planning expertise, with a particular emphasis on rural-urban related spatial analysis. Both programmes are characterized by curricula that emphasize rural-urban linkages, aligned with the vision and mission of the Department. Beyond theoretical understanding, the curriculum integrates the application of theory and technology in the planning and development process, with varying levels of complexity for each programme."

For the Bachelor's degree programme Urban and Regional Planning (BURP) the institution has presented the following profile in the self-assessment report:

[3] EQF = The European Qualifications Framework for lifelong learning

“The BURP is one of eight undergraduate programmes managed by the Faculty of Engineering at Universitas Brawijaya. Established in 1998, it is designed to be completed over 8 semesters. Academic activities began in August 1998 (the commencement of the odd semester). Initially, the BURP was part of the Department of Architecture for seven years, until the establishment of DURP on 15 August 2005, by a decree from the General Directorate of Higher Education of the Republic of Indonesia.

The BURP develops its vision, missions, and objectives based on emerging opportunities and challenges, while aligning with the visions of both the Faculty and the University. The BURP’s vision emphasises its roles in addressing the interaction of urban and rural development within a sustainable development framework. This vision is elaborated into three missions and three learning objectives, which focus on international standards, collaborative methods, and global recognition. The BURP is nationally accredited by BAN PT with an “Unggul” (excellent) rating, the highest national accreditation category.”

For the Master’s degree programme Urban and Regional Planning (MURP) the institution has presented the following profile in the self-assessment report:

„The MURP, established in 2015, is the 6th of 7 programmes within the Faculty of Engineering. It is designed to be completed in four semesters, with the first intake occurring in August 2015 for the 2015/2016 academic year. As the pioneering master’s program in urban and regional planning in East Java, the MURP’s vision is to produce productive and competitive graduates with expertise in integrating urban and rural planning within a sustainable development framework. Like the BURP, the MURP’s vision is articulated through three missions and three learning objectives. It is nationally accredited by BAN-PT with an “Unggul” rating.”

C Expert Report for the ASIIN Seal

1. The Degree Programme: Concept, Content & Implementation

Criterion 1.1 Objectives and Learning Outcomes of a Degree Programme (Intended Qualifications Profile)

Evidence:

- Objective-module-matrix matching SSC-03, ILOs and CLOs
- Self-Assessment Report
- Study plans
- Academic handbook 2024/25
- Module descriptions
- Website
- Discussions during the audit

Preliminary assessment and analysis of the experts:
The experts refer to the respective ASIIN Subject-Specific Criteria (SSC) of the Technical Committee 03 (Civil Engineering, Geodesy and Architecture)**,** the objective-module-matrix for each degree programme as well as the matching learning objectives and the modules as a basis for judging whether the intended learning outcomes of the Bachelor's and Master's degree programme Urban and Regional Planning correspond with the competences as outlined by the SSC. The descriptions of the qualification objectives are comprehensive and include the achieved competencies and possible career opportunities of the graduates.

The University of Brawijaya (UB) has described and published objectives, intended learning outcomes (ILOs) and course learning outcomes (CLOs) for both degree programmes under review. While the objectives are developed based on the vision and mission of the university as well as the department and are rather general, the ILOs describe in great detail the competences the students should acquire during their studies. Each ILO is further detailed into CLOs for individual courses. By means of being published on the website of each degree programme, the objectives, ILOs and CLOs are easily accessible for students as well as

other stakeholders. Furthermore, there are regular revision processes in place that take into account feedback by external and internal stakeholders. Minor curriculum adjustments are done every year whereas major revisions including consultations of stakeholders take place every four years.

The experts note that the relationship between objectives, ILOs and CLOs has been established in a comprehensible and logical manner. The development of ILOs and CLOs of both study programmes involves both internal and external stakeholders so that the curricula can be adapted and modified according to the needs of the industry and the graduates on a regular basis. Both the Bachelor's and the Master's degree programme were last reviewed in 2023, which is why the current ILOs and curriculum have been in force since 2024/25 for the Bachelor's programme and since 2023/24 for the Master's degree programme. UB regularly conducts surveys, through which the different stakeholders get the chance to assess the programmes and their main objectives and adapt them if necessary. Internal stakeholders include all of UB members (students, teaching staff, and non-academic employees), while the external stakeholders include the industry, alumni, the government, and society. In general, the Department of Urban and Regional Planning (DURP) formulates the ILOs of both programmes based on the Regulation No 53 of 2023 of the Minister of Education, agreements with the Indonesian Planning School Association (ASPI) and Indonesian Planners Association (IAP), as well as the labour market.

At the end of their studies, graduates of the Bachelor's degree programme Urban and Regional Planning are equipped with a comprehensive skill set that integrates theoretical knowledge with practical applications. They excel in analyzing urban and regional systems, conducting surveys, and applying participatory and sustainable planning methods, particularly in areas such as disaster mitigation, environmental management, and public policy. Proficient in using advanced tools and software for data analysis and design, they demonstrate effective communication, strategic decision-making, and the ability to produce systematic scientific works for publication. With a strong emphasis on ethical professionalism, teamwork, leadership, and entrepreneurial skills, graduates are well prepared to address complex urban challenges and contribute to sustainable regional development. Therefore, the expected graduate profile is as follows:

- As a junior urban planner able to compile rural-urban planning products (bureaucrat, private companies, state-owned companies, or NGOs) with integrity and responsibility.
- As an urban designer able to support urban design and/or transportation planning fields (bureaucrat, private companies or NGOs).

- As a junior researcher able to articulate the results of research in the rural-urban planning field following scientific norms and principles independently (higher education, bureaucrat).

Graduates of the Master's degree programme Urban and Regional Planning acquire advanced skills in evaluating and applying sustainable urban and regional planning concepts and strategies. They demonstrate expertise in assessing and solving complex planning problems through innovative and interdisciplinary approaches, considering spatial, economic, sociocultural, environmental, and institutional factors. Equipped with the ability to adopt and integrate advanced technologies, they contribute to the development of science and technology in their field through impactful research and publications at national and international levels. Graduates also excel in integrating rural-urban development principles, fostering sustainable development, and building professional networks with integrity in both academic and professional settings. Therefore, the expected graduate profile is as follows:

- As a policy analyst able to analyze and formulate policies specifically in the rural-urban planning field with integrity (bureaucrat, higher education, state-owned companies, or NGO's).
- As an intermediate urban planner able to compile planning strategies specifically in the rural-urban planning fields with integrity (bureaucrat, private companies, state-owned companies, or NGO's).
- As a social development facilitator able to facilitate and advocate social development or community empowerment especially related to rural, urban & regional planning and development (higher education, bureaucrat, state-owned companies, or NGO's).
- As an intermediate researcher able to conduct advanced research and compare planning theories in the rural-urban planning field independently (higher education, bureaucrat).

Next to the professional skills, the students of both study programmes are supposed to acquire personal and social skills such as critical and creative thinking, communication skills, adaptability, leadership skills and the capacity to work in (international) teams. In addition, they should be able to solve (engineering) problems through research and the application of different concepts and methods.

In the experts' opinion, the intended qualification profile of both degree programmes is clear, plausible and allows students to take up an occupation, which corresponds to their qualification. They learn that the graduates of UB are much sought after in the labor market, especially public sectors. The representatives of industry emphasize the high quality of

the graduates of the programmes under review and students as well as graduates are satisfied with and well aware of their good job perspectives.

The ILOs of the Bachelor's and Master's programmes in Urban and Regional Planning are presented concisely and clearly. However, the experts observe that the ILOs remain general and do not highlight the distinctive features of the programmes. Given the specialized focus areas within both programmes, it would be beneficial to integrate these aspects more explicitly into the ILOs to better reflect the intended competence profile of graduates. Key thematic areas such as interdisciplinary approaches, sustainable transportation concepts, sustainable tourism, resilient urban development, disaster management, and village development represent essential pillars of the programmes. Strengthening the connection between these focus areas and the ILOs would not only enhance transparency regarding the programmes' academic profile, but also help students, stakeholders, and prospective employers better understand the unique competencies acquired through each of the degrees. Therefore, the experts recommend emphasizing the key features of the degree programmes more strongly in the learning outcomes.

In summary, the experts confirm that the Bachelor's degree programme adequately reflects level 6 of the European Qualification Framework (EQF), while the Master's degree programme is equivalent to EQF level 7. The learning outcomes are consistent with the respective ASIIN Subject-Specific Criteria of the Technical Committee of Civil Engineering, Geodesy and Architecture. They aim at the acquisition of specific competences and are well-anchored, binding and easily accessible to all stakeholders. Nevertheless, the experts recommend to revise the ILOs to more explicitly emphasize the key features of the programmes, ensuring that the intended learning outcomes reflect the specialised content and focus areas of the Bachelor's and the Master's programmes in a targeted manner.

Criterion 1.2 Name of the Degree Programme

Evidence:

- Self-Assessment Report
- Diploma Supplement
- Agreement of the Indonesian Planning School Association (ASPI)

Preliminary assessment and analysis of the experts:

The title of both degree programmes follows the rules for naming study programmes set by the Indonesian Ministry of Education. They also follow the agreement of the Indonesian Planning Schools Association (ASPI) and has been recognised by the Asian Planning Schools

Association (APSA). According to these regulations, both the Bachelor's and Master's programme are classified within the field of Architecture, Design, and Planning, under nomenclature number 257. The experts hold the opinion that the English translation and the original Indonesian name of the Bachelor's and Master's degree programme Urban and Regional Planning correspond with the intended aims and learning outcomes as well as the main course language. Accordingly, both programmes aim to produce graduates equipped with the degrees of Bachelor of Urban and Regional Planning (S.P.W.K.) and Master of Urban and Regional Planning (M.P.W.K), reflecting the competencies outlined in the graduate profiles.

Criterion 1.3 Curriculum

Evidence:

- National Standards of Indonesian Higher Education (SN DIKTI)
- Indonesian National Qualifications Framework (KKNI)
- Study plans
- Objective-module-matrix matching SSC-03, ILOs and CLOs
- Self-Assessment Report
- Academic handbook 2024/25
- Module descriptions
- Partnership agreements with other universities
- Overview of student's mobility
- MBKM Guidelines
- Website
- Self-Assessment Report
- Discussions during the audit

Preliminary assessment and analysis of the experts:

Structure and content

In the Self-Assessment Report and the academic handbook, UB describes how the ILOs and CLOs of the Urban and Regional Planning degree programmes are to be achieved in the individual modules and thus explain the significance of each module for each programme as a whole. The curricula are reviewed by the experts in order to identify whether the described ILOs and CLOs can be achieved by the available modules. Course descriptions as

well as a matrix matching the ASIIN Subject-Specific Criteria of the Technical Committee of Civil Engineering, Geodesy and Architecture, the ILOs and the CLOs were provided for a detailed analysis.

Both Urban and Regional Planning degree programmes are managed by the Department of Urban and Regional Planning. The Bachelor's degree programme is designed for 4 years and offered as a full-time study programme. To complete the programme, students must acquire at least 153 SKS (equivalent to approximately 221 ECTS points; see chapter 1.5). Students are expected to complete the programme within four years. They can extend their study time if needed; the maximum time allowed for students to finish the programmes is seven years. The Master's degree programme is designed for 2 years and also offered as full-time study programme. Students have to acquire at least 42 SKS (equivalent to approximately 103 ECTS points; see chapter 1.5), while the maximum period of study is four years. At UB, each semester is equivalent to 16 weeks, including 14 weeks of learning activities and two weeks of examination (midterm and final exams).

During the last revision of the two curricula in 2023, extended study durations in both programmes were identified (see chapter 1.5 for more details). This topic has been linked to structural challenges within the curricula and the thesis supervision process. In the Bachelor's programme, three primary issues were identified: an excessive course load in the sixth semester, insufficient internal monitoring of the thesis progress and interlinkage among studios and prerequisite courses. During this crucial semester, students were required to complete 24 SKS of both compulsory and elective courses while simultaneously preparing their thesis proposals, creating significant academic and research-related pressure. Moreover, the lack of a structured oversight mechanism for thesis development contributed to delays in completion. To address these concerns, the Bachelor's curriculum was revised in 2023 to distribute the credit load more evenly across the first five semesters, ensuring that students could allocate more time to thesis preparation. Referring thesis progress, thesis topic selection was incorporated into the fourth semester through the "Comprehensive Research Method" module, allowing students to secure a supervisor earlier in the process. The thesis evaluation process was also expanded from three to five stages, introducing structured checkpoints to facilitate regular supervision and timely feedback. Regarding the interlinkage between studios, the experts suggest reinforcing these connections. For example, the "Urban Settlement Planning Studio" is offered in the second semester without taking into account the "Planning Analysis and Method" (third semester), "Site Planning" (fourth semester), and "Environmental Assessment" (fourth semester) modules. The experts believe that students would benefit more if they completed these three modules beforehand, as designing settlements requires a solid understanding of site analysis, environmental carrying capacity, and planning methodologies.

Similarly, the Master's programme underwent curriculum revisions in 2023 to optimize the thesis process. Key changes include shifting the thesis to the third semester to allow for earlier completion, permitting publication as an output before the final examination, and integrating the "Research Methodology" module in the second semester to support the development of a thesis proposal draft. During the audit discussions, the first year students who are studying the new curricula confirm that these changes will contribute significantly to a better studyability and will solve the problems that have existed up to now. According to the experts, the "Research Methodology" module should also address its connection to the planning methodology, which can ultimately lead to the development of a planning project report. Since the expected graduate profile includes not only researchers but also social development facilitators, policy analysts, and professional planners, they suggest broadening the scope of the Master's thesis beyond the traditional research focus. One alternative could be a planning project report that successfully persuades government authorities or site owners.

The Bachelor's degree programme emphasizes rural-urban interaction and integration. In the first two semesters, students get an "Introduction to Urban and Regional Planning" as well as to "Geographic Information Systems (GIS)", an overview of "Basic Design and Planning Principles", "Fundamentals of Environmental Science", "Land Use Planning", "Economic Principles in Planning", "Urban Sociology" as well as "Mathematics", "Pancasila", "Civics" and languages (Indonesian and English) in. Over the course of the following six semesters, they take mandatory courses in the different areas of urban and regional planning, such as "Transportation Planning", "Environmental Planning", "Urban Design Principles", "Advanced GIS Applications", "Disaster Risk Management", "Housing and Settlement Planning", "Urban Infrastructure Planning", "Urban Management", "Legal Aspects of Planning" and "Professional Ethics in Planning". Besides the theoretical classes, they also acquire practical competences through projects in various areas and community service (PKM). The curriculum includes an internship (KKN-P/PKL) as well as a Field Work Study (KKL). Moreover, a distinctive feature of this programme is the inclusion of six specialized planning studio courses from the first until fifth semester, which are integral to the curriculum and carry significant learning outcomes. From a pool of 23 electives in total each student is required to select 6 elective courses, totalling 18 SKS, to be completed over two semesters, namely the odd and even semesters in order to specialize in a particular field of interest. In the final semester, the students their undergraduate thesis by drafting a topic and handing in a proposal. For both internship and thesis, students have to submit their reports, and present and defend it in front of a panel.

The internship is conducted through collaboration with companies or other external institutions. Taken full-time, the 4 SKS industrial training usually lasts six months, which is valued by the students as this allows them to apply the skills they learned in the programme in a real working environment. The students point out that the university is very supportive

in finding placements for the internships and always encourages them to gain as much practical experience as possible. The university has established useful guidelines for these internships and every student has one advisor at the company and one at the university to ensure that the work contributes to achieving the programme's learning outcomes. The assessment methods to evaluate this phase is comprehensive and includes a written report and a presentation of their results in front of a panel of two lecturers. The evaluation takes into account the aspects work plan, discipline, teamwork, programme implementation, and activity report.

The Master's degree programme focuses on advanced concepts of rural-urban integration. The curriculum is structured to provide students with a strong theoretical foundation, practical skills, and research capabilities essential for addressing complex planning challenges. The core courses cover advanced theories in urban and regional planning, quantitative methods, spatial analysis, policy analysis, and sustainable development. A distinctive feature of the programme is the thematic studio course, which is critical for hands-on learning and real-world problem-solving. This studio focuses on integrated rural-urban development and strategic regional planning, equipping students with the ability to design and implement sustainable solutions. The programme also includes elective courses, allowing students to tailor their studies to specific interests, and culminates in a thesis project, ensuring graduates are prepared for professional or academic careers in urban and regional planning.

Overall, the experts are in principle satisfied with the curricular structure of both programmes. They see that the modules build on each other in a reasonable way, enabling the students to reach the learning outcomes effectively as laid down for each programme as a whole.

However, the experts observe that the curricula of both programmes currently lack sufficient emphasis on urban landscape planning. While various aspects of urban and regional planning are well covered, the integration of landscape-oriented approaches, including green infrastructure, ecological urbanism, and public space design, remains limited. Only in the Bachelor's programme are certain topics covered, and solely within the elective area: urban landscape as well as environmental planning, including environmental management related to climate change. Given the growing importance of sustainable and resilient urban environments, incorporating urban landscape planning into the compulsory curricula would enhance students' competence in designing liveable cities that balance built and natural environments. Therefore, the experts urge UB to strengthen the content on urban landscape planning in both programmes by integrating relevant courses or expanding existing modules to cover key topics such as landscape ecology, blue-green infrastructure,

and nature-based solutions for urban resilience. This would ensure that graduates are better equipped to address contemporary challenges in urban development, not only meeting current standards but also adapting to future complex global problems.

In the same context, the experts highlight the need to reinforce the content on urban design and design objectives in both the Bachelor's and the Master's programme as projects that are graphically presented at different scales can help enhance the understanding of viewers who are not from the planning discipline. This recommendation aligns with UB's vision and mission, which emphasize its role as a leading institution in the field of Urban and Regional Planning. Strengthening urban design content would further distinguish the programmes from other planning and design degrees in Indonesia, particularly from specialized Master's programmes in Urban Design. Moreover, a stronger focus on design objectives is essential for illustrating the complexity of urban environments and ensuring that students develop the ability to translate planning concepts into tangible spatial solutions. The process and judgment in creating these solutions are also based on the social history of the place, allowing for solutions that address both historical and socio-cultural issues. As a result, the final design carries deep meaning, as it is derived from a thorough analysis of social and historical contexts while also considering future challenges and needs. Effective visual communication—through both digital tools and traditional methods—plays a crucial role in conveying planning strategies and engaging stakeholders. Incorporating emerging technologies such as AI-driven spatial analysis and parametric design tools would enhance students' ability to tackle complex urban challenges. As digital transformation reshapes spatial analysis, students should be proficient in the latest geo-spatial technologies, such as GIS, remote sensing, and AI-driven urban modelling. Mastery of tools like ArcGIS, QGIS, and spatial data analytics platforms is essential for conducting precise, data-driven urban planning. While software skills (e.g. SketchUp) are important, they should be complemented by hand-drawing techniques, such as maintaining a landscape diary, a story book, to foster a deeper understanding of spatial relationships and design processes. Furthermore, biodiversity-focused electives should be integrated to enhance students' awareness of unique landscape quality and its role in urban planning. These courses would provide a more holistic approach to urban design, ensuring that graduates are equipped with the knowledge and skills necessary for sustainable, resilient city-making. Incorporating design responsibilities in thematic studios would also help students develop practical competencies, reinforcing their ability to handle real-world challenges. The relevance of these skills has been confirmed by the industry representatives who emphasize the importance of well-rounded design training in preparing students for professional practice. Consequently, the experts recommended to enhance the content on urban design and design objectives in both curricula. To this end, it is important to clearly differentiate the depth and focus of

urban design content between the Bachelor's and Master's levels. UB should distinctly define the competencies expected at each level. One key factor to consider is the complexity of the site and development context addressed in the curriculum. This could be achieved by expanding electives on biodiversity to improve students' understanding of landscape quality and urban ecosystems strengthening hand-drawing techniques alongside digital tools to improve visual communication skills as well as integrating design-focused responsibilities into thematic studios to enhance practical learning. Moreover, the Master's programme could emphasize design competencies that incorporate stronger feasibility considerations—physically, economically, and socially—while the Bachelor's programme can maintain a more idealistic and conceptual approach. These measures would ensure that both Bachelor's and Master's graduates are better equipped to address urban challenges with a comprehensive, design-oriented perspective.

Building on the recommendations to enhance urban landscape planning and urban design, the experts also highlight the need to align both curricula more explicitly with the 17 Sustainable Development Goals (SDGs). In particular, greater emphasis should be placed on themes such as biodiversity, urban ecosystems, and climate change adaptation, which are critical for fostering sustainable and resilient urban development. Integrating SDG-related content would not only provide students with a broader sustainability perspective but also equip them with the necessary tools to address global environmental challenges in urban and regional planning as good as in rural planning. This could be achieved by incorporating relevant case studies, expanding course content on climate-responsive planning, and strengthening modules related to ecological resilience and nature-based solutions. The industry professionals have confirmed the importance of these competencies, emphasizing that graduates must be well-versed in sustainability principles to meet current and future planning demands. Therefore, the experts recommend to strengthen the curricula's alignment with the 17 SDGs, particularly in the areas of biodiversity, ecosystems, and climate change adaptation. This will ensure that graduates are well-prepared to contribute to sustainable urban and regional development.

The experts are therefore of the opinion that some existing topics in the curricula should be expanded. The extent to which this must also emerge from the module descriptions is explained in more detail in chapter 4.1.

In addition to strengthening technical knowledge, the experts emphasize the importance of enhancing students' soft skills, particularly in the areas of innovative and integrative thinking as well as visualization competencies. While the programme coordinators and students report that soft skills are promoted above all in the studio courses and additionally in the Bachelor's module "Entrepreneurship", the industry feedback highlights that while graduates possess strong theoretical foundations, they often require further development

in critical thinking, problem-solving, and interdisciplinary collaboration to effectively address complex urban challenges. Furthermore, visualization skills play a crucial role in urban and regional planning, as they enable students to communicate ideas, visions, spatial strategies, and planning concepts more effectively. Beyond digital tools like SketchUp, fostering hand-drawing techniques and conceptual sketching would help students better illustrate urban complexities and design solutions. Strengthening these skills would also enhance their ability to present ideas clearly and persuasively to diverse stakeholders. Therefore, it is recommended to integrate structured soft skills training into both curricula, focusing on innovative and integrative thinking, interdisciplinary teamwork, and advanced visualization techniques. This will ensure that graduates are not only technically proficient but also well-equipped to navigate the dynamic and evolving field of urban and regional planning.

After reviewing the study plans and module descriptions of both the Bachelor's and Master's degree programme, the experts conclude that the curricula enable students – besides the mentioned restrictions – to achieve the intended learning outcomes of the programmes and that they are in line with the SSC of the Technical Committee Civil Engineering, Geodesy and Architecture. The experts also confirm that the programmes are regularly reviewed and changes are made if requested by the stakeholders.

Periodic Curriculum Review

The curricula of the degree programmes under review are designed to comply with the programme objectives and learning outcomes and they are subject to constant revision processes (cf. chapter 1.1 and chapter 5). As such, the curricula are reviewed regularly and are commented on by students and teachers as well as by external stakeholders such as alumni or partners from government and the private sector. The two curricula were reviewed for the last time in 2023. The Bachelor's curriculum is therefore valid from the academic year 2024/2025 – 2027/2028, while the Master's curriculum is valid from the academic year 2023/2024 – 2027/2028. Regular changes are made to ensure that the curricula are up to modern standards (see previous sub-chapter for more details). Besides the ILOs and CLOs and PLOs defined by UB itself, the curricula also take into account the Indonesian standards of higher education and the Indonesian national qualifications framework as well as the recommendations from the Indonesian Planning Schools Association (ASPI) or Indonesia professional planner associations (IAP). For example, in 2017, ASPI hosted a workshop that identified the minimum expected competencies for graduates at the bachelor's, master's, and doctoral levels. The workshop also discussed project-based learning methods, particularly in planning studio courses, which are key features of both curricula. T

International Mobility

The Self-Assessment report as well as the discussions make it very clear that international recognition is one of UB's primary goals for the next years. The experts point out that international mobility, with regard to lecturers as well as students, is a key factor in these efforts.

The experts learn that the university already provides various mobility opportunities for students. Both programmes have integrated international exchange and collaboration opportunities into their curriculum, supported by Memorandums of Understanding (MoUs) with various foreign universities, for example in Japan. These partnerships enable activities such as student exchanges, internships, and collaborative research, enhancing educational quality and cultural exchange.

Among these, the RSDC Programme (Resilience Society Development under Changing Climate) and the Sakura Programme are collaborative international initiatives involving UB's Urban and Regional Planning Department and institutions in Japan, such as Kyoto University and Miyazaki University. The RSDC programme emphasizes resilience-building in societies facing climate-related challenges, such as landslides, earthquakes, and water-related disasters. Students engage in academic activities, including lectures, fieldwork, and workshops focused on disaster risk management and climate change adaptation. A total of 19 Urban and Regional Planning Master's students participated in this programme between 2017 and 2022. During the programme, students attended lectures on landslide risk mitigation, climate change adaptation, earthquake risk mitigation, and resilience-building against water-related disasters. The students' performance in the programme is evaluated through an exam, and their scores are partially converted into credits for the "Disaster Management" course. The programme takes place during the semester break to avoid interfering with the students' study timeline. Additionally, completion is mandatory for graduation.

The Sakura programme is sponsored by the Japanese government and integrates industry, academia, and government collaboration to expose participants to advancements in science and technology. It is open to participants under 40 years old, including Bachelor's and Master's students. Selected students must demonstrate motivation and partially self-fund; the programme covers tuition fees and some local expenses. Students participate in short courses, such as infrastructure planning, and workshops like sustainable rural planning. For instance, in the academic year 2019/20, 14 students attended infrastructure planning courses, and 8 joined rural planning workshops. Participation is this programme allows Urban and Regional Planning Bachelor's students to claim 3 SKS for the Field Work Study (KKL) course, provided they meet certain requirements, such as completing an activity report and presenting their findings maximum of 1 year after the activity. For Urban and Regional Planning Master's students, participation in the Sakura programme is a mandatory component

for graduation, as participation in an international event is one of the requirements for the graduation ceremony.

Furthermore, in 2020, the Indonesian Ministry of Education introduced a programme called “Kampus Merdeka” (MBKM) that is supposed to encourage all stakeholders of higher education institutions in Indonesia to create networks and provide opportunities for students to gain more comprehensive learning or/and job experiences outside their institution. This programme allows students for instance to participate in a student exchange programme between universities in Indonesia or to spend up to 6 months in another university or do an internship in a company. Since the pandemic, MBKM has contributed significantly to the increase in students completing an exchange programme within or outside UB.

Qualifications obtained at other universities in Indonesia or abroad are aligned with the programmes’ learning outcomes and recognized through credit conversion. Before a stay abroad, the university concludes a learning agreement with the respective student to ensure that the courses taken are relevant to the study programme and can thus be recognized. For example, Bachelor’s students can earn 20 SKS in the MBKM programme from the sixth semester onwards.

UB's International Office provides guidance on application procedures, credit transfer, and cultural preparation, ensuring a seamless experience for students participating in the MBKM initiative or other exchanges. Moreover, UB provides scholarships for international mobility programmes and manages various external scholarships sponsored by the Indonesian government, the US government or the European Union.

In their discussion with the experts, the students confirm the existence of opportunities for international academic mobility. Students also report that all modules in the revised curricula, except for the studios, are taught in a bilingual format (Bahasa /English). This approach is supposed to ensure that students are continuously exposed to academic discourse in English while also maintaining a strong foundation in their native language. Additionally, Bachelor’s students develop their English presentation skills in the "International Studies" module in the fifth semester, where they learn to deliver presentations in English. This targeted training helps them gain confidence in professional communication and prepares them for international academic and professional environments. The experts appreciate that by implementing bilingual instruction and dedicated English-language training, UB equips its students with the linguistic competence necessary for engaging in global discussions, collaborating in international projects, and accessing a wider range of academic and professional opportunities. They encourage UB to continue in this direction.

In summary, the experts confirm that these measures underscore UB's commitment to fostering global competence among its students while ensuring academic integration and support during international mobility activities.

Criterion 1.4 Admission Requirements

Evidence:

- Self-Assessment Report
- Admission regulations
- Academic handbook 2024/25
- Website of New Student Admissions System (SELMA UB)
- National Government Regulation No. 108 of 2021
- Discussions during the audit

Preliminary assessment and analysis of the experts:
According to the Self-Assessment Report, admission procedures and policies for new students follow the National Government Regulation No. 108 of 2021 and are managed by the SELMA UB (New Student Admissions System). The requirements, schedule, registration venue, and selection test are announced on UB's webpage and thus accessible for all stakeholders.

There are four different ways by which students can be admitted to a Bachelor's programme at UB:

1. National Selection of Higher Education or University (Seleksi Nasional Berdasarkan Prestasi (SNBP)), a national admission system, which is based on the academic performance during high school.

2. Joint Selection of Higher Education or University (Seleksi Nasional Berdasarkan Tes (SNBT)). This national selection test is based on the results of a test (UTBK) which is held every year for university candidates. It is a nationwide written test (subjects: mathematics, Bahasa Indonesia, English, physics, chemistry, biology, economics, history, sociology, and geography).

3. Special Program for Students with Disabilities (Seleksi Mandiri Penyandang Disabilitas (SMPD)). This is a special admission pathway at UB, designed specifically for students with disabilities and tailored to evaluate applicants based on their academic capabilities and readiness to participate in their chosen programs of study. Candidates must provide a

range of documents, including proof of disability from a recognized institution and academic records. The selection includes administrative screening, academic testing, and interviews to assess their qualifications and technological literacy.

4. Integrated Independent Entrance Examination (Jalur Mandiri). Students are selected based on a written test, specifically held by UB, or the submission of standardized test scores, such as the UTBK for prospective students that have not been accepted through one of the other pathways.

For each academic year, the university determines the ratio of students admitted through these different ways. Generally, the number of applicants exceeds by far the number of available places. The following statistics show the ratio between the number of applicants and admitted students for the SNBP and SNBT pathway:

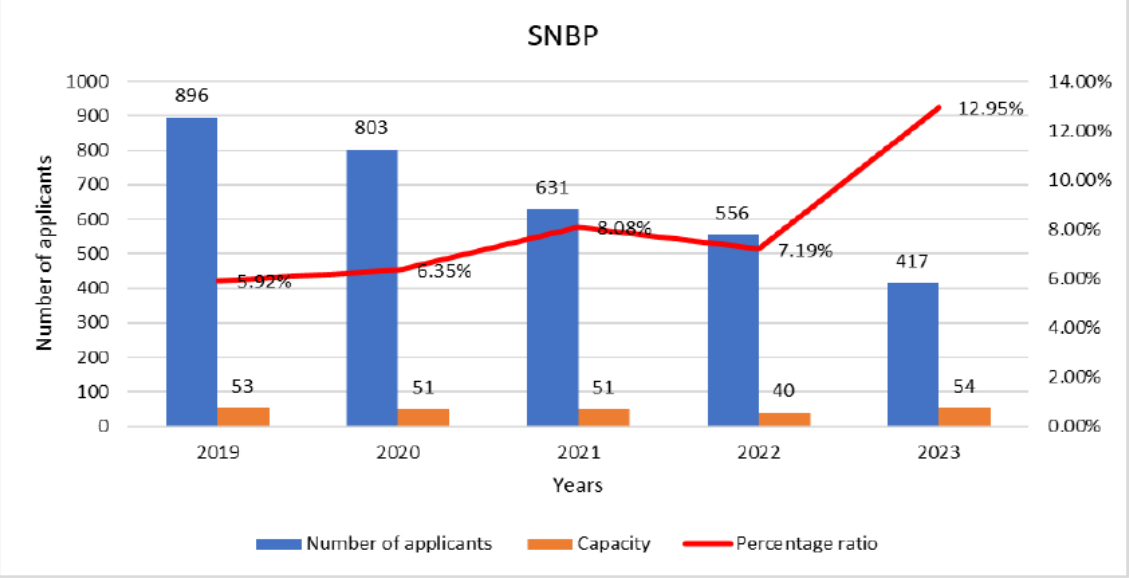


Figure 7 Statistical Data of BURP Students Admissions via the SNBP pathway

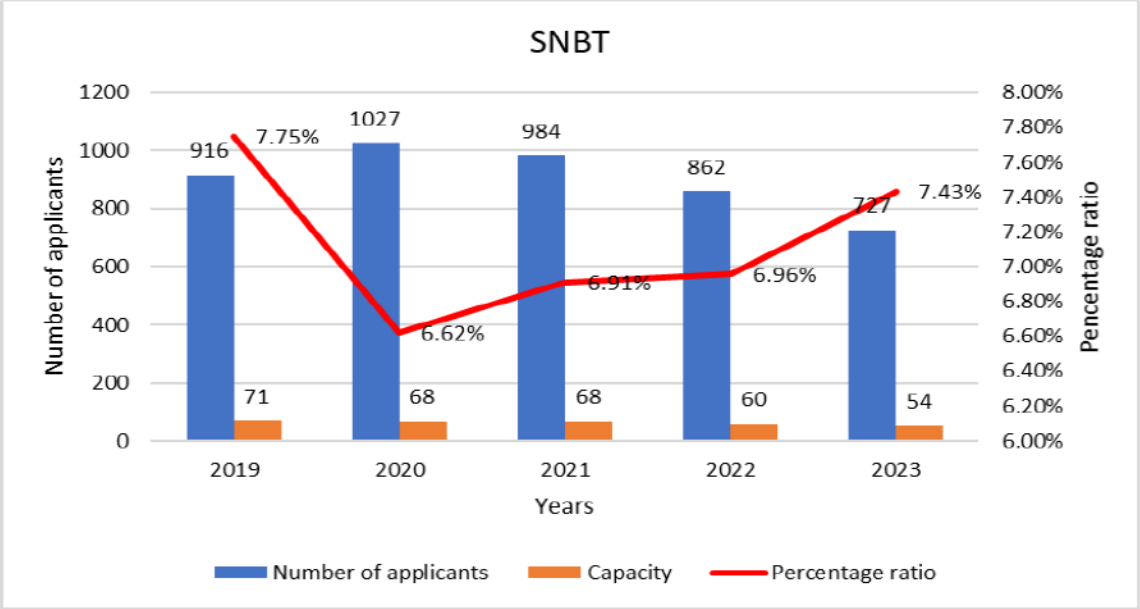


Figure 8 Statistical Data of BURP Students Admissions via the SNBT pathway

Between 2019 and 2024, the Bachelor's degree programme Urban and Regional Planning has not received any applications through the SMPD pathway. However, in 2017, one student with a disability was admitted through this pathway and successfully graduated in 2021. The Jalur Mandiri admission process is competitive, with a set quota of university seats, typically filled after the SNBP and SNBT processes are completed.

To be eligible for admission into a Master's programme at UB, applicants must hold a Bachelor's degree or its equivalent in a related discipline from a recognized institution. Admitted Urban and Regional Planning students generally hold bachelor's degrees in Urban and Regional Planning, Architecture, Civil Engineering, Water Resources Engineering, Environmental Engineering, Development Planning, Sociology, Development Economics, Geography, or other related fields of study. Moreover, they have to pass the Academic Potential Test (a general aptitude test for postgraduate programmes), submit a synopsis of the proposed research plan and demonstrate English proficiency through standardized tests with minimum scores (TOEFL ITP: 500, TOEFL iBT: 61, IELTS: 6.0, TOEIC: 575). In addition to the regular admission pathway, the Master's degree programme Urban and Regional Planning offers a special Fast-Track programme and Recognition of Past Learning (RPL) programme. The fast-track programme is an accelerated pathway designed for outstanding undergraduate students. This programme enables students to commence their master's coursework during the latter part of their bachelor's studies, thereby reducing the total time required to obtain both degrees. The RPL process involves assessing an applicant's relevant prior learning to grant credit or exemptions within the academic program. In order to be admit-

ted to the RPL programme, some additional documents are required i.e. employment history and competency certificate which will be converted to the workload of the course according to the relevant CLO.

Similar to the Bachelor's programme, the number of Master's applicants exceeds by far the number of available places. The following statistics show the ratio between the number of applicants and admitted students for the regular, fast track and the RPL pathway:

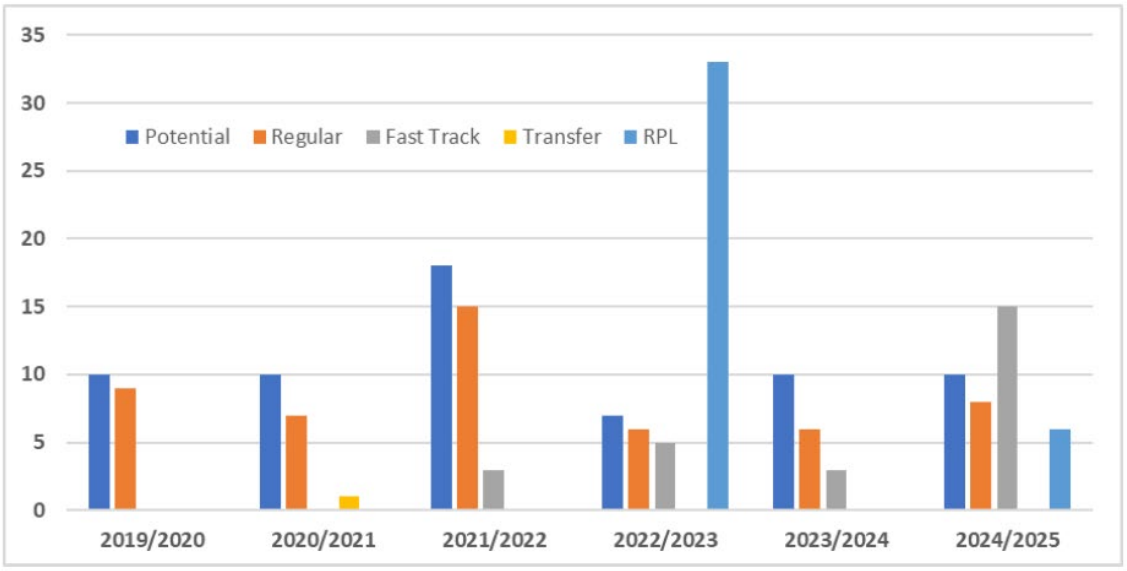


Figure 9 Statistical Data of MURP Students Admissions

The tuition fees for the programmes are determined by the Ministry of Finance based on a proposal from UB. There are different levels for these fees, depending on the parents' income. For students from underprivileged families, there is no tuition fee. Furthermore, there are various options for scholarships that cover the tuition fees. Some undergraduate students at UB are fully funded by the government including their daily expenditures. A tuition waiver scheme is available upon request. The amount of waiver ranges from 20 to 100 % of the total fee.

The experts inquire of the programme coordinators why there are so many students applying for studying at UB. They learn that Urban and Regional Planning is a popular subject because the job perspectives are very good. In addition, there are many high school graduates in Indonesia and UB is one of the most prestigious universities in the country. Consequently, UB only accepts the very best candidates. From their discussion with the students, the experts gain the impression that the admission system is very effective and only very motivated and high-performing candidates are admitted. The experts consider the highly selected and motivated students to be one of the strong points of the two programmes under review.

In summary, the experts find the terms of admission to be binding and transparent. They confirm that the admission requirements support the students in achieving the intended learning outcomes.

Criterion 1.5 Workload and Credits

Evidence:

- Rector's Regulation No. 55 of 2023
- Self-Assessment Report
- Study plans
- Semester Learning Plans (RPS)
- Module descriptions
- Academic handbook 2024/25
- Statistics about average study duration and drop-outs
- Discussions during the audit

Preliminary assessment and analysis of the experts:
Based on the National Standards of Higher Education of Indonesia (SNPT), the Bachelor's and Master's degree programmes Urban and Regional Planning use a credit point system called SKS, which is regulated as follows:

- 1 SKS of teaching covers 50 minutes of contact hours + 60 minutes assignment/tutorial + 60 minute of self-studies per week
- 1 SKS of practical work covers 170 minutes per week
- 1 SKS of seminar covers 170 minutes per week

In comparison to the ECTS credit system, wherein 1 ECTS equals 25-30 hours of students' workload, it is determined that 1 SKS is awarded for 170 minutes of work per week. One semester usually consists of 14 class meetings. The students' workload (contact hours and self-studies) is measured in Indonesian credit points (SKS), and converted to the European Credit Transfer System (ECTS). Regarding the conversion from SKS to ECTS, UB explains that 1 SKS is equivalent to 1.51 ECTS, based on 30 hours per ECTS. According to the legal requirements, the minimum study load is 153 SKS (equivalent to 221 ECTS) for the Bachelor's degree programme and 42 SKS (equivalent to 103 ECTS) for the Master's degree programme. The experts acknowledge that a credit point system based on the students' workload is in place.

In the Bachelor's programme, the workload is spread relatively evenly over the semesters. The regular schedule usually covers between 20 and 24 SKS per semester to give more space in the last semesters for finishing earlier, resits, or pursuing extra-curricular activities. If a student is not satisfied with his or her GPA, she or he can repeat the classes, but this will lead to a prolongation of the study time. The amount of study load in the first and second semesters of the Master's programme is determined the same for each student. In the following semester, similar to the Bachelor's programme, the study load is determined according to the GPA achieved in the previous semester. This mechanism is supposed to ensure that the students can really handle the workload. It also means that theoretically, students can finish their studies in less than 8 (for Bachelor's degree) or 4 (for Master's degree) semesters, although this is relatively rare due to the high workload in general. The following table shows the student workload based on the GPA.

Table 13 Student Workload based on Grade Point (IP)

Grade Point (IP)	Workload (SKS)	ECTS
≥ 3.00	22 – 24	33 – 36
2.50 – 2.99	19 – 21	28.5 – 31.5
2.00 – 2.49	16 – 18	24 – 27
1.50 – 1.99	12 – 15	18 – 22.5
< 1.50	≤ 12	≤ 18

The experts confirm that the workload in hours is indicated in the module descriptions as well as in the Semester Learning Plan (RPS) and the distinction between classroom work and self-studies is made transparent and is in line with the credits awarded. At the end of each semester, the students' workload for every course is monitored and evaluated.

The experts notice that many modules are quite small in terms of credit points and they worry that this might lead to a high number of exams per semester and consequently to a heavy workload for the students. They learn that this is to some extent countered by the fact that the length of the exams is proportionate to the amount of credit points for the module. The students also emphasise that they consider the workload high but manageable. As the statistical data provided by UB shows, the average length of study was 10 semesters between 2019 and 2024 in the Bachelor's programme and 5 semesters in the Master's programme. According to the programme coordinators, this is due to the curriculum design and thesis supervision issues. For the Bachelor's programme, the heavy sixth semester course load (24 SKS) and inadequate thesis monitoring were key challenges. To address this, the revised curriculum (see chapter 1.3 for more details) redistributed credits across earlier semesters and introduced thesis topic identification in the fourth semester through the "Comprehensive Research Method" course. Additionally, the thesis evaluation process

expanded from three to five stages, ensuring better supervision and timely feedback. For the Master's programme, reforms under the new curriculum included shifting the thesis to the third semester, integrating thesis proposal preparation into the "Research Methodology" course, and allowing publication before the final exam. The experts appreciate that UB has taken appropriate measures as part of the last curriculum reviews on the basis of the evaluations and statistics. Additionally, the experts see that almost all students complete the degree programmes as there have only been 37 Bachelor's students who dropped out of the degree programme and 59 who withdrew between 2019 and 2024. In the Master's programme, 10 students withdrew and 5 were assigned dropout status during the same time period. The data verifies that the degree programmes under review can be completed in the expected period.

The experts conclude that UB introduced SKS as a credit point system and that SKS are assigned to each module, reflecting the planned and effective workload. The conversion of SKS into ECTS points is also indicated. The university therefore fulfils the formal requirements of the credit point system.

Criterion 1.6 Didactic and Teaching Methodology

Evidence:

- Self-Assessment Report
- Study plans
- Module descriptions
- Academic handbook 2024/25
- Discussions during the audit

Preliminary assessment and analysis of the experts:

The didactics and teaching methodology of the Bachelor's and Master's degree programmes in Urban and Regional Planning are rooted in an Outcome-Based Education (OBE) framework. This approach emphasizes achieving specific, measurable learning outcomes rather than solely focusing on content delivery. The curricula are structured around Intended Learning Outcomes (ILOs) and Course Learning Outcomes (CLOs), where ILOs describe broad competencies expected upon graduation, and CLOs define the achievements at the course level. Regular assessments, including quizzes, assignments, and exams, directly measure these outcomes. The assignments and exercises should help students to develop their abilities with respect to critical thinking, written/oral communication, data acquisition, problem solving, and presentations.

Teaching methodologies employed in these programmes are diverse, incorporating lectures, seminars, group discussions, tutorials, and internships. However, the primary strategies are Case-Based Learning (CBL) and Problem-Based Learning (PBL), with studio courses forming the core. These studio courses differ in focus: the Bachelor's programme emphasizes comprehensive planning methods, while the Master's programme stresses advanced strategic planning techniques. Studio courses account for over 60% of the course assessment and involve three stages of project presentations (preliminary, interim and final report), simulating real-world practices. The multi-lecturer teaching approach, often involving two to four instructors per course, enriches learning through collaborative perspectives.

Additionally, community engagement and internationalization are central to the methodology. PBL integrates community service projects, enabling students to address local challenges practically. Around 10% of courses are conducted in English, incorporating bilingual teaching to prepare students for global opportunities. This internationalization includes guest lectures by foreign experts, summer courses, and field studies, enhancing both language skills and cultural understanding.

Overall, the experts consider UB's didactic approach to be suitable to support the students in achieving the intended learning outcomes. It ensures a blend of theoretical knowledge and practical application, fostering skills relevant to both local and global urban planning challenges. This comprehensive methodology aligns with their mission of producing competent and adaptable graduates.

Final assessment of the experts after the comment of the Higher Education Institution regarding criterion 1:

In response to the requirement to strengthen the integration of urban landscape planning, the university explains that the curricula follow national guidelines set by the Indonesian Planning School Association (ASPI) and the Directorate of Higher Education, which classify "Landscape Planning" and "Urban and Regional Planning" in separate sub-clusters. Nevertheless, the university plans to enhance relevant content within both programmes by expanding and adjusting selected course modules and Semester Learning Plans (SLPs).

The expert panel acknowledges the initial steps taken to integrate landscape-related content into both compulsory and elective courses and welcomes these efforts. However, it maintains the requirement to ensure the continued development of the curricula in support of sustainable and resilient urban development. Furthermore, the learning outcomes should not only include a strong analytical component but also increasingly reflect goal-oriented results.

In its statement, the university explains that it has taken up the experts' recommendations and has already begun revising the Intended Learning Outcomes (ILOs) of the Bachelor's and Master's programmes, with initial adjustments implemented in course modules and semester learning plans, and a full revision scheduled as part of the next curriculum update cycle starting in the odd semester 2025/2026.

The university presents in its statement the following initial revised ILOs:

BURP:

1. Able to explain theoretical concepts in the field of urban and regional planning relevant to current issues.
2. Able to conduct surveys in the field of urban and regional planning, both individually and as a team, effectively and efficiently using adaptive and innovative survey techniques.
3. Able to present concepts and methods communicatively and inclusively in urban and regional planning activities.
4. Able to accurately and appropriately employ methods and techniques to accommodate current global issues in urban planning and design, transportation, settlement, rural, and regional planning.
5. Able to appropriately apply theories and methods to the global challenges of sustainable rural-urban interaction planning and development.
6. Able to apply, analyse and evaluate problems and processes on participatory, rational, comprehensive, and strategic planning approaches for sustainable development.
7. Able to appropriately operate software applications and laboratory tools that support research, planning, and design in urban and regional planning.
8. Able to arrange scientific papers or planning products systematically and publish the papers or products national-internationally.
9. Able to apply a responsible and integrated attitude towards work in urban and regional planning independently or in a working team and develop organisational and entrepreneurial skills following laws, values, norms, and ethics.

MURP:

1. Able to evaluate regional and urban planning and development in the context of sustainable development.

2. Able to evaluate theories in the process of urban and regional planning and development in the field of spatial planning, social development, and rural-urban policies.
3. Able to evaluate and apply innovative, strategic, and advocative planning processes and their management mechanisms at the urban and regional levels.
4. Able to adopt and select new methods of technology application in urban and regional planning and development.
5. Able to formulate solutions to problems of rural-urban integration in urban and regional planning and development through an interdisciplinary or multidisciplinary approach.
6. Able to formulate the results of research synthesis, thoughts, and ideas for developing science and technology in urban and regional planning and development and publish nationally and internationally.
7. Able to assess planning-related issues and combine appropriate principles and methods through planning to integrate rural-urban and sustainable development.
8. Able to develop integrity and professional networks in the academic and professional fields.

The expert panel appreciates the university's response and its proactive engagement with the recommendation. The revised ILOs show improved alignment with the programmes' specific focus areas, and the experts encourage the institution to continue with the planned full revision, ensuring that the learning outcomes are consistently and transparently communicated across all programme materials. The experts welcome the recent developments and adjustments to the planning steps. However, they maintain the recommendation, as the impact of these changes can only be adequately assessed once tangible outcomes (such as study papers and individual project work) are available.

Furthermore, the university highlights that the inclusion of urban design competencies in the BURP programme is a distinctive feature not commonly found in similar programmes in Indonesia. While the MURP programme does not focus on urban design due to its interdisciplinary intake, the university has taken steps to enhance design-related content in relevant modules and course plans. The expert panel considers this a positive development and welcomes the efforts to further strengthen urban design objectives in the curriculum.

In addition, the university states that key topics related to the SDGs, such as climate change, biodiversity, and sustainability, are already integrated into various modules across both programmes and provides several examples to illustrate this.

The expert panel acknowledges that important SDG-related topics are covered in various modules and considers this a positive development. However, the panel believes that integration at the program level is not yet sufficiently systematic or visible and therefore maintains its recommendation to further strengthen the curricula and explicitly align them with the 17 SDGs. One example and special feature of the programme is the consideration of global and local changes, and, as a result, the aim to counteract the decline in biodiversity and climate change, among other challenges. The extent to which this objective is actually achieved over the course of the programme can only be assessed once concrete outcomes are available.

The university also comments on the soft skills of students, highlighting various academic and non-academic activities aimed at fostering competencies such as communication, visualisation, and creative problem-solving; the expert panel acknowledges that the university is aware of the issue, but encourages further strengthening of this area, as the need for improved soft skills has also been raised by industry stakeholders.

2. Exams: System, Concept and Organisation

Criterion 2 Exams: System, Concept and Organisation

Evidence:

- Self-Assessment Report
- Module descriptions
- Academic handbook 2024/25
- Semester Learning Plans (RPS)
- Examination/Academic regulations
- Internship work assessment sheet
- Undergraduate Thesis Flowchart and Thesis Completion Flowchart
- Academic calendar
- Website
- Samples written exams and final theses

Preliminary assessment and analysis of the experts:
Each module has to determine CLOs, which support the achievement of both the ILOs and the PLOs of the degree programmes under review. Accordingly, each module must assess whether all defined learning outcomes stated in the module descriptions have been achieved. For this purpose, UB utilizes various types of examination. Details on the assessment structure and weighting can be found in the academic handbook of the Urban and Regional Planning Department.

According to the Self-Assessment Report, the students' academic performance is evaluated based on their attendance and participation in class, assignments, homework, presentations, mid-term exam, and the final exam at the end of each semester. The most common type of evaluation used are written examinations. However, quizzes, assignments (small projects, etc.), reports, presentations, seminars, and discussions may contribute to the final grade. Written examinations, either closed-book or open-book, typically include short answers or essays. In addition to traditional exams, Project-Based Learning (PBL) or Case-Based Learning (CBL) are employed to assess students' competencies (see criterion 1.6 for more details). Some lecturers also give multiple choice or true-false questions in examinations or quizzes.

Each lecturer is responsible for preparing exam questions that align with the CLOs, while the course coordinator ensures that the questions and grading system follow the standards set in the module descriptions. The heads of compartments (see criterion 4.1 for more details) review and validate the exam questions to confirm they align with the CLOs. At the first meeting of a course, the students are informed about what exactly is required to pass

the module and about how the final grade is determined through the Semester Learning Plan (RPS). The form and length of each exam is also mentioned in the module descriptions that are available to the students via UB's homepage and in the Student Academic Information System (SIAM). Students are informed about mid-term and final exams via the Academic Calendar according to which mid-term exams take place in week 8 and final exams in week 16. The mid-term exams are completed in one week, while final exams extend over two weeks, providing students with a preparatory week. The students appreciate this structure and confirm that there are no unscheduled tests.

The final grade of each module is calculated based on the score of these individual kinds of assessment, whereby the lecturer determines the ratio between them in accordance with the academic guidelines. The exact formula is given in the module descriptions. UB uses a grading system with the grades A, B+, B, C+, C, D+, D and E, where a C (equivalent to a Grade Point of 2) is necessary for the Bachelor's students to pass a module. Additionally, grades of D+ (equivalent to a Grade Point of 1.5) are limited to a maximum of 10% of the total Bachelor's course load. For Master's students, the minimum passing grade for each course is B (equivalent to Grade Point 3).

Based on the academic regulation, to be eligible to take the final exam, students must attend at least 80 % of the total course sessions. Students who have obstacles due to illness or other reasons and are not able to fulfil 80% of the total course sessions need to inform the academic supervisor and related lecturers. The arrangement to re-sit an exam can be adjusted in advance as compensation for the student's disability by providing the evidence. Furthermore, students who are not able to attend the final exam due to illness or other reasons can provide proof and take the follow-up exam scheduled by the study programme. Students who have not reached the minimum score to pass the exam are allowed to request a retake after the exam period by contacting the Mid-Semester or Final-Semester Exam committee. Students also have the right to appeal to the lecturer if they are not satisfied with their final results. The appeal process is explicitly regulated, allowing students to contest their grades by following the procedure outlined in the UB Academic Handbook.

The experts discuss with the students how many and what kind of exams they have to take each semester. They learn that for most courses there is one mid-term exam and one final exam in every semester. Usually, there are additional practical assignments or quizzes. The students confirm that a variety of assessment methods is used, including traditional methods such as written or oral exams, but also presentations or project reports are utilized. The final grade is the sum of the sub exams. Although this means that the total number of tests taken during a semester is comparatively high, the students do not complain about this workload and instead appreciate that there are several short exams instead of one big exam as this requires them to continuously study during the entire semester and not having to solely work for one final exam at the end of the semester. The students also confirm that

they are well informed about the examination schedule, the examination form and the rules for grading.

After completing the fieldwork phase of their internship, students are required to write a report, which will be evaluated by the responsible lecturer at UB using an internship rubric. The final grade is equally divided between fieldwork (50%) and the report (50%). Detailed assessment criteria are outlined in the internship work assessment sheet.

Moreover, every student is required to complete a thesis in the last year of studies. For Bachelor's students in Urban and Regional Planning, enrolling in the undergraduate thesis course requires passing the "Comprehensive Research Methodology" course and the "colloquium" course, both with a minimum grade of C. The thesis journey is structured according to the Undergraduate Thesis Flowchart. Usually, there are two research supervisors for each student. One will act as the principal supervisor and the other as co-supervisor. Prior to the actual research work, the students are required to write a research proposal which is assessed by the two supervisors. This proposal is divided into two parts: the preliminary exam, which accounts for 40%, and the final exam, which counts for 60%. Once the proposal is approved, students proceed with data collection and analysis. The thesis process also includes three key assessments: the interim seminar, the research results seminar, and the final defence. During the interim seminar, students' progress is evaluated to ensure they are on track. The research seminar involves an assessment of the collected data and analysis, conducted by the two supervisors, an examiner, and at least ten other students. The thesis defence is the final step, where the student's work is graded with 40% based on the research seminar and 60% on the final defence.

For Master's students in Urban and Regional Planning, the thesis preparation and defence follow the process outlined in the Thesis Completion Flowchart. The thesis is an academic paper based on independent research conducted under the supervision of two supervisors who specialize in fields relevant to the student's research. Master's students can begin their thesis work from the third semester onward. The thesis proposal is evaluated in a seminar with two supervisors and two examiners. Before advancing to the results seminar, students are required to submit a scientific paper, based on their thesis, to a Scopus-indexed journal, a Web of Science journal or an accredited national journal (SINTA 2) or to a Universitas Brawijaya journal. The final grade for the Master's thesis is determined by several components: 10% from the research proposal, 25% from the results seminar, and 65% from the thesis defence. To streamline the thesis process for both Bachelor's and Master's students, the Department of Urban and Regional Planning has developed the Final Project Information System (SISTA). This system enables students to access thesis schedules, report supervision progress, and register for exams. Supervisors also use SISTA to monitor and evaluate student progress, as well as to record thesis scores.

During the audit discussion, the programme coordinators also explain that while students have the option to write their thesis either within the faculty or in collaboration with industry, most have opted for faculty-based research so far. The recent introduction of the Recognition of Past Learning (RPL) programme in the Master's degree programme is expected to make industry collaborations more feasible, providing students with new opportunities to complete their thesis through industry partnerships.

The experts discuss with the programme coordinators, the members of the teaching staff, and the students about the process of finding suitable topic of the final project or thesis. There are two possibilities: either students can propose their own ideas or they can ask their academic advisor or other teachers for suggestions. In many cases, the students propose particular topics connected to their internship projects.

During the on-site visit, the experts were provided with a selection of exams and final projects to check. They confirm that these represent an adequate level of knowledge as required by the EQF level 6 for the Bachelor's degree programme and EQF level 7 for the Master's degree programme. The forms of exams are oriented toward the envisaged learning outcomes of the respective courses, and the workload is distributed in an acceptable way. However, the experts recommend integrating English abstracts in all regular assignments and lecturer publications. This measure will enhance the international visibility of academic work and improve students' and faculty members' engagement with global research communities. Given the university's ambition to become a globally recognized center of excellence, the inclusion of English abstracts is a crucial step toward increasing international collaboration and recognition.

Overall, the experts conclude that the criteria regarding the examinations system, concept, and organization are fulfilled and that the examinations are suitable to verify whether the intended learning outcomes are achieved or not.

Final assessment of the experts after the comment of the Higher Education Institution regarding criterion 2:

The university indicates in its statement that the suggestion to include English abstracts in student assignments and lecturer publications has been implemented, integrated into the assessment process, and made publicly accessible. The relevant evidence has been provided. The expert panel welcomes this development, considers the recommendation fulfilled, and therefore withdraws it.

3. Resources

Criterion 3.1 Staff and Development

Evidence:

- Self-Assessment Report
- Staff Handbook
- Study plans
- Academic handbook 2024/25
- Module descriptions
- Operational plans
- Employment Website
- Ministry of Education, Culture, Research, and Technology website
- Faculty's strategic plan
- Discussions during the audit

Preliminary assessment and analysis of the experts:

HR Resources

The planning and development of human resources in the Bachelor's and Master's degree programmes in Urban and Regional Planning are conducted through an integrated system aligned with government regulations, with recruitment for lecturers and support staff managed via two pathways: civil servants (PNS) and non-civil servants. For PNS positions, the process adheres to laws and government regulations, with the Ministry of Education, Culture, Research, and Technology determining quotas and qualifications, which are discussed and finalized by faculty and department boards before being publicly announced. The recruitment process includes Administrative Selection, Basic Competency Selection (SKD) using a Computer-Assisted Test (CAT) with components like intelligence, personal characteristics, and national insight tests, and Field Competency Selection (SKB), involving academic tests, teaching practice, interviews, and health examinations. Key stakeholders like deans, vice deans, department heads, and study programme heads actively participate in designing field-specific tests and evaluating teaching practices to ensure high-quality recruitment tailored to programme needs. Non-civil servant recruitment is managed independently by the university, following similar steps of quota setting, qualifications determination, and field competency tests and interviews, aimed at enhancing academic and non-academic services while addressing expertise gaps in both programmes under review.

UB's teaching staff are categorised as professors, associate professors, assistant professors and lecturers. The academic position of each staff member is based on research activities, publications, academic education, supervision of students, and other supporting activities. According to Tri Dharma of Higher Education, all full-time teaching staff members are expected to be involved in teaching, research, and community service. However, the workload can be distributed differently between the three areas from teacher to teacher, depending on the academic position. For example, there are lecturers who hold a Master's degree and lecturers who hold a PhD degree. A full professor needs to hold a PhD degree. The main difference of tasks and responsibilities based on academic staff position lies on the proportion of teaching and research activities. The higher the academic staff position is, the greater is the proportion of research activities, but the lower is the proportion of teaching activities. The latter may become professors once they have earned a certain amount of credits with regard to their academic work.

The Bachelor's degree programme in Urban and Regional Planning has 25 permanent lecturers, while the Master's degree programme in Urban and Regional Planning has 18, with a total of 33 lecturers in the department. Of these 33 lecturers, 23 (69.70%) are civil servants (PNS), 8 (24.24%) are permanent non-civil servant lecturers, and 2 (6.06%) are permanent non-civil servant lecturer candidates. In terms of educational qualifications, 21 lecturers (54.5%) hold doctoral degrees, while 12 (45.5%) have master's degrees. Of these, 3 are professors (9.09%), 6 associate professors (18.18%), 19 assistant professors (57.58%), 3 instructors (9.09%), and 2 junior teaching staff (6.06%). The programmes have 10 internal supporting staff and 128 supporting staff at the faculty and university level, including librarians, laboratory staff, technical staff, and administrative personnel. There are also 8 lecturers with expertise qualifications outside the study programmes, who teach general courses and compulsory courses. On frequent occasions, the department also invites guest lecturers from national and international universities and institutes to teach parts of various courses, as well as to supervise students for their internships, research projects, and theses. The Indonesian government has set specific staff-student ratios for universities. The ideal ratio of staff to active students is 1 lecturer for 17 to 25 students. Currently, the Bachelor's programme has a ratio of 1:21 while the Master's programme has a ratio of 1:3.

The experts learn that a comprehensive research and community outreach roadmap exists to develop the department's human resources to fulfil the academic requirements across the programmes, recruit more PhD holders in the future and invite more visiting lecturers. Between 2016 and 2019, four lecturers were pursuing doctoral studies abroad while seven lecturers began their doctoral studies between 2021 and 2023. A few weeks after the on-site visit in 2025, an additional lecturer will complete his doctoral degree, bringing the number of PhD holders in the department to 22. The department aims to have at least two

lecturers pursuing doctoral studies annually, ensuring that all lecturers have doctoral qualifications by 2027.

Moreover, lecturers of both programmes are actively involved in publishing scientific articles. Between 2020 and 2023, a total of 325 articles have been published in national and international journals. These scientific articles are documented in SINTA, Google Scholar, Scopus, and Web of Science. Of these, 197 (59%) were international publications, and 117 (36%) were published in national journals. This surpasses the 132 articles published in the previous period between 2017 and 2019. This increase is largely driven by policies of research and PKM fundings (provided by the faculty, the university, and the Ministry of Education, Culture, Research, and Technology) that are requiring scientific publications as outcomes of funded research and community outreach activities.

The experts confirm that the teaching staff's composition, scientific orientation and qualifications, as specified in the staff handbook, are suitable for successfully implementing and sustaining both programmes under review.

Job Conditions and Performance Review of Staff

UB has established policies and evaluation methods to review staff performance in the three essential areas of Tri Dharma: teaching, research and community service. Attendance of lecturers and staff is tracked via the Gapura UB application (lecturers report once a day; staff twice daily) and evaluated using the Reporting Information System (SIMPEL) by department and faculty leadership. Performance evaluations are conducted through Work Performance Evaluations, Lecturer Workload Assessments (BKD), Employee Performance Targets (SKP), and UB's Employee Information System (SIMPEG). Lecturer academic records are stored in SIADO and SISTER systems, while supporting staff records are maintained in SIMPEG. Students also evaluate each module. These assessments, recorded in SIADO, are reviewed during department meetings to inform improvements based on student feedback. Broader evaluations involving the entire academic community are measured and reported through the Minimum Performance Standards, which are reviewed periodically (at least annually), with feedback channels available through suggestion boxes and the UB Care e-complaint system.

Based on the results, it is observed by the experts that the academic staff of UB are generally satisfied with their information system, their human resources and public outreach tasks. Furthermore, performance evaluations, conducted through SKP and BKD reports and student satisfaction surveys, indicate continuous improvements with 82% of students expressing satisfaction with staff services.

HR Development

UB actively promotes staff development through comprehensive training and competency-building initiatives for both lecturers and support staff. Lecturer development includes promotions, assignments, and performance evaluations, alongside capacity-building programmes aimed at enhancing academic skills. As already mentioned, the university supports the Tri Dharma of Higher Education - teaching, research, and community service - by offering workshops, training, and participation in scientific seminars. Permanent lecturers in both programmes receive training in teaching methodologies and are encouraged to pursue doctoral degrees. From 2019 to 2023, staff development emphasized expertise enhancement through guest lectures and national or international seminars, with 75.7% of lecturers joining professional associations, surpassing the BAN-PT standard. These affiliations, including IAP, PII, and ASPI, provide access to academic advancements and research collaborations. Internationally, lecturers engage in organizations like Asian Planning Schools Association (APSA) and Global Planning Education Association Network (GPEAN), fostering global academic exchange. Moreover, professional associations such as Indonesian Disaster Experts Association (IABI) facilitate research and consultancy opportunities, particularly in disaster mitigation. Supporting staff development is equally pursued, with 100% participation in training on technology, public relations, and database management, significantly improving administrative efficiency.

All interviewed staff demonstrate high motivation and attachment to the institution. UB offers sufficient support mechanisms and opportunities for teaching staff members who wish to strengthen their professional and teaching skills. In the expert's eyes, the Professor Acceleration Programme from UB, which offers support for research funding and scientific publication is an attractive tool for keeping up motivation. It in fact has been utilized by both programmes' lecturers, with an average of two lecturers per year winning grants since 2017.

Criterion 3.2 Student Support and Student Services

Evidence:

- Self-Assessment Report
- List of student mentorships
- Discussions during the audit

Preliminary assessment and analysis of the experts:

UB offers a range of support services for its student population. At the start of the first semester, every student is assigned an academic advisor. These advisors are members of

the academic staff and are responsible for an average of 28 students per semester. The academic advisor is the first port of call if a student needs advice or support on academic or personal issues. They also offer suggestions regarding relevant careers and skills development and help if there are problems with other teachers. Before the start of the semester, the advisors help students plan for their next courses. Students register for courses through SIAKAD, the online platform that allows advisors to look through all registered courses and make adjustments in alignment with the student's progress and abilities. The platform is also used by advisors to monitor the academic performance of their students. They arrange regular meetings to discuss issues affecting the student's academic achievement. During the discussion with the experts, the students confirm that they all have an academic advisor. In general, during their interaction with the experts, students highlight the approachability of teachers, which contributes to building a fruitful interaction.

The final year students who prepare their thesis have two supervisors selected based on the topic of the final project. The supervisors are responsible for helping students identify suitable problems for their final projects and guiding them through the project development and writing processes.

The career and entrepreneurship development unit helps students look for career orientations and job opportunities. In addition, specialised seminars invite alumni and people from the industry to present the needs of the labour market and share their working experiences. At the same time, industry talks are organised at the department level so that companies can introduce their line of business as well as learn more about the students on this occasion.

In managing educational data, UB has implemented the GAPURA application, which serves as a comprehensive and integrated information service portal based on single sign-on. This means that users only need one login to access UB's information system services based on their access rights.

For non-academic support, over 40 programmes and activities cater to students' interests, including sports, arts, and community engagement, organized through Student Activity Units. These initiatives, implemented in both programmes under review over the past three years, contribute to a dynamic academic environment. Key activities include international and national seminars, book discussions, workshops, and community outreach. New students are introduced to campus life through the New Student Orientation Programme, while faculty-student interactions are fostered through Open Talk events and alumni gatherings in collaboration with the Department of Urban and Regional Planning alumni organization FORSA.

Moreover, UB is dedicated to ensuring inclusive higher education for individuals with disabilities through the Centre for Disability Studies and Services (PSLD), established in 2012 under the Institute for Educational Development and Quality Assurance (LP3M). PSLD provides support for students with various disabilities, including physical, visual, auditory, intellectual, and psychosocial impairments. The university offers both physical facilities, such as ramps, elevators, and accessible restrooms, and non-physical services, including personal assistants, counseling, sign language interpretation, book digitization, and inclusive teaching training. Additionally, UB promotes a safe campus environment through the Task Force for the Prevention of Bullying and Sexual Harassment (Satgas PPKS), which collaborates with faculty-level units to provide case referrals and preventive measures. More details are available on the university's website.

In summary, the experts positively note the good and trustful relationship between the students and the teaching staff. Enough resources are available to provide individual assistance, advice and support for all students. The support system helps the students achieve the intended learning outcomes and complete their studies successfully. The students have access to sufficient information about the programmes and are well-informed about the services available. The experts think that the variety of support services is one of UB's main strengths.

Criterion 3.3 Funds and equipment

Evidence:

- Self-Assessment Report
- Overview of funding sources
- List of student mentorships
- Operational plans
- On-site visit of the facilities
- Discussions during the audit

Preliminary assessment and analysis of the experts:

The university and the department are mainly funded by the Indonesian government (mostly for salaries) and the community, through tuition fees and through external grants from the university. Additional funding supports activities like international seminars and partnerships. The figures presented by the university show that the department's income is stable and the funding of the degree programmes under review is secured. The department of Urban and Regional Planning follows a collective fund allocation system

integrated within the Faculty of Engineering's financial management framework. This process involves initial planning at the study programme and departmental levels, followed by faculty-level board meetings to align financial plans across departments and programmes. Funding is managed either through proportional allocations for Tri Dharma, infrastructure, and human resources or through designated grants for research and community service. Financial accountability is ensured through strict adherence to university, faculty, and ministry regulations, with regular income and expenditure reporting.

UB regularly monitors infrastructure services and financial performance through Community Satisfaction Surveys (SKM), targeting students, parents, alumni, and external partners. This includes evaluating, maintaining and improving the physical facilities and infrastructure of the university, such as teaching and learning facilities, laboratories, equipment and tools, to meet the needs of education, research, and service. Academic service satisfaction is assessed through student feedback forms, using five key service quality dimensions: Tangibles, Reliability, Responsiveness, Assurance, and Empathy. The specific satisfaction rate for infrastructure development reached 3.59 on a 4-point scale in 2024.

During the audit discussions, the teaching staff emphasise that from their point of view, the degree programmes receive sufficient funding for all teaching and learning activities. Of course, there is limited funding to modernise or add equipment, but there are sufficient resources for adequately teaching the classes.

The department of Urban and Regional Planning offers three laboratories accessible to both Bachelor's and Master's students in Urban and Regional Planning: Urban Planning and Design (UPD) Laboratory, Regional Development and Public Policy (RDPP) Laboratory and Environment, Infrastructure, and Information System (EIIS) Laboratory. During the on-site visit, the expert group visits the mentioned laboratories as well as the university library, the student counseling unit, the Geographical Information System studio as well as the student working spaces.

During the audit discussions, the experts learn from both programme coordinators and students that the department provides a shared computer laboratory to support both undergraduate and graduate learning. Laboratory use is integrated with thesis themes and studio courses, with scheduling managed by laboratory heads to accommodate research and community outreach needs. Equipment is regularly calibrated with the help of external expert technicians, while routine maintenance is carried out by the laboratory technician.

In addition, individual study spaces such as a department library, lobby, gazebo, and a dedicated study area on the third floor are available, offering desks, internet access, and a

total capacity for 92 students. To keep up with technological and scientific advancements, Bachelor's and Master's students have access to reference books, journals, and skill development resources. They can utilize both physical and digital materials from UB's library, as well as reputable international open-access e-journals, e-books, and e-libraries. The Urban and Regional Planning reading room is also stocked with reading materials and is accessible on working days according to the library catalogue. During the audit discussions, the students confirm to be satisfied with the library and the literature it offers. They have sufficient access to current (international) literature and databases, and they can access them remotely. As UB strives to become an internationally acknowledged university, but according to the module descriptions, most of the literature is provided in Bahasa, the experts think it would be useful to use more international literature and include it in the module descriptions accordingly.

The experts judge the facilities, including teaching laboratories, as adequate for teaching and research and confirm that they contain everything necessary for the programmes' objectives. If students require additional resources to conduct their research, the programmes offer various partnerships with national and international institutes. While the students confirm that they are generally satisfied with the available equipment, they also mention that the co-working spaces could be improved on department level. Currently, there are co-working spaces available in several department laboratories. However, if those are occupied, students have access to additional co-working spaces at the university library. The experts agree with the students and recommend to provide more co-working spaces at the department level.

During the discussion with the students, the experts also ask whether UB provides sufficient access to software licenses for students. They learn that UB collaborates with software developers through the signing of MoUs, including with Microsoft at the university level. The computer laboratory offers students access to this licensed software. With regard to basic competency software, students are introduced to essential tools such as ArcGIS for spatial analysis and the Microsoft Office suite for documentation and presentations. These tools are crucial for tasks like mapping, data processing, and report writing. As for advanced competency software, Master's students are trained to use more specialized software such as SPSS and SEM for statistical and structural equation modeling, and SketchUp for 3D visualization and design. These tools are particularly important for courses that require complex data analysis.

As the experts are looking through the students' assignments and project work, they note that both Bachelor's and Master's students have excellent skills in data analysis. While the industry representatives confirm this by underlining the fact that both curricula are rather policy-oriented, they also mention that both programmes are therefore less focused on

application. Consequently, the experts recommend that students learn how to maximize the usage of digital planning tools in order to improve their simulation skills at multiscale and adapt to the digital transformation process. This includes training in geospatial analysis software such as GIS (ArcGIS, QGIS), remote sensing applications, AI-driven urban modeling, and parametric design tools. Enhancing their ability to conduct real-time spatial simulations will better equip students for industry demands.

In summary, the expert group judges the available funds, the technical equipment and the infrastructure (laboratories, library, seminar rooms, etc.) to comply with the requirements for adequately sustaining both degree programmes.

Final assessment of the experts after the comment of the Higher Education Institution regarding criterion 3:

The university states in its statement that it has taken initial steps to improve co-working spaces by making better use of existing facilities and planning new spaces at the faculty level, including in future Centre of Excellence buildings. The expert panel welcomes these plans, while noting that their implementation will need to be monitored over the longer term.

The university indicates in its statement that various trainings have been conducted to enhance students' multiscale simulation skills and digital tool usage, including drone, GIS, and modelling software workshops. However, the expert panel considers these measures not yet sufficient, as simulation and application skills still need improvement, a need also confirmed by industry stakeholders. In addition to the steps already taken by the university, it is also recommended to consider alternative drawing programmes such as Krita or GIMP. Therefore, the panel maintains this recommendation.

4. Transparency and Documentation

Criterion 4.1 Module Descriptions

Evidence:

- Module descriptions
- Academic handbook 2024/25

Preliminary assessment and analysis of the experts:
The experts review the module descriptions for both programmes and find that they provide adequate information about all relevant and required aspects: module identification code, course learning outcomes, content, examination and study requirements, examination forms and distribution, relation to curriculum, credit points and workload distribution, grading, teaching methods, admission requirements and the recommended literature. The students confirm during the discussions that information about the courses is always available online and that details concerning examinations and contents are provided at the beginning of each course by the teaching staff.

However, the experts point to the fact that each module description lists either multiple module coordinators or none at all. During the audit discussions, the programme coordinators explain that the department creates a compartment responsible for module coordination, which constitutes of a compartment chief and its team. The compartment responsible for module coordination is part of the academic administration within the department. There is also the possibility to make use of the ad-hoc system. The difference between a permanent compartment and an ad-hoc system in the context of module coordination at Indonesian universities lies in their structure, function, and level of formalization. A permanent compartment is a formal, long-term unit within the department, while an ad-hoc system is temporary and task-based. The permanent compartment operates continuously, while the ad-hoc system exists only for specific needs or projects. Moreover, the permanent compartment ensures ongoing module coordination, while the ad-hoc system focuses on short-term curriculum changes or special tasks. In spite of these explanations, the compartment and ad-hoc team system does not become entirely clear to the experts in the specific context of the two study programmes to be accredited which is why they ask UB to clarify this concept. Moreover, during the discussions with the programme coordinators as well as the lecturers, the experts realize that the actual content of the modules differs from the information in the relevant module descriptions. While it was not clear to the experts from the documents prior to the audit in which modules certain contents (such as climate change, sustainability and contemporary urban planning) are covered, UB explained during the audit discussions to what extent the modules in both programmes cover these topics. Therefore, the experts ask UB to align the information in the relevant module descriptions with the actual content of the modules and mention the responsible coordinator for each module. For more subject-specific details, please refer to criterion 1.3 of this report.

For more details to what extent more international literature should be included in the module descriptions please refer to chapter 3.3.

Criterion 4.2 Diploma and Diploma Supplement

Evidence:

- Sample Diploma Certificate
- Sample Transcript of Records
- Sample Diploma Supplement

Preliminary assessment and analysis of the experts:
The experts confirm that the students of both degree programmes under review are awarded a Diploma and a Diploma Supplement after graduation. The Diploma consists of a Diploma Certificate and a Transcript of Records. The Diploma Supplement contains all necessary information about the degree programme. The Transcript of Records lists all the courses that the graduate has completed, the achieved credits, grades, and cumulative GPA.

However, the experts point to the fact that students, especially in the Master's degree programme Urban and Regional Planning, have the possibility to specialize through a specific group of electives. For reasons of transparency, the experts recommend to include information about the possible specialization of each student in the Diploma Supplement, especially in the Master's programme.

Criterion 4.3 Relevant Rules

Evidence:

- Self-Assessment Report
- All relevant regulations on the studies, examination, admission and quality assurance are published on the university's website

Preliminary assessment and analysis of the experts:
The experts confirm that the rights and duties of both UB and the students are clearly defined and binding. All rules and regulations are published on the university's website and hence available to all stakeholders. In addition, the students receive all relevant course material at the beginning of each semester.

The experts appreciate that the Bahasa website of the programmes include sufficient information about the intended learning outcomes, study plans, module descriptions and academic guidelines of each degree programme and are made available to all relevant stakeholders.

Final assessment of the experts after the comment of the Higher Education Institution regarding criterion 4:

The university acknowledges the expert feedback regarding inconsistencies between the actual content of the modules and the corresponding descriptions, as well as the missing indication of responsible coordinators. The revised module handbooks have been submitted, including updated content and the names of assigned coordinators, and the expert panel considers the requirement fulfilled.

At the same time, the university notes that BURP and MURP are committed to enriching references in module descriptions and materials by referring to relevant international literature and standards. This process is synchronised between the lecturer team, the academic department, and the curriculum unit. The expert panel welcomes this development as a step in the right direction, but notes that the consistent integration of international references across all modules will need to be monitored over time. They therefore maintain their recommendation.

The university, in its statement, has expressed its willingness to implement this recommendation. The expert panel welcomes this commitment; however, listing all elective courses in detail may be excessive. Indicating the relevant qualification area, such as “Specialisation: Settlement Management,” would be sufficient. They therefore maintain their recommendation.

5. Quality management: quality assessment and development

Criterion 5 Quality management: quality assessment and development

Evidence:

- Self-Assessment Report
- Academic regulations
- Rector Regulation No. 76 of 2022 on Risk-Based Quality Standards
- Regulation No. 1 of 2017 on Quality Standards
- Minister of Research, Technology, and Higher Education Regulation No. 62 of 2016
- Discussions during the audit

Preliminary assessment and analysis of the experts:
The experts learn that there is an institutional system of quality management aiming at continuously improving the degree programmes of UB. This system relies on quality assurance on the university level (LPM/QAC), at the faculty level (GJM) as well as the department level (UJM).

The university's quality assurance centre (LPM/QAC) focuses on both national and international accreditations. Every degree programme and every Higher Education Institution in Indonesia has to be accredited by the national Accreditation Agency (BAN-PT). UB as an institution as well as the degree programmes under review have received the accreditation status "excellent" from BAN-PT. The university also seeks international accreditation, such as ISO 9001 certification and ASIIN accreditation, to benchmark against global standards.

The Quality Assurance Group (GJM) operates at the faculty level to ensure that quality management policies align with university-wide standards, monitors and evaluates the implementation of academic and administrative processes in each department within the faculty. Moreover, it facilitates internal audits and collaborates with LPM/QAC to improve the programme quality.

The Quality Assurance Unit (UJM) functions at the department level, focusing on quality assurance for specific degree programmes like the Bachelor's and Master's of Urban and Regional Planning. Moreover, its role is to ensure that course content, teaching methods, and assessments meet accreditation standards and ILOs. Therefore, UJM collects and analyses student feedback, exam results, and graduate employment data to inform continuous improvement and works closely with faculty-level GJM to implement corrective actions based on audit findings and accreditation reviews.

Since UB is striving to become an internationally acknowledged university, the reliance on students' feedback and the necessity to ensure and improve the employability of the graduates are of major importance to the programme coordinators. Internal evaluation of the quality of the degree programmes is mainly provided through student, alumni and employer surveys.

On the institutional level, UB annually carries out an Internal Quality Assurance System (SPMI) evaluation of standards concerning management, resources, strategic development and quality assurance procedures. The university follows the PPEPP cycle (Determination, Implementation, Evaluation, Control, and Improvement), a framework ensuring continuous quality enhancement. The results inform corrective measures and programme enhancements. Therefore, a major curriculum revision process for each programme takes place every four to five years and a minor one every year (cf. chapter 1).

Other feedback mechanisms include Tracer Studies that gather alumni feedback on employment relevance and programme effectiveness, ensuring curricula remain aligned with market demands. External stakeholders and students can also submit their complaints and suggestions for quality improvements through the E-Complaint System (UB-Care).

Lastly, at the end of each semester, the students give their feedback on the courses by filling out the evaluation questionnaire online. The questionnaires include questions with respect to the courses in general, the corresponding workload and about the teachers' performance. The discussion with the students revealed that those in charge are always eager and open for feedback aside from the official evaluations and that students have the impression that their comments are taken into consideration with regard to the further improvement of the programmes. The Open Talk Sessions provide an additional platform for students, faculty, and staff to collaboratively discuss curriculum and service improvements. The continuous improvement becomes apparent in the already mentioned constant curricular revision process that is performed under participation of students and industry partners. The industry representatives confirm in the discussion that the university is eager to receive feedback about new developments and trends and the employability of their graduates. Moreover, they explain that on an institutional level, consultation meetings, seminars or workshops are organized on a yearly basis by the Indonesian Planning Schools Association (ASPI) or the Indonesia professional planner associations (IAP).

Concerning the internal feedback loops, the results of the course evaluations are centrally assessed and analysed before they are communicated to the Head of Department who would then be responsible to initiate any measures if problems or needs for improvement have been detected. The evaluation results are discussed with the students during the Open Talk Sessions. In case the satisfaction of the students with staff members is deficient, the Head of Department will contact the respective teacher, discuss the issue and propose solutions. If no improvement can be achieved over a longer period, the staff member will be dismissed. Thus, the experts agree that the quality management circles at UB are well established and work under participation of all stakeholders.

In summary, the experts are satisfied with the quality management system at UB, especially with the continuous feedback loops and the involvement of important stakeholder groups such as students, alumni and representatives from the industry.

Final assessment of the experts after the comment of the Higher Education Institution regarding criterion 5:

The university addresses numerous smaller aspects raised in the report and is actively working on their implementation. The expert panel takes note of this positively and welcomes the university's commitment to continuous improvement.

D Additional Documents

No additional documents needed.

E Comment of the Higher Education Institution (30.05.2025)

The institution provided a detailed statement as well as the following additional documents:

- Appendix 1.1 Revised Semester Learning Plans (RPS) BURP elective courses
- Appendix 1.2 Revised Semester Learning Plans (RPS) BURP compulsory courses
- Appendix 1.3 Revised Semester Learning Plans (RPS) MURP elective courses
- Appendix 1.4 Revised Semester Learning Plans (RPS) MURP compulsory courses
- Appendix 1.5 URP Curriculum - ILO ASPI
- Appendix 1.6 Revised Module Handbook for BURP's elective course
- Appendix 1.7 Revised Module Handbook for BURP's compulsory courses
- Appendix 1.8 Revised Module Handbook for MURP's elective courses
- Appendix 1.9 Revised Module Handbook MURP compulsory courses
- Appendix 1.10 Nomenclature and Science Cluster of Indonesia Higher Education
- Appendix 1.11 Curriculum Structure of URP study programs in Indonesia_ Studio courses
- Appendix 1.12 Thesis based on practical work
- Appendix 2.1 Assessment Rubrics
- Appendix 3.3.1 Faculty of Engineering - additional rooms for co-working space
- Appendix 3.3.2a Drone training certificate
- Appendix 3.3.2b SEM training certificate
- Appendix 3.3.2c Arc-GIS training certificate
- Appendix 3.3.2d Pre-'urban settlement studio' certificate
- Appendix 3.3.2e Training for new students organised by URP's Student Council
- Appendix 3.3.2f SketchUp training certificate
- Appendix 4.1 Rector's Regulation number 22 of 2022
- Appendix 4.2 SKPI (diploma supplement) for BURP
- Appendix 4.3 SKPI (diploma supplement) for MURP
- Appendix 5.7.1 Future Development of the Department Document

The following quotes the comment of the institution:

Regarding the revision of the ILOs:

“The study program gained insights from the ASIIN expert team's comments and found that the recommendations improved the learning process and produced better graduates. The Bachelor of Urban and Regional Planning (BURP) and the Master of Urban and Regional Planning (MURP) agreed and have adjusted the Intended Learning Outcomes (ILOs) by first improving the Course Modules (Appendix 1.6 and Appendix 1.7 for BURP, and Appendix 1.8 and Appendix 1.9) and Semester Learning Plans (SLPs)/elaboration of Course Module (Appendix 1.1 (elective courses) and Appendix 1.2 (compulsory courses) for BURP and Appendix 1.3 and Appendix 1.4 for MURP) to support achieving the ILOs according to the recommendations.

The thorough revision of the ILOs will be carried out following the curriculum update cycle. The study program will discuss the ILOs revision by incorporating relevant stakeholders in the curriculum evaluation stage, which begins in the odd semester of the 2025/2026 academic year (August 2025).

Several courses in the even semester 2024/2025 have implemented the revised ILOs in their SLPs, while those revised SLPs will be implemented in August 2025 and revised the Curriculum Handbook of the 2025/2026 academic year.

Initial revised BURP’s ILOs:

1. Able to explain theoretical concepts in the field of urban and regional planning relevant to current issues.
2. Able to conduct surveys in the field of urban and regional planning, both individually and as a team, effectively and efficiently using adaptive and innovative survey techniques.
3. Able to present concepts and methods communicatively and inclusively in urban and regional planning activities.
4. Able to accurately and appropriately employ methods and techniques to accommodate current global issues in urban planning and design, transportation, settlement, rural, and regional planning.
5. Able to appropriately apply theories and methods to the global challenges of sustainable rural-urban interaction planning and development.
6. Able to apply, analyse and evaluate problems and processes on participatory, rational, comprehensive, and strategic planning approaches for sustainable development.

7. Able to appropriately operate software applications and laboratory tools that support research, planning, and design in urban and regional planning.
8. Able to arrange scientific papers or planning products systematically and publish the papers or products national-internationally.
9. Able to apply a responsible and integrated attitude towards work in urban and regional planning independently or in a working team and develop organisational and entrepreneurial skills following laws, values, norms, and ethics.

Initial revised MURP's ILOs:

1. Able to evaluate regional and urban planning and development in the context of sustainable development.
2. Able to evaluate theories in the process of urban and regional planning and development in the field of spatial planning, social development, and rural-urban policies.
3. Able to evaluate and apply innovative, strategic, and advocative planning processes and their management mechanisms at the urban and regional levels.
4. Able to adopt and select new methods of technology application in urban and regional planning and development.
5. Able to formulate solutions to problems of rural-urban integration in urban and regional planning and development through an interdisciplinary or multidisciplinary approach.
6. Able to formulate the results of research synthesis, thoughts, and ideas for developing science and technology in urban and regional planning and development and publish nationally and internationally.
7. Able to assess planning-related issues and combine appropriate principles and methods through planning to integrate rural-urban and sustainable development.
8. Able to develop integrity and professional networks in the academic and professional fields."

Regarding the interlinkage between studios:

"The Urban Settlement Studio in semester 2 introduces studio activities for students, survey activities, and data collection on basic settlement infrastructure. Studios related to settlements are more comprehensively carried out by students in the Urban Planning Studio in semester 3 and the Urban Design Studio in Semester 4, in accordance with the BURP curriculum. So that students have obtained Planning and Analysis Methods in Semester 3. At the same time, they conduct Urban Planning Studio, and they also take Site Planning and Environmental Assessment in Semester 4, while working on Urban Design Studio. This is in accordance with the recommendation of the ASIIN expert team.

The BURP has adjusted the content and will adapt the names of the courses in the respective semester (in the 2025/2026 academic year) to better align with the course content and stages of student competency levels. The concept of competency from the studio course, which is the capstone of each semester, is shown in page 27.

The studio in semester 2 is also provided through Krida* activities and mapping competency training (co-curricular activities) organised by the Urban and Regional Planning Students' Association in semester 1. In Semester 2, the study program has prepared and will adjust the name and content of the "Urban Settlement Planning Studio." One of them is linking several courses in the semester with this Studio course so that the substance is interrelated and can help students who take this Studio course. Likewise, for other studio courses, connections with other supporting courses will be optimised through adjustments to the content under the coordination of Head of Compartment.

*) Krida is a weekly co-curricular activity organised by the Faculty's Student Affairs."

Regarding the "Research Methodology" module:

"Based on input from ASIIN experts, the BURP and MURP curriculum teams aligned the content of Research Methodology with the Planning Analysis Methods / Planning Engineering Methods course. Because the implementation of the Research Methodology course is carried out after the Planning Analysis Methods / Planning Engineering Methods course, the Research Methodology course functions to summarise and conclude the material of the Planning Analysis Methods and Planning Engineering Methods courses in accordance with writing the thesis (undergraduate and post-graduate). The BURP and MURP have revised the respective courses' SLPs (appendix 1.2 and appendix 1.4). This adjustment also aims to realise a better graduate profile.

The current scope of the Master's thesis has incorporated planning project reports provided by students working in government agencies (Appendix 1.12). Since most MURP students (more than 50%) work in public and private institutions, they are welcome to use their projects for their thesis."

Regarding the lack of sufficient emphasis on urban landscape planning:

"The BURP and MURP curricula refer to the ASPI (Indonesian Planning School Association) agreement (Appendix 1.5) and follow the Directorate of Higher Education nomenclature and science clusters for regional and city planning (Appendix 1.10). The ILOs for undergraduate, master's, and doctoral programs consist of Attitude, Knowledge, Specialised Skills,

and General Skills. Attitude and General Skills are given (government policy) for all study programs. Study programs prepare specific learning outcomes that are unique to each study program. For Urban and Regional Planning study programs, ASPI has formulated a basic list of learning outcomes for Knowledge and Specialised Skills that each study program in Indonesia's urban and regional planning field may use or modify.

Higher Education nomenclature and science clusters “Landscape Planning” and “Urban and Regional Planning” are in the same cluster but have different sub-clusters, so they do not overlap. Architecture and Landscape Architecture are in the same sub-cluster (sub-cluster 23), while Urban and Regional Planning is in sub-cluster 24, together with Regional Planning, Regional and Rural Planning, and Regional and Urban Planning. However, the BURP and MURP will adjust and develop landscape planning content in the course modules and SLPs for particular courses to expand the topic with landscape planning themes as follows:

BURP:

- Urban Landscape Study (Appendix 1.1) – elective
- Site Planning (Appendix 1.2) – compulsory
- Urban Heritage Preservation (Appendix 1.1) – elective
- Urban Design (Appendix 1.2) – compulsory

MURP:

- Transportation and Green Infrastructure (Appendix 1.3) – elective
- Urban and Regional Resilience (Appendix 1.4) – compulsory
- Sustainable Tourism (Appendix 1.3) – elective
- Urban Renewal (Appendix 1.3) – elective”

Regarding the stronger focus on design objectives:

“The introduction of urban design competency in BURP is a characteristic of BURP at Universitas Brawijaya, because most Urban and Regional Planning Study Programs in Indonesia do not offer an urban design studio. While MURP is designed to produce graduates according to the profile set by the Association of Indonesian Planning Schools (ASPI), so it is not intended to have a specialisation/master in Urban Design because new students for MURP can come from

various disciplinary backgrounds, not limited to the fields of urban and regional planning and architecture. The Master of Urban and Regional Planning and Master of Urban Design

Programs are at different sub-clusters (according to the Indonesian nomenclature/ cluster of sciences of higher education study programs in Indonesia).

Urban design content, specifically at the undergraduate level (BURP), namely the Urban Design and Urban Design Studio courses, is an additional competency for BURP students, providing design-related materials. Still, its nature is more introductory to design, which can bridge the communication between BURP-UB's graduates and design study fields, such as architecture and landscape design. The reference used by BURP is the scope of study stipulated by the Indonesian Spatial Planning Act No. 26 of 2007, which is focused on the analysis of spatial patterns and spatial structures, so that design-related materials are complementary (optional specialisations) which are one of the characteristics of the BURP in UB that are not offered by other BURP study programs in Indonesia (Appendix 1.5 - ILO Aspi and Appendix 1.11 - MK studio in other BURP study programs in Indonesia) However, BURP sees that ASIIN expert input can further strengthen the characteristics of graduate profiles, so that improvements and adjustments have been made to the content in the modules and Semester Learning Plans in courses that have the theme of urban design and landscapes (see Appendix in the previous point)."

Regarding the expansion of some topics in the curricula:

"The Study Program has conducted several academic and non-academic activities to provide support for students, especially in improving student skills and knowledge:

e.g:

Soft skills provided for BURP's students

- GIS training (Appendix 3.3.2c)
- The other five training activities (mentioned in Criteria 3.3, which include visualisation skills)

Related to hand-drawing, the skills are given in the:

- Rural Planning Studio for PRA technique (village transect and mapping)
- Site Planning (with the addition of basic hand drawing to students)
- Urban Design (figure-ground analysis).

Soft skills provided for MURP's students:

- Communication skills (debate and argumentation workshop)
- Advanced computational skills

- Foresight
- Meta-planning skill
- Logic and reasoning puzzle
- Creative problem-solving technique”

Regarding the admission terms:

“The admission requirement in both programs selects the best /potential students across regions in Indonesia”

Regarding the small number of credit points for modules possibly affecting the exam workload:

“Through Compartment chiefs, the study program ensures that small credit numbers will not affect the number of exams or tests students take at the end of the semester. Control will also always be carried out before lectures begin to ensure that all lecturers apply assessments according to the results of joint discussions.

The type and burden of evaluation are adjusted and monitored to be more in line with each course's credit weight.”

Regarding the exams:

“The BURP & MURP Study Programme agrees with the comments from the ASIIN’s experts. The system and provisions for implementing assessments are outlined in the Semester Learning Plans shared with students at the beginning of the semester, including the format of exams and assessment criteria. Exam schedule (mid and final semester submitted a week before the exam)”

Regarding the review of exams and final projects:

“The BURP & MURP study programme agrees with the assessor's statement. The questions in each assessment were evaluated for suitability with the Course Learning Outcomes (CLOs). The level of knowledge of the BURP’s graduates follows the Indonesian National Qualification Framework (KKNI) level 6 (which is equal to EQF level 6), while the MURP fulfil the requirement of KKNI level 8 (equal to EQF level 7).”

Regarding the criteria for the examination system, concept, and organisation:

“The BURP & MURP Study Programme agrees with the ASIIN expert's statement. The department formulates the examination system, concept, and organisation according to the Faculty and University Policies.”

Regarding the integration of English abstracts:

“The BURP & MURP Study Programme has added abstracts of student assignments (studio results) and published them on the BURP and MURP websites (https://pwk.ub.ac.id/en/karya-studio/). All lecturer publications have been completed with abstracts in English, as have research and community service reports.

The study programs have added a requirement that students provide an English abstract for their assignment as part of the assessment component (Appendix 2.1—assessment rubric to include English abstract).”

Regarding the teaching staff’s composition:

“The BURP & MURP study programme agrees with the experts' statement. The experts' confirmation that the teaching staff's composition, scientific orientation, and qualifications, as outlined in the staff handbook, are appropriate, assures the successful implementation and sustainability of both programmes under review.”

Regarding the satisfaction of the academic staff:

“The BURP & MURP study programme agrees with the experts' statement. It highlights that UB’s academic staff are generally satisfied with their systems, and performance evaluations, including student satisfaction surveys, show continuous improvement. 82% of students express satisfaction with staff services, which reflects positive progress in key areas.”

Regarding the high motivation of the staff interviewed:

“The BURP & MURP study programme agrees with the experts' statement. UB provides adequate support mechanisms and opportunities for teaching staff to enhance their pro-

fessional and teaching skills. Various grants are provided for teaching staff; some are competitive-based, and some are given to teaching staff as part of the budget policy within the faculty."

Regarding the relationship between students and teaching staff:

"The BURP & MURP study programme agrees with the experts' statement. The experts note a favourable and trustworthy relationship between students and teaching staff, supported by adequate resources for individual assistance. The support system effectively aids students in achieving learning outcomes and completing their studies, with sufficient information and services available, making it a key strength of UB."

Regarding the co-working spaces:

"URP Department Improvement of the co-working space in the department:

- Utilising the computer lab and studio when the rooms are unused for classes/lectures.
- The studio was designed for multipurpose activities.

At the Faculty level, the Faculty management has planned to provide more outdoor co-working space for students (Appendix 3.3.1: Faculty of Engineering Master Plan Development) and construct several new buildings in the engineering faculty called COE (Centre of Excellence) buildings, which have several floors used as co-working spaces.

Training to improve multiscale simulation skills is conducted, including regulatory (attachment: software and drone training, such as:

- Appendix 3.3.2a: Drone training
- Appendix 3.3.2b: SEM training
- Appendix 3.3.2c: ArcGIS training
- Appendix 3.3.3d: Training for pre-settlement studio in semester 1
- Appendix 3.3.2e: Training organised by the Students' Association for the new students
- Appendix 3.3.2f: SketchUp Training"

Regarding the funds, technical equipment, and infrastructure:

“The BURP & MURP study programme agrees with the experts' statement. The experts conclude that the available funds, technical equipment, and infrastructure, including laboratories, libraries, and seminar rooms, meet the requirements to ensure both degree programmes' adequate support and sustainability.”

Regarding the module descriptions:

“BURP and MURP agreed with the inputs submitted by the experts regarding the aspects of module description, module coordination structure, and module content conformity with curriculum documents. In response, we provide clarifications and follow-up plans as follows:

Module Coordination Structure:

BURP and MURP use the academic compartment system as a coordinative mechanism for module management. Each compartment is responsible for a specific course or module group with a common theme or scientific family. These compartments are led by a Compartment Chair and assisted by a team of lecturers appointed based on their expertise and involvement in the modules. One of the compartments' functions is the assessment and development of lessons, which includes:

- Developing and evaluating module content,
- Maintaining integration between courses,
- Ensuring currency with global knowledge and policy developments.

These functions are regulated by Rector's Regulation number 22 of 2022 concerning the Organisational Structure and Working Staff of the Faculty of Engineering (Appendix 4.1)

Corrective steps:

To improve the clarity of this structure, information on the responsible compartment will be explicitly included in the description of each module and the Semester Learning Plans. In addition, one module coordinator (representative of the Team teaching) will be appointed and mentioned explicitly in each module description and Semester Learning as the main person in charge.

Appendix 1.6, Appendix 1.7, Appendix 1.8, Appendix 1.9

We realise that this mechanism has not been explicitly explained in the module description document, and we will make improvements by adding a dedicated section in module descriptions and Semester Learning Plans to explain this structure more clearly and formally.

Adjustment of Module Descriptions:

We also recognise discrepancies between the modules' actual content and the documented Course Module descriptions. This is mainly due to the dynamism and updating of

learning content, which have not been fully reflected in the written documents. As a corrective measure, the Compartments Chair has conducted an internal evaluation of all course module descriptions and initiated a process of updating the records to match the actual content of the learning processes carried out by lecturers.

This process involves:

- Synchronisation between lecturers and Compartment Chiefs and Course Coordinators,
- Review of the structure and statements of the module descriptions,
- Assertion of key content, such as climate change, sustainability, and contemporary urban planning issues in relevant modules.

Integration of Specific Topics in the Curriculum:

Topics such as climate change, sustainability, and contemporary urban planning have become integral to the curriculum of both study programs, although they are distributed across several modules. During the audit, we have conveyed how these topics are integrated, for example, in the modules:

For BURP: (Appendix 1.1)

- Environmental perception and spatial behaviour
- Urban Heritage Preservation
- Sustainable Infrastructure
- Artificial Intelligence-Based Water Transportation
- Renewable Energy Management
- Environmental Planning and Management

For MURP: (Appendix 1.3)

- Sustainable Rural Development
- Remote Sensing and Information System
- Green economy
- Sustainable Environmental Management
- Urban Renewal, etc.

Improving the Quality of Academic References:

Regarding the recommendation to increase the inclusion of international literature (see Chapter 3.3), BURP and MURP are committed to enriching references in module descriptions and materials by referring to relevant international literature and standards. This process is synchronised between the lecturer team, the academic department, and the curriculum unit.

Follow-up and Documentation:

All these improvements are targeted to be completed and documented before the next academic period. We will submit the latest version of the document as part of the follow-up reporting, including in the form of:

- Updated module descriptions,
- Mapping of modules to strategic global topics,
- Formal assignment of module coordinators."

Regarding the specialisation of students on their Diploma Supplement:

"The Department of Urban and Regional Planning (DURP) appreciates the attention and recommendations from experts regarding increased transparency in providing information about possible specialisations that students can take, especially in the Master's Program in Urban and Regional Planning (MURP).

In response to this, we have conducted actions such as:

Specialisation Options in the Curriculum:

The Master's Program in Urban and Regional Planning (MURP) does provide opportunities for students to direct their competencies through the selection of elective course groups that reflect certain areas of specialisation, such as:

- Sustainable Environment Management
- Landscape and Ecology
- Settlement Management
- Strategic Regional Planning
- Urban Renewal
- Sustainable Rural Planning
- Sustainable Design, etc

Corrective Steps

1. Addition of Specialisation Information in SKPI (the Diploma Supplement): In response to the experts' recommendations, the URP Department has added information about each student's expertise or specialisation to the attachment of the Certificate of Diploma Supplement (SKPI) for BURP (Appendix 4.2) and MURP (Appendix 4.3). This information refers to the elective courses and the competencies students have taken and completed during their study period.

This addition aims to:

- Provide official recognition of the path of expertise pursued by students,
- Increase academic transparency to external parties, including partner institutions and employers,
- Support the competitiveness of graduates at the national and international levels.

2. Implementation and Documentation: The new format of SKPI with specialisation attachment will be added as an addendum to the diploma supplement. This adjustment will be coordinated with the SKPI management unit at the faculty level to ensure uniformity and data validity. Appendix 4.2 Diploma Supplement (SKPI) for BURP; Appendix 4.3 Diploma Supplement (SKPI) for MURP

With this step, BURP and MURP emphasise their commitment to academic transparency, improving the quality of competency-based education, and meeting the needs of the world of work."

Regarding the rights and obligations of UB and students:

"We thank the experts for appreciating the clarity of rights and obligations between UB and students and the openness of academic information.

All official rules are published on the UB website and are easily accessible to students and stakeholders. Lecture materials are also provided from the beginning of the semester as part of the academic service standards.

We also appreciate the recognition of the completeness of information on the study program website. UB, BURP and MURP will continue to update and improve the quality of information, including strengthening the English version, as part of its commitment to internationalisation and enhancing the quality of academic services"

Regarding the institutional system of quality management:

"Thank you for reviewing and appreciating the quality management system implemented at BURP and MURP. We strive to continuously implement the quality management system in accordance with the established SOP,"

"We will continue to implement quality management in accordance with the levels of units involved in the quality management process at UB (LPM, GJM, UJM) and strengthen coordination among quality management units from the UB level down to the department level."

Regarding the curriculum revision process:

"We will continue to consistently implement the system and carry out improvements and enhancements due to the quality management system we are running, per the established cycle (PPEPP), while keeping up with the development of national and international quality standards.

The study programmes follow the SPMI cycle by revising (improving) the curriculum annually (for minor revisions) and every four years (for significant improvements, if necessary)."

Regarding other feedback mechanisms:

“Thank you for the review. We will continue to update the tools we use in evaluating management performance and consistently consider the suggestions, opinions, and needs of our students and stakeholders.”

Regarding the online evaluation questionnaire:

“Thank you for the review. The tracer study will be continuously followed up, and the e-complaint system will continue to be upgraded to collect feedback from external stakeholders and students to improve the curriculum and management.”

Regarding the involvement of industry representatives:

“Following the well-established PPEPP cycle, we will consistently improve the department's internal and external quality assurance system.

Shortly, since the department established a new study programme (Doctoral level), the quality assurance is designed in the Future Development of the Department (Appendix 5.7.1)”

F Summary: Expert recommendations (12.06.2025)

Taking into account the additional information and the comments given by UB the experts summarize their analysis and **final assessment** for the award of the seals as follows:

Degree Programme	ASIIN Seal	Maximum duration of accreditation	Subject-specific label	Maximum duration of accreditation
Bachelor of Urban and Regional Planning	With requirements for one year	30.09.2030	–	–
Master of Urban and Regional Planning	With requirements for one year	30.09.2030	–	–

Requirements

For both degree programmes

A 1. (ASIIN 1.3) Strengthen the content on urban landscape planning in the curricula.

Recommendations

For both degree programmes

E 1. (ASIIN 1.1) It is recommended to emphasize the key features of the degree programmes more strongly in the learning outcomes.

E 2. (ASIIN 1.3) It is recommended to strengthen the content on urban design and design objectives in the curricula.

E 3. (ASIIN 1.3) It is recommended to strengthen the content according to the 17 SDGs (for example biodiversity, ecosystem and climate change).

E 4. (ASIIN 1.3) It is recommended to strengthen the soft skills of the students, especially with regard to innovative and integrative thinking and visualization skills.

E 5. (ASIIN 3.3) It is recommended to provide more co-working spaces in the department.

E 6. (ASIIN 1.6, 3.3) It is recommended to teach students how to maximize the creative usage of digital planning tools in order to improve their simulation skills at multiscale and adapt to the digital transformation process.

E 7. (ASIIN 3.3, 4.1) It is recommended to include more international literature in the module descriptions.

E 8. (ASIIN 4.2) It is recommended that the Diploma Supplement contains information about the possible specialization of the student, especially in the Master's programme.

G Comment of the Technical Committee 03 – Civil Engineering, Geodesy and Architecture (16.06.2025)

Assessment and analysis for the award of the ASIIN seal:

The TC discusses the procedure and follows the assessment of the experts without any changes.

The Technical Committee 03 – Civil Engineering, Geodesy and Architecture recommends the award of the seals as follows:

Degree Programme	ASIIN Seal	Maximum duration of accreditation	Subject-specific label	Maximum duration of accreditation
Bachelor of Urban and Regional Planning	With requirements for one year	30.09.2030	–	–
Master of Urban and Regional Planning	With requirements for one year	30.09.2030	–	–

Requirements

For both degree programmes

A 1. (ASIIN 1.3) Strengthen the content on urban landscape planning in the curricula.

Recommendations

For both degree programmes

E 1. (ASIIN 1.1) It is recommended to emphasize the key features of the degree programmes more strongly in the learning outcomes.

E 2. (ASIIN 1.3) It is recommended to strengthen the content on urban design and design objectives in the curricula.

E 3. (ASIIN 1.3) It is recommended to strengthen the content according to the 17 SDGs (for example biodiversity, ecosystem and climate change).

E 4. (ASIIN 1.3) It is recommended to strengthen the soft skills of the students, especially with regard to innovative and integrative thinking and visualization skills.

E 5. (ASIIN 3.3) It is recommended to provide more co-working spaces in the department.

E 6. (ASIIN 1.6, 3.3) It is recommended to teach students how to maximize the creative usage of digital planning tools in order to improve their simulation skills at multiscale and adapt to the digital transformation process.

E 7. (ASIIN 3.3, 4.1) It is recommended to include more international literature in the module descriptions.

E 8. (ASIIN 4.2) It is recommended that the Diploma Supplement contains information about the possible specialization of the student, especially in the Master's programme.

H Decision of the Accreditation Commission (27.06.2025)

Assessment and analysis for the award of the subject-specific ASIIN seal:

The AC discusses the procedure and follows the assessment of the experts and the TC without any changes.

The Accreditation Commission decides to award the following seals:

Degree Programme	ASIIN Seal	Maximum duration of accreditation	Subject-specific label	Maximum duration of accreditation
Bachelor of Urban and Regional Planning	With requirements for one year	30.09.2030	–	–
Master of Urban and Regional Planning	With requirements for one year	30.09.2030	–	–

Requirements

For both degree programmes

A 1. (ASIIN 1.3) Strengthen the content on urban landscape planning in the curricula.

Recommendations

For both degree programmes

E 1. (ASIIN 1.1) It is recommended to emphasize the key features of the degree programmes more strongly in the learning outcomes.

E 2. (ASIIN 1.3) It is recommended to strengthen the content on urban design and design objectives in the curricula.

E 3. (ASIIN 1.3) It is recommended to strengthen the content according to the 17 SDGs (for example biodiversity, ecosystem and climate change).

E 4. (ASIIN 1.3) It is recommended to strengthen the soft skills of the students, especially with regard to innovative and integrative thinking and visualization skills.

E 5. (ASIIN 3.3) It is recommended to provide more co-working spaces in the department.

E 6. (ASIIN 1.6, 3.3) It is recommended to teach students how to maximize the creative usage of digital planning tools in order to improve their simulation skills at multiscale and adapt to the digital transformation process.

E 7. (ASIIN 3.3, 4.1) It is recommended to include more international literature in the module descriptions.

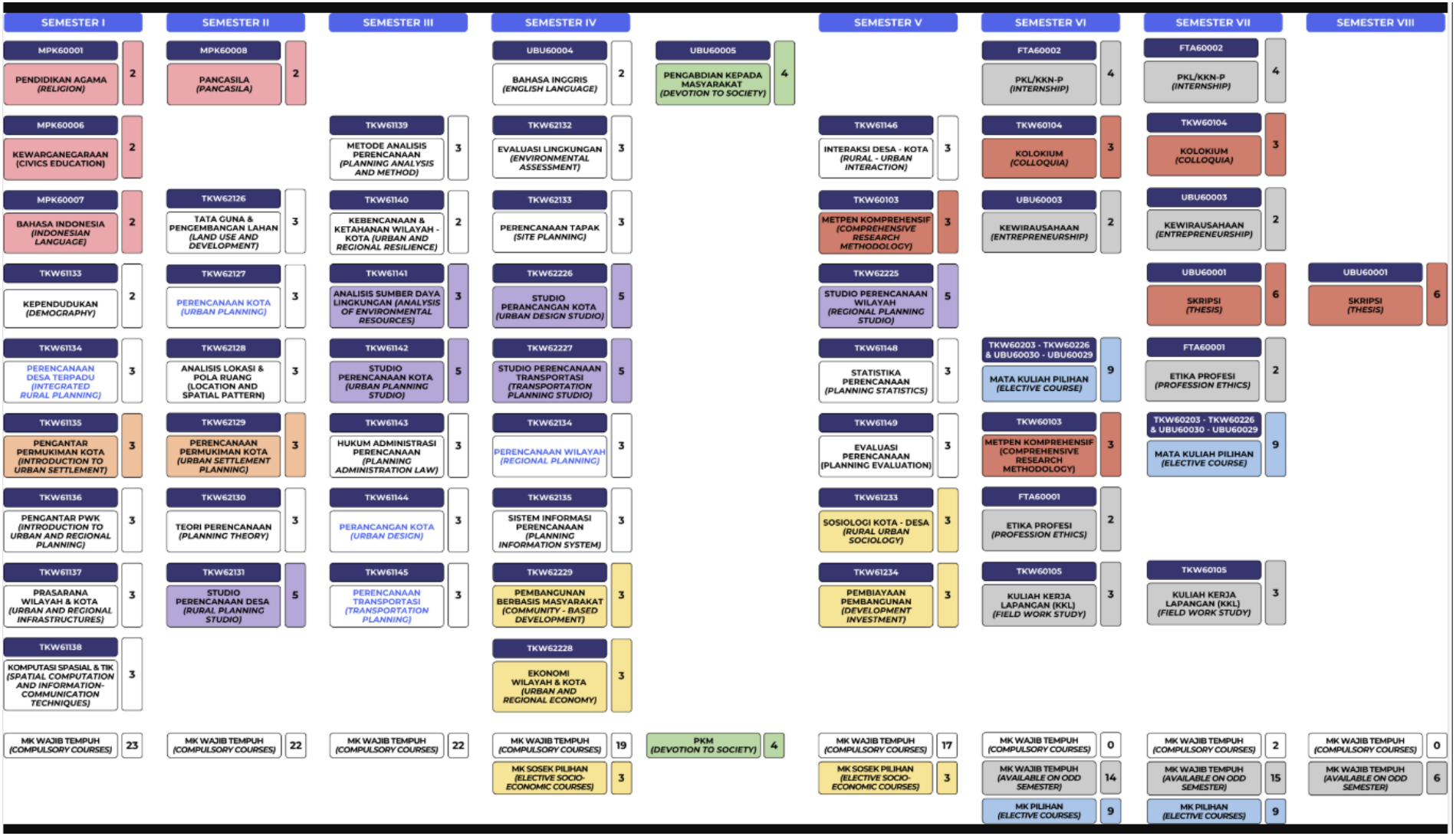
E 8. (ASIIN 4.2) It is recommended that the Diploma Supplement contains information about the possible specialization of the student, especially in the Master's programme.

I Appendix: Programme Learning Outcomes and Curricula

According to the academic handbook 2024/25 the following **objectives** and **learning outcomes (intended qualifications profile)** shall be achieved by the Bachelor's degree programme Urban and Regional Planning:

1. Able to explain theoretical concepts in the field of regional and urban planning accurately.
2. Able to conduct surveys in the field of urban and regional planning, both individually and in groups, effectively and efficiently.
3. Able to explain methods and/or concepts communicatively in regional and city planning activities systematically.
4. Able to use planning methods and techniques in the fields of infrastructure/disaster mitigation/environmental management/information systems/city management/and public policy correctly and appropriately.
5. Able to apply theories and methods in the theme of sustainable village and city interactions in a timely manner.
6. Able to apply, analyze, and evaluate participatory, rational, comprehensive, and strategic planning processes within the scope of urban, village, city, regional, transportation or urban planning appropriately.
7. Able to operate software applications or practical tools that support research, planning and design in the field of regional and urban planning appropriately.
8. Able to compile scientific works from research results or planning products systematically and publish them well.
9. Able to apply a responsible and integrity attitude to work in the field of planning/design independently or in a team and develop organizational and entrepreneurial skills, following laws, values, norms and ethics.

The following **curriculum** is presented:



According to the academic handbook 2024/25 the following **objectives** and **learning outcomes (intended qualifications profile)** shall be achieved by the Master's degree programme Urban and Regional Planning:

1. Able to evaluate urban and regional planning and development within the concept of sustainability.
2. Able to evaluate theories in the process of urban and regional planning and development in the field of specialization in urban and regional planning.
3. Able to evaluate and apply strategic planning processes and their management mechanisms innovatively at the region and city levels.
4. Able to adopt and select methods of technology application in the field of specialization in urban and regional planning and development.
5. Able to formulate solutions to problems in the field of urban and regional planning and development by utilizing other scientific fields in an interdisciplinary or multidisciplinary manner and by considering spatial physical, economic, sociocultural, environmental, and institutional factors.
6. Able to compile the results of research synthesis, thoughts, and ideas carried out for the development of science and technology in the field of urban and regional planning and development and publish them both nationally and internationally.
7. Able to assess planning-related issues and combine appropriate principles and methods through planning for the integration of rural-urban development and sustainable development.
8. Able to develop a character of integrity and professional networks both in the academic and professional fields inside and outside the institution.

The following **curriculum** is presented: