



ASIIN Seal

Accreditation Report

Bachelor's Degree Programme
Urban and Regional Planning

Master's Degree Programme
Urban and Regional Planning

Provided by
Universitas Gadjah Mada

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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	ASIIN Seal	BAN-PT (National Accreditation Board for Higher Education); ASIIN, 18.06.2021 – 30.09.2026	TC 03
Program Magister Perencanaan Wilayah dan Kota	Master of Urban and Regional Planning	ASIIN Seal	BAN-PT (National Accreditation Board for Higher Education); ASIIN, 18.06.2021 – 30.09.2026	TC 03
Date of the contract: 17.12.2024 Submission of the final version of the self-assessment report: 07.08.2025 Date of the onsite visit: 11./12.02.2026 at: Universitas Gadjah Mada				
Expert panel: Prof. Dr. Frank Schwartz – Technical University of Applied Sciences Lübeck Prof. Dr. Detlef Kurth – RPTU University Kaiserslautern-Landau				

¹ ASIIN Seal for degree programmes

² TC: Technical Committee for the following subject areas: TC 03 – Civil Engineering, Geodesy and Architecture.

Dr. Hendricus Andy Simarmata – Nusantara Urban Advisory Aurelia Nadya Utomo – Institut Teknologi Bandung	
Representative of the ASIIN headquarter: Tamina Renner	
Responsible decision-making committee: Accreditation Commission for Degree Programmes	
Criteria used: 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 Accreditation Status

Result Overview

The most recent decision for the ASIIN Seal was made by the ASIIN Accreditation Commission on 26.06.2026.

Degree Programmes	ASIIN Seal	Validity
Ba Urban and Regional Planning	Accredited with requirements	26.06.2026 – 17.10.2027
Ma Urban and Regional Planning	Accredited with requirements	26.06.2026 – 17.10.2027

Fulfilment of the Accreditation Criteria

ASIIN General Criteria / Subject-Specific Criteria	Ba Urban and Regional Planning	Ma Urban and Regional Planning
1 Degree programme: Concept, Content & Implementation		
<i>1.1 Objectives and learning outcomes (intended qualification profile)</i>	Fulfilled	Fulfilled
<i>1.2 Title of the degree programme</i>	Fulfilled	Fulfilled
<i>1.3 Curriculum</i>	Fulfilled	Fulfilled
<i>1.4 Admission requirements</i>	Fulfilled	Fulfilled
<i>1.5 Workload and credits</i>	Fulfilled	Fulfilled
<i>1.6 Didactics and teaching methodology</i>	Fulfilled	Fulfilled
2 Exams: System, Concept and Organisation		
<i>2 Exams: System, Concept and Organisation</i>	Fulfilled	Fulfilled
3 Resources		
<i>3.1 Staff and staff development</i>	Fulfilled	Fulfilled

ASIIN General Criteria / Subject-Specific Criteria	Ba Urban and Regional Planning	Ma Urban and Regional Planning
<i>3.2 Student support and student services</i>	Fulfilled	Fulfilled
<i>3.2 Funds and equipment</i>	Fulfilled	Fulfilled
4 Transparency and Documentation		
<i>4.1 Module descriptions</i>	Not fulfilled Requirement A1	Not fulfilled Requirement A1
<i>4.2 Diploma and Diploma Supplement</i>	Fulfilled	Fulfilled
<i>4.3 Relevant rules</i>	Fulfilled	Fulfilled
5 Quality Management: Quality Assessment and Development		
<i>5 Quality Management: Quality Assessment and Development</i>	Fulfilled	Fulfilled

Requirement

For both programmes

- A 1. (ASIIN 4.1) Ensure that module descriptions are provided for all modules, that they include information explaining how the module mark is calculated, and that module names are translated into English consistently and used uniformly across all documents.

Accreditation History

Ba Urban and Regional Planning

ASIIN Seal	Validity
Initial accreditation for full duration	18.06.2021 – 30.09.2026

Ma Urban and Regional Planning

ASIIN Seal	Validity
Initial accreditation for full duration	18.06.2021 – 30.09.2026

C Characteristics of the Degree Programmes

a) Name	Final degree (original/English translation)	b) Areas of Specialisation	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
Bachelor of Urban and Regional Planning	S.PWK/BURP (Bachelor of Urban and Regional Planning)	1. Urban Planning and Management 2. Environmental and Regional Planning 3. Infrastructure Planning and Development 4. Housing and Real Estate Planning 5. Disaster Mitigation-Based Planning	6	Full time	/	8 semesters	226.5 ECTS (151 Indonesian SCU)	Annually/2003
Master of Urban and Regional Planning	MURP (Master of Urban and Regional Planning)	1. Neighbourhood Planning 2. Urban Planning 3. Regional Planning 4. Cultural Heritage Planning 5. Infrastructure Planning and Management 6. Real Estate Planning 7. Environment and Landscape Planning 8. Smart Cities and Regions	7	Full time	/	4 semesters	67.5 ECTS (45 Indonesia SCU)	Each semester/1994

³ EQF = The European Qualifications Framework for lifelong learning

Contextualisation

Universitas Gadjah Mada (UGM), founded in 1949, is one of the oldest universities in Indonesia and is regarded as an important institution in the country's higher education system. The university positions itself as contributing to the development and dissemination of the national philosophy Pancasila, which comprises five core principles guiding Indonesian society and statehood.

UGM has developed from an institution with initially six faculties to a comprehensive university comprising 18 faculties, one postgraduate school (Master's and doctoral level), and one vocational school. In total, the university offers 278 study programmes and has a student population of approximately 50,000. The campus is located in Bulaksumur, Yogyakarta, where most academic units are concentrated.

Academic activities at UGM are guided by the principles of the Tri Dharma of higher education, which encompass education and teaching, research, and community service. The organisational structure includes faculties that are typically subdivided into departments and study programmes, reflecting a broad disciplinary coverage.

Brief Descriptions of the Study Programmes

For the Bachelor's degree programme in Urban and Regional Planning (BURP), the university has presented the following profile in the Self-Assessment Report (SAR):

"BURP was established in 2003, 9 years after the master program had started. BURP is affiliated with ASPI (the Indonesian Planning Schools Association) and IAP (the Indonesian Association of Urban and Regional Planners) and specializes in spatial engineering and planning. BURP's vision is to become a leading undergraduate program in Urban and Regional Planning in Asia, with a focus on spatial engineering grounded in the values of inclusivity, solidarity, empowerment, and justice, aiming to achieve sustainability and the betterment of humanity.

[...] The BURP curriculum is designed to be completed in 8 semesters and comprises 151 SCUs, which is equivalent to 226.5 ECTS. The curriculum focuses on 6 studios (case-based learning) over six semesters. Students start with 2 studios on the basic understanding of place and space at various scales, and progress to neighborhood, urban, and regional planning, and finally thematic planning in the sixth semester. Specializations in BURP are developed through elective courses and internships. Students have the flexibility to tailor their academic plan with guidance from academic supervisors. The internship, which is mandatory and evaluated positively by employers, provides practical and professional planning

experience in real-life settings. The curriculum includes a Final Project in the eighth semester. BURP offers the following five specializations:

- 1) Urban Planning and Management,
- 2) Environmental and Regional Planning,
- 3) Infrastructure Planning and Development,
- 4) Housing and Real Estate Planning, and
- 5) Disaster Mitigation-Based Planning”

For the Master’s degree programme in Urban and Regional Planning (MURP), the university has presented the following profile in the SAR:

“MURP was established in 1994 to address Indonesia's increasing demand for planning expertise in national development. [...] MURP is affiliated with ASPI (the Indonesian Planning Schools Association) and IAP (the Indonesian Association of Urban and Regional Planners), and specializes in spatial engineering and planning. MURP’s vision is to become a center of excellence in transdisciplinary knowledge development and a guiding force for civilization in the Asia-Pacific region. It emphasizes spatial engineering grounded in the values of inclusivity, solidarity, empowerment, justice, and equality, with the ultimate goal of achieving sustainability and the advancement of humanity. MURP's vision is further articulated through four missions. The program is designed to be completed in 4 semesters.

[...] MURP offers two study streams: Master by Coursework and Master by Research, both requiring the completion of 45 SCUs, which is equivalent to 67.5 ECTS. The backbone of the Master by Coursework curriculum consists of the Studio and Planning Methods, Techniques, and Processes courses. The Master by Coursework curriculum is organized into Theory, Studio, and Thesis clusters and is conducted over four semesters. Students must complete 14 compulsory courses and 3 elective courses but can select from three distinct concentrations that align with their individual interests and needs. These concentrations are structured around three fundamental spatial ontologies commonly found in planning: (1) neighborhood planning, (2) urban planning, and (3) regional planning. Each concentration includes courses in studio, economics, and development management, supplemented by 27 elective options.

The Master by Research focuses on research development through five interrelated clusters: Research-Supporting Theory, Research Methods, Research-Supporting Practice, Research Presentation, and Research Publication. These clusters provide a strong theoretical foundation, methodological expertise, independent research practice, and opportunities for disseminating findings through academic writing and publications. While elective

courses are not predefined in the Master by Research, students may integrate relevant topics with supervisor approval.”

Summary of the Experts’ Assessment

The experts positively acknowledge that the study programmes are established, well-structured, and aligned with international standards. Their position among the top three Urban and Regional Planning (URP) programmes in Indonesia underlines their strong academic reputation and relevance.

They further note the attractive and well-maintained campus, as well as the overall good quality of facilities and equipment, which support the delivery of the programmes. The experts highlight the collegial working atmosphere among staff and emphasise the motivation and engagement of the students.

In addition, the experts recognise the partly progress made in the institution’s internationalisation strategy. They also commend the strong links with the business community and the public sector, which actively support the programmes and contribute to their practical orientation.

At the same time, the experts identify several areas for further improvement. In particular, they see a need to revise the module descriptions. These should consistently include all relevant information, for example a clear explanation of how module grades are calculated, and module titles should be translated consistently into English across all documents. In addition, module descriptions should be available for all components of the study programmes and be published in a way that ensures accessibility for all relevant stakeholders.

Furthermore, the experts note that the total number of credits obtained upon completion of the Bachelor’s and Master’s programmes does not currently reach the required 300 ECTS credits. They therefore emphasise the need to ensure compliance with this requirement.

Beyond these more formal aspects, the experts also identify several areas with potential for further enhancement. These include improving the timeliness of feedback on mid-term examination results, strengthening the outgoing mobility opportunities for teaching staff, and expanding students’ access to relevant software licences. In addition, they recommend improving access to study spaces, both in terms of availability and accessibility, and further enhancing the spatial conditions and equipment of the studio facilities.

The experts also suggest including the chosen specialisation in the diploma documentation in order to improve transparency for prospective employers. With regard to the Bachelor’s programme, they recommend reviewing the alignment between the content and the nam-

ing of specialisations, which are not always self-explanatory. For both programmes, the experts propose selected adjustments to further strengthen the curricular focus and content. Finally, they note that the flexibility for international mobility within the Master's programme could be improved in order to provide broader access to study-abroad opportunities.

D 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:

- Self-Assessment Report
- Programme website BURP: <https://pwk.archiplan.ugm.ac.id/academic/curriculum/>
- Programme website MURP: <https://mpwk.ugm.ac.id/en/master-program/>
- Samples of the Diploma Supplement
- Objective-module-matrices
- Discussions during the audit

Preliminary assessment and analysis of the experts:

According to the information provided in the SAR, Universitas Gadjah Mada (UGM) applies an Outcome-Based Education (OBE) approach, as mandated by the Ministry of Research, Technology, and Higher Education.

For all programmes, UGM has defined and published Programme Educational Objectives (PEOs) and Programme Learning Outcomes (PLOs). While the PEOs are rather general and refer to the vision and mission of the respective faculty, the PLOs describe specific competences to be acquired within the respective degree programme. The PEOs and PLOs for the Bachelor and Master programmes in Urban and Regional Planning have been developed based on the institutional vision and mission, as well as identified requirements and stakeholder needs. The PEOs and PLOs can be found in the [appendix](#) of this report.

The [BURP programme](#) aims to educate graduates who are professionally qualified in spatial planning, demonstrate a high level of technical competence, and show integrity as well as capabilities in research and innovation. Graduates are expected to be responsive to current and future challenges in the field of planning.

The [MURP programme](#) is designed to prepare graduates for professional roles as planners, researchers, and managers or facilitators in urban and regional development at mid-career

level. They are expected to demonstrate reliability, strong communication skills, and the ability to think critically, creatively, and innovatively in the field of spatial planning and regional and urban development.

As described in the SAR, the PEOs and PLOs are documented and communicated through various official channels, including programme handbooks, syllabi, curricula, and university websites. These documents are accessible to students and relevant stakeholders, such as prospective students and external partners.

The SAR further states that the development and revision of the PEOs and PLOs involved a Task Force Team for Curriculum Development, which conducted group discussions with stakeholders. Input was obtained from teaching staff, students, alumni, employers, and cooperation partners, and was taken into account in the formulation process.

According to the SAR, the PEOs and PLOs are aligned with the professional competency standards defined by the Indonesian Association of Urban and Regional Planners (IAP), the Indonesian Planning Schools Association (ASPI), and the national accreditation body BAN-PT. These competencies are regularly reviewed in five-year cycles to ensure alignment with industry requirements and professional standards. The most recent review was conducted in 2021, and the resulting curriculum adjustments were approved by the Faculty Senate and the Dean.

Furthermore, the SAR indicates that graduates who have achieved the defined PLOs are well accepted in the labour market, as evidenced by tracer study data. It is also stated that the competency profiles of both BURP and MURP correspond to the Subject-Specific Criteria (SSC); a corresponding matrix was provided to the experts.

The experts confirm that the PEOs and PLOs of the degree programmes are described in a concise and coherent manner.

They acknowledge that UGM has mapped its PLOs against the matrix of the Subject-Specific Criteria (SSC) of Technical Committee 03 – Civil Engineering, Geodesy and Architecture. Although not all SSC can be directly transferred due to the specific profile of Urban and Regional Planning, the experts consider the alignment to be appropriate and consistent.

Based on the documents reviewed, the experts confirm that the PEOs and PLOs reflect the targeted academic qualification levels (Bachelor: EQF Level 6; Master: EQF Level 7), are feasible, and correspond to the relevant exemplary learning outcomes specified in the SSC. The submitted mapping also clearly demonstrates the differentiation between Bachelor's and Master's level and the progression in competence levels.

The experts further confirm that the intended competence profiles enable graduates to take up professional activities corresponding to their qualification level, for example as professional planners. This positive assessment is supported by representatives from industry during the audit, who confirm that the programmes are aligned with labour market needs and that graduates are in high demand.

In addition, the panel notes that the PEOs and PLOs are transparently defined, anchored, and published, for example on programme websites and in the Diploma Supplement, ensuring accessibility for students, teaching staff, and external stakeholders.

Finally, the experts recognise that the relevance of the PEOs and PLOs for both the labour market and society is regularly reviewed through structured processes involving relevant stakeholders, and revised where necessary.

Criterion 1.2 Name of the Degree Programme

Evidence:

- Self-Assessment Report
- Decree of the Minister of Research, Technology and Higher Education of Indonesia No 257/M/KPT/2017
- Samples of the Diploma Certificate
- Samples of the Diploma Supplement
- Discussions during the audit

Preliminary assessment and analysis of the experts:

According to the SAR, the Master's programme in Urban and Regional Planning was originally established in 1994 under the name *Magister Perencanaan Kota dan Daerah (MPKD)*. In 2017, the programme title was officially changed to *Magister Perencanaan Wilayah dan Kota (MPWK)*. Both titles can be translated as "Master's programme in Urban and Regional Planning", with only minor differences in wording ("city and area" vs. "region and city"). The renaming was carried out in order to comply with Regulation No. 257/M/KPT/2017 issued by the Ministry of Research, Technology, and Higher Education, which aims at the standardisation of study programme names in Indonesian higher education. This renaming was further required by UGM Rector Decree No. 1718/UN1.P/SK/HUKOR/2017 and aligned with recommendations of the Indonesian Planning Schools Association (ASPI).

The Bachelor's programme in Urban and Regional Planning was formally established by UGM Rector Decree No. 189/P/SK/HKTL/2002 dated 8 November 2002 and subsequently

received additional authorisation through the Decree of the Directorate General of Higher Education (DIKTI) No. 11/D/T/2006 dated 3 January 2006.

The official naming of both BURP and MURP follows Regulation No. 57/M/KPT/2019 of the Ministry of Research, Technology, and Higher Education, which standardises study programme titles across Indonesian higher education institutions. Both programmes are affiliated with ASPI and the Indonesian Association of Urban and Regional Planners (IAP), situating them clearly within the national network of urban and regional planning education, with a recognised focus on spatial engineering and planning. Graduates of the Bachelor's programme are awarded the degree *Sarjana Perencanaan Wilayah dan Kota (S.PWK)*, equivalent to a Bachelor of Urban and Regional Planning, while graduates of the Master's programme receive the degree *Master of Urban and Regional Planning*.

The experts confirm that the titles of the Bachelor's and Master's degree programmes appropriately reflect the intended PEOs and PLOs, as well as the core teaching and learning content of the programmes. The programme titles are also consistent with the language of instruction. Furthermore, the experts note that the programme designations, both in the original language and in English, are used consistently across all relevant documents.

Criterion 1.3 Curriculum

Evidence:

- Self-Assessment Report
- Module handbooks
- Curriculum maps
- Objective-module-matrices
- List of elective courses
- List of partner universities and cooperation agreements
- Programme website: <https://pwk.archiplan.ugm.ac.id/student-activity/>
- MURP double degree data
- Stakeholder feedback results on the curricula
- Examples of Semester Learning Programme and Activity Plan (RPKPS)
- Discussions during the audit

Preliminary assessment and analysis of the experts:

Content and Structure of the Programme

According to the SAR, the curricula of the BURP and MURP programmes are designed to align with the Programme Educational Objectives (PEOs) and Programme Learning Outcomes (PLOs), as well as with current developments in planning practice, trends, and stakeholder needs.

The BURP curriculum is structured over eight semesters and comprises a total of 151 SCUs, corresponding to 226.5 ECTS. A central element of the programme is the sequence of six studio modules, which follow a case-based learning approach and form the backbone of the curriculum. These studio modules are taken in a predefined sequence during the first six semesters. The first two studios introduce students to the fundamental concepts of place and space at different scales. Subsequent studios progressively address planning tasks at increasing levels of complexity, including neighbourhood, urban, and regional scales, before culminating in a thematic studio in the sixth semester. From the third semester onwards, each studio results in the preparation of a planning document. The studios are well-structured and are following the concept of applied sciences with practical oriented projects in collaboration with partners in the municipalities.

The curriculum also provides opportunities for specialisation, which are primarily realised through elective modules and an internship. Specialisation begins to take shape from the sixth semester onwards and is further developed through a pre-final project course in the seventh semester. Students are required to complete seven elective modules (14 SCUs, corresponding to approximately 10% of the total credits required for graduation) from a catalogue of 34 elective courses. The BURP programme offers the following specialisations:

- 1) Urban Planning and Management,
- 2) Environmental and Regional Planning,
- 3) Infrastructure Planning and Development,
- 4) Housing and Real Estate Planning, and
- 5) Disaster Mitigation-Based Planning.

Students can tailor their individual study path within these areas with guidance from academic supervisors.

An internship is a mandatory component of the programme and takes place after completion of the fifth-semester studio. It is organised in several phases aligned with project timelines and professional practices in the Indonesian planning context. The internship aims to provide practical experience in real-world planning environments and is supported by established collaborations with planning institutions as well as participation in the *Merdeka*

Belajar Kampus Merdeka (MBKM) programme, an independent study scheme promoted by the Ministry of Education that includes structured internship opportunities. Feedback from surveys conducted among industry stakeholders indicates that students generally meet professional expectations and are able to perform assigned tasks competently.

After completing the required studio modules, students may take the module “Community Service”, which is organised at university level and is intended to develop practical skills, enhance understanding of social dynamics, and enable students to contribute to community development.

The BURP programme concludes with a Final Project in the eighth semester. During this phase, students are not permitted to take additional theoretical modules, with the exception of “Community Service” and related supporting courses. The Final Project allows students to choose between a research-oriented thesis and a practice-oriented planning project ([see Crit. 2](#)).

According to the SAR, the MURP programme is designed to be completed within four semesters and aims to synthesise planning knowledge, foster innovation, support collaborative approaches, and facilitate policy-making processes. The curriculum offers eight specialisations (also referred to as “concentrations”):

- 1) Neighbourhood Planning
- 2) Urban Planning
- 3) Regional Planning
- 4) Cultural Heritage Planning
- 5) Infrastructure Planning and Management
- 6) Real Estate Planning
- 7) Environment and Landscape Planning
- 8) Smart Cities and Regions

Furthermore, the programme is structured into two study streams, “Master by Coursework” and “Master by Research”, both requiring the completion of 45 SCUs (equivalent to 67.5 ECTS).

The “Master by Coursework” stream is organised around three clusters: theory, studio, and thesis. The curriculum includes 14 compulsory modules and three elective modules. Its core elements are studio-based learning and modules related to “Planning Methods, Techniques, and Processes”. Students select one concentration that structures their studies and guides the selection of modules in the areas of studio, economics, and development management. These are complemented by a range of elective modules that allow for further individual specialisation and support thesis preparation. An overview of the concentration

options in the MURP programme is provided in the [appendix](#). There are three concentrations based on spatial ontology and five thematic concentrations.

The curriculum begins with compulsory modules in the first and second semesters, followed by elective modules from the third semester onwards. In the fourth semester, students submit their thesis proposal and subsequently complete their thesis, which must also be prepared for publication as a graduation requirement. Internships are optional in this stream and may provide additional practice-oriented experience in the selected concentration.

The “Master by Research” stream focuses on the development of research competences and is structured around five interrelated clusters: “Research-Supporting Theory”, “Research Methods”, “Research-Supporting Practice”, “Research Presentation”, and “Research Publication”. According to the SAR, these clusters are intended to provide a comprehensive framework for research-oriented learning, including theoretical foundations, methodological training, independent research practice, and the dissemination of results. Within this structure:

- the “Research-Supporting Theory” cluster provides relevant theoretical foundations in urban and regional planning,
- the “Research Methods” cluster develops competencies in selecting and applying appropriate research methods,
- the “Research-Supporting Practice” cluster focuses on workshops and independent practical work,
- the “Research Presentation” cluster includes activities related to writing, reporting, and communicating research, and
- the “Research Publication” cluster covers the preparation and submission of manuscripts to appropriate publication outlets.

Elective modules are not predefined in this stream; instead, students may incorporate relevant topics into their studies in consultation with their supervisors.

The programme structure begins with theory-oriented modules and the development of a research proposal in the first semester, followed by colloquia and publication activities in the second and third semesters. In the fourth semester, students complete their thesis and final publication. The programme also offers the option to complete the degree in a shortened duration of three semesters, subject to approval and academic performance.

The experts confirm that the curriculum enables students to achieve the intended learning outcomes. They note that the curriculum effectively combines different spatial levels, methods, and fundamental approaches from relevant spatial disciplines. In particular, the programmes demonstrate strengths in community- and management-oriented planning, supported by analytical skills and a focus on the management and facilitation of development processes. The overall structure is considered to be well aligned with the different spatial levels addressed in urban and regional planning.

In this context, the experts emphasise that each module constitutes a coherent and well-balanced unit of teaching and learning, and it is transparent which competences are acquired in each module. They further confirm that learning outcomes are clearly defined for each module and, taken together, enable the achievement of the overarching programme objectives. The provided matrices make these relationships transparent and comprehensible.

The experts also confirm that the structure and sequence of modules are designed in a way that supports the achievement of the intended learning outcomes and allows students to complete the programme within the standard period of study. This assessment is supported by statistical data on the average duration of studies.

The experts also consider the mandatory internship in the BURP programme to be well integrated into the curriculum. They highlight that the university takes responsibility for ensuring the quality of the internship in terms of its content and structure. In addition, the university maintains strong links with industry, enabling the placement of students in suitable and reliable organisations. The university coordinates with the participating institutions and supervises students throughout the internship period. Students indicated during the discussions that, in their view, the programme includes a sufficient amount of practical components.

During the discussions with the programme coordinators, the designation “Master of Research” was further addressed. As set out in the SAR (and reproduced here), the aim is to focus on qualifying for an academic career. However, the discussions revealed that the programme is rather designed as a work-integrated and highly self-organised study format. In the experts’ view, the current title may therefore be somewhat misleading with regard to the actual profile and orientation of the programme. However, the designation appears to follow national conventions. Nevertheless, the experts gained the impression that this is not communicated effectively and that the way in which the university’s academic and qualification focus is presented to the outside world could be further clarified.

Representatives from industry expressed an overall high level of satisfaction with the students, both in the context of internships and after graduation. However, they indicated a

need for further strengthening students' communication skills, particularly with regard to the ability to communicate URP concepts clearly to non-specialist audiences, and also to improve graphical skills.

Overall, the experts regard the curricula of both programmes as very well designed, while identifying certain areas for further development, particularly with regard to the naming of specialisations within the Bachelor's programme. While the experts expressly welcome that the programmes, through the offered specialisations and a broad range of elective modules, enable students to pursue individual academic profiles and study paths, they note that the designation of the specialisations does not always fully correspond to their actual content. For example, the specialisation "Environmental and Regional Planning" appears to include only limited content related to regional planning. Also, environmental planning should be connected with urban planning, not only regional planning. Similarly, the specialisation "Urban Planning and Management" does not fully reflect the modules offered within this track, on the urban level aspects like urban regeneration and urban design are also important. In the experts' view, this may lead to misunderstandings regarding the focus and profile of the respective specialisations. The experts therefore recommend that the names of the specialisations be more closely aligned with their actual content.

Furthermore, the experts observe that the distinction between "specialisation" in the Bachelor's programme and "concentration" in the Master's programme may lead to some confusion, as both concepts essentially refer to a focus on specific subject areas.

Additionally, in the Bachelor's programme, the experts observe that some topics could be more prominently integrated into the curriculum, in particular urban design. At present, the curriculum places a stronger emphasis on community design. Another aspect concerns planning regulations, which are typically an essential component of such programmes in order to familiarise students with the relevant legal frameworks. During the discussions, the university explained that planning regulations in Indonesia are subject to frequent changes, which makes their integration more challenging. Nevertheless, the experts consider both aspects to be of high importance and therefore recommend further strengthening the integration of urban design and planning regulations within the curriculum.

As a further remark, the experts would like to encourage the programme to further strengthen aspects related to real estate and urban design within the curriculum and also include the future integration of 3D planning and design tools. This is intended merely as an observation rather than a formal recommendation.

For the Master's programme, the experts recommend strengthening the integration of topics such as resilience, disaster risk management, and climate change, particularly within the compulsory part of the curriculum. In their view, these are key topics that should not be

limited to elective modules. The need for a stronger focus on risk management was also emphasised by industry representatives during the discussions.

In addition, the experts suggest that more content related to smart city concepts could be integrated into the MURP curriculum. While smart city is addressed as a general model of urban development, it is not yet sufficiently reflected in dedicated teaching content. The advancement of digital technology should be embraced in the planning process and the planning implementation. In this context, the experts also note that no specific module on data analysis is currently offered. Strengthening data-driven approaches, particularly in relation to smart city development, could further enhance the programme profile.

Student Mobility

According to the documentation of the university, the BURP programme provides students with various opportunities for international mobility and academic exchange. These include participation in student exchange programmes (both scholarship-based and self-funded), short courses, summer schools, and international conferences. Student mobility activities are coordinated and supervised by the Office of International Affairs at both university and faculty level. Credits obtained during mobility activities can be transferred in accordance with institutional regulations.

In addition to outgoing mobility, BURP offers international exposure through formats such as the “International Joint Studio”, which is conducted jointly with MURP in collaboration with partner universities in Australia, France, Germany, the Netherlands, and Malaysia, as well as through the elective module “Planning Excursion”, which enables students to deepen their understanding of comprehensive urban and regional planning by visiting and exploring international cities such as Singapore and Bangkok. Students enrolled in the so-called International Undergraduate Programme (IUP) are required to participate in such an “International Exposure” component, with credit recognition based on completed workload at partner institutions.

For the MURP programme, the SAR reports that student mobility is facilitated through Double Degree or Student Mobility programmes with partner universities in Japan, Australia, and the Netherlands. Within the Double Degree format, students have opportunities to study abroad and complete coursework abroad in the second year with transferable credits and prepare their thesis under joint supervision from both institutions. In the Student Mobility programme, students attend selected courses at partner universities for a limited period, with subsequent credit transfer.

The following table provides an overview of student participation in this Double Degree programme.

Batch	Year	Netherland	Japan	Australia	Total
Sandwich	2000	15	0	0	15
DD-1	2003	20	0	0	20
DD-2	2004	20	0	0	20
DD-3	2005	20	0	0	20
DD-4	2006	18	15	0	33
DD-5	2007	18	14	0	32
DD-6	2008	16	14	0	30
DD-7	2009	19	16	0	35
DD-8	2010	12	21	0	33
DD-9	2011	12	16	0	28
DD-10	2012	9	11	9	29
DD-11	2013	11	7	11	29
DD-12	2014	0	16	0	16
DD-13	2015	0	21	0	21
DD-14	2016	0	16	0	16
DD-15	2017	0	15	0	15
DD-16	2018	0	14	0	14
DD-17	2019	4	7	0	11
DD-18	2020	3	8	0	11
DD-19	2023	0	6	0	6
Total					434

The SAR also indicates that the Double Degree arrangements include the involvement of international teaching staff through workshops and guest lectures.

During the discussions, the experts addressed the issue mentioned in the SAR that participation in mobility activities may in some cases lead to a delay in the duration of studies. In the exchange with students, including participants from the double degree track, it was stated that neither they nor their peers had experienced significant difficulties with credit recognition. The experts therefore conclude that the university is aware of potential challenges and has implemented appropriate measures, and they do not consider further action to be necessary in this regard.

The experts conclude that the programme promotes international student mobility through an appropriate framework for BURP and MURP. They note that the university maintains a wide network of partner universities, for example in Japan, Australia, and the Netherlands, and that it is generally possible for students to have credits earned abroad recognised.

The experts further note that students are supported in planning their mobility through dedicated institutional structures, in particular the Office of International Affairs, and that various scholarship opportunities are available to provide financial support, even though students expressed a wish for additional funding options.

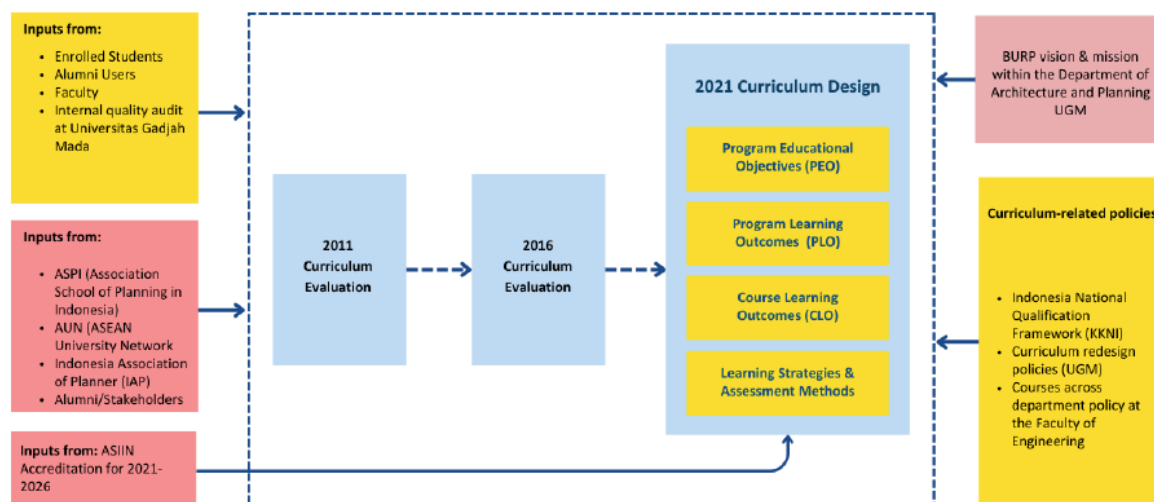
Overall, students reported a high level of satisfaction with the existing framework conditions and opportunities for international mobility, a view that is explicitly welcomed by the experts. Nevertheless, the experts identify a minor need for improvement in certain aspects of student mobility. While they acknowledge and welcome the university's efforts to strengthen internationalisation since the last accreditation, discussions with students revealed that longer stays abroad within the Master's programme are largely limited to those enrolled in the Double Degree track. In this context, the term "Double Degree" does not necessarily imply the award of two degrees, but may also refer to participation in a study period abroad at a partner university. Students who do not initially enrol in this track generally have limited opportunities to undertake longer mobility periods at a later stage of their studies, unless a transfer into the track is still possible within the given administrative timeframe. As a result, short-term applications for longer mobility periods are not easily feasible.

In the experts' view, this situation limits access to international mobility opportunities for a broader group of students. They therefore recommend that the opportunities for outgoing mobility for students not enrolled in the double degree tracks be improved and simplified.

Periodic Review of the Curriculum

According to the SAR, the curriculum of the programmes is evaluated every five years and reviewed at faculty level. BURP has undergone several revisions since its establishment, with curriculum versions introduced in 2003, 2011, and most recently in 2021, which is currently in place. For the MURP programme, the most recent curriculum revision was carried out in 2022 in order to align the curriculum with advancements in planning knowledge and emerging issues at local, national, and global levels.

The process for curriculum review is illustrated in the documentation provided (see figure).



As described in the report, these revisions are based on input from various stakeholders, particularly with regard to the Programme Learning Outcomes (PLOs), as well as on developments in the academic expertise of the teaching staff. Stakeholder feedback is collected, for example, through surveys. The SAR indicates that major revisions between the 2016 and 2021 curricula included strengthening academic orientation, enhancing technical and soft skills, expanding interdisciplinary components, and promoting internationalisation.

Furthermore, the SAR states that the implementation and achievement of Programme Educational Objectives (PEOs), PLOs, and corresponding Course Learning Outcomes (CLOs) are regularly monitored through an application-based system (OBA-SIMASTER) as well as through an annual internal quality assurance process (Audit Mutu Internal, AMI). At the beginning of each semester, joint workshops involving BURP and MURP are conducted to assess the alignment of course content with the defined PLOs. Based on these evaluations, improvement measures for the subsequent semester are developed in the form of an improvement plan. In addition, course assignments and examination tasks are reviewed during the semester.

The experts confirm that the curriculum is periodically reviewed with regard to the implementation of the programme objectives. They positively note that the university systematically incorporates feedback from a range of stakeholders into its review processes.

Furthermore, the experts acknowledge that the SAR provides several documented examples of curricular changes resulting from these review activities, demonstrating that the review processes lead to concrete developments.

The experts also welcome that there are no apparent issues regarding compliance with the standard period of study.

Criterion 1.4 Admission Requirements

Evidence:

- Self-Assessment Report
- Admission regulations
- Statistical data on number of applicants
- Statistical data about the progress of studies
- UGM admission portal: <https://admissions.ugm.ac.id/v26/>
- Discussions during the audit

Preliminary assessment and analysis of the experts:

According to the information provided by the university, admission requirements and procedures for both the BURP and MURP programmes are published on the central admission portal. In addition, the faculty organises annual open house events to inform prospective students about the programmes and their requirements.

Admission to the BURP programme is based on two pathways: a national selection process and an independent selection process administered by the university. Both are centrally organised. Applicants must generally hold a recent high school diploma, and admission is based on competitive procedures, including standardised tests. The national pathway includes admission based on prior academic performance or a nationwide entrance examination (SNBT), while the independent pathway includes a computer-based test and an achievement-based route. For the International Undergraduate Programme (IUP), additional requirements apply, including proof of English proficiency and an interview. Admission takes place once per year.

For the MURP programme, admission is offered twice per year and is regulated by university by-laws. Selection is based on three main criteria: prior academic achievement (GPA), academic potential (assessed through a standardised test), and English language proficiency.

Admission requirements differ between the two study streams:

- “Master by Coursework”: admission categories include regular, partnership, and international applicants. While regular and partnership applicants are assessed based on the three main criteria, partnership applicants must submit additional documents (e.g. related to scholarships). International applicants are exempt from the academic potential test but must provide further documentation, such as a recommendation from an Indonesian diplomatic representation.

- “Master by Research”: in addition to the general criteria, applicants are required to submit a research proposal and demonstrate prior contact with a potential supervisor or the programme coordinator (see also [Crit. 1.3](#)).

Applicants’ educational backgrounds are considered to ensure their suitability for the programme. A subject-specific entrance examination is not required. Selected applicants, particularly scholarship holders, are required to undergo an interview focusing on their knowledge of urban and regional planning and their spatial abilities.

The university has provided the following data on admission to the BURP and MURP programmes in the documentation:

Class	Capacity	Number of Prospective Students		Number of New Students (Registered)	Number of Active Students
		Applicants	Admitted	Regular and International Class	Regular and International Class
1	2	3	4	5	7
2019/2020	80	3056	81	80	326
2020/2021	80	5950	97	87	351
2021/2022	80	2082	83	79	355
2022/2023	80 + 15 (IUP)	2481	94	83	363
2023/2024	80 + 15 (IUP)	2464	110	98	371

Table Number of Applicant, Accepted, and Registered Students of MURP

Year	Number of Applicants			Total Applicants	Number of Accepted Students	Number of Registered Students
	R	P	I			
2015	61	47	0	108	85	83
2016	73	61	0	134	91	87
2017	62	52	0	114	88	83
2018	57	44	1	102	73	72
2019	49	25	1	75	72	56
2020	61	11	0	72	70	68
2021	28	43	0	71	63	57
2022	33	15	3	51	48	40
2023	69	19	1	89	81	76

Annotation: R: Regular Program; P: Partnership Program; I: International Program

During the discussions, the university indicated that the URP programmes have further development potential and that an increase in student intake is being considered.

The experts note that the admission requirements and procedures are clearly defined, binding, and transparent. They further acknowledge that the statistical data provided demonstrate that these requirements generally ensure that students are able to successfully complete the programme (see also [Crit 1.5](#)).

According to the Admission Regulations, access to [BURP](#) is based on a nationwide entrance examination, the National Selection Based on Test (*Seleksi Nasional Berbasis Tes*, SNBT). In principle, the regulations state that anyone may take this examination, provided that they have completed their secondary school education within two years prior to the application. Consequently, applicants whose graduation date lies beyond this two-year period are excluded from participating in the admission process, irrespective of any subsequent qualifications, professional experience, or personal circumstances. In this context, the two-year limitation appears to constitute a structural disadvantage for some applicants. By excluding such applicants categorically, the regulation may conflict with the ESG principle that admission requirements should be non-discriminatory and support equal opportunities. UGM must ensure that its admission procedures provide equal access and do not include any discriminatory criteria.

The experts also noted that the [MURP programme](#) admits students from a variety of academic backgrounds, including graduates from social sciences or architecture. In the discussions with the programme coordinators, the experts raised the question of whether students without a prior background in urban and regional planning are sufficiently prepared to successfully follow the programme. The university explained that the curriculum has been designed to be accessible to students from different disciplinary backgrounds and that this approach has proven effective in practice. While acknowledging this approach, the experts suggest considering the introduction of mandatory preparatory courses for students from non-URP backgrounds in order to ensure that all students possess the necessary foundational knowledge at the beginning of their studies.

Criterion 1.5 Workload and Credits

Evidence:

- Self-Assessment Report
- Module handbooks
- Statistical data about the progress of studies

- Examples of Semester Learning Programme and Activity Plan (RPKPS)
- BURP and MURP Credit Allocations
- Sample EDOM evaluation results
- Discussions during the audit

Preliminary assessment and analysis of the experts:

According to the information provided in the SAR, all degree programmes at UGM follow the Indonesian national credit system, which is based on student workload. In accordance with Regulation No. 53 of 2023 issued by the Ministry of Education, Culture, Research, and Technology, one Semester Credit Unit (SCU) corresponds to 45 hours of student workload per semester. This includes various forms of learning activities, such as lectures, tutorials, seminars, structured assignments, self-study, as well as practical components including fieldwork and studio-based learning. All mandatory parts of the degree programmes, including the internship, are awarded credits. In terms of international comparability, one SCU is equivalent to 1.5 ECTS.

The curriculum maps and credit allocation overviews indicate that students in the BURP programme complete between 24 and 31.5 ECTS per semester, while in the MURP programme the workload ranges between 12 and 25.5 ECTS per semester.

As outlined in the SAR, these figures may vary depending on individual academic performance, as the maximum number of credits that students may take per semester is determined based on their GPA from the previous semester in order to regulate workload and prevent excessive study demands, see table below.

Previous GPA	Normal Workload (SCU)	ECTS	Maximum Workload (SCU)	ECTS
≥ 3.00	21	31.5	24	36
2.50 - 2.99	18	27	21	31.5
2.00 - 2.49	15	22.5	18	27
1.50 - 1.99	12	18	15	22.5
< 1.50	-	-	12	18

The allocation of credits to individual modules is based on the expected workload required to complete the respective course. In total, students in the BURP programme are required to complete 151 SCUs (equivalent to 226.5 ECTS) in eight semesters, while the MURP programme comprises 45 SCUs (equivalent to 67.5 ECTS) in four semesters.

As outlined in the SAR, the appropriateness of the assigned workload is monitored through several mechanisms. Teaching staff are required to prepare a Semester Learning Programme and Activity Plan (RPKPS) for each course, which specifies the intended learning activities and associated workload. These plans are reviewed during preparatory workshops and communicated to students at the beginning of each semester. At the end of the semester, students provide feedback on the actual workload through course evaluations (EDOM). The results are discussed with the respective lecturers. Furthermore, the BURP programme organises student hearings to collect feedback and address potential concerns related to workload and credit allocation.

The tables below illustrate the average duration of studies for both programmes. It should be noted that students who complete their studies earlier are not counted as “on-time graduates.”

Table Number and Study Period of BURP Graduates

Cohort	Accepted Students	Number of Graduates in				Total Number of Graduates as of the End of 2023/2024	Average Study Duration (Year)	On-Time Graduation
		End of 2020/2021	End of 2021/2022	End of 2022/2023	End of 2023/2024			
2017	82	50	16	2	6	74	4.1	60.98%
2018	80		27	30	6	63	4.2	33.75%
2019	79			45	19	64	4.0	56.96%
2020	87				54	54	3.8	62.07%

Table Number and Study Period of MURP Graduates

Year of Admission	Number of Students Admitted	Number of Graduates in				Total Number of Graduates as of the End of 2023	Average Study Duration	On-Time Graduation	Early Graduation
		End of 2020	End of 2021	End of 2022	End of 2023				
2020	75		15	38	9	62	2.3 tahun	70.67%	20.00%
2021	50			18	28	46	2.1 tahun	92.00%	36.00%
2022	65				20	20	1.7 tahun	30.77%	30.77%

The experts confirm that a credit system based on student workload is implemented, in which the workload appropriately includes both contact hours and self-study time and credits are awarded for each module in accordance with the respective workload, with all compulsory components of the study programmes fully covered within this credit system.

The experts consider the estimated workload to be realistic and well-founded, allowing the programmes to be completed within the standard period of study. Statistical data indicate that a large proportion of students graduate within the standard period, with a considerable number even completing their studies earlier. The average duration of studies has also decreased in recent years.

In addition, the experts positively note that the regulation of the maximum number of credits per semester based on students' academic performance contributes to preventing excessive workload and supports a balanced study progression, and helps to avoid structural peaks in the workload.

The experts also observe that it is regularly monitored whether the credits awarded for each module correspond to the actual student workload and whether the distribution of workload across semesters enables completion within the standard period of study. Students are actively involved in these processes through course evaluations and regular feedback mechanisms.

The Bachelor's degree programme comprises 226.5 ECTS credits and thus exceeds the minimum requirement of at least 180 ECTS credits. The Master's degree programme comprises 67.5 ECTS credits and thereby meets the minimum requirement of at least 60 ECTS credits. However, the experts note that, in total, students accumulate 294 ECTS credits upon completion of both programmes, which does not fulfil the overall requirement of at least 300 ECTS credits. Therefore, the experts state that it must be ensured that, upon graduation, students have accumulated a total of at least 300 ECTS credits.

Criterion 1.6 Didactic and Teaching Methodology
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Evidence:

- Self-Assessment Report
- Module handbooks
- Examples of Semester Learning Programme and Activity Plan (RPKPS)
- PLO and CLO Achievement Measurement Concept
- Discussions during the audit

Preliminary assessment and analysis of the experts:

According to the information provided in the SAR, a variety of teaching and learning methods are applied in both the BURP and MURP programmes. These include Teacher-Centred Learning (TCL), Student-Centred Learning (SCL), Problem-/Project-Based Learning (PBL), Experiential Learning (EL), and Research-Based Learning (RBL). The selection of teaching methods for individual modules is aligned with the respective PLOs. An overview of teaching methods, as well as associated student and teaching activities, is provided in the documentation (see table). More detailed information on the methods used is available in the respective module descriptions.

No	Methods	Student Activities	Lecturing Activities
1	Teaching Centered Learning	a. Listen to lecturers b. Take notes c. Q&A	Lecturers provide and present learning materials in front of the class. Q & A is normally performed.
2	Student Centered Learning	a. Discussion b. Group work c. Mini-workshop d. Sketching/mapping e. Problem-solving f. Role-playing	Lecturers provide students with a range of activities to trigger students' curiosity, creativity, analytical and critical thinking.
3	Problem / Project Based Learning	a. Planning studio group work b. Project-based assignments	Lecturers facilitate the learning process. Discussion with lecturers is carried out via email, online chat, or face to face. Detailed instructions are usually provided as guidance.
4	Experiential Learning	a. Field trip/fieldwork b. Internship (for BURP only) c. Community service (for BURP only)	Lecturers facilitate the learning process. Some of them accompany students to the field. Discussion with lecturers is carried out via email, online chat, or face to face meetings.
5	Research Based Learning	a. Research proposal making b. Data collection c. Findings analysis and results writing d. Discussion writing	Lecturers become the research supervisor. Discussion with lecturers is carried out via email, online chat, or face to face meetings.

The academic environment is described as being enriched by a range of complementary activities, including seminars at programme, department, faculty, and university level, thematic workshops and studio formats, colloquia, summer courses, and other academic initiatives.

The SAR further states that all courses are required to develop a Semester Learning Programme and Activity Plan (RPKPS), which specifies the intended teaching methods, learning activities, and assessment formats. This is intended to ensure that the chosen didactic approaches support the achievement of the intended learning outcomes. Teaching staff are generally free to select the methods they consider most appropriate, while being equipped to apply a range of didactic approaches. In addition, lecturers are encouraged to participate in further training, for example through Massive Open Online Courses (MOOCs) focusing on teaching methodologies.

Based on the module handbooks as well as the discussions with teaching staff and students, the experts observe that a variety of teaching methods and didactic approaches are employed to support the achievement of the intended learning outcomes and to foster student-centred learning and teaching. Students generally rated the teaching skills of the lecturers as very good. The distribution between contact hours and self-study time appears to be appropriate and was confirmed as manageable by students during the discussions.

The experts further welcome that the introduction to independent scientific work through the various studio formats constitutes an integral part of the study programme, supporting students in developing research-related competencies. In addition, they note that it is regularly reviewed whether the teaching and learning methods employed support the

achievement of the programme objectives, for example through student surveys and other feedback mechanisms (see also [Crit. 5](#)).

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

Criterion 1.3

Master by Research

The university explains that the designation “Master by Research” follows national and institutional conventions for research-oriented Master’s programmes. According to the statement, although the programme requires a high degree of student autonomy and self-directed learning, it is supported by structured academic supervision and compulsory coursework from the beginning of the studies. These elements include courses on research theory, research methods, research practice, research presentation, research publication, and thesis preparation. The university emphasises that the self-organised nature of the programme is therefore complemented by formal coursework, academic advising, and continuous supervision. At the same time, it acknowledges that the profile of the programme could be communicated more clearly and states that the description of the programme will be improved in official documents and on the programme website.

The experts welcome the university’s planned measures to improve the structure and the communication of the programme profile and maintain their recommendation to further enhance the transparency and clarity of the research-oriented nature of the programme, including by enhancing the accountability of research activities.

Naming of the Bachelor’s Specialisations

The university acknowledges that the naming and description of some specialisations may lead to misunderstandings and states that it will review and revise the descriptions and course mappings to better communicate their scope, flexibility, and relationship to the curriculum. The experts welcome the university’s intention to review and clarify the naming and description of the specialisations.

Terminology of Specialisations and Concentrations

The university explains that the terms “specialisation” in the Bachelor’s programme and “concentration” in the Master’s programme reflect different approaches to academic focus at different qualification levels. At the same time, it acknowledges that this distinction is not sufficiently clear and states that it will revise the relevant academic guidebooks, curriculum documents, module handbooks, and website information to improve transparency

and understanding. The experts welcome the university's intention to clarify the terminology used in the programmes.

Strengthening Selected Subject Areas

The university states that several of the topics mentioned by the experts are already addressed in existing courses and projects. Nevertheless, it agrees that their visibility and integration can be strengthened and indicates that it will review the representation of urban design and planning regulations in the Bachelor's programme as well as the integration of resilience, disaster risk management, climate change, smart city, and data-driven planning in the Master's programme as part of ongoing curriculum review and continuous improvement processes.

The experts welcome the university's willingness to further strengthen the visibility and integration of these topics within the curricula and consider the planned review an appropriate measure, the implementation and results of which remain to be seen. The experts note that one possible approach to further increasing transparency could be to provide additional information on the extent to which the respective topics are covered within the curriculum, for example by indicating their relative weighting within individual courses.

Outgoing mobility

The university states that students already have access to various forms of international exposure outside the double degree track, including joint studios, guest lectures, research collaborations, seminars, conferences, and interactions with partner universities and visiting scholars. At the same time, it acknowledges that these opportunities could be structured and communicated more effectively and indicates that it will strengthen information provision, academic advising, and coordination with relevant institutional units and partner institutions.

The experts welcome the planned measures to improve the visibility and accessibility of international opportunities for students.

Additional Documents: Community Service

The university submitted additional information on community service activities conducted by the programmes and teaching staff. According to the information provided, these activities are implemented through a mandatory university-wide community service programme for undergraduate students as well as through lecturer-led projects carried out in cooperation with external stakeholders. The submitted overview includes information on topics, locations, partners, funding sources, outputs, student involvement, and relevance to urban and regional planning education.

Criterion 1.4

Admission Requirements

The university explains that the limitation regarding the year of secondary school graduation is part of the nationally regulated admission framework for public universities in Indonesia and is therefore not determined by the programme or university itself. The corresponding regulations have been submitted.

The experts continue to view the nationally regulated restriction based on the year of secondary school graduation critically, as they consider it potentially discriminatory and exclusionary. However, they acknowledge that the requirement is determined at the national level and lies beyond the university's sphere of influence. They therefore consider the concern substantively valid but regard the requirement as fulfilled.

Support for Students from Non-URP Backgrounds/Additional Documents: Matriculation Programme

The university states that students from diverse academic backgrounds are admitted in line with the interdisciplinary nature of the programme. It explains that a mandatory one-week matriculation programme and course-integrated tutorials are already in place to provide foundational knowledge and support students' transition into the programme. At the same time, the university acknowledges that these measures can be further enhanced and indicates that it will strengthen the matriculation and tutorial mechanisms to better support students from non-URP and non-engineering backgrounds.

The experts welcome the university's intention to further strengthen the support measures for students from non-URP backgrounds and consider this an appropriate response to their recommendation.

Criterion 1.5

Workload and ECTS Conversion

The university explains that the previously reported total of 294 ECTS resulted from an overly simplified conversion of national credits into ECTS. It submitted a revised calculation based on the official workload conversion used at the university and provided updated credit conversion tables as supporting evidence. According to the revised calculation, the Bachelor's programme corresponds to 230.74 ECTS and the Master's programme to 72.9 ECTS, resulting in a combined workload of 303.64 ECTS and thereby exceeding the minimum requirement of 300 ECTS.

The experts acknowledge that the corresponding supporting documentation has been submitted and consider the revised calculation plausible. They therefore regard the requirement as fulfilled.

The experts consider criterion 1 to be **fulfilled**.

2. Exams: System, Concept and Organisation

Criterion 2 Exams: System, Concept and Organisation
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Evidence:

- Self-Assessment Report
- UGM's Rector Decree No. 7 of 2022 about Academic Standard
- Standard Operating Procedure (SOP)
- Sample exams and theses
- Module handbooks
- Exit surveys
- Discussions during the audit

Preliminary assessment and analysis of the experts:

According to the information provided in the SAR, examinations in the BURP and MURP programmes are conducted in accordance with the university's academic standards, which emphasise principles such as transparency, objectivity, and integrity. Assessments are designed to evaluate the achievement of Course Learning Outcomes (CLOs), which in turn contribute to the attainment of Programme Learning Outcomes (PLOs).

The SAR indicates that examination procedures and regulations are defined in Standard Operating Procedures (SOPs), including rules on admission to examinations, absence due to illness, and specific provisions for students with disabilities. Make-up examinations are generally not provided to students who fail an examination; they are required to retake the respective course in a subsequent semester. At the beginning of each course, lecturers inform students about assessment criteria, formats, and relevant regulations. Examination dates are aligned with the academic calendar and communicated through various channels.

A variety of assessment methods is used across both programmes, including:

- **Assignments**, such as written work, design tasks, reports, presentations, or other formats, conducted individually or in groups;
- **Quizzes**, used for ongoing assessment of learning progress;
- **Mid-term and final examinations**, which assess students' understanding of course content at different stages of the semester and may include written exams, presentations, or project work;
- **Final Project**, which is a mandatory graduation requirement. In BURP, students may choose between a research-based or practice-oriented planning project, while in MURP all students complete a research-based thesis;
- **Comprehensive examination** (BURP only), which assesses the overall achievement of the PLOs.

The SAR further states that deadlines and examination schedules are communicated to students in a timely manner. Grades are entered into the university's information system (SI-MASTER) within a defined period after the end of the semester. Feedback on assessments is provided to students, although the extent and timing may vary between courses.

The grading system employed integrates both numerical and alphabetical grades, as illustrated by the following table. Numerical grades are used to calculate students' GPAs, while alphabetical grades represent individual course performance. In addition, instructors assess student performance using a 0–100 point scale.

Alphabetical Grade	Numerical Grade	Description
A	4.00	-
A-	3.75	-
A/B	3.50	-
B+	3.25	-
B	3.00	-
B-	2.75	-
B/C	2.50	-
C+	2.25	-
C	2.00	-
C-	1.75	-
C/D	1.5	Fail threshold for MURP
D+	1.25	-
D	1	-
E	0	Fail threshold for BURP

During the on-site visit, the experts reviewed sample examinations as well as final theses. Based on these materials, they conclude that the examinations are designed to assess the extent to which the defined learning outcomes have been achieved and that they are clearly module-related. From the module handbooks, the experts note that the types of examinations are specified for each module. In discussions, students confirmed that they are informed about the requirements for completing each module, including coursework and examinations, at the latest at the beginning of the respective module.

The experts further confirm that transparent regulations regarding make-up examinations, non-attendance, cases of illness, as well as compensation for disadvantages (e.g. for students with disabilities or special needs) are clearly defined in the Standard Operating Procedures. During the audit, students expressed a high level of satisfaction with the examination system. They reported that all relevant information, such as examination dates and assessment criteria, is provided in a timely and transparent manner at the beginning of the semester and that the applicable regulations are clearly communicated. Students also indicated that the workload and level of difficulty of examinations are appropriate and manageable, and that they are satisfied with both the number and distribution of examinations. However, students reported that in some cases, feedback on mid-term performance is only provided together with the results of the final examination, which limits the possibility to identify and address learning gaps during the semester.

While the experts note that the combination of mid-term and final examinations results in a comparatively high number of assessments, they concur with the students' overall assessment and conclude that the examination load is appropriate, allows sufficient time for preparation, and supports a smooth progression of studies. They also observe that examinations are assessed according to transparent criteria and particularly welcome that it is regularly reviewed whether examinations adequately assess the achievement of learning outcomes. This positive assessment is further supported by the results of the MURP exit survey, in which a large majority of graduates rate the assessment system as good or very good.

The experts further acknowledge that the study programmes include a final project. The reviewed theses demonstrate that students are capable of independently working on a task at the intended level of the degree programme. They also ascertain that, in cases where final theses are conducted outside the university, the higher education institution assumes responsibility for ensuring appropriate academic standards and suitable conditions at the respective external organisation. This is reflected, for example, in the requirement that final theses are assessed by at least two examiners in addition to the supervisor, with the possibility of involving only one external expert from academia or professional practice.

However, based on the students' feedback, the experts identify a need for improvement in certain aspects. While students generally have the opportunity to discuss their examination results with lecturers, feedback is not always provided in a timely manner, particularly with regard to mid-term examinations. While the experts acknowledge that more immediate feedback may increase the workload for teaching staff, they nevertheless recommend that students be provided with timely feedback on their mid-term examination results at least upon request.

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

Timeliness of Feedback on Mid-Term Assessments

The university acknowledges the importance of timely feedback on mid-term examination results in supporting students' learning progress. It states that both programmes will encourage lecturers to provide feedback on mid-term performance within a reasonable timeframe, particularly when requested by students, and that this issue will be addressed as part of the continuous improvement of assessment practices.

The experts welcome the university's commitment to improving the timeliness of feedback on mid-term assessments. However, they maintain their recommendation, as the implementation and effectiveness of the planned measures remain to be demonstrated.

The experts consider criterion 2 to be **fulfilled**.

3. Resources

Criterion 3.1 Staff and Development
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Evidence:

- Self-Assessment Report
- Staff handbook
- List of lecturers outside BURP and MURP
- List of supporting staff
- The ratio of BURP and MURP student body to faculty members, external, and supporting Staff
- Overview of faculty members' research activities, publications, and other activities

- Research and knowledge development roadmap
- Overview of supporting staff development activities
- Discussions during the audit

Preliminary assessment and analysis of the experts:

According to the information provided in the SAR, a total of 80 staff members are involved in the BURP and MURP programmes, including 44 academic staff and 36 supporting staff. The academic staff comprises 24 full-time members from the Urban and Regional Planning unit and 20 lecturers from outside the programme, including faculty members from other departments at UGM as well as a small number of practitioners. At the time of reporting, seven full-time URP staff members are pursuing doctoral degrees. The teaching staff possess academic backgrounds and professional experience in urban and regional planning, supporting their qualification to deliver the programme content.

The following table provides an overview of the teaching staff.

Description	Total	Male	% Male	Female	% Female
Full-time Faculty Members with Doctoral Degrees	16	11	68.75	5	31.25
Full-Time Faculty Members	24	16	66.6	8	33.4
1. Professor	3	3	100	-	0
2. Associate Professor	2	2	100	-	0
3. Assistant Professor	14	7	50	7	50
4. Teaching Staff	3	2	66.67	1	33.33
5. Emeritus	2	2	100	-	0
Lecturers Outside BURP and MURP	20	13	65	7	35
1. Lecturer	18	12	66.6	6	33.4
a. Professor	2	2	100	0	0

Description	Total	Male	% Male	Female	% Female
b. Associate Professor	7	5	71.43	2	28.57
c. Assistant Professor	9	5	55.5	4	44.5
2. Adjunct lecturer	2	1	50	1	50
Supporting Staff	36	25	69.5	11	30.5

The SAR indicates that the student-to-staff ratios are within national requirements. For BURP, the ratio of students to full-time URP staff is around 1:12, with an annual intake of approximately 70–80 students and an average of 363 active students. For MURP, the ratio is approximately 1:9, with a similar annual intake and around 120 active students. These figures are below the nationally defined maximum range of 1:17 to 1:25.

In addition to teaching, academic staff are expected to engage in research activities, both individually and in groups, in line with their respective areas of interest. Research outputs include conference contributions, journal articles, books, and other scholarly publications. The programmes are supported by a research and knowledge development roadmap,

which guides research activities and contributes to curriculum development. The SAR further indicates that research activities are closely linked to teaching, for example through the integration of research findings into courses and through student involvement in research projects or thesis topics. This is intended to strengthen the connection between theoretical knowledge and practical application.

The SAR further indicates that university regulations governing recruitment and appointment ensure that teaching staff possess the necessary subject-specific and didactic qualifications to deliver the programmes effectively. In addition, students are regularly surveyed regarding the quality and suitability of teaching staff.

With regard to staff development, the SAR describes a range of measures aimed at supporting both academic and professional development. The Department of Architecture and Planning offers training in areas such as administration, information technology, languages, and management. Structured onboarding procedures are in place for newly appointed lecturers, including a mentoring system that pairs them with experienced staff members. In addition, new lecturers are required to participate in the PEKERTI (Instructional Skills Improvement Training), which focuses on pedagogical skills and teaching effectiveness and is linked to lecturer certification. Lecturers without a doctoral degree are encouraged to pursue doctoral studies.

During the discussions, teaching staff reported that professional development opportunities are regularly offered and mandatory for both newly appointed and more experienced lecturers. They also expressed general satisfaction with these opportunities. Student feedback, as reflected in surveys, indicates a high level of satisfaction with the teaching staff.

The experts conclude that the composition, professional orientation, and qualifications of the teaching staff are appropriate for the successful delivery of the degree programmes. They note that the academic staff possess relevant disciplinary backgrounds and professional experience, which enables them to cover the required subject areas adequately and to support students in achieving the intended learning outcomes.

Furthermore, the experts observe that the research activities of the teaching staff are well integrated into the programmes and contribute to achieving the intended level of education. The linkage between research and teaching, including opportunities for student involvement in research projects, is considered beneficial for both academic development and the practical relevance of the programmes. The experts also welcome the availability of further training opportunities in higher education didactics. Lecturers are supported in continuously developing their professional and didactic competences and are encouraged to make use of these offers.

However, the experts identify a need for improvement with regard to the international mobility of the teaching staff. During the discussions, it became apparent that participation in international activities, such as conferences, workshops or academic exchanges abroad, may be limited by the availability of funding. In the experts' view, increased support in this area could further enhance the internationalisation of the programmes and the professional development of the teaching staff. They therefore recommend to further strengthen the outgoing mobility of the teaching staff, for example by facilitating access to funding opportunities for international activities.

Criterion 3.2 Student Support and Student Services

Evidence:

- Self-Assessment Report
- Scholarship information website: <https://ditmawa.ugm.ac.id/category/info-beasiswa/>
- Discussions during the audit

Preliminary assessment and analysis of the experts:

Based on the information provided by the university, student support at Universitas Gadjah Mada is organised through a coordinated structure at department, faculty, and university level. Various administrative units provide support in areas such as academic affairs, finance, and student welfare. Academic support services include administrative assistance, access to library resources, and financial support schemes. Financial assistance is available through tuition fee reductions and scholarships, which are centrally managed by the Directorate of Student Affairs. In addition, students may also receive financial support for participation in academic competitions and conferences at national and international level.

The SAR further indicates that measures are in place to support students during the transition into their studies. For example, newly admitted students in the MURP programme participate in a one-week matriculation programme designed to facilitate their integration into the academic environment. Career support is provided through dedicated structures, including the Career Development Centre for Urban and Regional Planning at programme level and the faculty-wide Alumni Corner. These services offer job placement support, career development programmes, and preparatory sessions prior to graduation.

Student associations in both BURP and MURP contribute to student support by assisting new students, facilitating communication between students and programme management, and supporting the collection of student feedback.

For international students, specific support measures are available, including assistance with administrative processes, accommodation, and insurance, as well as integration initiatives such as the Study Buddy programme. Additional language support is provided through Indonesian language courses for scholarship holders. A buddy system is also available to support students from remote areas in maintaining their academic performance.

Health and well-being are also addressed through access to medical services at the university's medical centre and psychological counselling services provided by the faculty's Well-Being Centre.

The SAR also states that the quality of academic support, including supervision of coursework and final projects, is regularly evaluated through graduate surveys. While overall satisfaction levels are reported to be high, the university acknowledges that there is room for improvement in communication between students and academic supervisors, particularly in the BURP programme, where a proportion of students rate the support as only satisfactory or below. The university indicates that measures are being taken to address these issues and to further improve student satisfaction.

At the same time, students indicated that support services for international students could be further improved. While the Study Buddy programme is perceived as a valuable and helpful measure for academic and social integration, some challenges remain, particularly with regard to language barriers in communication with administrative staff. In the students' view, improvements in this area could further enhance the overall support experience for international students. The experts take note of these remarks and pass them on to the university for consideration.

In general, the experts welcome that students have access to both subject-specific and general counselling, as well as comprehensive supervision and support services, complemented by adequate administrative and technical assistance. In their view, sufficient resources are available to provide individual guidance, counselling, and support to all students. The support system appears to effectively assist students in adapting to the university environment, achieving the intended learning outcomes, and successfully completing their studies. Students confirmed during the discussions that they are well informed about the available services and generally expressed a high level of satisfaction with the existing support structures. If applicable, the experts also see added value in regular exchanges with professional associations in order to familiarise students with current developments and perspectives from professional practice.

Criterion 3.3 Funds and Equipment
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Evidence:

- Self-Assessment Report
- Government Regulation No. 26 Year 2015: Regarding the Form and Mechanism of Funding of a Legal Entity State University
- Overview of institutional or agency partnerships
- List of facilities in the Department of Architecture and Planning
- Students and staff survey results on facilities and services
- Discussions during the audit

Preliminary assessment and analysis of the experts:

As outlined in the SAR, UGM, as a state incorporated higher education institution, is financed through a combination of public funding and additional sources, including tuition fees and external funding. For the BURP and MURP programmes, financial resources are primarily derived from tuition fees as well as from grants and partnerships related to research and community service activities. While tuition fees are mainly used to cover operational costs, external funding supports research and outreach activities. The SAR further indicates that the programmes actively seek to diversify their funding base, for example through scholarship partnerships, training programmes for public sector staff, and consulting services in cooperation with governmental institutions. These efforts are intended to strengthen financial sustainability and reduce reliance on tuition-based income.

With regard to facilities and equipment, the SAR describes a comprehensive infrastructure available at university, faculty, and programme level. Students have access to a wide range of university-wide facilities, including libraries, laboratories, high-speed internet, learning and co-working spaces, health services, sports facilities, and student accommodation. The university library system is connected to international literature networks and provides access to a broad range of academic resources and digital tools.

At faculty level, the Smart Green Learning Centre (SGLC) serves as a central facility, offering learning spaces, working areas, and student activity zones, complemented by additional amenities such as sports and recreational facilities. Industry partnerships contribute to the provision of co-working spaces. Further facilities, including places of worship and a specialised engineering library, are also available.

At programme level, both BURP and MURP provide dedicated facilities such as studio rooms, workspaces for final projects, and a Spatial Planning Support Lab. Additional re-

sources include shared equipment and software, for example GIS licences and technical equipment provided through cooperation with other departments and partners.

According to the SAR, student surveys indicate a generally high level of satisfaction with the available facilities. At the same time, feedback has led to targeted improvements, such as enhanced maintenance of facilities and upgrades to common areas. Accessibility is also addressed, for example through the provision of disability-friendly infrastructure, reflecting efforts to ensure an inclusive learning environment.

The experts consider the financial resources specified to be sufficient to ensure the sustainability of the degree programmes for the duration of the accreditation period. They note that the combination of public funding, tuition fees, and external funding sources provides a stable basis for the continued operation and development of the programmes.

Based on the inspection of the facilities and laboratories, the experts conclude that the available equipment and infrastructure provide an adequate and generally appropriate basis for the delivery of the degree programmes in terms of both quantity and quality. While the overall provision is considered suitable, the experts also identify some areas where further improvements could enhance the learning environment. This overall positive impression is supported by survey results and confirmed by students during the discussions, who report a relatively high level of satisfaction with the university's facilities and equipment and note that most necessary tools are available.

At the same time, some aspects could be further enhanced. Students confirmed that a broad range of software is available; nevertheless, they pointed out that access to some relevant software tools is limited. For example, certain applications such as SPSS are only accessible on university computers and not on students' personal devices. In addition, both students and experts noted that, beyond GIS-related applications, there is limited availability of software supporting areas such as vector-based graphics, virtual reality, or urban design and planning tools. Against this background, the experts recommend providing students with access to additional and more widely usable software tools, including extended GIS licences, statistical software, and modelling applications, in line with the needs expressed by students and also the industry representatives.

With regard to study spaces, students expressed a wish for extended access to working rooms beyond the current opening hours. While the university indicated that this would require additional security arrangements, the experts consider that improved access could further support students' independent work. In addition, they encourage the university to continue enhancing accessibility in terms of barrier-free access. They therefore recommend improving students' access to working rooms, both in terms of opening hours and accessibility.

Finally, the experts identify potential for improvement in the spatial conditions of the studio facilities, which were perceived as somewhat limited in capacity. In this context, they also point to the potential for further developing the integration of studio spaces and makerspace facilities. The experts therefore recommend improving and extending the spatial conditions in the studios and enhancing the equipment of the makerspace and studio facilities.

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

Criterion 3.1

Outgoing Mobility of Staff

The university acknowledges the importance of outgoing staff mobility for international academic exchange, research collaboration, teaching quality, and curriculum development. It states that additional opportunities have recently been made available to academic staff, including mobility schemes, visiting lecturer programmes, collaborative research activities, and participation in international conferences. The university further indicates that it will continue to promote these opportunities and encourage staff members to make use of available funding schemes and institutional support.

The experts welcome the measures taken to increase opportunities for outgoing staff mobility. However, they maintain their recommendation, as the implementation and impact of these measures remain to be demonstrated. They also note that the successful enhancement of staff mobility depends not only on encouraging staff members to participate, but also on providing adequate support mechanisms to facilitate such activities.

Criterion 3.3

Additional Software Tools and Learning Facilities

The university acknowledges the importance of adequate software provision, working spaces, studio facilities, and makerspace infrastructure for planning education. It states that the programmes, together with the department and faculty, intend to gradually improve access to relevant software applications, including GIS, statistical analysis, and modelling tools, within the limits of available resources. Furthermore, the university indicates that possible improvements regarding students' access to working rooms will be discussed with the responsible units and that the development and integration of makerspace facilities are currently ongoing.

The experts welcome the planned measures to improve software provision and learning facilities. They maintain their recommendation, as the implementation and effectiveness

of these measures remain to be demonstrated. They further note that vector-based drawing programmes may represent a valuable addition to the software portfolio, given their relevance for urban design-related tasks and projects.

Additional Documents: Research Activities

The university submitted an overview of research activities conducted over the past five years. According to the information provided, the overview includes research projects, publications, externally funded activities, research collaborations, and other academic outputs involving teaching staff. It also outlines the contribution of these activities to teaching, curriculum development, student supervision, and the academic profile of the programmes.

The experts take note of the additional information provided and have no further comments on this aspect.

The experts consider criterion 3 to be **fulfilled**.

4. Transparency and Documentation

Criterion 4.1 Module Descriptions

Evidence:

- Self-Assessment Report
- Module handbooks
- Programme website BURP: <https://pwk.archiplan.ugm.ac.id/syllabus/>
- Programme website MURP (Master by Coursework):
<https://mpwk.ugm.ac.id/en/master-by-coursework/>
- Discussions during the audit

Preliminary assessment and analysis of the experts:

According to the SAR, the module descriptions are accessible to students and other relevant stakeholders and are presented in a clear and standardised format. The experts have reviewed the provided module descriptions and confirm that they include most of the required information, such as module titles, responsible persons, teaching and learning methods, workload and credit points, intended learning outcomes, module content, admission and examination requirements, forms of assessment, recommended literature, and the year of the last revision.

Overall, the documentation provides a transparent and reliable basis for understanding the structure, requirements, and academic objectives of the BURP and MURP programmes. However, the experts identify a need for improvement in certain aspects of the module descriptions.

The experts note that the documentation usually does not explain in sufficient detail how the final module grade is calculated. This is particularly relevant in modules in which several assessment components have to be completed, such as mid-term examinations, final examinations, and, in some cases, additional written assignments or research papers. While the different forms of assessment are often listed, the respective weighting of these components in the final module grade generally remains unclear. As a result, students cannot reliably determine how individual examination elements contribute to the overall result. The module descriptions must therefore provide transparent and precise information on the calculation of the final module grade for each module.

Furthermore, the experts observe that the English names of modules are not used consistently across the different documents. For example, in the first semester of the BURP programme, the module handbook refers to “Basic Spatial Studio”, while in the curriculum map it is listed as “Spatial Studio: Basics”. Another example is the module “Methods and Techniques for Spatial Planning”, whereas in the curriculum map it appears as “Methods and Techniques for Spatial Studio”. In other cases, discrepancies seem to result from the omission of individual terms, such as “Environment and Resources” versus “Environment and Natural Resources”.

In some instances, the inconsistencies lead to a lack of clarity regarding the correspondence of modules across documents. For example, the module “Engineering Ethics” listed in the curriculum map cannot be found in the module descriptions, while related content appears to be covered in a compulsory module entitled “Engineering Concept for Civilization”, which, in turn, is not listed in the curriculum map.

Similar issues are also evident in the MURP programme. In many cases, the differences are minor but still create inconsistencies, for instance where the curriculum map consistently uses plural forms such as “Development Theories”, “Planning Theories”, and “Spatial Theories”, while the module handbook refers to “theory”. Another example concerns the studio module, which is titled “Planning Methods, Techniques, and Process I” in the curriculum map, but “Planning Methods and Techniques 1” in the module handbook.

In the experts’ view, these inconsistencies need to be resolved by revising the documentation accordingly and ensuring that module names are translated into English consistently and used uniformly across all documents and the website.

In addition, the experts note that module descriptions are not available for all parts of the curriculum. In particular, descriptions are missing for certain curricular components such as the internship and elective modules. This limits the transparency of the curriculum as a whole and makes it more difficult for students and external stakeholders to gain a complete overview of the intended learning outcomes, content, and assessment of all study elements. The experts therefore consider it necessary that module descriptions be provided for all modules and curricular components.

Furthermore, the experts raise several minor observations. For example, both the Bachelor's and Master's programmes include modules entitled "Spatial Theory" and "Planning Theory". The experts consider it unfavourable for modules at different levels of study to carry identical titles, as this may lead to confusion regarding the level of complexity and learning outcomes. They therefore recommend avoiding the use of identical module titles in Bachelor's and Master's programmes.

With regard to content, the experts suggest further refining the module descriptions. In particular, they recommend that the interdisciplinary character of the URP programmes be more clearly reflected. In their view, a more detailed and explicit presentation of interdisciplinarity would also facilitate credit transfer with other universities. The panel therefore recommends that the module descriptions more clearly reflect the interdisciplinarity of the programmes and be specified in greater detail.

Finally, the experts recommend publishing the full module handbooks on the respective programme websites. While curricular overviews and lists of modules are available, the information provided online for the BURP programme is limited to basic elements such as the module name, credits, Course Learning Outcomes (CLOs), and literature. More detailed information, for example on responsible staff, assessment methods, or admission requirements, is not included. For the MURP programme, more comprehensive information is available online; however, it can only be accessed by opening each module individually, which reduces overall transparency and accessibility. In the experts' view, providing complete and easily accessible module handbooks on the programme websites would improve transparency for students and external stakeholders.

Criterion 4.2 Diploma and Diploma Supplement

Evidence:

- Self-Assessment Report
- Samples of the Diploma

- Samples of the Diploma Supplement
- Samples of the Transcript of Records
- Discussions during the audit

Preliminary assessment and analysis of the experts:

The experts confirm that the diploma is issued together with a Diploma Supplement shortly after graduation. The diploma itself is issued in Bahasa Indonesia, with the option of an official English translation, while the Diploma Supplement is provided in English. In addition, graduates receive a Transcript of Records listing all completed modules, the credits achieved, and the grades obtained.

The panel has reviewed the sample certificates and Diploma Supplements and confirms that the Diploma Supplement contains all relevant information required to assess the qualification. In particular, it presents the qualification profile of graduates, their individual academic performance, and the classification of the degree programme within the national higher education system in a transparent and comprehensible manner. The presentation of module grades and the inclusion of statistical data on grade distribution in line with the ECTS Users' Guide allow for an adequate assessment of individual achievements.

However, the experts note that the specialisation chosen by students is not indicated on the diploma or in the Diploma Supplement. In the experts' view, including this information would provide clearer guidance to prospective employers and improve transparency regarding the specific competences and qualifications acquired by graduates. They therefore recommend indicating the chosen specialisation in both the diploma and the Diploma Supplement.

Criterion 4.3 Relevant Rules

Evidence:

- Self-Assessment Report
- Academic Handbook
- Website for the Academic Handbook: <https://pwk.archiplan.ugm.ac.id/category/academic-handbook/>
- Standard Operating Procedure (SOP)
- Discussions during the audit

Preliminary assessment and analysis of the experts:

As described in the documentation provided by the university, the rights and obligations of both the higher education institution and the students are defined in the respective Academic Handbooks. These handbooks are made publicly available via the programme websites and are published in both Bahasa Indonesia and English in order to ensure accessibility for different target groups.

In addition, the SAR indicates that Standard Operating Procedures (SOPs) are in place to guide the administration and organisation of teaching and learning activities within the programmes. These procedures provide a structured framework for academic processes and are intended to ensure transparency and consistency in their implementation.

At the same time, the SAR notes that, at the time of reporting, no specific regulations regarding the provision of compensation for disadvantages for students with disabilities have yet been established. The university indicates that corresponding regulations are currently being developed and are expected to be introduced in the near future.

The experts confirm that the rights and obligations of both the university and the students are clearly defined and binding, as set out in the Academic Handbooks. All relevant rules and regulations are published on the university's website and are thus accessible to all relevant stakeholders. In this context, the Academic Handbook is available in both Bahasa Indonesia and English, which supports transparency and accessibility for different target groups.

The experts further note that students receive the necessary course-related information, including Standard Operating Procedures (SOPs), at the beginning of each semester. In addition, comprehensive information about the study programmes is provided on the respective programme websites, ensuring that students are well informed about the structure and organisation of their studies.

The experts welcome the university's intention to introduce formal regulations regarding compensation for disadvantages for students with disabilities and emphasise the importance of establishing such provisions in a binding and transparent manner.

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

Criterion 4.1

Module Descriptions and Grade Weighting

The university explains that detailed information on assessment components and their respective weightings is available to students through the OBA-SIMASTER system. At the

same time, it acknowledges that the information provided in the module handbook could be improved and states that the module descriptions will be reviewed and updated to include clearer information on assessment components and grade weighting.

The experts acknowledge that detailed information on assessment components and grade weightings is available through the OBA-SIMASTER system. However, they continue to consider it necessary that this information is also included consistently in the official module descriptions. As the planned revisions have not yet been implemented, they maintain the requirement.

Consistency of Module Names

The university acknowledges inconsistencies in the English module names used in the SAR and related documents and attributes these to typing and translation errors during the preparation of the documentation. It states that the official module names are those listed in the module handbook and indicates that these will serve as the reference for harmonising module names across all relevant documents. The university has further established a standardised bilingual course-title list to avoid similar inconsistencies in the future.

The experts welcome the establishment of a standardised bilingual course-title list as a measure to avoid similar inconsistencies in the future. Nevertheless, revised versions of the relevant documents still need to be submitted in order to demonstrate the fulfilment of the requirement.

Missing module descriptions

The university explains that module descriptions for all curricular components, including internships and elective modules, are available in the OBA-SIMASTER system but were not fully included in the accreditation documentation submitted to the experts. It acknowledges this omission and states that the complete set of module descriptions will be provided as additional evidence. Furthermore, the university intends to ensure that all module descriptions are consistently compiled in the module handbook and made accessible through the appropriate official platforms.

The experts acknowledge that the missing module descriptions have been submitted in the meantime. As the required documentation is now available for all curricular components, they consider the requirement fulfilled.

Identical Module Titles at Bachelor's and Master's Levels

The university explains that modules with similar or identical titles at Bachelor's and Master's level are distinguished by different course codes, curriculum structures, learning outcomes, assessment requirements, and academic levels. Nevertheless, it acknowledges that

the use of similar titles may cause confusion for external readers and states that selected module titles will be revised to better reflect their respective level, scope, and intended learning outcomes. The experts welcome the university's intention to revise selected module titles in order to improve transparency and reduce potential misunderstandings.

Interdisciplinarity reflected in the module descriptions

The university agrees that the interdisciplinary nature of the programmes should be made more explicit in the module descriptions. It states that interdisciplinarity is already embedded in the curricula through various learning formats and indicates that the module descriptions will be revised to clarify the connections between spatial planning and related disciplines such as governance, economics, social analysis, environmental planning, infrastructure, design, and geospatial methods.

The experts welcome the university's intention to make the interdisciplinary character of the programmes more visible in the module descriptions.

Publication of the module descriptions

The university states that comprehensive module descriptions are currently available through internal systems and programme documents, while only abbreviated information is published on the programme websites. It indicates that full module handbooks are currently being prepared for publication on the programme websites in order to improve transparency and accessibility for students, prospective students, and other stakeholders.

The experts welcome the university's intention to publish the complete module handbooks on the programme websites. They maintain their requirement, as the publication of the revised documentation remains to be demonstrated.

Criterion 4.2

Indication of Specialisations in the Diploma Supplement

The university acknowledges that including information on specialisations or concentrations in the Diploma Supplement could enhance transparency for employers. At the same time, it notes concerns that such information might unintentionally restrict the perceived breadth of graduates' qualifications. The university therefore intends to discuss the matter with relevant stakeholders, including alumni and employers, before deciding whether and how specialisations and concentrations should be reflected in the Diploma Supplement or other official documents.

The experts take note of the university's considerations and welcome the planned consultation with relevant stakeholders. They nevertheless maintain their recommendation, as they continue to regard the inclusion of completed specialisations or concentrations in the Diploma Supplement as a useful means of enhancing transparency.

The experts consider criterion 4 to be **partly fulfilled**.

5. Quality Management: Quality Assessment and Development

Criterion 5 Quality Management: Quality Assessment and Development

Evidence:

- Self-Assessment Report
- Results of the internal quality audit
- Survey results
- Discussions during the audit

Preliminary assessment and analysis of the experts:

Quality assurance at Universitas Gadjah Mada is organised within a university-wide framework that operates across multiple levels, including the study programme, department, faculty, and university. This framework is coordinated by the University Quality Assurance and Reputation Unit (SPMRU) and is aligned with national regulatory requirements set by the Ministry of Education, Culture, Research, and Technology, as described in the SAR.

At programme level, responsibility for the implementation of quality assurance processes lies with the Head and Secretary of the respective study programme. They oversee the day-to-day management of quality-related activities, including the monitoring of academic services and the alignment of teaching and staff development with institutional standards.

According to the SAR, the quality assurance system comprises both internal and external evaluation mechanisms. Internally, quality assessment is conducted in accordance with ministerial regulations and is implemented through the Internal Quality Audit, which is carried out annually. In addition, study programmes are required to undergo curriculum reviews every five years, with the results and subsequent changes being documented.

Externally, the programmes are subject to regular evaluation by national and international accreditation bodies. At national level, accreditation is conducted by the Indonesian accreditation agency BAN-PT, which operates under the authority of the Ministry of Educa-

tion. The most recent accreditation of both BURP and MURP took place in 2021, resulting in an “Excellent” rating. In addition, both programmes are accredited by ASIIN and are currently undergoing reaccreditation within this framework.

The SAR further indicates that a wide range of stakeholders is involved in quality assurance processes, including students, alumni, academic staff, industry representatives, and professional associations. Their feedback is collected through surveys and focus group discussions and is subsequently analysed and discussed in programme-level workshops to support continuous improvement.

The following instruments are used to collect feedback and evaluate programme quality:

- **Active students:** course evaluations (EDOM) assessing teaching quality, learning processes, workload, and student experience; as well as student hearings addressing facilities, academic services, and teaching conditions;
- **Exit surveys:** evaluation of the achievement of Programme Learning Outcomes and the quality of supporting infrastructure;
- **Internship questionnaires (BURP):** assessment of students’ performance by internship supervisors;
- **Alumni surveys:** collection of information on career paths, assessment of curriculum relevance, and identification of industry needs;
- **Staff surveys:** evaluation of supporting facilities and academic services;
- **Employer surveys and stakeholder focus group discussions:** involving alumni, employers, industry representatives, partners, and professional associations to gather feedback on the curriculum and labour market requirements.

According to the SAR, the results of these instruments are systematically analysed and used to inform the further development of the programmes.

During the discussions with programme representatives and students, the experts gained a comprehensive impression of the quality management system in place. They note that the study programmes are subject to regular and periodic internal quality assurance processes involving all relevant stakeholders. The results of these processes are systematically analysed and incorporated into the continuous development of the programmes.

The experts further confirm that the processes and responsibilities for the ongoing development of the programmes are clearly defined. The organisational structures and procedures in place ensure that quality assurance activities are implemented in a structured and consistent manner.

During the audit, students highlighted a supportive and open atmosphere in which feedback is actively encouraged and taken seriously. Students confirmed that formal surveys are conducted regularly and that additional feedback can also be provided informally at any time. Furthermore, the results of these surveys, as well as the measures derived from them, are communicated and discussed with the students.

Overall, the experts consider the quality management system to be well established and effectively implemented. In their view, it provides a solid basis for the continuous improvement and further development of the study programmes.

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

The university did not comment on this criterion in its statement.

The experts consider criterion 5 to be **fulfilled**.

E Additional Documents

Before preparing their final assessment, the panel ask that the following missing or unclear information be provided together with the comment of the Higher Education Institution on the previous chapters of this report:

- D 1. Overview of research activities from the past five years (including a list of publications, external funding, etc.)
- D 2. Overview of the community service activities
- D 3. Clarification of how sufficient prior knowledge in engineering-related subjects is ensured for applicants from sociology or other non-engineering educational backgrounds admitted to the programme.

F Comment of the Higher Education Institution (27.05.2026)

The following table quotes the comment of the university:

No.	Comments from ASIIN Experts (Section, Paragraph)	Programme	Explanations from the University to Clarify the ASIIN Comments	Related/Additional Evidence (Link/File)
1	Criterion 1.3 Curriculum The experts noted that the designation “Master by Research” may be somewhat misleading, as the programme appears to be work-integrated and highly self-organised, although the designation follows national conventions.	MURP	MURP appreciates the experts’ observation. The designation “Master by Research” follows the national and institutional convention for a research-oriented Master’s pathway. Although the pathway requires a high degree of student autonomy and self-organisation, it is conducted under structured academic supervision and includes compulsory courses that support students’ research competence since the beginning of the study. These components include research-supporting theory, research methods, research practice, research presentation, research publication, and thesis work. Thus, the self-organised character of the pathway is balanced by formal coursework, aca-	

No.	Comments from ASIIN Experts (Section, Paragraph)	Programme	Explanations from the University to Clarify the ASIIN Comments	Related/Additional Evidence (Link/File)
			demic advising, and continuous supervision. Nevertheless, MURP acknowledges that the profile of this pathway can be communicated more clearly and will improve its explanation in official documents and on the programme website.	
2	Criterion 1.3 Curriculum The experts welcomed the availability of specialisations and elective modules, but noted that the naming of some Bachelor's specialisations does not always fully correspond to their actual content. For example, "Environmental and Regional Planning" appears to include limited regional planning content, while "Urban Planning and Management" does not fully reflect urban regeneration and urban design components.	BURP	BURP appreciates the experts' observation and acknowledges that the specialisations in the Bachelor's programme are not intended to represent rigid disciplinary tracks with an equal level of depth across all sub-fields. Rather, they function as flexible academic pathways that allow students to gradually develop their own areas of interest and expertise. The design of these specialisations has been developed through curriculum review processes involving internal discussions as well as feedback from alumni and users. In practice, students are not strictly bound to one specialisation. They are given the freedom to combine elective courses, internship themes, studio experiences, pre-final project	

No.	Comments from ASIIN Experts (Section, Paragraph)	Programme	Explanations from the University to Clarify the ASIIN Comments	Related/Additional Evidence (Link/File)
			preparation, and final project topics in order to shape an academic profile that best fits their interests and future career orientation. Nevertheless, the programme acknowledges that the naming and description of several specialisations can be clarified further to avoid misunderstanding among students, prospective students, employers, and other stakeholders. BURP will therefore review the descriptions and course mapping of each specialisation to better explain its scope, flexibility, and relation to the actual curricular content.	
3	Criterion 1.3 Curriculum The experts noted that the distinction between “specialisation” in the Bachelor’s programme and “concentration” in the Master’s programme may create confusion, as both refer to a focus on specific subject areas.	BURP & MURP	We appreciate the experts’ observations. The terms “specialisation” in BURP and “concentration” in MURP both refer to students’ academic focus within urban and regional planning. However, they reflect different logics of curriculum development at different qualification levels. BURP specialisations are developed more epistemologically, referring to bodies of knowledge, methods, and profes-	

No.	Comments from ASIIN Experts (Section, Paragraph)	Programme	Explanations from the University to Clarify the ASIIN Comments	Related/Additional Evidence (Link/File)
			sional approaches through which undergraduate students shape their interests. MURP concentrations are developed more ontologically, referring to the main spatial objects and scales of planning inquiry, such as neighbourhood, urban, and regional planning. The distinction is therefore intended to show different levels and rationales of academic focus rather than two unrelated concepts. Nevertheless, the programmes acknowledge that this distinction should be communicated more clearly and will revise the relevant academic guidebook, curriculum documents, module handbooks, and websites where applicable.	
4	Criterion 1.3 Curriculum	BURP & MURP	We welcome this recommendation. Several of these topics are already addressed within existing studio modules, methods courses, elective courses, and final projects. However, the programmes agree	

No.	Comments from ASIIN Experts (Section, Paragraph)	Programme	Explanations from the University to Clarify the ASIIN Comments	Related/Additional Evidence (Link/File)
	The experts recommended strengthening selected curricular areas: urban design and planning regulations in BURP; resilience, disaster risk management, climate change, smart city, and data analysis in MURP.		that their visibility and integration can be strengthened. BURP will review how urban design and planning regulation are represented across studio, theory, methods, and elective courses. MURP will review the integration of resilience, disaster risk management, climate change, smart city, and data-driven planning, particularly in compulsory courses and studio-based learning. These adjustments will be considered in ongoing curriculum review and continuous improvement processes.	
5	Criterion 1.3 Curriculum The experts recommended improving and simplifying outgoing mobility opportunities for MURP students who are not enrolled in the double degree track.	MURP	MURP appreciates and agrees with the experts' recommendation. MURP already provides several forms of international exposure for students outside the double degree track, including international joint studios, international guest lectures, international academic and research collaborations, joint supervision opportunities, international seminars and conferences, and interaction with visiting scholars and partner universities. These activities	

No.	Comments from ASIIN Experts (Section, Paragraph)	Programme	Explanations from the University to Clarify the ASIIN Comments	Related/Additional Evidence (Link/File)
			allow non-double-degree students to engage with international perspectives and comparative planning practices. Nevertheless, MURP acknowledges that these opportunities can be better structured and communicated. The programme will therefore strengthen existing opportunities through clearer information, academic advising, and coordination with the Faculty, Office of International Affairs, and partner institutions.	
6	Criterion 1.4 Admission Requirements The experts noted that the two-year limitation after secondary school graduation for BURP applicants may create a structural disadvantage for some applicants and may conflict with equal opportunity principles.	BURP	The University appreciates the experts' concern. The admission procedure for the Bachelor's programme follows the national admission framework for public universities in Indonesia. Therefore, the limitation related to the year of secondary school graduation is part of the nationally regulated admission mechanism and is not independently determined by the programme. Within this framework, UGM remains committed to ensuring transparency, fairness, and equal opportunity by clearly	National Admission Regulation

No.	Comments from ASIIN Experts (Section, Paragraph)	Programme	Explanations from the University to Clarify the ASIIN Comments	Related/Additional Evidence (Link/File)
			communicating all admission pathways, eligibility requirements, and selection procedures to prospective students.	
7	Criterion 1.4 Admission Requirements The experts suggested considering mandatory preparatory courses for MURP students from non-URP backgrounds and requested clarification on how sufficient prior knowledge in engineering-related subjects is ensured for applicants from sociology or other non-engineering backgrounds.	MURP	MURP appreciates the experts' suggestion. MURP admits students from diverse academic backgrounds in line with the interdisciplinary nature of urban and regional planning. To ensure sufficient foundational knowledge, the programme already provides a mandatory intensive one-week matriculation programme before the start of regular courses. In addition, a series of tutorials is integrated into relevant courses to support students in strengthening their understanding of basic planning concepts, spatial analysis, and technical foundations. MURP acknowledges that this support can be further improved and will strengthen the matriculation and tutorial mechanisms to make them more intensive, structured, and responsive to the	Matriculation overview

No.	Comments from ASIIN Experts (Section, Paragraph)	Programme	Explanations from the University to Clarify the ASIIN Comments	Related/Additional Evidence (Link/File)
			needs of students from non-URP or non-engineering backgrounds.	
8	Criterion 1.5 Workload and Credits The experts noted that students accumulate 294 ECTS upon completion of both BURP and MURP, which does not fulfil the overall requirement of at least 300 ECTS.	BURP & MURP	We appreciate the experts' observation and would like to clarify that the figure of 294 ECTS resulted from an overly simplified conversion in the submitted document, where 1 SCU was uniformly converted as 1.5 ECTS. Based on UGM workload calculation, 1 SCU equals 170 minutes per week per semester, or 170 minutes × 16 weeks = 2,720 minutes, equivalent to 45.33 hours of student workload. Since 1 ECTS corresponds to 25–30 hours of student workload, 1 SCU is equivalent to approximately 1.5–1.8 ECTS. We have recalculated the ECTS conversion in accordance with UGM's official conversion range of 1 SCU = 1.5–1.8 ECTS, by considering the workload and learning meetings of each course. Based on this corrected course-by-course calculation, the BURP curriculum of 151 SCU is equivalent to 230.74	1. UGM academic regulation on SCU and student workload 2. Corrected BURP conversion table 3. Corrected MURP conversion table

No.	Comments from ASIIN Experts (Section, Paragraph)	Programme	Explanations from the University to Clarify the ASIIN Comments	Related/Additional Evidence (Link/File)
			ECTS, while the MURP curriculum of 45 SCU is equivalent to 72.9 ECTS. Therefore, the combined workload of BURP and MURP amounts to 303.64 ECTS, which fulfills the minimum requirement of 300 ECTS. We acknowledge that the previous conversion was not sufficiently precise and will provide the corrected BURP and MURP credit conversion tables as supporting evidence.	
9	Criterion 2 Exams The experts recommended that students be provided with timely feedback on mid-term examination results, at least upon request.	BURP & MURP	We appreciate the experts' recommendation. The programmes acknowledge that timely feedback on mid-term examination results is important to help students identify learning gaps and improve their performance before the final assessment. BURP and MURP will therefore encourage lecturers to provide feedback on mid-term performance within a reasonable timeframe, particularly when requested by students. This will be communicated to	

No.	Comments from ASIIN Experts (Section, Paragraph)	Programme	Explanations from the University to Clarify the ASIIN Comments	Related/Additional Evidence (Link/File)
			teaching staff as part of the programmes' continuous improvement of assessment practices.	
10	Criterion 3.1 Staff and Development The experts recommended further strengthening the outgoing mobility of teaching staff, for example by facilitating access to funding opportunities for international activities.	BURP & MURP	We appreciate and agree with the experts' recommendation. BURP and MURP acknowledge that outgoing staff mobility is important for strengthening international academic exposure, research collaboration, teaching quality, and curriculum development. Since the end of last year, more opportunities have been offered to teaching staff to support international activities, including mobility schemes, visiting lecturer opportunities, collaborative research, international conferences, and university-level programmes such as EQUITY-WCU (World Class University) initiatives. The programmes will continue to disseminate these opportunities more actively and encourage staff members to make use of available funding schemes and institutional support for international engagement.	

No.	Comments from ASIIN Experts (Section, Paragraph)	Programme	Explanations from the University to Clarify the ASIIN Comments	Related/Additional Evidence (Link/File)
11	Criterion 3.3 Funds and Equipment The experts recommended providing students with access to additional and more widely usable software tools, including extended GIS licences, statistical software, and modelling applications. They also recommended improving students' access to working rooms in terms of opening hours and accessibility, and noted potential for improving studio facilities and makerspace integration.	BURP & MURP	We appreciate the experts' recommendation. BURP and MURP acknowledge the importance of adequate software access, working rooms, studio facilities, and makerspace integration to support studio-based, project-based, and data-driven planning education. The programmes, together with the Department and Faculty, will gradually improve access to relevant software tools, including GIS, statistical analysis, modelling, and other planning-related applications, according to available institutional resources and budgeting mechanisms. Regarding students' access to working rooms, including opening hours and accessibility, this is subject to broader university and faculty policies; therefore, the programmes will discuss possible improvements with the relevant units. The development and integration of makerspace facilities is currently in progress and will be further aligned with the needs of planning education and studio-based learning.	

No.	Comments from ASIIN Experts (Section, Paragraph)	Programme	Explanations from the University to Clarify the ASIIN Comments	Related/Additional Evidence (Link/File)
12	Criterion 4.1 Course Module Descriptions The experts noted that the weighting of assessment components in final module grades is generally unclear. They stated that module descriptions must provide transparent and precise information on the calculation of the final module grade for each module.	BURP & MURP	We appreciate the experts' observations. The programmes would like to clarify that the module descriptions presented in the module handbook provide a general overview of the assessment methods used in each module. More detailed and operational information on the calculation of final module grades is provided through the OBA-SIMASTER system, where lecturers are required to specify the assessment components, their respective weightings, and their alignment with Course Learning Outcomes. This information is accessible to students, allowing them to understand how their final grades are calculated. Nevertheless, the programmes acknowledge that the module descriptions can be improved to ensure greater consistency between the module handbook and the information available in OBA-SIMASTER. BURP and MURP will therefore review and update the module descriptions to include clearer information on assessment components and grade weighting.	Course Grading System

No.	Comments from ASIIN Experts (Section, Paragraph)	Programme	Explanations from the University to Clarify the ASIIN Comments	Related/Additional Evidence (Link/File)
13	Criterion 4.1 Course Module Descriptions The experts observed inconsistencies in the English names of modules across documents and websites. Examples include differences between “Basic Spatial Studio” and “Spatial Studio: Basics”, “Methods and Techniques for Spatial Planning” and “Methods and Techniques for Spatial Studio”, as well as inconsistencies in BURP and MURP module titles.	BURP & MURP	We appreciate the experts’ observation and apologise for the inconsistencies in the English module names found in the SAR and related documents. These inconsistencies were caused by typing and translation errors during the preparation of the report, rather than by differences in the official curriculum structure. The correct and official module names are those listed in the module handbook, particularly in Appendix 60 . BURP and MURP will use this official list as the reference for harmonising module names across the SAR, curriculum maps, module handbooks, RPKPS, websites, transcripts, and Diploma Supplements. The programmes will also prepare a standardised bilingual course-title list to prevent similar inconsistencies in future documentation.	1. BURP standardised bilingual course-title list 2. MURP standardised bilingual course-title list
14	Criterion 4.1 Course Module Descriptions	BURP & MURP	We appreciate the experts’ observations. The programmes would like to clarify that module descriptions for curricular components, including intern-	1. BURP: Elective Courses Module Sample

No.	Comments from ASIIN Experts (Section, Paragraph)	Programme	Explanations from the University to Clarify the ASIIN Comments	Related/Additional Evidence (Link/File)
	The experts noted that module descriptions are not available for all parts of the curriculum, particularly internship and elective modules. They stated that module descriptions should be provided for all modules and curricular components.		ships and elective modules, are already available in the OBA-SIMASTER system. However, these documents were not fully included in the submitted accreditation materials. We acknowledge this omission and will provide the complete module descriptions as additional evidence. BURP and MURP will also ensure that all module descriptions, including compulsory courses, electives, internships, studios, thesis/final project components, and other credit-bearing activities, are consistently compiled in the module handbook and made accessible through the appropriate official platforms.	2. MURP: Elective Courses Module Sample
15	Criterion 4.1 Course Module Descriptions The experts recommended avoiding identical module titles at Bachelor's and Master's levels, for example "Spatial Theory" and "Planning The-	BURP & MURP	We appreciate the experts' recommendation. At present, some modules at Bachelor's and Master's levels may have similar or identical English titles. However, they are formally differentiated by different course codes, curriculum structures, learning outcomes, assessment requirements, and academic levels. Within the academic system, Bache-	

No.	Comments from ASIIN Experts (Section, Paragraph)	Programme	Explanations from the University to Clarify the ASIIN Comments	Related/Additional Evidence (Link/File)
	ory”, as this may lead to confusion regarding level of complexity and learning outcomes.		lor’s students cannot enrol in Master’s-level courses, and vice versa, so there is no overlap in course registration or implementation. Nevertheless, the programmes acknowledge that similar titles may create confusion for external readers. This issue has already been discussed internally, and BURP and MURP will revise selected module titles to better reflect their respective level, scope, and expected learning outcomes.	
16	Criterion 4.1 Course Module Descriptions The experts recommended that the interdisciplinary character of the URP programmes be more clearly reflected in the module descriptions and specified in greater detail.	BURP & MURP	We agree with the experts’ recommendation. Interdisciplinarity is a key feature of urban and regional planning education at UGM and is already embedded in the curriculum through studio-based learning, planning methods courses, electives, internships, and final projects. BURP and MURP will make this interdisciplinary character more explicit in the revised module descriptions by clarifying how each module connects spatial planning with related fields such as governance, economics, so-	

No.	Comments from ASIIN Experts (Section, Paragraph)	Programme	Explanations from the University to Clarify the ASIIN Comments	Related/Additional Evidence (Link/File)
			cial analysis, environmental planning, infrastructure, design, and geospatial methods.	
17	Criterion 4.1 Course Module Descriptions The experts recommended publishing the full module handbooks on the respective programme websites in a complete and easily accessible format.	BURP & MURP	We agree with the experts' recommendation. At present, the programme websites provide only concise module information, while the more complete module descriptions are available in the internal academic system and programme documents. BURP and MURP are currently in the process of preparing the full module handbooks for publication on the respective programme websites. This will be done in a more complete and accessible format to improve transparency for students, prospective students, external stakeholders, and partner institutions.	
18	Criterion 4.2 Diploma and Diploma Supplement	BURP & MURP	We appreciate the experts' recommendation and will take it into consideration. The programmes acknowledge that indicating students' specialisation or concentration may improve transparency	

No.	Comments from ASIIN Experts (Section, Paragraph)	Programme	Explanations from the University to Clarify the ASIIN Comments	Related/Additional Evidence (Link/File)
	The experts noted that the specialisation chosen by students is not indicated on the diploma or in the Diploma Supplement. They recommended indicating the chosen specialisation in both documents to improve transparency for employers.		for employers. However, the programmes also need to carefully consider whether this may unintentionally limit graduates' perceived scope of competence in the labour market, given that urban and regional planning graduates are expected to work across diverse planning fields. Therefore, BURP and MURP will first discuss this recommendation with relevant stakeholders, particularly alumni and users, to assess its benefits and possible implications. The result of this discussion will be used to determine whether and how specialisation and concentration information should be reflected in the Diploma Supplement or other official academic documents.	
19	D. Additional Documents	BURP & MURP	We will provide an overview of research activities from the past five years. The document will include research projects, publications, external funding, research collaborations, and other relevant academic outputs involving teaching staff of the pro-	1. List of research by lecture 2. List of research funding

No.	Comments from ASIIN Experts (Section, Paragraph)	Programme	Explanations from the University to Clarify the ASIIN Comments	Related/Additional Evidence (Link/File)
	The experts requested an overview of research activities from the past five years, including publications and external funding.		grammes. It will also show how research activities contribute to teaching, curriculum development, student supervision, and the academic profile of the programmes.	
20	D. Additional Documents The experts requested an overview of community service activities.	BURP & MURP	We will provide an overview of community service activities conducted by the programmes and teaching staff. These activities are implemented through two main schemes. First, student community service through KKN , which is a mandatory university-level programme for undergraduate students and is centrally organised by UGM. Through this scheme, students engage directly with communities and apply planning-related knowledge in real-world contexts.	1. Overview of student based community service (KKN) 2. Overview of expertise group based community service

No.	Comments from ASIIN Experts (Section, Paragraph)	Programme	Explanations from the University to Clarify the ASIIN Comments	Related/Additional Evidence (Link/File)
			Second, expertise group-based community service, in which topics are initiated by lecturers based on their expertise, involve students, are funded by internal university or faculty schemes, and are carried out in collaboration with relevant stakeholders such as local governments, communities, and partner institutions. The overview will explain both schemes, including topics, locations, partners, funding sources, outputs, student involvement, and relevance to urban and regional planning education.	
21	D. Additional Documents The experts requested clarification on how sufficient prior knowledge in engineering-related subjects is ensured for applicants from sociology	MURP	We will provide a clarification note explaining how MURP ensures sufficient prior knowledge for students from non-engineering or non-URP educational backgrounds. The programme already conducts a matriculation programme prior to regular coursework, which includes a pre-test to identify students' initial level of understanding and a post-test to assess improvement after the matriculation	Matriculation overview

No.	Comments from ASIIN Experts (Section, Paragraph)	Programme	Explanations from the University to Clarify the ASIIN Comments	Related/Additional Evidence (Link/File)
	or other non-engineering educational backgrounds admitted to the programme.		process. The matriculation is delivered through a structured schedule that introduces key foundations in urban and regional planning, spatial analysis, and relevant technical knowledge. In addition, the workload of the matriculation programme will be clearly described and converted into ECTS to demonstrate that the learning load is adequate to support students' transition into the Master's curriculum.	

G Summary: Expert Recommendations (08.06.2026)

Taking into account the additional information and the comments given by the university, the experts summarise 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
Ba Urban and Regional Planning	With requirements for one year	30.09.2033	–	–
Ma Urban and Regional Planning	With requirements for one year	30.09.2033	–	–

Requirements

For both degree programmes

- A 2. (ASIIN 4.1) Ensure that module descriptions are provided for all modules, that they include information explaining how the module mark is calculated, and that module names are translated into English consistently and used uniformly across all documents.

Recommendations

For both degree programmes

- E 1. (ASIIN 2) It is recommended that students be provided with timely feedback on their mid-term examination results upon request.
- E 2. (ASIIN 3.1) It is recommended to further strengthen the outgoing mobility of the teaching staff.
- E 3. (ASIIN 3.3) It is recommended to provide students with access to additional software tools.
- E 4. (ASIIN 3.3) It is recommended to improve and extend students' access to working rooms.

- E 5. (ASIIN 3.3) It is recommended to improve the spatial conditions in the studios and to enhance the equipment of the makerspace and studio facilities.
- E 6. (ASIIN 4.1) It is recommended to avoid using identical module titles in Bachelor's and Master's programmes.
- E 7. (ASIIN 4.1) It is recommended that the module descriptions more clearly reflect the interdisciplinarity of the programmes and be specified in greater detail.
- E 8. (ASIIN 4.1) It is recommended to publish the module descriptions on the programme websites.
- E 9. (ASIIN 4.2) It is recommended to indicate the specialisation in the diploma and the Diploma Supplement.

For the Bachelor's degree programme

- E 10. (ASIIN 1.2) It is recommended that the names of the specialisations be more closely aligned with their actual content.
- E 11. (ASIIN 1.3) It is recommended to further integrate urban design competencies as well as planning regulations into the curriculum.

For the Master's degree programme

- E 12. (ASIIN 1.3) It is recommended to further integrate resilience, disaster risk management, and climate change into the compulsory part of the curriculum.
- E 13. (ASIIN 1.3) It is recommended that the opportunities for outgoing mobility for students not enrolled in the double degree tracks be improved and simplified.

H Comment of the Technical Committee 03 – Civil Engineering, Geodesy and Architecture (15.06.2026)

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
Ba Urban and Regional Planning	With requirements for one year	30.09.2033	–	–
Ma Urban and Regional Planning	With requirements for one year	30.09.2033	–	–

I Decision of the Accreditation Commission (26.06.2026)

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

The Accreditation Commission discusses the procedure and decides to slightly rephrase recommendation E8 in order to align more closely with ASIIN's standard formulations. The recommendation now calls for module descriptions to be made accessible to all stakeholders, for instance through publication on the programme websites.

Furthermore, the AC adds a recommendation that the university open the admission process to applicants of all ages, regardless of the date of their high school diploma. The AC acknowledges that the university has no direct influence on this matter, as the placement tests are administered by the Ministry. Nevertheless, the AC considers the current practice to be discriminatory and wishes to express its concern in the form of a recommendation.

The Accreditation Commission decides to award the following seals:

Degree Programme	ASIIN Seal	Maximum duration of accreditation	Subject-specific label	Maximum duration of accreditation
Ba Urban and Regional Planning	With requirements for one year	30.09.2033	–	–
Ma Urban and Regional Planning	With requirements for one year	30.09.2033	–	–

Requirement

For both degree programmes

- A 1. (ASIIN 4.1) Ensure that module descriptions are provided for all modules, that they include information explaining how the module mark is calculated, and that module names are translated into English consistently and used uniformly across all documents.

Recommendations

For both degree programmes

- E 1. (ASIIN 2) It is recommended that students be provided with timely feedback on their mid-term examination results upon request.
- E 2. (ASIIN 3.1) It is recommended to further strengthen the outgoing mobility of the teaching staff.
- E 3. (ASIIN 3.3) It is recommended to provide students with access to additional software tools.
- E 4. (ASIIN 3.3) It is recommended to improve and extend students' access to working rooms.
- E 5. (ASIIN 3.3) It is recommended to improve the spatial conditions in the studios and to enhance the equipment of the makerspace and studio facilities.
- E 6. (ASIIN 4.1) It is recommended to avoid using identical module titles in Bachelor's and Master's programmes.
- E 7. (ASIIN 4.1) It is recommended that the module descriptions more clearly reflect the interdisciplinarity of the programmes and be specified in greater detail.
- E 8. (ASIIN 4.1) It is recommended to make the module descriptions accessible to all stakeholders, e.g. by publishing the module descriptions on the programme websites.
- E 9. (ASIIN 4.2) It is recommended to indicate the specialisation in the diploma and the Diploma Supplement.

For the Bachelor's degree programme

- E 10. (ASIIN 1.2) It is recommended that the names of the specialisations be more closely aligned with their actual content.
- E 11. (ASIIN 1.3) It is recommended to further integrate urban design competencies as well as planning regulations into the curriculum.
- E 12. (ASIIN 1.4) It is recommended to open the admission process to applicants of all ages, regardless of the date of their high school diploma.

For the Master's degree programme

- E 13. (ASIIN 1.3) It is recommended to further integrate resilience, disaster risk management, and climate change into the compulsory part of the curriculum.
- E 14. (ASIIN 1.3) It is recommended that the opportunities for outgoing mobility for students not enrolled in the double degree tracks be improved and simplified.

Appendix: Programme Learning Outcomes and Curricula

According to the [website](#), the following **Programme Educational Objectives (PEOs)** and **Programme Learning Outcomes (intended qualifications profile)** shall be achieved by the Bachelor's degree programme Urban and Regional Planning:

PEO: "The curriculum aims to produce graduates of the Bachelor of Urban and Regional Planning program as reliable, professional, and integrity-driven spatial planners, with research and innovation capabilities, as well as sensitivity to various current and future issues"

1. "PLO 1: Adhere to moral values as mandated by Pancasila (national identity and philosophy) and religious beliefs
2. PLO 2: Able to work individually and in a multidisciplinary team adhering to academic integrity
3. PLO 3: Able to have logical, critical, creative, and systematic thinking and contextualize it
4. PLO 4: Able to develop insights and perform well in a professional environment
5. PLO 5: Able to elaborate and communicate ideas in a professional network at local, national, and global levels
6. PLO 6: Have a proficient understanding and able to apply urban and regional planning theories and concepts, including able to contextualize them into empirical practices
7. PLO 7: Mastering the norms, standards, procedures, criteria, techniques, and methods for urban and regional planning
8. PLO 8: Able to formulate planning issues and the appropriate concepts to address them, both spatial and non-spatial, in an urban and regional planning context
9. PLO 9: Able to apply innovative formal and informal planning procedures in formulating alternatives and decision making processes
10. PLO 10: Able to recommend solution through spatial planning interventions in a communicative, comprehensive, and sustainable manners"

The following **curriculum** is presented:

SCU = Indonesian credit semester

ECTS credits correspond to 25 to 30 hours of work, making 1 SCU equivalent to 1.5 ECTS

Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8
Spatial Studio: Basics	Data Analytics Studio	Neighbourhood Planning Studio	Urban Planning Studio	Regional Planning Studio	Thematic Planning Studio	Internship	Community Service
4 SCU/ 6 ECTS	4 SCU/ 6 ECTS	5 SCU/ 7.5 ECTS	5 SCU/ 7.5 ECTS	5 SCU/ 7.5 ECTS	4 SCU/ 6 ECTS	3 SCU/ 4.5 ECTS	4 SCU/ 6 ECTS
Methods and Techniques for Spatial Studio	Methods and Techniques for Data Analytics	Methods and Techniques for Neighbourhood Planning	Methods and Techniques for Urban Planning	Methods and Techniques for Regional Planning	Research Methods	Pre-Final Project	Final Project
2 SCU/ 3 ECTS	2 SCU/ 3 ECTS	2 SCU/ 3 ECTS	2 SCU/ 3 ECTS	2 SCU/ 3 ECTS	3 SCU/ 4.5 ECTS	3 SCU/ 4.5 ECTS	6 SCU/ 9 ECTS
Spatial Theory	Demographics	Environment and Resources	Urban Economics	Regional Economics	Planning Ethics	Elective 3	Supporting Course for Community Service 1
3 SCU/ 4.5 ECTS	2 SCU/ 3 ECTS	3 SCU/ 4.5 ECTS	2 SCU/ 3 ECTS	2 SCU/ 3 ECTS	2 SCU/ 3 ECTS	2 SCU/ 3 ECTS	2 SCU/ 3 ECTS
Planning Theory	Social and Development Theory	Urban Design	Development Management and Financing	Monitoring and Evaluation	Bahasa Indonesia	Elective 4	Supporting Course for Community Service 2
3 SCU/ 4.5 ECTS	2 SCU/ 3 ECTS	2 SCU/ 3 ECTS	3 SCU/ 4.5 ECTS	2 SCU/ 3 ECTS	2 SCU/ 3 ECTS	2 SCU/ 3 ECTS	2 SCU/ 3 ECTS
Planning Process	Site and Landscape Planning	Land Use and Spatial Planning	Transportation and Logistics Planning	Planning of Infrastructure System: Energy	Pancasila	Elective 5	Supporting Course for Community Service 3
2 SCU/ 3 ECTS	3 SCU/ 4.5 ECTS	3 SCU/ 4.5 ECTS	3 SCU/ 4.5 ECTS	2 SCU/ 3 ECTS	2 SCU/ 3 ECTS	2 SCU/ 3 ECTS	2 SCU/ 3 ECTS
Planning Information System	Mathematics for Planning	Planning of Infrastructure System: Clean Water and Sanitation	Housing and Settlement Development Planning	Planning Law	Civics	Elective 6	
2 SCU/ 3 ECTS	3 SCU/ 4.5 ECTS	2 SCU/ 3 ECTS	2 SCU/ 3 ECTS	2 SCU/ 3 ECTS	2 SCU/ 3 ECTS	2 SCU/ 3 ECTS	
Development Issues	Community Development	Planning of Infrastructure System: Green Infrastructure	Planning of Infrastructure System: Solid Waste	Statistics	Religion	Elective 7	
2 SCU/ 3 ECTS	2 SCU/ 3 ECTS	2 SCU/ 3 ECTS	2 SCU/ 3 ECTS	3 SCU/ 4.5 ECTS	2 SCU/ 3 ECTS	2 SCU/ 3 ECTS	
	Engineering Ethics	Creative Thinking for Innovative Planning	Planning of Infrastructure System: Irrigation and Drainage	Elective 1	Elective 2		
	2 SCU/ 3 ECTS	2 SCU/ 3 ECTS	2 SCU/ 3 ECTS	2 SCU/ 3 ECTS	2 SCU/ 3 ECTS		
18 SCU/ 27 ECTS	20 SCU/ 30 ECTS	21 SCU/ 31.5 ECTS	21 SCU/31 ECTS	20 SCU/ 30 ECTS	19 SCU/ 28.5 ECTS	16 SCU/24 ECTS	16 SCU/24 ECTS

According to the [website](#), the following **Programme Educational Objectives (PEOs)** and **Programme Learning Outcomes (intended qualifications profile)** shall be achieved by the Master's degree programme Urban and Regional Planning:

PEO: "Graduates of the Master of Urban and Regional Planning UGM are able to serve as a professional planner, researcher, and urban and regional manager and facilitator at the mid-career level who are reliable, communicative, agile, critical, creative, and innovative in the field of spatial planning and development."

„Attitude/Sikap (S)

- PLO 1 Able to uphold to human values based on *Pancasila* (Indonesian state philosophy) and belief in one almighty God.
- PLO 2 Able to demonstrate the ability to work independently or collaboratively with professionals from diverse fields in a manner that upholds integrity and adheres to academic ethics, professional ethics, community and state ethics, as well as relevant regulations and laws.
- PLO 3 Able to take positions and roles needed to respond regional and urban development issues based on a strong sense of nationalism, social awareness towards society and the environment, and a genuine commitment to the well-being of the state and nation.

General Skill/Keterampilan Umum (KU)

- PLO 4 Able to develop ideas, formulate alternatives, and make decisions logically, critically, systematically, creatively, and innovatively according to actual conditions based on considerations from various perspectives.
- PLO 5 Able to communicate, negotiate, and collaborate effectively and efficiently with various stakeholders to convey ideas professionally and develop networks locally, nationally, and globally.
- PLO 6 Able to conduct contextual research and communicate the results for knowledge development and problem solving in the field of urban and regional planning, in accordance with scientific principles and academic ethics.

Knowledge/*Pengetahuan (P)*

- PLO 7 Mastering the paradigms, theories, concepts, methods, and supporting applications based on information technology in the field of urban and regional spatial planning and development.
- PLO 8 Mastering norms, standards, processes, and procedures in the cycle of urban and regional spatial planning and development.

Specific Skill/*Keterampilan Khusus (KK)*

- PLO 9 Able to formulate policy and planning for sustainable urban and regional development, as well as strategies for the implementation based on rational and comprehensive analysis of prevailing conditions, potentials, and challenges.
- PLO 10 Able to manage and coordinate formal and informal processes in making decision on urban and regional planning and development effective and systematically.
- PLO 11 Able to develop critical studies and innovative recommendations on planning systems, process, and methods based on accountable scientific arguments.
- PLO 12 Able to select and utilize supporting information technology systems within the planning field appropriately to process and communicate data that supports the practice of preparing, implementing, evaluating, and controlling plans.”

The following **curriculum** is presented:

Figure Curriculum Map of Master By Coursework

Complex	1st Semester (17 Credits)	2nd Semester (12 Credits)	3rd Semester (8 Credits)	4th Semester (8 Credits)
Theory	Development Theories 2 Credits	Spatial Economics (*) 2 Credits	Elective Course (*) 2 Credits	
	Planning Theories 2 Credits	Development Management (*) 2 Credits	Elective Course (*) 2 Credits	
	Spatial Theories 3 Credits		Elective Course (*) 2 Credits	
	Philosophy of Science (**) 1 Credit			
Studio	Planning Methods, Techniques, and Process I 3 Credits	Planning Methods, Techniques, and Process II 2 Credits		
	Planning Studio I (*) 4 Credits	Planning Studio II (*) 4 Credits		
Thesis	Statistics 2 Credits	Research Methodology 2 Credits	Pre-Thesis 2 Credits	Thesis 8 Credits

Table The Concentration Options in Master By Coursework MURP

No	Concentration	Supporting Courses			
		Economics	Development Management	Studio 1	Studio 2
Spatial Ontology					
1	Neighborhood Planning	Neighborhood Economics	Neighborhood Management	Urban Housing Planning and Development Policy	Urban Housing Revitalization
2	Urban Planning	Urban Economics	Urban Management	Urban Planning and Development	Urban Neighborhood Planning and Development
3	Regional Planning	Regional Economics	Region Management	Regional Planning and Development	Rural Neighborhood Planning and Development
Thematic					
1	Cultural Heritage Planning	- Urban Economics - Financing Infrastructure	Urban Management	Urban Heritage Planning and Development	Heritage Neighborhood Planning and Development
2	Infrastructure Planning and Management	Financing Infrastructure	- Infrastructure Management - Regionals Cooperation Management	Urban or Regional Infrastructure Planning and Development	Infrastructure Planning and Development
3	Real Estate Planning	Land and Housing Economics	- Housing Development Policy and Management - Real Estate Assets Management	Commercial Housing Planning and Development	Property Non-Housing / Residential Planning and Development
4	Environment and Landscape Planning	Environmental Economics	Urban Environmental Management	Urban Environmental Planning	Landscape Planning (Regional, Urban, and Rural)
5	Smart Cities and Regions	Smart Economics	Smart City Management	- Smart Living Planning - Smart Environmental Planning - Smart Economy Planning - Smart Mobility Planning - Smart Disaster Planning - Smart Infrastructure Planning - Creative or Resilient City Planning and Development	- Smart City Infrastructure - Smart Living Planning and Development - Smart Environment Planning and Development - Smart Economy Planning and Development - Smart Mobility Planning and Development - Smart Disaster Planning and Management - Smart Resource Planning and Development

Figure Curriculum Map of Master By Research

Complex	1st Semester (15 Credits)	2nd Semester (12 Credits)	3rd Semester (10 Credits)	4th Semester (8 Credits)
Research-Supporting Theory	Philosophy of Science (**) 1 Credit			
	Planning Theories 2 Credits			
	Spatial Theories 2 Credits			
	Science Communication 2 Credits			
Research Methods	Research Methods 2 Credits	Data Understanding 2 Credits	Data Exploration 4 Credits	
Research-Supporting Practice	Theory Exploration Studio 4 Credits	Practice Exploration Studio 4 Credits		
Research Presentation	Proposal Development 2 Credits	First Colloquium 2 Credits	Second Colloquium 2 Credits	Thesis Writing 4 Credits
Research Publication		First Publication 4 Credits	Second Publication 4 Credits	Final Publication 4 Credits