ASIIN Seal
Accreditation Report

Bachelor's Degree Programmes
Urban and Regional Planning
Architecture

Master's Degree Programmes
Urban and Regional Planning
Architecture

Doctoral Degree Programme
Architecture and Urbanism

Provided by
Universitas Diponegoro Semarang

Version: 18th March 2022

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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 Studi Sarjana Perencanaan Wilayah dan Kota	Bachelor of Urban and Regional Planning	ASIIN	-	03
Program Studi Sarjana Arsitektur	Bachelor of Architecture	ASIIN	-	03
Program Studi Magister Perencanaan Wilayah dan Kota	Master of Urban and Regional Planning	ASIIN	-	03
Program Studi Magister Arsitektur	Master of Architecture	ASIIN	-	03
Program Studi Doktor Ilmu Arsitektur dan Perkotaan	Doctoral Programme Architecture and Urbanism	ASIIN	-	03
Date of the contract: 07.05.2021 **Submission of the final version of the self-assessment report:** 16.10.2021 **Date of the onsite visit:** 19.-21.01.2022 **at:** online				
Peer panel: Prof. Dr. Ralf Weber, Technical University of Dresden Dr. Ing. Thomas Völlmar, Völlmar Architecture Prof. Dr. Johannes-Alexander Schmidt, University of Duisburg-Essen Prof. Dr.-Ing. Jörg Knieling, Hafen City University Hamburg Ratna Eka Suminar, student representative, University Gadjah Mada				
Representative of the ASIIN headquarter: Yanna Sumkötter				

[1] ASIIN Seal for degree programmes

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

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 December 10, 2015 Subject-Specific Criteria of Technical Committee 03 – Civil Engineering, Geodesy and Architecture as of September 28, 2012 ASIIN Additional Criteria for Structured Doctoral Programmes as of March 15, 2021	

B Characteristics of the Degree Programmes

a) Name	Final degree (original/English translation)	b) Areas of Specialization	c) Corresponding level of the EQF[3]	d) Mode of Study	e) Double/Joint Degree	f) Duration	g) Credit points/unit	h) Intake rhythm & First time of offer
Bachelor of Urban and Regional Planning	Sarjana Perencanaan Wilayah dan Kota (S.PWK) / Bachelor of Urban and Regional Planning		6	Full time		8 semesters	146 credits equivalent to some 210 ECTS	Annually / 1992
Bachelor of Architecture	Sarjana Arsitektur (S.Ars) / Bachelor of Architecture		6	Full time		8 semesters	144 credits equivalent to some 210 ECTS	Annually / 1962
Master of Urban and Regional Planning	Magister Perencanaan Wilayah dan Kota (M.PWK) / Master of Urban and Regional Planning	Urban Management Spatial Planning Smart City Urban Design Regional Development Planning	7	Full time		4 semesters	41 credits equivalent to some 60 ECTS	Every semester / 1999
Master of Architecture	Magister Arsitektur (S.Ars) / Master of Architecture	Advanced Architecture Urban Architecture Tropical Architecture	7	Full time		4 semesters	40 credits equivalent to some 60 ECTS	Every semester / 1998
Doctoral Programme Architecture and Urbanism	Doktor / Doctor (Dr.)		8	Full time		6 semesters	48 credits equivalent to some 75 ECTS	Every semester / 2008

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

The objectives of Bachelor's programme Urban and Regional Planning are to develop students who are:

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

1. The planners who are able to prepare regional and urban planning documents according to the chosen process, procedure, and approach
2. The policy formulators who are able to formulate alternative policy proposals as a follow-up to planning
3. Implementation program compilers who are able to translate policies into development programs and action plans
4. Implementation program appraisers who are able to assess the implementation program in accordance with social, economic, environmental, and institutional principles
5. Evaluators of plans, policies, and programs who are able to conduct ex-post and exante evaluations of development plans, policies, and programs

For the Bachelor's degree programme Architecture the institution has presented the following profile in the self-assessment report:

The objectives of Bachelor's programme Architecture are to develop students who are:

1. Communicator, means graduate who able to communicate verbally and in writing
2. Professional, means works according to principles, development is based on merit and upholds a code of ethics
3. Leader means graduates who are adaptive, responsive to the environment, proactive, motivator, and able to work cooperatively
4. Entrepreneur means graduates who have a high work ethic, entrepreneurial skills, innovation, independence
5. Thinker means graduates who have critical thinking, lifelong learning, able to be researchers
6. Educator, graduates who able to be the agents of change

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

The objectives of Master's programme Urban and Regional Planning are to develop students who are:

1. Planners who able to prepare urban and regional planning documents according to the selected processes, procedures, and approaches and formulate regional and urban development programs and policies
2. Policy evaluator who able to assess and evaluate urban and regional development programs in accordance with social, economic, environmental, and institutional principles

3. Academics who able to carry out and manage teaching and learning activities in the field of urban and regional planning science and knowledge through creative and innovative learning
4. The researcher who able to conduct and manage research activities in the area of urban and regional planning according to scientific principles and publish the results in scientific forums and journals

For the Master's degree programme Architecture the institution has presented the following profile in the self-assessment report:

Attitude

- Commitment: Students must have a commitment in each teaching and learning activities in accordance with the concentration they have chosen
- Responsible: Students should be responsible for each teaching and learning activity and assignment are given to them

Generic Skill

- Critical thinking in analyzing an architectural problem, because postgraduate students will encounter many problems that are more complex than undergraduate level
- Innovative thinking and future-oriented because architectural problems and trends continue to develop

Specific Skill

- Able to explain and implement the theory and application of architectural science related to the problems of Local Wisdom, conservation, and revitalization in the field.
- Able to explain and implement the theory and application of architecture that is related to the problems of Inclusive Design in the field.
- Able to explain and implement the theory and application of architecture that is related to the problems of Green Architecture and sustainability in the field.
- Able to explain and implement the theory and application of architecture that is related to the problems of Tourism Development and Design in the field.

Knowledge

- Students have an understanding related to the field of science according to their concentration (Tropical, Advanced, and Urban)
- Students are able to understand, analyze, and provide solutions related to WinG+T on architectural problems

For the Doctoral degree programme Architecture and Urbanism the institution has presented the following profile in the self-assessment report:

The objectives of Doctoral programme Architecture and Urbanism are to develop students who are main researchers at the highest educational level who master the science philosophy and methodology and are able to contribute to the novelty of science in the field of architecture and urbanism, through an approach of interdisciplinary, multidisciplinary, transdisciplinary, in the way of independent, responsible and ethics.

C Peer Report for the ASIIN Seal

1. The Degree Programme: Concept, content & implementation

Criterion 1.1 Objectives and learning outcomes of a degree programme (intended qualifications profile)

Evidence:

- Objective-module-matrices
- Self-Assessment Report
- Study plans of the degree programmes
- Curriculum handbooks of the degree programmes
- Module descriptions
- Website
- Discussions during the audit

Preliminary assessment and analysis of the peers:
The peers refer to the respective ASIIN Subject-Specific Criteria (SSC) of the Technical Committee 3 (Civil Engineering, Geodesy and Architecture)**,** the objective-module-matrices for each degree programme, the matching learning objectives and the modules as a basis for judging whether the intended learning outcomes of the Bachelor's degree programme Urban and Regional Planning and Architecture, the Master's degree programmes Urban and Rgional Planning and Architecture and the Doctoral degree programme Architecture and Urbanism correspond with the competences as outlined by the SSC. The descriptions of the qualification objectives are comprehensive and include the achieved competencies and possible career opportunities of the graduates. In the Self-Assessment Report, UNDIP states that it bases the learning objectives of the Architecture degree programmes on the guidelines of UIA. This topic will be further discussed under criterion 1.3. The descriptions of the qualification objectives are made accessible to all stakeholders as they can be found on UNDIP's website.

According to the Self-Assessment Report, graduates of the Bachelor's degree programme

Urban and Regional Planning are capable to work in several professions, especially as consultant, planner and policy formulator. The competencies, which must be acquired by each student, are the following:

- Planner: preparing regional and urban planning documents according to the chosen process, procedure, and approach
- policy formulators: formulation of alternative policy proposals as a follow-up to planning
- Implementation program compilers: translation of policies into development programs and action plans
- Implementation program appraisers: assessment of the implementation program in accordance with social, economic, environmental, and institutional principles
- Evaluators of plans, policies, and programs: conduction of ex-post and exante evaluations of development plans, policies, and programs

The Programme Learning Outcomes (PLO) of the Bachelor's degree programme Urban and Regional Planning fulfil the Indonesian Qualification Framework (IQF) standard for undergraduate education and are in line with the faculty's mission and vision. The consistency with the university's mission is achieved by producing graduates with strong enthusiasm to learn and master the knowledge of Urban and Regional Planning as well as related topics. UNDIP has formulated seven Programme Learning Outcomes (PLOs), which cover three elements: attitude, knowledge and skills; the latter is divided into intellectual and practical and managerial skills.

Judging from an objectives-matrix that links the seven PLOs to the Subject-Specific Criteria for Bachelor's degree programme Urban and Regional Planning as well as an objective-module-matrix that delineates in which modules students learn the skills purposed in the PLOs, the peers see that the objectives and intended learning outcomes of the Bachelor's degree programme Urban and Regional Planning are suitable to produce qualified graduates.
The peers learn that most of the graduates are employed as consultants, planners or surveyers in local consulting firms, in local planning studios or in the government's expertise sector. Others are working as lecturers and are pursuing Master studies. In the discussions with the students, the peers also learn that the students are very confident in finding a job after graduating and that half of them are interested in continuing their studies. Furthermore, the peers acknowledge that there is sufficient support for the students regarding their strategies for finding a suitable career (s. criterion 1.4).

The department of Architecture applies a learning concept by prioritizing "WInG + T" which stands for the four criteria of the department's mission: Wisdom (local wisdom), Inclusive

(universal design), Green (sustainability) and Tourism (tourism development). The vision, objectives and curricula of the Architecture degree programmes under review are linked to these criteria. In the discussion with the students, the peers learn that half of the graduates from the Bachelor's degree programme Architecture work in architectural offices or in self employed practice, or are able to find employment in the government's expertise sector or in a contractor company. The other half of them continue their studies at the consecutive Master's Programme at UNDIP or abroad.

With regard to the objectives and learning outcomes of the Bachelor's degree programme Architecture, the peers notice that UNDIP has formulated eight Programme Learning Outcomes (PLOs), which cover three elements: competency, knowledge and psychomotoric skills. They fulfil the Indonesian Qualification Framework (IQF) standard for undergraduate education and are in line with the faculty's mission and vision. The consistency with the university's mission is achieved by producing graduates with strong enthusiasm to learn and master the knowledge of Architecture as well as related topics.

The qualification objectives of the Master's degree programme Urban and Regional Planning include the training of qualified and reliable development planners and managers to address the problems of the city and the region. With regard to the job market perspectives and practical relevance of the field of Urban and Regional Planning, UNDIP states in the Self-Assessment Report that cities and regions in Indonesia have been growing rapidly, especially since the 1970s. This rapid development is marked by, among others, the development of the physical size of the city, population growth, economic growth, and expansion of the infrastructure network. However, the occurring development does not always have a positive impact. Reality shows that there are problems in regions and cities such as poverty, slum settlements, traffic jams, low quality of public facilities, and many others. The existence of these problems demands intervention efforts so that developments can be even better. Urban and regional planning and development are efforts related to allocating resources within the geographical space of regions and cities in an effective, efficient, balanced, and sustainable manner. It is one form of solution for the foregoing problems.

Students in this programme can chose between five specialization areas either in "Urban Management", "Spatial Planning", "Urban Design", "Smart City" or "Regional Development Planning". According to the Self-Assessment Report, the Master's degree programme Urban and Regional Planning creates graduates who are able to develop and apply knowledge and skills in a comprehensive mindset and rational insight, strategic and analytical thinking to determine the best alternative in setting policies and implementing urban and regional planning actions.
To this end, graduates of the study programme will have the qualification to become:

- Planners, who are capable of formulating urban and regional planning documents, programs, and policies following the selected processes, procedures, and approaches;
- Policy evaluators, who are capable of assessing and evaluating urban and regional development programs according to social, economic, environmental and institutional principles;
- Academics, who are qualified and capable of carrying out teaching and learning activities in the field of urban and regional planning through creative and innovative learning;
- Researchers, who are capable of conducting and managing research activities in the field of urban and regional planning following scientific principles, as well as publishing the results in scientific forums and journals.

The Programme Learning Outcomes (PLO) of the Master's degree programme Urban and Regional Planning fulfil the Indonesian Qualification Framework (IQF) standard for postgraduate education and are in line with the faculty's mission and vision. UNDIP has formulated four Programme Learning Outcomes (PLOs), which cover two elements: knowledge and skills; the latter is divided into intellectual and practical and managerial skills.

Judging from an objectives-matrix that links the four PLOs to the Subject-Specific Criteria for Master's degree programme Urban and Regional Planning as well as an objective-module-matrix that delineates in which modules students learn the skills purposed in the PLOs, the peers see that the objectives and intended learning outcomes of the study programme are suitable to produce qualified graduates.

The qualification objectives of the Master's degree programme Architecture are, as already mentioned before, also linked to the department's four mission criteria (WinG + T) and include the acquisition of advanced theoretical and practical architectural skills, especially an in-depth knowledge of architectural science related to the problems of local wisdom, conservation and revitalization, of inclusive design, of green architecture and sustainability as well as of tourism development and design in the field. Students in this programme can chose between three specialization areas either in "Advanced Architecture", "Urban Architecture" or in "Tropical Architecture. According to the Self-Assessment Report, the Master's degree programme Architecture creates graduates who are able to think critically in analyzing an architectural problem and who think innovatively and future-oriented, because architectural problems and trends continue to develop.

To this end, graduates of the study programme should have academic and professional capabilities to implement and develop the field of architecture as well as extensive knowledge in development. They should promote science and technology in the fields of

architecture, seek implementation to improve the quality of life for people and enrich the national culture. Furthermore, they should be able to be responsive and skilled in giving service in dealing with the development of science and technology in education, development of science, public service and professional activities of architects. They are encouraged to deepen the scientific basis of the field of architecture to improve services and develop research for a subsequent doctoral programme.

The Programme Learning Outcomes (PLO) of the Master's degree programme Architecture fulfil the requirements of the Indonesian Qualification Framework (IQF) standard for postgraduate education and are in line with the faculty's mission and vision. UNDIP has formulated ten Programme Learning Outcomes (PLOs), which cover three elements: attitude, knowledge and skills; the latter is divided into generic and specific skills.
In addition to the subject-related qualification objectives, students of both Master's degree programmes should be capable of working autonomously as well as in a team-oriented manner, and be able to conduct research activities. Furthermore, they should be able to solve subject-relevant problems, present their results, and have an awareness of possible social and ethical effects of their actions. During the course of their studies, the students should acquire communicative and language skills, and develop a strategy for life-long learning.

The primary goal of the Doctoral programme Architecture and Urbanism is to make students familiar with the newest findings in architectural and urbanism sciences that are significant for independent scientific-research work and for further improvement in these areas. Students of the Doctoral programme should master experimental and analytical science methods and expand their knowledge in specific areas of Architecture and Urbanism. The goals include gaining of scientific abilities and academic skills, development of creative and communicative skills and mastering specific practical skills that are needed for future development in the career.

Moreover, they should gain theoretical knowledge and skills that are necessary for independent scientific research work. This includes participating in scientific-research projects, following and critically evaluating scientific literature and articles, communicating with researchers in the country and worldwide, and participating in the scientific research processes.

In summary, the auditors are convinced that the intended qualification profiles of the two undergraduate programmes, the two graduate degree programmes and the doctoral degree programme under review allow students to take up an occupation, which corresponds to their qualification. The peers agree that the qualification objectives of all programmes

adhere to level 6, 7 or 8 of the European Qualification Framework, which relates to Bachelor's, Master's and Doctoral programmes, and to the respective ASIIN Subject-Specific Criteria of the Technical Committee 3. They aim at the acquisition of subject-specific competences and are generally formulated clearly and precisely.

The peers appreciate that a regular revision process for the objectives, learning outcomes and curricula of the programmes is in place. Every five years, a larger revision takes place that includes internal as well as external stakeholders, while minor changes are made regularly. The students, alumni and representatives of schools and the private sector confirm that they are actively involved in these processes.

Criterion 1.2 Name of the degree programmes

Evidence:

- Self-Assessment Report
- Diploma Supplements

Preliminary assessment and analysis of the peers:
The titles of the degree programmes follow the rules for naming study programmes set by the Indonesian Ministry of Education. The peers agree that the English translation and the original Indonesian name of the Bachelor's degree programmes Architecture and Urban and Regional Planning, the Master's degree programmes Architecture and Urban and Regional Planning as well as the Doctoral degree programme Architecture and Urbanism correspond with the intended aims and learning outcomes as well as the main course language.

Criterion 1.3 Curriculum

Evidence:

- Self-Assessment Report
- Study plans of the degree programmes
- Curriculum handbooks of the degree programmes
- Academic guidelines
- Module descriptions
- Objective-module-matrices
- Discussions during the audit

Preliminary assessment and analysis of the peers:
The curricula of the five degree programmes are designed to comply with the programme objectives and learning outcomes and they are subject to constant revision processes. As such, the curricula are reviewed regularly and commented on by students and teachers as well as by external stakeholders such as alumni or partners from government and the private sector. Regular changes are made to ensure that the curricula are up to modern standards. Besides the objectives and learning outcomes defined by UNDIP itself, the curricula also take into account the Indonesian standards of higher education and the Indonesian national qualifications framework as well as the recommendations from industry.

The Bachelor's degree programme Urban and Regional Planning comprises 49 courses and 146 Indonesian credit points (SKS). The degree programme normally spans over eight semesters but can be completed in a maximum of fourteen semesters. The courses in the first two semesters convey basic knowledge of Urban and Regional Planning, statistics for planning, resources and environment and languages (Indonesian and English). They also acquire competences in entrepreneurship and communication skills. Courses on the different urban and regional planning sciences are offered from the third to the seventh semester. The elective courses, through which the students can gain further insights in some of these areas, are spread out over semesters 6 to 7. The seventh semester also contains the mandatory community service. The students begin to prepare for their thesis in the seventh semester with the course "Research Methods" and write it in the eighth semester. During the last semester, the students must also complete the fieldwork practice.

The Bachelor's degree programme Architecture comprises 144 Indonesian credit points (SKS) and is designed for eight semesters, but can be completed in a maximum of fourteen semesters. The students of the study programme get an overview of engineering drawing, historical and architectural theory, aesthetic form, mechanics, build materials as well as Mathematics, Pancasila, National resilience and languages (Indonesian and English) in the first two semesters. Over the course of the first six semesters, they take mandatory courses in the different areas of architecture, such as architecture programming, site design, landscape, structure construction, build physics and design of settlement. Besides the theoretical classes, they also acquire practical competences through studio courses in various areas. Within the framework of this concept, the architectural design courses form the core of compulsory courses in the curriculum and as a part of the laboratory of Theory, History, and Architectural Design. These courses have a total of 40 SKS. The first part of the supporting courses are compulsory courses which support the architectural courses and treat contents of built environment courses as part of the laboratory of built environment design. The second part of the supporting courses are compulsory courses that enrich the architectural design courses. The laboratory of building technology manages the courses. Moreover, in semesters 6 and 7, the students can choose from a wide range of electives

covering contents of local wisdom and heritage, inclusive design, green architecture and tourism. The mandatory elements of fieldwork practice and community service are located in the seventh and eighth semester. The students prepare their undergraduate thesis, which is written in the final semester, through the modules about research methods in semesters 3, 5 and 7 by drafting a topic and handing in a proposal.

Usually during the last year of studies, Bachelor's students must complete the community service. The peers discuss with the programme coordinators about the content and goal of this course. The programme coordinators explain that community service is compulsory for all Indonesian students. It has a minimum length of eight weeks and often take place in villages or rural areas where students stay and live together with the local people. The course is designed "to allow students to apply their knowledge based on their field in order to empower society." Since the community service usually takes place in remote areas the students cannot attend any classes during this time. The students work in interdisciplinary teams during the community service in order to advance the society and bring further development about. This course was introduced at all Indonesian Universities in 1971. The assessment of the community service consists of a work plan, programme implementation, and activity report. The peers understand that students should work for the benefit of the community and the Indonesian society during the community service and support this concept.

The Master's degree programme Urban and Regional Planning encompasses 41 SKS and is designed for four semesters, but can be completed in three semesters and a maximum of eight semesters. The study programme offers five areas of specialization: "Urban Management", "Spatial Planning", "Urban Design", "Smart City" or "Regional Development Planning". Students have to complete 41-42 SKS for each field (42 SKS only for specialization area "Smart City"), divided into compulsory courses (21 SKS), specialization courses (13 SKS), elective courses (4 SKS) and publication (3 SKS). To finish the Master's degree programme Urban and Regional Planning, students must take six compulsory courses in planning and development issues, planning and development process, planning methods, planning theory and research methodology. Moreover, they must complete five courses in the chosen specialization area and chose further electives. In the third and fourth semester, students will have to conduct their research activities, while guided by an advisor.

The Master's degree programme Architecture encompasses 40 SKS and is designed for four semesters, but can be completed in three semesters and a maximum of ten semesters. The study programme offers three areas of specialization: "Advanced Architecture", "Urban Architecture" or in "Tropical Architecture. Students have to complete 40-42 SKS for each field (42 SKS only for Urban Architecture and Tropical Architecture specialization), divided into compulsory courses (13 SKS), specialization courses (6-8 SKS), proficiency courses (19 SKS)

and elective courses (2 SKS). To finish the Master's degree programme Architecture, students must take six compulsory courses in research methodology, sustainable development, conservation and revitalization and housing and urban real estate. Moreover, they must complete two, three or four courses in the chosen specialization area, five proficiency courses and chose further electives. In the third and fourth semester, students will have to conduct their research activities, while guided by an advisor.

The Doctoral degree programme Architecture and Urbanism lasts for three years, and students gain 48 SKS which are distributed over ten compulsory courses and two elective courses. The curriculum is divided into four phases that are oriented to the dissertation's research progress. The first phase includes courses about the deepening of methodology and philosophy, in the second phase students practice the design and management of research, in the third phase students conduct their research operation and the final fourth phase is about the preparation and final examination of the dissertation.

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

However, during the discussion with the programme coordinators, the teaching staff, the students and the prospective employers, the peers learn that in the Bachelor's and Master's degree programmes Architecture the duration of the internships is usually 30 work days or 1,5 months. According to International Union of Architects (UIA) Accord on Recommended International Standards of Professionalism in Architectural Practice, the internship requirements for registration should altogether be two years. In order to meet the UIA criteria, a full-time study of at least five years or an architectural degree with a scope of 300 ECTS or comparable workload is required. The integration of practical phases is excluded in this calculation. As such, the UIA criteria explicitly demand a 5-year full-time study in an accredited study programme. Practical phases must be outside this period of study, otherwise the theoretical study period will be shortened ("graduates of architecture will be required to have completed at least 2 years of acceptable experience/training/internship prior to registration/licensing/certification to practice as an architect (but with the objective of working towards 3 years) while allowing flexibility for equivalency", International Union of Architects (UIA) Accord on Recommended International Standards of Professionalism in Architectural Practice). The objectives of the Bachelor's and Master's degree programmes Architecture consequently do not adhere to UIA regulations, as UNDIP states in the Self-Assessment Report. Therefore, the peers emphasize that it must be ensured that applicants of the Bachelor's degree programme in Architecture are informed that the international recognition of graduates according to UIA regulations is not achieved through

this programme. Furthermore, It must be ensured that applicants of the Master's degree programme in Architecture are informed that the international recognition of graduates according to UIA regulations include a total of two years of practical training in architectural offices.

With regard to the Bachelor's and Master's degree programme Architecture, during the discussion with the programme coordinators and the teaching staff, the peers explain that these degree programmes seem to be conceptualized as a digital design universe. According to the Self-Assessment Report and the student work displayed before and during the audit, student work seems to be entirely digital. Therefore, the peers wonder whether aspects such as construction, building physics, building technology and planning regulations are taught in depth. Building physics could be taught not only in terms of regional requirements, but also in a more comprehensive sense to strengthen a wide fundamental knowledge.

The teaching staff explains that these aspects are especially part of the studio work. The peers state that the practical experience of the students seems to be sufficient, however, as will be further explained under criterion 4.3, manual skills and practical aspects are not treated in the depth. Therefore, the peers recommend to include more practical aspects such as construction, structures, building technology, planning regulations into the curricula.

Moreover, as already mentioned before, the department of Architecture applies a learning concept by prioritizing "WInG + T" which stands for the four criteria of the department's mission [Wisdom (local wisdom), Inclusive (universal design), Green (sustainability) and Tourism (tourism development)]. All degree programmes include a number of courses related to sustainability. The peers welcome the four criteria developed by UNDIP on which they base their mission, but note that these are only partially evident in the different modules of the degree programmes. Although the thematic block of sustainability is a prominent factor of UNDIP's mission and is particularly tailored to the needs of the region, the peers do not see a consistent linkage of the individual courses and the subject of sustainability. Therefore, the peers recommend to strengthen the topic of sustainability in the different modules of the programmes and to be oriented more towards the Sustainable Development Goals (SDG).

This is linked to the fact, that although the four criteria "WinG + T" form the basis of the learning concept of the Architecture degree programmes and are supposed to be a distinguishing feature of UNDIP, they do not reflect in the students' designs. The peers take a look at a few project results and conclude that the buildings are designed in a rather "international style" and show very little of this local wisdom/heritage. Therefore, the peers recommend to consistently include the four criteria of UNDIP's mission statement [Wisdom

(local wisdom), Inclusive (universal design), Green (sustainability) and Tourism (tourism development)] into the individual courses of the three Architecture degree programmes.

According to the previous explanations, the five study programmes under review focus on the study of the built environment. While the Urban and Regional Planning degree programmes are located on the macro level and consider the built environment as habitat for humankind, the Architecture degree programmes focus on the micro level of buildings, especially on aesthetical, structural and functional aspects. The urban design field however is located between the macro and micro level as it focuses on the process of design groups of buildings, whole neighbourhoods and the city as a whole. Paired with the objectives based on the four criteria which are supposed to influence the teaching and learning methods, the peers emphasize that all five degree programmes under review have the potential for a large number of synergy effects, like for instance courses about city planning and rural settlements that are offered in both departments. Therefore, it is recommended to make use of these synergy effects of the two departments by integrating contents of one programme into the respective other in order to encourage interdisciplinary thinking.

With regard to the internships, the peers learn that the fieldwork practice in companies usually takes 30 working days or 6 weeks. Through the independent campus programme, which was introduced in 2020, students in all study programmes can expand the duration of their internship until 6 months (see criterion 2.1 for more details). Both are valued by the students as they allow them to apply the skills they learned in the programmes in a real working environment. The university has established useful guidelines for these internships and every student has one advisor at the company and one at the university to ensure that the work contributes to achieving the programme's learning outcomes. However, during the discussion, the prospective employers explain that the 30 working days or the 6 weeks of the mandatory internship in the Bachelor's degree programmes are not sufficient in order to introduce the students to the internal functioning of a planning or architectural company and familiarize them with the subject matter. Moreover, it could be helpful for students to be able to have access to a list of participating companies via the integrated information system (SIAP) in order to get a better overview. Therefore, the peers recommended to consider a length of six months for the mandatory office internship outside the university, to establish corresponding regulations, to adapt the number of SKS accordingly and to include internship opportunities in companies via the integrated information system (SIAP). In Architecture, office internships may not be substituted by practical craftsmanship trainings.

Furthermore, the peers discuss with UNDIP the ways in which the students can improve their English proficiency. They learn that in the Bachelor's degree programmes there is a special bilingual class, in which many of the modules are taught in English. Additionally,

English literature is used as can be seen from the literature suggested for the individual modules in the module descriptions. In all study programmes, students have the possibility to join the English study club, which is offered by the Language Centre. Students can obtain English certificates there, for instance by taking the TOEFL ITP. The peers appreciate these efforts.

Finally, the peers ask how the teaching staff and the prospective employers evaluate the soft skills of the students. They learn that the students from UNDIP are particularly resilient in many respects: both in terms of competition and in terms of their perseverance. In spite of this, the industry representatives also underline that specific soft skills as the ability to communicate with clients, to publicly speak and present in front of an audience and self-confidence could still be improved. Consequently, the peers recommend to strengthen the soft skills of the students through designated coursework or integration into existing coursework, in particular communication skills, presentation and self-confidence.

Criterion 1.4 Admission requirements

Evidence:

- Self-Assessment Report
- Academic Guidelines
- Students handbook
- Academic guidelines
- Statistical data
- Websites
- Discussions during the audit

Preliminary assessment and analysis of the peers:
According to the self-assessment report, admission of new students to UNDIP is possible via different modes of entry (national and local modes). The different modes of entry are designed not only to select the top-quality students from high schools, but also to provide opportunities for high school students from all over Indonesia, especially those from rural areas.

There are three different paths of admission into the Bachelor's degree programmes:

1. National Selection of Higher Education or University (Seleksi Nasional Masuk Perguruan Tinggi Negeri, SNMPTN), a national admission system, which is based on the academic performance during high school.

2. Joint Selection of Higher Education or University (Seleksi Bersama Masuk Perguruan Tinggi Negeri, SBMPTN). This national selection test is held every year for university candidates. It is a nationwide written test (subjects: mathematics, Bahasa Indonesia, English, physics, chemistry, biology, economics, history, sociology, and geography).
3. Selection according to UNDIP scheme policy: the Bachelor's degree programmes Urban and Regional Planning and Architecture also receive students from local (UNDIP) selection. Similar to SBMPTN, students from UNDIP selection are selected based on a written test.

For admission into the Master's degree programmes Urban and Regional Planning and Architecture and into the doctoral degree programme Architecture and Urbanism, the aforementioned types of the tests include passing the minimum score of English and TPA (Academic Potential Scores) test as well as passing the interview or written test of the respective degree programme. In these degree programmes, the test is an interview conducted by the head and secretary of the programme. In case of the doctoral degree programme, one additional step has to be followed before prospective students participate in the UNDIP formal selection. This stage aims to assist prospective students in preparing their research synopsis in a brief mentoring by prospective supervisors. Those who have completed the synopsis draft will get a recommendation letter from the prospective supervisor. Subsequently, they are able to follow the formal process of new student admission as described above, which requires the completion of a recommendation letter.

For each academic year, the university determines the ratio of students admitted through these three ways. Generally, the number of applications in the Bachelor's degree programmes is considerably higher than the number of admitted students. For the academic year 2019/20, the ratio is between 1:17 for the Bachelor's degree programme Urban and Regional Planning, 1:16 for the Bachelor's degree programme Architecture, 1:1 for the Master's degree programme Urban and Regional Planning, the Master's degree programme Architecture and the doctoral degree programme Architecture and Urbanism.

The tuition fees for the programmes are determined by the Ministry of Finance based on a proposal from UNDIP. There are different levels for these fees, depending on the parents' income. For students from underprivileged families, there is no tuition fee. Furthermore, there are various options for scholarships that cover the tuition fees.

The admission website informs potential students in great detail about the requirements and the necessary steps to apply for admission into the programmes. Since the rules are based on decrees by the ministry of education and on the university's written regulations,

the peers deem them binding and transparent. They confirm that the admission requirements support the students in achieving the intended learning outcomes.

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

Criterion 1.3:

The peers appreciate that UNDIP took the requirements and recommendations under this criterion into consideration.

With regard to the requirements to ensure that applicants of the Bachelor's degree programme in Architecture are informed that the international recognition of graduates according to UIA regulations is not achieved through this programme and to ensure that applicants of the Master's degree programme in Architecture are informed that the international recognition of graduates according to UIA regulations include a total of two years of practical training in architectural offices, UNDIP explains that based on Presidential Regulation of the Republic of Indonesia Number 8 of 2012 and Regulation of The Republic Of Indonesia's Minister of Education and Culture Number 3 of 2020 about Indonesian Qualification Framework (IQF)/KKNI, the objective of the Bachelor's degree programme in Architecture is at the level 6, professional study programmes are at level 7, the Master's degree programme in Architecture is at level 8, followed by the Doctoral degree in Architecture and Urbanism at level 9 (the highest). UNDIP includes illustrations that show the Indonesian Qualification Framework as well as the Pathway of Graduate Career Development in their response statement. Accordingly, UNDIP states to provide the information of these rules to their students by explaining the graduate profile in the student handbook and on the website and by giving sufficient details for those who want to continue to become a professional architect and get an Architect Professional License. Furthermore, at the moment, UNDIP is in the process of establishing the professional programme meaning that the students should finish first the Bachelor's degree programme and then, they can continue their further studies to have more practical skills by having internships in a minimum of 6 months at the Architecture Consultant Bureau under Professional Program Course. UNDIP underlines that the UIA Accord is a guideline for further development of the Department of Architecture where the profession programme (IQF level 7) is going to be established for the near future. The peers appreciate these explanations, but realize that the graduate profile of the Bachelor's degree programme in Architecture only informs about possible future employment. The information that the international recognition of graduates according to UIA regulations is not achieved through this programme is not included. Moreover, as the professional programme has not been introduced yet and further possibilities for students to gain practical experience are only planned for the near future, the peers

realize that applicants of the Master's degree programme in Architecture are not informed that the international recognition of graduates according to UIA regulations include a total of two years of practical training in architectural offices. Therefore, they continue to adhere to the two requirements.

Regarding the recommendation to consider a length of six months for the mandatory office internship outside the university in the two Bachelor's degree programmes under review, UNDIP states that the internship in Bachelor's degree programme Architecture has a duration of 40-60 working days or 1.5 to 2 months to sharpen student competency in architectural design. As the total credit load that students must complete during their studies is 144 SKS, the next internship with a length of six months is planned in the second semester of the professional degree programme (IQF level 7). As already mentioned, the department of Architecture has prepared a professional programme that is going to be established in the near future. Moreover, the programme coordinators of the Bachelor's degree programme Urban and Regional Planning currently consider to get back to the 3-months-internship scheme before the pandemic (equal to 2 SKS according to the current curriculum). Besides that, students also have to do the course of Planning and Field and Work Force (3 SKS), Planning Field Works (3 SKS) and an elective course (3 SKS) that also offer the opportunity to gain internship experience. However, as both degree programmes are currently only considering a longer length for the mandatory office internship, the peers continue to adhere to the recommendation.

Concerning the recommendation to include more practical aspects such as construction, building physics, building technology, planning regulations into the curricula of the Bachelor's and Master's degree programmes in Architecture, UNDIP explains that practical experience and manual skills such as research in traditional and modern building construction, building technology (building materials with local and modern aspects), planning regulations (government regulations and customary regulations) will be strengthened in the next curriculum review. In the Master's degree programme, manual skills are applied to courses in Physics in Building and Environment, Design Tropical Building and Technology, architectural design studios and urban design studios. In some courses, for example the tridimensional course and architecture design studio 1 to 4, students are taught how to make models not only digitally, but manually. In this case, the students are told to make the models from many different kinds of materials (such as duplex, triplex, Styrofoam, polyfoam, ivory, etc) to visualize the digital design. For the final project, the students visualize their design by making models manually and digitally. Students are required to present their digital design by making a mock-up (using laser 3D printer or other materials). The results of the

design products are included in the response statement. However, as UNDIP plans to further strengthen these practical aspects in both degree programmes, the peers continue to adhere to the recommendation.

With regard to the recommendation to consistently include the four criteria of UNDIP's mission statement into the individual courses of the three Architecture degree programmes, UNDIP explains that they include a strong local wisdom and also other criteria (i.e., WInG + T) in several main courses, such as Architecture Tourism, Vernacular Architecture, Research for Design Architecture, Architectural Theory and History 1-2 and the Final Project in the Bachelor's degree programme Architecture. The courses that include a strong local wisdom in the Master's degree programme Architecture are Critic in Architecture, Conservation and Revitalization, Anthropology (in architecture), Building Technology in Tropics, Sustainable Development, Architecture Design Studio and Urban Design Studio. As described in some selected courses in the earlier part, in general, UNDIP highlights the meaning of local content that is not only cover art, culture, ethnicity, but also emphasizing on designing the best architecture that considers behavior, technology, structure, tourism and local climate for sustainability values. Although the design appearance in the student works in courses looks modern, the detail of building design such as shading system, orientation, structure, and behavior of the occupants are considered including local content.

UNDIP further underlines that the uniqueness of the Department of Architecture is WING + T. All of the terminology contains sustainability. One example is the field of Local Wisdom. Local wisdom has an emphasis on sustainability in architecture, urban design and historical heritage structures that still exist today. Architectural conservation, sustainable development, human and environment courses are lectures that introduce architectural and environmental historical heritage to aspects that need to be conserved against these historical relics. The government regulation regarding the Cultural Conservation Law 2020 has included policies that have been given in lectures and can be used as guidelines by graduates of the Master's degree programme Architecture. The results of the thesis have been displayed on the architectural master's library website. Moreover, many students choose thesis titles related to local wisdom. This is also in accordance with the concentration of Tropical architecture in the concentration of architecture, urban design and building science. The master's thesis research is also related to the expertise of the lecturer who has met the criteria of UNDIP's mission statement [Local wisdom], Inclusive (universal design), Green (sustainability) and Tourism (tourism development).

In particular in the Doctoral degree programme Architecture and Urbanism, the application of the "WinG + T" concept has been carried out in the following ways: selection of research topics of prospective students when they start the registration process. Prospective students are directed to discuss their research interest with their prospective professor in

which the "WinG + T" principles are getting introduced as most of the lectures in the study programme are expert in the "WinG + T" criteria as reflected in their research and publication.

In the deepening stage of philosophy and methodology in the first semester, students have to complete five courses that are designed in a taylor-made manner to enable them to accommodate the “WinG + T” criteria in their research. The five courses are Methodology, Philosophy of science (quantitative and qualitative research methodology and philosophy of science proportionally, thus enabling students to conduct research, especially in the "WinG + T"), Theoretical Studies, Elective Course Architecture Insight and Elective Course Urban Science Insight (students are encouraged to map out theories with examples of cases that encourage critical problem formulation on the topic of “WinG + T”). Finally, the inclusion of “WinG + T” can also be traced from the titles of student research. The overview of the titles of student research is provided with UNDIP’s mission statement. The peers appreciate the detailed explanations that show to what extent UNDIP includes these four criteria into the individual architecture courses. However, as these four criteria should be considered to the same extent in the individual courses and as the peers also recommend to further strengthen the field of sustainability, they continue to adhere to the recommendation.

Concerning the recommendation to make use of the synergy effects of the two departments, UNDIP states that they are aware of the importance of interdisciplinary thinking. Therefore, UNDIP has been encouraging synergy effects through several academic activities as for example joint supervision, joint research/publication, joint community services, and joint participation in competition. Moreover, UNDIP states that it would be a significant strength to combine urban design concentration from the architectural perspective (which starts from the micro and emphasizing more the aesthetic part) and urban design from the planning perspective as part of city planning (macro level) and emphasizing the management part. UNDIP plans to take this recommendation as an opportunity to optimize the potential synergy by further developing a scheme to integrate content and academic activities in the future, mostly in joining/integrating the urban design studio class. As these plans haven’t been implemented yet, the peers continue to adhere to this recommendation.

Regarding the recommendation to improve the student’s soft skills, UNDIP explains that several events, conferences and summer courses have been organized by the Department of Architecture, such as the International Conference on Sustainable Architecture and Urbanism (ICSADU) and Summer Courses commonly referred to as IFES in order to strengthen those skills. A lot of teaching staff and students from the department of Architecture have been involved in these events by presenting their papers and also defending arguments related to their work. UNDIP provides the evidences related to those events in the form of

videos together with its response statement. Furthermore, especially for the Master's degree programme Architecture, during the pre-thesis and thesis work phase, students are given the opportunity to disseminate research results through journal publications or international seminars. Student participation in this event will increase self-confidence and networking. In addition, students learn to present their research in guest lectures attended by lecturers from abroad. Additionally, the Doctoral degree programme encourages students to be the main researcher during six semesters education period. During the publication sessions students must participate at least once in an international conference, where they can discuss and present their result of research scientifically with experts from around the world. In this way student can practice their English skills or other international languages. UNDIP provides writing article workshops for publication in reputable journals, which include coaching manuscripts and guides to submit articles in reputable journals. Moreover, during the colloquium students can present and discuss their research with other students. Furthermore, the Department of Architecture holds the International Conference on Sustainability in Architectural Design and urbanism (ICSADU) annually in order to strengthen student's soft skills.

The Bachelor's degree programme of Urban and Regional Planning provides opportunities for students to improve their soft skills through courses as Communication Technique and various studio presentations. Moreover, the teaching staff encourages students to participate in seminars, conferences and various related academic events. However, as the industry representatives have mentioned their concerns on this matter, UNDIP plans to further pursue this matter in order to improve the student's soft skills. Therefore, the peers continue to adhere to the recommendation.

2. The degree programme: structures, methods and implementation

Criterion 2.1 Structure and modules

Evidence:

- Self-Assessment Report
- Study plans of the degree programmes
- Module descriptions
- Objective-Module-Matrices

- Curriculum handbooks of the degree programmes
- Discussions during the audit
- Partnership agreements with other universities
- Overview of student mobility

Preliminary assessment and analysis of the peers:
The Bachelor's degree programmes under review are designed for 4 years and the students need to achieve 146 SKS in the Bachelor's degree programme Urban and Regional Planning and 144 SKS in the Bachelor's degree programme Architecture (which is both equivalent to some 210 ECTS). The Master's degree programme Urban and Regional Planning is designed for 2 years and the students need to achieve 41 SKS (which is equivalent to some 60 ECTS). The Master's degree programme Architecture is also designed for 2 years and the students need to achieve 40 SKS (which is equivalent to some 60 ECTS). Each semester is equivalent to 16 weeks of learning activities, including one week for midterm exams and one week for final exams. The Doctoral degree programme Architecture and Urbanism is designed for 3 years and the students need to achieve 48 SKS (which is equivalent to some 75 ECTS).

After analysing the module descriptions and the study plans, the peers confirm that all degree programmes under review are divided into modules, and that each module is a sum of coherent teaching and learning units. All programmes contain adequate practical elements and allow the students to define individual focuses through broad ranges of electives and specialization areas.

In summary, the peers gain the impression that the choice of modules and the structure of the curriculum ensures that the intended learning outcomes of the respective degree programme can be achieved.

International Mobility

The Self-Assessment Report as well as the discussions make it clear that, while striving to become an international acknowledged university, international recognition is one of UNDIP's primary goals for the next years. The peers point out that international mobility, with regard to the lecturers as well as to the students, is a key factor in these efforts.

The peers learn that UNDIP already provides some opportunities for students to conduct internships and study semesters abroad. There are cooperation agreements with organisations in over 20 countries worldwide (for instance United States, Germany, Australia, France, Malaysia, Japan) partly regarding student exchange, partly regarding research collaboration. The university has established its own scholarship for international mobility and moreover manages various external scholarships sponsored by the Indonesian government, the US government or the European Union. Moreover, as part of the government's

policy, an independent campus programme has been implemented in 2020. By choosing this programme, students are given the chance to spend 1 semester in another university or company in Indonesia or abroad. Furthermore, both departments Urban and Regional Planning as well as Architecture give students the opportunity to optionally study at several other universities as part of a summer school or a double degree programme. For this purpose, UNDIP has concluded partnerships with Akashi College National Institute of Technology in Japan, Curtin University in Australia or Technical University Darmstadt in Germany, among others. This will make it possible for the students to collect further experience and be better prepared to enter the job market after their studies. Qualifications obtained at other universities in Indonesia or abroad are recognised in line with the courses at UNDIP. The students can best realise such a stay in semesters 3 to 6 of the Bachelors's degree programmes, semesters 2 or 3 of the Master's degree programmes, semesters 3 to 5 of the doctoral degree programme or, in case of a shorter stay, during the holidays. As they confirm, there are no problems with credit transfer or the organisation of student mobility.
The peers appreciate the efforts undertaken by the university to foster student mobility as it is very useful for students to spend some time abroad to improve their English proficiency, to get to know other educational systems, and to enhance their job opportunities.

Criterion 2.2 Work load and credits

Evidence:

- Self-Assessment Report
- Study plans of the degree programmes
- Curriculum handbooks of the degree programmes
- Survey of student satisfaction related to the workload
- Module descriptions
- Discussions during the audit
- Students handbook

Preliminary assessment and analysis of the peers:
Based on the National Standard of Higher Education of Indonesia, the five programmes use a credit point system called SKS, which is regulated as follows:

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

• 1 CP of seminar covers 170 minutes per week

In comparison to the ECTS credit system, wherein 1 ECTS equals 25-30 hours of students' workload, it is determined that 1 CP is awarded for 170 minutes of work per week. One semester usually consists of 14 class meetings. The students' workload (contact hours and self-studies) is measured in Indonesian credit points (SKS), and converted to the European Credit Transfer System (ECTS). According to the legal requirements, the actual number is 146 and 144 SKS (some 210 ECTS) for the Bachelor's degree programmes, 41 and 40 SKS (some 60 ECTS) for the Master's degree programmes and 48 SKS (some 75 ECTS) for the Doctoral degree programme Architecture and Urbanism.

The workload is spread relatively evenly with each semester containing between 18 and 24 SKS in the Bachelor's degree programmes, 9 and 18 SKS in the Master's degree programmes and 2 and 10 SKS in the Doctoral degree programme according to the regular study plan. The workload of the last semester or of the last two semesters is markedly reduced to give the students enough time for their theses as well as to already start looking for a job. However, the effective number of credit points that the students may take depends on their average Grade Point Average (GPA), yet the maximum amount of credit points is 24. This mechanism is supposed to ensure that the students can really handle the workload. It also means that theoretically, students can finish their studies in less than 8, 4 or 6 semesters respectively, but due to the high workload in general, this is a rather rare phenomenon. The peers confirm that the distinction between classroom work and self-studies is made transparent and is in line with the credits awarded.

The peers notice that many modules are quite small in terms of credit points and they worry that this might lead to a very high number of exams per semester and consequently to a heavy workload for the students. They learn that this is to some extent countered by the fact that the length of the exams is proportionate to the amount of credit points for the module. The students also emphasise that they consider the workload high but manageable. As the statistical data provided by UNDIP shows, the average length of study is 9 to 10 semesters in the Bachelor's degree programme Urban and Regional Planning, 8 semesters in the Bachelor's degree programme Architecture, 5 semesters in the Master's degree programme Urban and Regional Planning, 4 semesters in the Master's degree programme Architecture and 6 semesters in the Doctoral degree programme Architecture and Urbanism. According to the SAR, this is due to all the written examinations and also due to the fact that they have research and a final thesis or work next to studying. Additionally, the peers see that almost all students complete the degree programmes as there are only 8% of the students of the Bachelor's degree programme Urban and Regional Planning, 17% of the

students of the Bachelor's degree programme Architecture, 7% of the students of the Master's degree programme Urban and Regional Planning, none of the students of the Master's degree programme Architecture and 38% of the students of the Doctoral degree programme Architecture and Urbanism who dropped out of the degree programmes in the last 3 years. The data verifies that all five degree programmes under review can be completed in the expected period.

Criterion 2.3 Teaching methodology

Evidence:

- Photos and videos of laboratories
- Self-Assessment Report
- Module descriptions
- Samples of lecturer evaluation by students
- Websites
- Discussions during the audit

Preliminary assessment and analysis of the peers:

The five programmes under review make use of several different educational methods for each course such as interactive lectures, small group discussions, problem-based learning, project-based learning, collaborative learning, simulation and role play, laboratory practical work, computer-based assignments, excursions and final tasks consisting of internship, student community service, seminars, final project and case-study. Additionally, in the Bachelor's and Master's degree programmes UNDIP makes use of the Outcome Based Education (OBE) approach and methodology which consists of Problem-based learning (PBL), Interactive Skill, Active Learning (AL), Collaborative Learning (CL), and Task-based learning. In their core subjects, students from the Bachelors's degree programme Urban and Regional Planning focus on the understanding of theories in and of planning, subjects such as key urban and regional sectors, urban design, as well as methods and planning exercise (studio). In the Bachelor's degree programme Architecture, the focus lies on architectural design courses. Students from the Master's degree programme Urban and Regional Planning can choose from five specialization areas which focus on laboratory-based education: "Urban Management", "Spatial Planning", "Urban Design", "Smart City" and "Regional Development Planning". Finally, students from the Master's degree programme Architecture have the choice between three specialization areas: "Advanced Architecture", "Urban Design" and "Tropical Architecture". The LBE results in a proposal that will be continued in the final project studio.

UNDIP introduced an online Learning Management System (SIAP) in order to monitor the teaching methodology that is applied and make accessible the various course materials. Therefore, each teacher or professor must upload his or her teaching materials and working procedures on SIAP.

During the classes, active and interactive teaching methods (e.g. lectures, discussions, reports, presentations, and group work) are applied. UNDIP wants to encourage the students to gain knowledge from different scientific areas and to introduce them to research activities. This should ultimately contribute to the transition from a teacher centred to a student centered learning approach. The teaching and learning is supported by a broad range of media, both traditional (books, papers) and online (videos, presentations etc.). In the course of the Covid-19 pandemic, UNDIP has swiftly switched to online and hybrid learning with videoconferences, recorded videos and other media.

During the discussions with the programme coordinators and the teaching staff, the peers learn that in the studios, students of all study programmes under review usually work on one project over a whole semester. The teaching staff explains that this method is supposed to ensure that students get familiar with a stepwise procedure they have to follow in order to complete a project. However, the peers believe that it is indispensable for the students to also develop their design skills through a succession of smaller projects. This way, the students will learn to perform in architectural competitions and develop a facet of prototypical solutions that can be applied in subsequent larger projects. Therefore, the peers recommend to also include short term exercises into the teaching methodology (e.g. student projects as group work with a high level of self-organization and connected to real world issues in cooperation with the urban practice and the related stakeholders).

This factor is linked to the fact that the group size in the different studio courses in the Bachelor's degree programmes is currently between 20 and 25. With regard to the recommendation that the group size in the different studio courses should not exceed fifteen students (for more details see criterion 2.4), the peers underline that the lecturers would thus have the opportunity to individually support and promote the skills of their students. Moreover, this environment would ensure that the students work in smaller groups, learn how to communicate and take over the responsibility and organization for a project themselves. Therefore, the peers recommend to put more emphasis on self-reliance and develop practices to support good organization skills of students in studio work in order to prepare them for independent work in practice.

Criterion 2.4 Support and assistance

Evidence:

- Self-Assessment Report

- Curriculum handbooks for all degree programmes
- Students handbook
- Discussions during the audit

Preliminary assessment and analysis of the peers:
In order to support students in completing their studies on time with good achievements, the university and the faculty provide academic and personal support and assistance through various means. The offers can be divided into two types: academic support and non-academic support. Academic advice includes the academic advisors, the International Office, the programme coordinators, the Dean and the supervisors for the theses, final projects and dissertations. Non-academic support comprises the Diponegoro National Hospital, the Sports Centre, the Language Centre, the Career Centre, the Central Library, computer laboratories, Centre of Technology and student dormitories.

The main contact person for every student is their academic advisor, which is assigned to them in their first semester. An academic advisor shall help them develop an adequate schedule for their studies, choose electives according to their skills and interests and support them in case of academic and non-academic problems. Each student has the opportunity to meet with their academic advisor, who is also responsible for monitoring their study progress, at least three times per semester. Furthermore, there are supervisors for the thesis, the fieldwork practice and the community service, who give advice on specific issues related to these aspects. At the beginning of each semester, GPA provides direction for the students regarding their study plans, targets to be achieved and strategies for selecting courses. During the semester, GPA monitors the academic progress of the students. At the end of the semester, GPA evaluates the student's achievement under their supervision by checking the GPA that the students achieve. In UNDIP, this mentoring process is supported by the presence of the Information System on Academic, Research, and Community Service (SIAP) that facilitates GPA to monitor the academic progress and approval for semester plans as well as the final undergraduate thesis. For detailed information on support and assistance in the doctoral degree programme, please refer to criterion D4.

The Diponegoro National Hospital helps and guides students who have individual problems, such as anxiety, depression or other personal or psychological issues. The Career Centre offers scholarships, entrepreneurship programmes, student creativity programmes and other similar activities. There are many scholarships offered to students, (e.g. from private companies, the government or other foundations). This includes scholarship for students from low-income families and for those with high academic achievements. New students can attend classes to develop their effective learning and soft skills.

In addition, every student who enrols for the thesis or final project course will be assigned

one or two thesis supervisors. The role of the thesis supervisors is to help students to complete their thesis research; they also monitor the progress of the thesis in order to ensure the completion of the thesis in the intended amount of time.

The students confirm towards the peers that they are supervised in the research group during their work on the thesis. There are regular meetings where the students present their results and receive feedback from the other members.

All students at UNDIP have access to the Information System on Academic, Research, and Community Service (SIAP). By using SIAP, lecturers can upload their syllabus and learning materials or modules as well as assignment for students. Through SIAP, students can also interact with other students and lecturers.

The peers notice the good and trustful relationship between the students and the teaching staff. The support system helps the students to achieve the intended learning outcomes and to complete their studies successfully and without delay. The students are well informed about the services available to them. However, during the discussion with the programme coordinators and the teaching staff, the peers also learn that the group size in the different studio courses of the Bachelor's degree programmes Urban and Regional Planning and Architecture is usually between 20 and 25. Compared to other Indonesian universities, this is an above-average group size for studio work. The peers underline that smaller group sizes would support the students' self-organizing skills as well as provide more targeted individual assistance, advice and support for all students. Therefore, they recommend that the group size in the different studio courses of the Bachelor's degree programmes does not exceed fifteen students.

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

Criterion 2.4:

With regard to the recommendation that the group size in the different studio courses should not exceed fifteen students, UNDIP explains that since the architectural design studios are the core subjects in the curriculum in the Bachelor's degree programme in Architecture, the intensity of tutoring is a priority. The programme divided the academic staff as well as the students per cohort into two groups, class A and class B with each group of lecturers having equal competencies. By this method, the ratio size of guidance is one lecturer supervising a maximum of 15 students. UNDIP provides evidence of guidance ratio of architectural design courses together with its response statement which shows that the group size in the different studio courses is between eight and fifteen students. In addition to the integrated studio, the Master's degree programme Architecture also has 6 cubicle

studio rooms (1 student 1 lecturer) and a computer studio with a capacity of 4 to 5 students. In the Bachelor's degree programme Urban and Regional Planning, students must complete studios with various group size. The first two studios are Planning Process and Planning studios that consist of 15-18 members per group with two lectures. Each group is responsible for one chosen planning area. The group is then further divided into smaller groups (5-6 students) in order to focus on particular sector/aspect/sub-area within the planning area. The third studio (Urban Design and Management) consists of 10 members per group with one lecturer. The last studio is considered to have smaller groups as the planning study area is smaller while the Planning Process and Planning Studio cover a larger planning area. However, UNDIP underlines that the group size for Planning Process and Planning Studio have been bigger during the pandemic in the last two years (i.e., up to 20-25 students/group) as they needed to adjust with their online and hybrid class facilities. The peers fully understand the necessity to adjust to the pandemic situation and encourages UNDIP to pursue their plans to reduce the size of the studio groups again as they did before the pandemic. Therefore, the peers continue to adhere to the recommendation.

3. Exams: System, concept and organisation

Criterion 3 Exams: System, concept and organisation

Evidence:

- Self-Assessment Report
- Module descriptions
- Examination regulations
- Curriculum handbooks for all degree programmes
- Samples of student's work (projects, exams and thesis)
- Statistical data
- Websites
- Academic Calendar

Preliminary assessment and analysis of the peers:

Each course has to determine objectives, which support the achievement of the Programme Learning Outcomes of the respective programme. Accordingly, each course must assess whether all defined learning outcomes stated in the module description have been achieved.

According to the self-assessment Report, quizzes, tests, practical performances, assignments, small projects, portfolios and presentations are employed to assess the students' achievement of the learning outcomes. At the first meeting of a course, the students are informed about what exactly is required to pass the module. The form and length of each exam is mentioned in the module descriptions that are available to the students via UNDIP's homepage and in the internal university system known as Information System on Academic, Research, and Community Service (SIAP). It is common to hold small quizzes every two or three weeks, but there are generally no unscheduled tests. The students are informed about mid-term and final exams via the academic calendar. The final grade of each module is calculated based on the score of these individual kinds of assessment. The exact formula is given in the module handbook. UNDIP uses a grading system with the grades A, B, C, D and E, where a C (equivalent to a Grade Point of 2) is necessary to pass a module and a B (equivalent to a Grade Point 3) is necessary to pass the final project. Students who get an E are obliged to retake the course and the exam in the regular semester or in short/intermediate semester. Students who get B, C, and D can improve in the regular semester or in the short/intermediate semester, where the grade listed on the transcript is the highest.

Based on the academic regulation to be eligible to take final exam, students must attend at least 75 % of the total course sessions. Students who have obstacles due to illness or other reasons and are not able to fulfil 75% of the total course sessions need to inform the academic supervisor and related lecturers. The arrangement to re-sit and exam can be adjusted in advance as compensation for the student's disability by providing the evidence. Furthermore, students who are not able to attend the final exam due to illness or other reasons can provide proof and take the follow-up exam scheduled by the study programme.

The peers discuss with the students how many and what kind of exams they have to take each semester. They learn that for most courses there is one mid-term exam and one final exam in every semester. For other courses, there is only one final exam in every semester. Usually, there are additional practical assignments or quizzes. The final grade is the sum of the sub exams. The students appreciate that there are several short exams instead of one big exam as this requires them to continuously study during the entire semester and not having to solely work for one final exam at the end of the semester. The students also confirm that they are well informed about the examination schedule, the examination form and the rules for grading.

Every student is required to do a final project (Bachelor's degree programmes) or a thesis (Master's degree programmes) in the last year of studies. For detailed information on the dissertation in the doctoral degree programme, please refer to criterion D4. Prior to the

actual research work, the students are required to write a research proposal and present it in a seminar attended by lecturers and other students who form a research group. In the Master's degree programmes, students also have to pass the pre-thesis exam which is a thesis proposal prepared by students based on their research activities in the pre-thesis course in the third semester, under the condition that they passed the courses in the previous two semesters. The pre-thesis exam is measured through an assessment rubric that has been agreed upon by the study programmes. The research proposal has to be accepted by the Dean and the supervisor committee who will then appoint the research supervisors. Usually, there are one or two research supervisors for each student. One will act as the principal supervisor and the other act as co-supervisor. In case the student writes her or his final project or thesis in collaboration with the industry, she or he is also assigned a supervisor from the industry. After completing the work on the final project, thesis or dissertation, the student has to present and defend the results in front of teachers and fellow students.

The peers discuss with the programme coordinators, the members of the teaching staff, and the students about the process of finding suitable topic of the final project, thesis or dissertation. Basically, there are two possibilities. Either students can propose their own ideas or they can ask their academic advisor or other teachers for suggestions. The peers also inspect a sample of examination papers and final theses and are overall satisfied with the general quality of the samples.

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

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

Since UNDIP does not address this in its statement, the peers stand by their previous impression.

4. Resources

Criterion 4.1 Staff

Evidence:

- Self-Assessment Report
- Staff Handbook

- Samples of lecturer evaluation by students
- Study plans of the degree programmes
- Module descriptions
- Websites
- Discussions during the audit

Preliminary assessment and analysis of the peers:
At UNDIP, the staff members have different academic positions. There are professors, associate professors, assistant professors and lecturers. The academic position of each staff member is based on research activities, publications, academic education, supervision of students, and other supporting activities. For example, a full professor needs to hold a PhD degree. In addition, the responsibilities and tasks of a staff member with respect to teaching, research, and supervision depend on the academic position. The main difference of tasks and responsibilities based on academic staff position lies on the proportion of teaching and research activities. The higher the academic staff position is, the greater is the proportion of research activities, but the lower is the proportion of teaching activities.

There are 43 teaching staff for the Bachelor's degree programme Urban and Regional Planning (5 professors, 25 associate professors, 16 assistant professors), 36 for the Bachelor's degree programme Architecture (6 professors, 14 associate professors, 16 assistant professors), 27 for the Master's degree programme Urban and Regional Planning (5 professors, 25 associate professors), 20 for the Master's degree programme Architecture and the Doctoral Programme Architecture and Urbanism respectively (6 professors, 14 associate professors). The university encourages the teaching staff with a Master's degree to pursue further qualification. These numbers mean that the ratio between academic staff and students is 1:15 in the Bachelor's degree programme Urban and Regional Planning, 1:16 in the Bachelor's degree programme Architecture, 1:4 in the Master's degree programmes Urban and Regional Planning and Architecture and 1:3 in the Doctoral degree programme Architecture and Urbanism. In addition, the faculty regularly invites visiting lecturers from Indonesia and abroad to facilitate academic exchange.

Recruiting new teaching staff follows a defined procedure starting with a needs analysis of the degree programme, the proposal for new positions to the university, a public announcement and finally the recruitment based on the results of a basic competence test, a field competence test and an interview. In the conversations with the programme coordinators, the peers learn that in the Urban and Regional Planning degree programmes, 3 new professors have been recruited since 2020. The peers appreciate this development as it considerably strengthens the teaching staff.

The academic staff is involved in a number of research projects funded by grants from the Indonesian government, the university itself or other research funds. This results in publications. If the respective grants allow it, students are involved in these projects, mostly through undergraduate theses.
In summary, the peers confirm that the composition, scientific orientation and qualification of the teaching staff are suitable for successfully implementing and sustaining the degree programmes.

Criterion 4.2 Staff development

Evidence:

- Self-Assessment Report
- Staff handbook
- Discussions during the audit

Preliminary assessment and analysis of the peers:
According to the self-assessment Report, UNDIP encourages the continuing professional development of its staff. For this purpose, various opportunities are provided. There are two mandatory educational training programmes (Pelatihan Pengembangan Dasar Ketrampilan Dasar Teknik Instruksional, PEKERTI (Training on Basic Development of Basic Instructional Engineering Skills) and Applied Approach training) for new academic staff that encompasses curriculum design, teaching material, and innovative teaching and learning methods. Moreover, workshops are held continuously to refresh and to deepen didactic competences.
The department and the faculty facilitate the staff development through participation in national and international forums, both as speakers or presenters. The faculty is committed to supporting academic development through domestic and overseas training for teaching staff, even though their competency and expertise have already met the government standard. Senior lecturers must mentor and train the newly recruited staff in three aspects: teaching, research, and community services. The junior staff has to assist the senior as a sit-in lecturer for a minimum of one semester.
Furthermore, the teaching staff is encouraged to study abroad or to participate in international research projects and conferences in order to enhance their knowledge, increase their English proficiency and to build international networks. For this purpose, the university informs about possible scholarships either from Indonesia itself or from foreign governments to support academic mobility. In general, the staff exchange is managed and under the coordination of the Administration Bureau for Innovation, Cooperation, Foreign Relations and Accreditation of UNDIP. In the last five years, lecturers of all five study programmes under review have been sent abroad, for instance to the National University of

Singapore, University Stuttgart or TU Dortmund, Germany; Université Paris-Est, France; Kyushu University, Japan, the University of Queensland, Australia; University of Sheffield-UK and University of Hawaii at Manoa, USA and other international universities to conduct doctoral programmes and research collaboration.

Additionally, every year, the department of Architecture holds an international event that involves participating countries from all over the world. This activity takes place within the framework of a summer course and is supported by the students and advisors from all over the world who lead discussions on certain topics. An international seminar is also periodically held, sometimes simultaneously to the summer course, where students do fieldwork together and the lecturers exchange their thoughts in the international seminar.

The peers discuss with the members of the teaching staff the opportunities to develop their personal skills and learn that the teachers from the Urban and Regional Planning department are satisfied with the internal qualification programme at the university, their opportunities to further improve their didactic abilities and to spend some time abroad to attend conferences, workshops or seminars. However, the teaching staff of the Architecture degree programmes explain that they would like to intensify their activities to keep up with recent developments in the architectural profession through regularly participating in continuous educational programmes of the national architectural associations. This facilitates keeping the connection to the architectural world in their study-related field and including this knowledge into their lectures. Therefore, the peers recommend that the Architecture teaching staff participate in continuous professional development of the national architectural associations.

Criterion 4.3 Funds and equipment

Evidence:

- List of laboratories and equipment
- Photos and videos of the facilities
- Partnership agreements
- Recapitulation of budget
- Self-Assessment Report
- Discussions during the audit

Preliminary assessment and analysis of the peers:
The university and the faculty are mainly funded by the Indonesian government, through the tuition fees and through grants for research projects. The figures presented by the university show that the faculty's income is stable and the funding of the degree programmes is secured. The academic staff emphasise that from their point of view, the two undergraduate programmes, the two graduate programmes and the doctoral programme under review receive sufficient funding for teaching and learning activities. The students confirm this positive impression and state their satisfaction with the available resources.

In preparation of the audit, the university provides a number of videos showing the laboratories of the programmes. During the online visit, the laboratories, the studios, the lecture rooms and the library were shown in more detail. The peers notice that the facilities are in a very good condition. The university has teaching as well as research laboratories and studios for all degree programmes. The university has licensed Microsoft Office and other standard software and provides the students full access to this software. Students and teaching staff are satisfied with their functionality. The central library, the libraries of the different departments as well as the reading room of the faculties are well equipped overall.

However, during the discussion with the teaching staff, the peers learn that due to the pandemic, lectures have been increasingly held online or hybrid. They describe it as a constant challenge to create engaging online lectures as if the students were on site. Therefore, the peers recommend to improve the equipment in order to be able to adapt to the advancing digitalisation of teaching and to provide specific corresponding training for the instructors.

Moreover, during the discussion with the programme coordinators and the teaching staff, the peers share their impression of UNDIP's digital design universe. According to the self-assessment report and the student work displayed before and during the audit, student work seems to be entirely digital. Therefore, the peers wonder whether students learn how to build models of buildings, with their own hands. This includes smaller conceptual models, used to quickly explore spatial and formal concepts without the need for putting the ideas in a computer prior to executing the models with laser cutters or 3D-printers. Furthermore, model making by hand allows the students to explore hands-on working with materials that constitute the world of the experience of architectural space and form. The teaching staff explains that students of all degree programmes learn how to build models and do sketches in different studios, such as for instance in the modelling class where students are taught how to use different types of materials in order to build a model or in the tri-dimensional design studio where students practice modelling for visual art courses. However, the peers realize that most models are laser-cut computerized models that do

not show the experimental process of conception. Therefore, besides the existing computerized model building laboratories which are based on CAD, the peers recommend to implement laboratories that promote students' manual skills in model building and the use of actual materials into the study programmes.

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

Criterion 4.2:

Regarding the recommendation that the architecture teaching staff should participate in ongoing professional development organized by the national architectural associations, UNDIP states that the involvement in the national architect association is categorized as supporting activities. Most academic staff have certificates of professional competence. Some of them become administrators of professional associations and many members of the teaching staff have been involved in activities in order to increase their competencies. Additionally, most students and academic staff have achieved design competencies which were supported by government sector and professional associations; so far, the best evaluations have been achieved by the prospective lecturers and students as presented on the certificates that UNDIP provides together with its response statement. The peers appreciate the possibility for students and teaching staff to obtain further academic degrees for their professional development. However, because the teaching staff of the architecture degree programmes express strong interest in having regular access to professional development programmes in the field of architecture offered by the architectural profession through regularly participating in continuous educational programmes of the national architectural associations, the peers continue to adhere to this recommendation.

Criterion 4.3:

With regard to the recommendation to further promote student's analog skills, UNDIP states that the practical skills are developed basically by making models as presented by some examples of mockups/models during the audit. UNDIP assures that all core courses in architectural design from the first semester up to the Final Project provide mockups/models as the final products, even though, mostly because of the pandemic, the product requirements for some architectural design courses were mainly limited to digital products. However, the collaborative final project between the Bachelor's degree programme in architecture and the Bachelor's degree programme in civil engineering shows that digital design is only a starting point while mock ups and structure models are studied in more depth in the materials and construction laboratory in the Department of Civil Engineering. A few further examples are the structure course (Structure and Construction 1-

6, the Three Dimensional Drawing 1-2 course and the Building Physics (Green Building, Building Physics 1-2) course where models are developed to study thermal, acoustics, ventilation and lighting. Furthermore, the Bachelor's degree programme in architecture has an agreement with the International Finance Corporation (IFC) together with the four foremost Indonesian architecture department (ITB, UI, UGM and ITS) to learn the concepts integral to Green Building (a part of the course on green building) through the application of the Excellent Design for Greater Efficiency (EDGE). Through this application, students can simulate design criteria by considering the local climate before they make a model by exploring factors such as energy conservation, water conservation, material conservation, how to adjust building orientation and the design of a building envelope with a shading system by considering the local climate before they make a model. The additional appendixes related to the Green Building course work and Certificate of Green Building by IFC have been included into UNDIP's response statement . Manual skills, such as the ability to sketch and draw by hand (not only digital delineations) and make mockups in the Master's degree programme in Architecture are mostly strengthened through design studios and urban design studios. The peers welcome these opportunities, but, as already mentioned under the final assessment of the peers under criterion 1.3, UNDIP plans to further strengthen these practical aspects in both degree programmes. Therefore, the peers continue to adhere to the recommendation.

Concerning the recommendation to improve the equipment in order to be able to adapt to the advancing digitalization of teaching and to provide specific corresponding training for the instructors, UNDIP states that the faculty has been very concerned with this issue as both departments have gradually been supported by various hybrid class equipment (internet, smart tv, web cam, sound system, etc.) and the needed training. The peers welcome the fact that UNDIP took this recommendation into consideration and seems to be aware of the matter. In order to encourage UNDIP to further improve the equipment as well as the corresponding training for the instructors, the peers continue to adhere to the recommendation.

5. Transparency and documentation

Criterion 5.1 Module descriptions

Evidence:

- Module descriptions

- Websites

Preliminary assessment and analysis of the peers:
The module handbooks for all five programmes have been published on UNDIP's website and are thus accessible to the students as well as to all stakeholders. The peers observe that they contain information about the persons responsible for each module, the teaching methods and workload, the credit points awarded, the intended learning outcomes, the examination requirements, the forms of assessment, the applicability, the admission requirements and details explaining how the final grade is calculated.

Criterion 5.2 Diploma and Diploma Supplement

Evidence:

- Sample Transcript of Records for each degree programme
- Sample Diploma certificate for each degree programme
- Sample Diploma Supplement for each degree programme

Preliminary assessment and analysis of the peers:
The peers confirm that the students of all five degree programmes under review are awarded a Diploma and a Diploma Supplement after graduation. The Diploma consists of a Diploma Certificate and a Transcript of Records. The Transcript of Records lists all courses that the graduate has completed, the achieved credit points, grades, and cumulative GPA. The Diploma Supplements contain all necessary information about the degree programmes.

Criterion 5.3 Relevant rules

Evidence:

- Self-Assessment Reports
- Curriculum handbooks for all degree programmes
- Academic Guidelines
- Examination regulations
- All relevant regulations as published on the university's website

Preliminary assessment and analysis of the peers:
The peers confirm that the rights and duties of both UNDIP and the students are clearly defined and binding. All rules and regulations are published on the university's website in

and hence available to all stakeholders. In addition, the students receive all relevant course material in the language of the degree programme at the beginning of each semester.

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

Since UNDIP does not address this in its statement, the peers stand by their previous impression.

6. Quality management: quality assessment and development

Criterion 6 Quality management: quality assessment and development

Evidence:

- Self-Assessment Report
- Academic Guidelines
- Discussions during the audit

Preliminary assessment and analysis of the peers:

The peers discuss the quality management system at UNDIP with the programme coordinators. The peers learn that there is an institutional system of quality management aiming at continuously improving the degree programmes.

This system relies on internal (SPMI) as well as external (SPME) quality assurance. SPMI encompasses all activities focused on implementing measures for improving the teaching and learning quality at UNDIP. SPME focuses on both national and international accreditations. Every degree programme and every Higher Education Institution in Indonesia has to be accredited by the national Accreditation Agency (BAN-PT). UNDIP as an institution as well as the five degree programmes under review have received the highest accreditation status (A) from BAN-PT.

Since UNDIP is striving to become an internationally acknowledged university, the reliance on students' feedback and the necessity to ensure and improve the employability of the graduates are of major importance to the coordinators. Internal evaluation of the quality of the degree programmes is mainly provided through student, alumni and employer surveys. The students give their feedback on the courses by filling out the questionnaire

online. The course evaluations are conducted at the end of each semester; the questionnaires are developed by the course survey committee and includes questions with respect to the courses in general and about the teachers' performance. Further surveys are carried out by gathering statistics about graduates and alumni. The discussion with the students revealed that those in charge are always eager and open for feedback aside from the official evaluations and that students have the impression that their comments are taken into consideration with regard to the further improvement of the programmes. This becomes apparent in the constant curricular revision process that is performed under participation of students and industry partners. The industry representatives confirm in the discussion that the university is eager to receive feedback about new developments and trends and the employability of their graduates.

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

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

Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 6:

Since UNDIP does not address this in its statement, the peers stand by their previous impression.

D Additional ASIIN Criteria for structured Doctoral Programmes

Criterion D 1 Research

Evidence:

- Self-Assessment Report
- Academic Guidelines
- Discussions during the audit
- List of research projects

Preliminary assessment and analysis of the peers:
As detailed in the Self-Assessment Report, the goal of the Doctoral programme is to verify that the doctoral candidates are able to conduct original and scientifically relevant research activities in the area of Architecture and Urbanism. In addition, they should be able to independently analyse and interpret results of their original research activities and should have obtained the state of the art knowledge in the theoretical and scientific foundations of architecture and urbanism.

Conducting research activities means getting familiar with laboratory work, involvement in research work, use of literature, preparation of seminars, and participation in publishing scientific papers. The Head of the degree programme monitors the research activities and students have to submit their progress reports a minimum four times in each semester. The progress report includes the courses the students have taken during the ongoing semester, the attendance in the workshop/seminar, and the updated data of their research.

As a requirement for completing the Doctoral programme, students have an obligation to publish their research in reputable international journals. The peers also have the opportunity to review sample dissertations. Based on the provided evidence, the peers can see that the students demonstrate the ability to design and carry out an original research project at the forefront of the discipline. They are thereby able to contribute to the advancement of science and knowledge through original research and acquire advanced, cutting-edge knowledge of their research field.

Criterion D 2 Duration and Credits

Evidence:

- Self-Assessment Report
- Academic Guidelines
- Discussions during the audit
- Study plan of the degree programme
- Module descriptions
- Statistical data

Preliminary assessment and analysis of the peers:

The curriculum of the Doctoral programme Architecture and Urbanism is designed for six semesters and encompasses a work load of at least 48 SKS (equivalent to 72,53 ECTS points) including 10 SKS of theoretical training, 8 SKS of design and research management, 4 SKS of research work, and 26 SKS for the dissertation preparation and the final examination. The peers think that the suggested programme length is appropriate.

As stated in the Academic Guidelines, doctoral students should attend general lectures for new students, public or guest lectures in each semester, additional lectures with the aim of enriching their knowledge relevant to the dissertation topic, and the internal seminar. In addition, they should get involved in other academic activities, such as trainings, seminars and workshops as well as community service.

Based on the provided statistical data, the time span between the start of the programme to the time of publication varies for every single class. The average length of study for the class of 2019/20 was 5 semesters, while that of 2020/2021 was 6 semesters. Publication in an accepted scientific journal is the requirement for students to perform the final defence as completion of their studies.

On average, students attend their Research Proposal Seminar 1,32 semester after being accepted in the Doctoral programme. Students need an average 1,65 semesters to complete their dissertation proposal and the same amount of time to publish their first scientific paper and 1,5 semesters to finish their dissertation course.

Criterion D 3 Soft Skills and Mobility

Evidence:

- Self-Assessment Report
- Academic Guidelines
- Discussions during the audit
- Study plan of the degree programme

- Module descriptions

Preliminary assessment and analysis of the peers:

The study programme supports its doctoral students' personal and professional development by organising tutorials for doctoral students at the beginning of their studies with different topics from philosophy of science in Architecture to proficiency in writing a scientific article. The Doctoral students should also attend the internal seminar at the Faculty of Engineering. In these meetings, doctoral students have to present their research results or a scientific paper with a relation to their research topic.

UNDIP offers several supporting exchange programmes for all doctoral students. This includes the Career Centre who offers scholarships to conduct research activities abroad. In addition, doctoral students can receive grants from BPP-DN (Dissertation Research for UNDIP Lecturer) and from the Indonesian government. Finally, students can also apply to receive financial support from different companies.

A number of examples are provided where students participated in such courses at institutions in the United States, Central Asia and Europe. During the discussion with the students, some doctoral students explain that some of them have conducted part of their research at Kyushu University and Toyohashi University Japan and at Technical University Darmstadt Germany. Therefore, the peers consider that there are sufficient opportunities for career development and support as well as diverse mobility opportunities.

Criterion D 4 Supervision and Assessment

Evidence:

- Self-Assessment Report
- Academic Guidelines
- Discussions during the audit
- Module descriptions

Preliminary assessment and analysis of the peers:
Each doctoral student is assigned an academic supervisor as well as dissertation supervisors at the beginning of her/his studies.

The academic supervisor is appointed by the faculty office. The academic supervisor is responsible for guiding the students in developing a study plan and providing suggestions to choose the courses to be taken, approving the study plans in the integrated information system (SIAP), providing advice to the students about the number of credits that can be taken as well as following the study progress of the students under his/her guidance. Meetings with the academic advisor are carried out offline and online at the beginning and by

the end of each semester. At the beginning of the semester, a discussion about the current study plan and about the plan of the performance of independent study in preparing the dissertation research is held. Students develop a time schedule which is further discussed with the academic advisor. At the end of the semester, the students and academic advisor discuss the academic achievements of the students.

The dissertation supervisor consists of a promoter and co-promoter with a maximum of three academics. They are proposed by the Dean and mentor and guide the student's work during the preparation of the doctoral dissertation, monitor the quality of the student's research work, encourage participation in scientific projects and the publication of the results. The mentor makes sure that the research goes according to plan, so that all research necessary for the preparation of the doctoral dissertation is done within the planned period. Meetings between the dissertation supervisor and the students are organized at least four times per semester. Moreover, every week, the students report on the progress of the independent learning written in the logbook that has to be submitted to the promoter, co-promoter and the Head of the study programme.

The Doctoral programme is completed with passing all scheduled exams, preparation and defence of the doctoral dissertation. Students have acquired right to defend the doctoral dissertation if they have published at least one paper or if it has been accepted for publication in a reputable journal (with a minimum impact factor).

Criterion D 5 Infrastructure

Evidence:

- Self-Assessment Report
- Discussions during the audit
- Video of the degree programme

Preliminary assessment and analysis of the peers:
Doctoral students usually perform their research activities in the laboratories at the Faculty of Engineering, at associated research centers, or at companies. UNDIP provides the necessary equipment for scientific research, including the equipment provided by the institutions that UNDIP cooperates with.

Criterion D 6 Funding

Evidence:

- Self-Assessment Report
- Discussions during the audit

Preliminary assessment and analysis of the peers:
Students of the Doctoral programme Architecture and Urbanism have the opportunity to receive scholarships or research grants from the Indonesian Ministry of Monetary or from the Ministry of Education, Culture, Research and Technology. In addition, they can receive scholarships and research grants from the regional government and grants for doctoral students as a lecturer of UNDIP (BPP-DN, Dissertation Research for UNDIP Lecturer). Finally, students can also apply to receive financial support from different companies.

Criterion D 7 Quality Assurance

Evidence:

- Self-Assessment Report
- Academic Guidelines
- Discussions during the audit

Preliminary assessment and analysis of the peers:
The Academic Guidelines of the Doctoral programme Architecture and Urbanism specify the conditions and procedures of admission, purpose, objectives and learning outcomes, the curriculum, organization of the degree programme, and the rules of doctoral academic studies.

Rules of good scientific practice are followed according to the code of conduct on scientific research work and monitored by external examiners who check for plagiarism and review the dissertation manuscript.

To improve the quality of the Doctoral programme, tracer studies and career tracking are conducted and the results are analysed. Moreover, doctoral students are encouraged to actively join national and international seminars for dissemination of their research. On average, one student joins 1.59 seminars (calculated based on students who attended the seminar).

The Doctoral programme in Architecture and Urbanism, Faculty of Engineering, has been accredited nationally by BAN PT. and awarded the rating A in 2018.

Final assessment of the peers after the comment of the Higher Education Institution regarding the additional ASIIN criteria:

Since UNDIP does not address this in its statement, the peers stand by their previous impression.

E Additional Documents

No additional documents needed.

F Comment of the Higher Education Institution (21.02.2022)

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

- Documentation of internship activities
- Overview of design models
- Module descriptions for individual courses
- Videos of conferences
- Publications lists
- Different certificates of students and teaching staff

G Summary: Peer recommendations (28.02.2022)

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

Degree Programme	ASIIN-seal	Subject-specific label	Maximum duration of accreditaiton
Ba Architecture	With requirements for one year	--	30.09.2027
Ma Architecture	With requirements for one year	--	30.09.2027
Ba Urban and Regional Planning	Without requirements	--	30.09.2027
Ma Urban and Regional Planning	Without requirements	--	30.09.2027
Doctoral Programme Architecture and Urbanism	Without requirements	--	30.09.2027

Requirements

For Bachelor's degree Architecture

A 1. (ASIIN 1.3) It must be ensured that applicants of the Bachelor's degree programme in Architecture are informed that the international recognition of graduates according to UIA regulations is not achieved through this programme.

For Master's degree Architecture

A 2. (ASIIN 1.3) It must be insured that applicants of the Master's degree programme in Architecture are informed that the international recognition of graduates according to UIA regulations include a total of two years of practical training in architectural offices.

Recommendations

For all study programmes

E 1. (ASIIN 1.3) It is recommended to strengthen the topic of sustainability in the different modules of the programmes and to be oriented more towards the Sustainable Development Goals (SDG).

E 2. (ASIIN 1.3) It is recommended to make use of synergy effects of the two departments by integrating contents of one programme into the respective other in order to encourage interdisciplinary thinking.

E 3. (ASIIN 1.3) It is recommended to improve the soft skills of the students through designated coursework or integration into existing coursework, in particular communication skills, presentation and self-confidence.

E 4. (ASIIN 2.3) It is recommended to include short term exercises into the teaching methodology (e.g. student projects as group work with a high level of self-organization and connected to real world issues in cooperation with the urban practice and the related stakeholders).

E 5. (ASIIN 4.3) Besides the existing computerized model building laboratories which are based on CAD, it is recommended to implement laboratories that promote students' manual skills in model building and the use of actual materials into the study programmes.

E 6. (ASIIN 4.3) It is recommended to improve the equipment in order to be able to adapt to the advancing digitalisation of teaching and to provide specific corresponding training for the instructors.

For all Architecture study programmes

E 7. (ASIIN 1.3) It is recommended to consistently include the four criteria of UNDIP's mission statement [Wisdom (local wisdom), Inclusive (universal design), Green (sustainability) and Tourism (tourism development)] into the individual courses and the module descriptions.

E 8. (ASIIN 4.2) It is recommended that Architecture teaching staff participate in continuous professional development of the national architectural associations.

For Bachelor's and Master's degree programmes Architecture

E 9. (ASIIN 1.3) It is recommended to include more professional/practical aspects such as construction, building physics, building technology, planning regulations into the curricula.

For Bachelor's degree programmes Architecture and Urban and Regional Planning

E 10. (ASIIN 1.3) It is recommended to consider a length of six months for the mandatory office internship outside the university, to establish corresponding regulations, to adapt the number of SKS accordingly and to include internship opportunities in companies via the integrated information system (SIAP).

E 11. (ASIIN 2.3) It is recommended to put more emphasis on self-reliance and develop practices to support good organization skills of students in studio work in order to prepare them for independent work in practice.

E 12. (ASIIN 2.4) It is recommended that the group size in the different studio courses does not exceed fifteen students.

H Comment of the Technical Committee 03 – Civil Engineering, Geodesy and Architecture (07.03.2022)

Assessment and analysis for the award of the ASIIN seal:

The Technical Committee discusses the accrediting procedure and follows the assessment of the peers without any changes.

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

Degree Programme	ASIIN-seal	Subject-specific label	Maximum duration of accreditaiton
Ba Architecture	With requirements for one year	--	30.09.2027
Ma Architecture	With requirements for one year	--	30.09.2027
Ba Urban and Regional Planning	Without requirements	--	30.09.2027
Ma Urban and Regional Planning	Without requirements	--	30.09.2027
Doctoral Programme Architecture and Urbanism	Without requirements	--	30.09.2027

Requirements

For Bachelor's degree Architecture

A 1. (ASIIN 1.3) It must be ensured that applicants of the Bachelor's degree programme in Architecture are informed that the international recognition of graduates according to UIA regulations is not achieved through this programme.

For Master's degree Architecture

A 2. (ASIIN 1.3) It must be insured that applicants of the Master's degree programme in Architecture are informed that the international recognition of graduates according to UIA regulations include a total of two years of practical training in architectural offices.

Recommendations

For all study programmes

E 1. (ASIIN 1.3) It is recommended to strengthen the topic of sustainability in the different modules of the programmes and to be oriented more towards the Sustainable Development Goals (SDG).

E 2. (ASIIN 1.3) It is recommended to make use of synergy effects of the two departments by integrating contents of one programme into the respective other in order to encourage interdisciplinary thinking.

E 3. (ASIIN 1.3) It is recommended to improve the soft skills of the students through designated coursework or integration into existing coursework, in particular communication skills, presentation and self-confidence.

E 4. (ASIIN 2.3) It is recommended to include short term exercises into the teaching methodology (e.g. student projects as group work with a high level of self-organization and connected to real world issues in cooperation with the urban practice and the related stakeholders).

E 5. (ASIIN 4.3) Besides the existing computerized model building laboratories which are based on CAD, it is recommended to implement laboratories that promote students' manual skills in model building and the use of actual materials into the study programmes.

E 6. (ASIIN 4.3) It is recommended to improve the equipment in order to be able to adapt to the advancing digitalisation of teaching and to provide specific corresponding training for the instructors.

For all Architecture study programmes

E 7. (ASIIN 1.3) It is recommended to consistently include the four criteria of UNDIP's mission statement [Wisdom (local wisdom), Inclusive (universal design), Green (sustainability) and Tourism (tourism development)] into the individual courses and the module descriptions.

E 8. (ASIIN 4.2) It is recommended that Architecture teaching staff participate in continuous professional development of the national architectural associations.

For Bachelor's and Master's degree programmes Architecture

E 9. (ASIIN 1.3) It is recommended to include more professional/practical aspects such as construction, building physics, building technology, planning regulations into the curricula.

For Bachelor's degree programmes Architecture and Urban and Regional Planning

E 10. (ASIIN 1.3) It is recommended to consider a length of six months for the mandatory office internship outside the university, to establish corresponding regulations, to adapt the number of SKS accordingly and to include internship opportunities in companies via the integrated information system (SIAP).

E 11. (ASIIN 2.3) It is recommended to put more emphasis on self-reliance and develop practices to support good organization skills of students in studio work in order to prepare them for independent work in practice.

E 12. (ASIIN 2.4) It is recommended that the group size in the different studio courses does not exceed fifteen students.

I Decision of the Accreditation Commission (18.03.2022)

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

The Accreditation Commission discusses the accrediting procedure and follows the assessment of the peers and the Technical Committee without any changes.

The Accreditation Commission decides to award the following seals:

Degree Programme	ASIIN-seal	Subject-specific label	Maximum duration of accreditaiton
Ba Architecture	With requirements for one year	--	30.09.2027
Ma Architecture	With requirements for one year	--	30.09.2027
Ba Urban and Regional Planning	Without requirements	--	30.09.2027
Ma Urban and Regional Planning	Without requirements	--	30.09.2027
Doctoral Programme Architecture and Urbanism	Without requirements	--	30.09.2027

Requirements

For Bachelor's degree Architecture

A 1. (ASIIN 1.3) It must be ensured that applicants of the Bachelor's degree programme in Architecture are informed that the international recognition of graduates according to UIA regulations is not achieved through this programme.

For Master's degree Architecture

A 2. (ASIIN 1.3) It must be insured that applicants of the Master's degree programme in Architecture are informed that the international recognition of graduates according to UIA regulations include a total of two years of practical training in architectural offices.

Recommendations

For all study programmes

E 1. (ASIIN 1.3) It is recommended to strengthen the topic of sustainability in the different modules of the programmes and to be oriented more towards the Sustainable Development Goals (SDG).

E 2. (ASIIN 1.3) It is recommended to make use of synergy effects of the two departments by integrating contents of one programme into the respective other in order to encourage interdisciplinary thinking.

E 3. (ASIIN 1.3) It is recommended to improve the soft skills of the students through designated coursework or integration into existing coursework, in particular communication skills, presentation and self-confidence.

E 4. (ASIIN 2.3) It is recommended to include short term exercises into the teaching methodology (e.g. student projects as group work with a high level of self-organization and connected to real world issues in cooperation with the urban practice and the related stakeholders).

E 5. (ASIIN 4.3) Besides the existing computerized model building laboratories which are based on CAD, it is recommended to implement laboratories that promote students' manual skills in model building and the use of actual materials into the study programmes.

E 6. (ASIIN 4.3) It is recommended to improve the equipment in order to be able to adapt to the advancing digitalisation of teaching and to provide specific corresponding training for the instructors.

For all Architecture study programmes

E 7. (ASIIN 1.3) It is recommended to consistently include the four criteria of UNDIP's mission statement [Wisdom (local wisdom), Inclusive (universal design), Green (sustainability) and Tourism (tourism development)] into the individual courses and the module descriptions.

E 8. (ASIIN 4.2) It is recommended that Architecture teaching staff participate in continuous professional development of the national architectural associations.

For Bachelor's and Master's degree programmes Architecture

E 9. (ASIIN 1.3) It is recommended to include more professional/practical aspects such as construction, building physics, building technology, planning regulations into the curricula.

For Bachelor's degree programmes Architecture and Urban and Regional Planning

E 10. (ASIIN 1.3) It is recommended to consider a length of six months for the mandatory office internship outside the university, to establish corresponding regulations, to adapt the number of SKS accordingly and to include internship opportunities in companies via the integrated information system (SIAP).

E 11. (ASIIN 2.3) It is recommended to put more emphasis on self-reliance and develop practices to support good organization skills of students in studio work in order to prepare them for independent work in practice.

E 12. (ASIIN 2.4) It is recommended that the group size in the different studio courses does not exceed fifteen students.

Appendix: Programme Learning Outcomes and Curricula

According to the self-assessment report the following **objectives** and **learning outcomes (intended qualifications profile)** shall be achieved by the Bachelor's degree programme Urban and Regional Planning:

Knowledge and basic competency

- PLO1 Capable to understand principles of urban and regional planning comprehensively.

Intellectual skill competency

- PLO2 Capable to recognize and carry out a comprehensive process of planning and design.
- PLO3 Capable of examining and carry out substantive theories of planning and design.

Practical and managerial skill competency

- PLO4 Capable to use and manage data, methods, and analysis in planning and design
- PLO5 Capable of formulating planning and design in teamwork
- PLO6 Capable to select a suitable urban and regional planning approach in a constantly dynamic context.

Attitude competency

- PLO7 Capable of applying the norms and values in urban and regional planning implementation.

The following **curriculum** is presented:

STRUCTURE OF CURRICULUM

Semester	Course							Credit
8			Planning Internship	Final Research Project	Field and Work Force			11
			2	6	3			
7		Research Methods	CTS/Elective III	Planning Theory	Evaluation In Planning	Community Development	CTS/Elective IV	18
		3	3	3	3	3	3	
6		Planning Fieldworks	Planning Law and Administration	Studio of Urban Design and Management	Development Finance	CTS/Elective I	CTS/Elective II	19
		3	3	4	3	3	3	
5		Housing and Human Settlement	Transportation Planning	Studio of Urban and Regional Planning	Land Development	Urban Design	Development Management	19
		3	3	4	3	3	3	
4		Methods of Analysis For Planning	Regional Planning	Studio of Planning Process	Urban Planning	Site Planning	Geographical Information System	20
		4	3	4	3	3	3	
3		Urban and Regional Economics	Locational and Spatial Organization	Planning Process	Urban Morphology	Social System	Urban and Regional Infrastructure	20
		3	4	4	3	3	3	
2	Resources and Environment	Introduction To Economics	Demography	Understanding Space	Environmental Geology	Civic Education	Physical Education	Enterpreneurship	20
	3	3	3	3	3	2	1	2	
1	Religion	Pancasila	English	Introduction To Urban and Regional Planning	Statistics For Planning	Information Technology	Indonesia Language	Communication Techniques	19
	2	2	2	3	2	3	2	3	

According to the self-assessment report the following **objectives** and **learning outcomes (intended qualifications profile)** shall be achieved by the Bachelor's degree programme Architecture:

Cognitive (Knowledge)

- PLO1 Adequate knowledge of culture, histories, theories of architecture, and human sciences
- PLO2 Knowledge of fine arts which influence the quality of architectural design related to space organizations, form, and order
- PLO3 Adequate knowledge about local climate and sustainable architectural design
- PLO4 Knowledge in understanding the structural design, construction, and engineering problems related to building design

Psychomotor

- PLO5 Ability to design considering the relation between people, buildings and environments
- PLO6 Ability to make the architectural report as a basic for design project
- PLO7 Skill to design building concerning cost factors, project management and building regulations

Competency

- PLO8 Knowledge in understanding professional ethics and the role of architects in society.

The following **curriculum** is presented:

SEMESTER		1		
NO	KODE MK	SMT	MATA KULIAH	SKS
1	UNW00001	1	AGAMA	2
			Religion	
2	UNW00005	1	OLAHRAGA	1
			Sports	
3	TAR11210	1	MATEMATIKA	2
			Mathematics	
4	TAR11211	1	MEKANIKA TEKNIK	2
			Mechanics	
5	TAR11212	1	GAMBAR ARSITEKTUR	2
			Architectural Drawings	
6	TAR11213	1	PRAKTIKUM PERANCANGAN TRIMATRA 1	4
			Practicum of Three Dimensional Design I	
7	TAR11214	1	STRUKTUR KONSTRUKSI 1	2
			Structure & Construction 1	
8	TAR11215	1	PENGANTAR ARSITEKTUR	3
			Introduction of Architecture	
	JUMLAH			18

SEMESTER		2		
NO	KODE MK	SMT	MATA KULIAH	SKS
1	UNW00002	2	PENDIDIKAN PANCASILA	2
			Pancasila Education	
2	UNW00003	2	KEWARGANEGARAAN	2
			National Resilience	
3	TAR11220	2	DASAR-DASAR KOMPUTER GRAFIS	2
			Basic of Graphic Computation	
4	TAR11221	2	TEKNOLOGI INFORMASI ARSITEKTUR	2
			Architectural Information Technology	
5	TAR11222	2	ESTETIKA BENTUK	2
			Visual Art	
6	TAR11223	2	PRAKTIKUM PERANCANGAN TRIMATRA 2	4
			Practicum of Three Dimensional Design II	
7	TAR11224	2	STRUKTUR KONSTRUKSI 2	2
			Structure & Construction 2	
8	TAR11225	2	SEJARAH DAN TEORI ARSITEKTUR 1	2
			Architectural Theory and History 1	
9	TAR11226	2	MATERIAL ARSITEKTUR 1	2
			Architectural Material 1	
	JUMLAH			20

SEMESTER		3		
NO	KODE MK	SMT	MATA KULIAH	SKS
1	TAR11230	3	FISIKA BANGUNAN 1	2
			Building Physics 1	
2	TAR11231	3	MANUSIA ARSITEKTUR DAN LINGKUNGAN	2
			Human, Architecture and Environment	
3	TAR11232	3	METODE PERANCANGAN ARSITEKTUR	2
			Architectural Design Methods 1	
4	TAR11233	3	PRAKTIKUM PERANCANGAN ARSITEKTUR 1	4
			Practicum of Architectural Design 1	
5	TAR11234	3	STRUKTUR KONSTRUKSI 3	2
			Structure & Construction 3	
6	TAR11235	3	SEJARAH DAN TEORI ARSITEKTUR 2	3
			Architectural Theory and History 2	
7	TAR11236	3	MATERIAL ARSITEKTUR 2	2
			Architectural Material 2	
8	UNW00004	3	BAHASA INDONESIA	2
			Indonesian	
9	UNW00006	3	BAHASA INGGRIS	2
			English	
	JUMLAH			21

SEMESTER		4		
NO	KODE MK	SMT	MATA KULIAH	SKS
1	TAR11240	4	PENGANTAR PERANC.LANSEKAP	2
			Introduction of Landscape Design	
2	TAR11241	4	PENGANTAR PERANC.TAPAK	2
			Introduction of Site Planning and Design	
3	TAR11242	4	PEMROGRAMAN ARSITEKTUR	3
			Architectural Programming	
4	TAR11243	4	PRAKTIKUM PERANCANGAN ARSITEKTUR 2	5
			Praticum of Architectural Design 2	
5	TAR11244	4	STRUKTUR KONSTRUKSI 4	2
			Structure & Construction 4	
6	TAR11245	4	FISIKA BANGUNAN 2	3
			Building Physics 2	
7	TAR11246	4	TATA RUANG DALAM	2
			Interior Design	
8	TAR11247	4	UTILITAS 1	2
			Utility 1	
	JUMLAH			21

SEMESTER		5		
NO	KODE MK	SMT	MATA KULIAH	SKS
1	TAR11250	5	PERUMAHAN & PERMUKIMAN	2
			Housing and Settlement	
2	TAR11251	5	PERILAKU DALAM ARSITEKTUR	2
			Human Behaviour in Architecture	
3	TAR11252	5	DASAR PERANCANGAN KAWASAN	2
			Basic of Built Environment Design	
4	TAR11253	5	METODOLOGI RISET DAN STATISTIK	3
			Research Methodology and Statistics	
5	TAR11254	5	PRAKTIKUM PERANCANGAN ARSITEKTUR 3	5
			Practicum of Architectural Design 3	
6	TAR11255	5	STRUKTUR KONSTRUKSI 5	3
			Structure & Construction 5	
7	TAR11256	5	MANAJEMEN KONSTRUKSI DAN ANGGARAN	2
			Construction Management & Estimating	
8	TAR11257	5	UTILITAS 2	2
			Utility 2	
	JUMLAH			21

SEMESTER		6		
NO	KODE MK	SMT	MATA KULIAH	SKS
1	TAR11260	6	KRITIK ARSITEKTUR	2
			Critics of Architecture	
2	TAR11261	6	PRAKTIKUM PERANCANGAN ARSITEKTUR 4	5
			Practicum of Architectural Design 4	
3	TAR11262	6	STRUKTUR KONSTRUKSI 6	3
			Structure & Construction 6	
4	TAR11263	6	PRANATA PEMBANGUNAN	2
			Building Regulation	
5		6	MATA KULIAH PILIHAN 1 (MKP 1)	3
			Supplement Course 1	
	JUMLAH			15

SEMESTER		7		
NO	KODE MK	SMT	MATA KULIAH	SKS
1	UNW00007	7	KEWIRAUSAHAAN	2
			Technopreunership	
2	TAR11270	7	RISET DISAIN ARSITEKTUR	2
			Research Architectural Design	
3	TAR11271	7	PRAKTIKUM PERANCANGAN ARSITEKTUR 5	5
			Practicum of Architectural Design 5	
4	TAR11272	7	KERJA PRAKTEK	3
			Job Training	
5		7	MATA KULIAH PILIHAN 2 (MKP 2)	3
			Supplement Course 2	
	JUMLAH			15

SEMESTER		8		
NO	KODE MK	SMT	MATA KULIAH	SKS
1	TRA11280	8	KULIAH KERJA LAPANGAN	2
			Field Study	
2	UNW00008	8	KULIAH KERJA NYATA	3
			Community Services	
3	TRA11281	8	TUGAS AKHIR	8
			Final Exam	
	JUMLAH			13

TOTAL JUMLAH SKS	144

MKP / MATA KULIAH PILIHAN				SKS
1	TAR11264	MKP	PERANCANGAN PERMUKIMAN LANJUT	3
			Advanced of Settlement Design	
2	TAR11265	MKP	PERANCANGAN ARS. KOTA	3
			Urban Architectural Design	
3	TAR11266	MKP	BANGUNAN HIJAU	3
			Green Building	
4	TAR11267	MKP	PELESTARIAN ARSITEKTUR	3
			Architecture Conservation	
5	TAR11268	MKP	SKETSA ARSITEKTUR	3
			Sketch of Architecture	
6	TAR11269	MKP	UNIVERSAL DESIGN	3
			Universal Design	
7	TAR11273	MKP	ARSITEKTUR MEDIK	3
			Healthcare Architecture	
8	TAR11274	MKP	ARSITEKTUR INDUSTRI	3
			Architecture of Indusry	
9	TAR11275	MKP	LANSEKAP LANJUT	3
			Advanced Landscape Design	
10	TAR11276	MKP	ARSITEKTUR PARIWISATA	3
			Tourism Architecture	
11	TAR11277	MKP	ARSITEKTUR PEDESAAN	3
			Vernacular Architecture	
12	TAR11278	MKP	REAL ESTATE	3
			Real Estate	

According to the self-assessment report the following **objectives** and **learning outcomes (intended qualifications profile)** shall be achieved by the Master's degree programme Urban and Regional Planning:

Knowledge and basic competency

- PLO1 Capable to apply the principles and theory of the process of urban and regional development from both multi and interdisciplinary perspectives

Intellectual skill competency

- PLO2 Capable to apply methods and approaches of urban and regional governance in aspects of finance and economic, physical environments, and infrastructure.
- PLO3 Capable to formulate urban and regional plans, programs, strategies, policies, and recommendations to respond to the urban and regional problems, governance, financial and economic and physical environment, and infrastructure aspects.

Practical and managerial skill competency

- PLO4 Capable to apply principles and theories of urban and regional planning in evaluation or practical research activities that produce findings based on theoretical and practical knowledge based on certain research methods.

The following **curriculum** is presented:

Tabel 1. **Compulsory courses**

No	Code	Courses	Semester	Credits
1	PTPW8015	Planning and Development Problems	I	3
2	PTPW8016	Planning and Development Process	I	3
3	PTPW8017	Planning and Development Analysis Method	I	3
4	PTPW8022	Planning and Development Theory	II	3
5	PTPW8023	Research Methodology	II	3
6	PTPW8029	Thesis	III	6
7	PTPW8030	Publication	III	3

Specialization Courses

Specialization courses, both compulsory and elective, are listed in the following tables, according to the available speciallization.

Tabel 2. Specialization courses in Regional Development Planning

No	Code	Courses	Semester	Credits
1	LTPW8047	Regional Development Planning	I	3
2	LTPW8048	Residential System and Regional Infrastructure	I	2
3	LTPW8049	Regional Economics and Policy	I	2
4	LTPW8050	Territory Governance	I	2
5	PTPW8051	Regional Development Studio	II	4
6	*LTPW8052*	*Integrated Regional Infrastructure Development*	*II*	*2*

Tabel 3. Specialization courses in Urban Management

No	Code	Courses	Semester	Credits
1	LTPW8031	Urban Development Management	I	3
2	LTPW8032	Urban Spatial Structure	I	2
3	LTPW8033	Urban Economy and Development Finance	I	2
4	LTPW8034	Urban Development Governance	I	2
5	PTPW8035	Studio of Urban Development	II	4
6	*LTPW8036*	*Urban Facilities and Infrastructure Management*	*II*	*2*

Tabel 4. Specialization course in Urban Design

No	Code	Courses	Semester	Credit
1	LTPW8018	Urban Design Theory	I	3
2	LTPW8019	Principle of Urban Design	I	2
3	LTPW8020	Regional Development Economics	I	2

No	Code	Courses	Semester	Credit
4	LTPW8021	Management and Urban Design Administration	I	2
5	PTPW8024	Studio or Urban Design	II	4
6	*LTPW8025*	*Urban Area Conservation*	*II*	*2*

Tabel 5. Specialization course in Spatial Planning

No	Code	Courses	Semester	Credits
1	LTPW8076	Theory and Practice of Spatial Planning	I	3
2	LTPW8077	Urban and Regional Spatial System	I	2
3	LTPW8078	Urban and Regional Activity System	I	2
4	LTPW8079	Spatial Planning Institution	I	2
5	LTPW8080	Studio of Spatial Planning	II	4
6	LTPW8081	*Disaster Mitigation and Spatial Patterns*	*II*	*2*

Tabel 6. Specialization course in Smart Cities

No	Code	Courses	Semester	Credits
1	PTPW8096	Smart City Planning	I	3
2	PTPW8097	Environment and Social System of Smart City	I	2
3	PTPW8098	Economy and Smart City Finance	I	2
4	PTPW8099	Smart City Governance	I	2
5	PTPW8102	Sustainable Smart City Planning Studio	III	4
6	PTPW8099	*Smart Mobility*	*III*	*2*
7	PTPW8098	*Smart Region*	*III*	*2*

According to the self-assessment report the following **objectives** and **learning outcomes (intended qualifications profile)** shall be achieved by the Master's degree programme Architecture:

Attitude

- PLO1 Commitment: Students must have a commitment in each teaching and learning activities in accordance with the concentration they have chosen
- PLO2 Responsible: Students should be responsible for each teaching and learning activity and assignment are given to them

Generic Skill

- PLO3 Critical thinking in analyzing an architectural problem, because postgraduate students will encounter many problems that are more complex than undergraduate level
- PLO4 Innovative thinking and future-oriented because architectural problems and trends continue to develop

Specific Skill

- PLO5 Able to explain and implement the theory and application of architectural science related to the problems of Local Wisdom, conservation, and revitalization in the field.
- PLO6 Able to explain and implement the theory and application of architecture that is related to the problems of Inclusive Design in the field.
- PLO7 Able to explain and implement the theory and application of architecture that is related to the problems of Green Architecture and sustainability in the field.
- PLO8 Able to explain and implement the theory and application of architecture that is related to the problems of Tourism Development and Design in the field.

Knowledge

- PLO9 Students have an understanding related to the field of science according to their concentration (Tropical, Advanced, and Urban)
- PLO10 Students are able to understand, analyze, and provide solutions related to WinG+T on architectural problems

The following **curriculum** is presented:

Semester 1

Major 1: Advanced Architecture		Major 2: Urban Architecture		Major 3: Tropic Architecture	
Course	*C*	*Course*	*C*	*Course*	*C*
Research Methodology I	2	Research Methodology I	2	Research Methodology I	2
Architecture Design I	3	Urban Design I	3	Architecture Design I	3
Critic in Architecture	2	Anthropology	2	Critic in Architecture	2
Human and Environment	2	Human and Environment	2	Human and Environment	2
Sustainable Development	3	Sustainable Development	3	Sustainable Development	3
Total Credits	*12*	*Total Credits*	*12*	*Total Credits*	*12*

Semester 2

Major 1: Advanced Architecture		Major 2: Urban Architecture		Major 3: Tropic Architecture	
Course	*C*	*Course*	*C*	*Course*	*C*
Research Methodology II	2	Research Methodology II	2	Research Methodology II	2
Architecture Design II	3	Urban Design II	3	Housing and Urban Real Estate	3
Housing and Urban Real Estate	3	Housing and Urban Real Estate	3	Conservation and Revitalization	3
Conservation and Revitalization	3	Conservation and Revitalization	3	Physic in Building and Environment	2
		Sistem Prasarana Kota	2	Building Technology in Tropics	3
Elective Course*	2	Elective Course*	2	Elective Course*	*2*
*Development Problems		*Urban Management		*Comfort in Buildings	
*Environmental Psychology		*Urban Informal Sector		*Statistics	
*Post Habitation Evaluation		*Smart City		*Green Building Utilization	
*Green Building		*Urban Disaster Mitigation		*Material and Recycling	
**Scientific Writing Architecture*		**Scientific Writing Urban*		**Scientific Writing Tropics*	
Total Credits	*13*	*Total Credits*	*15*	*Total Credits*	*15*

Semester 3

Major 1: Advanced Architecture		Major 2: Urban Architecture		Major 3: Tropic Architecture	
Course	*C*	*Course*	*C*	*Course*	*C*
Pre-Thesis	3	Pre-Thesis	3	Pre-Thesis	3
Architecture Design Studio	4	Urban Design Studio	4	Architecture Design Studio	4
Internsip	2	Internsip	2	Internsip	2
Total Credits	*9*	*Total Credits*	*9*	*Total Credits*	*9*

Semester 4

Major 1: Advanced Architecture		Major 2: Urban Architecture		Major 3: Tropic Architecture	
Course	*C*	*Course*	*C*	*Course*	*C*
Thesis	6	Thesis	6	Thesis	6
Total Credits	*40*	*Total Credits*	*42*	*Total Credits*	*42*

According to the self-assessment report the following **objectives** and **learning outcomes (intended qualifications profile)** shall be achieved by the Doctoral degree programme Architecture and Urbanism:

Knowledges

- PLO1 Able to criticize the philosophy of theory and research methodology in architecture and urbanism through interdisciplinary, multidisciplinary, and transdisciplinary approaches.
- PLO2 Able to synthesize the knowledge obtained from the results of research with its novelty and implementation.

Skills

- PLO3 Able to find and develop a conception of science with value of novelty and develop scientific argumentation as solutions to the science.
- PLO4 Able to manage data and information to support the decision-making process using the technology.

Competencies and Attitudes

- PLO5 Able to demonstrate academic leadership in managing resources to write a dissertation independently, responsibly, and having scientific ethics.
- PLO6 Able to present scientific work in architecture and urbanism as the discussion materials at the national and international level.

The following **curriculum** is presented:

SEMESTER	CODE	COURSE	CREDITS
(1)	(2)	(3)	(4)
PHASE – I		**DEEPENING PHILOSOPHY & METODOLOGY**	
I	TAP23811	Philosophy of Science	2
	TAP23815	Research Methodology	2
	TAP23812	Architectural Science Insight (Elective Course I)	2
	TAP23816	Urban Science Insight (Elective Course II)	
	TAP23813	Literature Review	2
	TAP23814	Pre-Draft Dissertation	2
PHASE – II		**DESIGN AND RESEARCH MANAGEMENT**	
II	TAP23821	Dissertation Proposal	8
PHASE – III		**RESEARCH OPERASION**	
III	TAP23832	Seminar -1	2
IV	TAP23841	Seminar -2	2
PHASE – IV		**DISSERTATION PREPARATION AND FINAL EXAMINATION**	
V	TAP23851	Seminar of Result	2
	TAP23861	Publication	2
VI	TAP23831	Dissertation	22
TOTAL CREDITS			48