



SEMESTER LEARNING PLAN

DEPARTMENT: URBAN AND REGIONAL PLANNING

FACULTY: CIVIL, PLANNING, AND EARTH

COURSES NAME	BUILDING AND ENVIRONMENTAL PLANNING				
COURSES CODE	DK184725				
SEMESTER	VII				
CREDITS	3/ 4,86				
LECTURER	Mochamad Yusuf, ST, M.Sc				
STUDY MATERIALS	BK23	BK24	BK25	BK26	BK27
	Urban Design Theory and concept	Urban Design approach and procedure	Urban Design analysis techniques	Urban Design scenarios formulation	Urban Design prescription formulation
PROGRAM LEARNING OUTCOME (PLO)					
SPECIFIC KNOWLEDGE	1.1	Able to understand and apply the theoretical concept of urban and regional planning in the aspects of urban studies, regional studies, spatial science, data science & computer application, socio-political, environmental management, built environment design, infrastructure and transportation system, coastal studies, management, economics			
	1.3	Able to apply the methods of spatial planning/spatial in decision making			
SPECIFIC SKILLS	2.1	Able to compile the planning concept and direction of the plan through the study of strategic issues in the context of urban, regional, and coastal planning problems with understanding through observation and utilization of the data of physical/spatial, social, economic and environmental			
	2.5	Able to produce creative, innovative, sustainable planning that are accommodating public interest in which the resulted plans are reviewed on the rules and theories of planning and communicating them visually, verbally and in writing so that can be accounted academically			
COURSES LEARNING OUTCOMES (CLO)					
KNOWLEDGE	Students able to understand building and environment principal and arrangement in the urban and regional planning				
	Students able to apply design analysis techniques in building and environment arrangement.				
	Students able to apply urban studies, spatial science, computer application, environmental management and infrastructure system aspects in building and environment arrangement.				
ADVANCED SKILLS	Students able to understand building and environment issues through field observation				
	Students able to manage physical, environment and social data by utilize ICT				
	Students able to analyze spatial characteristic in the scope of building and environment design				
	Able to form building and environment design model through qualitative and quantitative approach				
	Students able to form plan instruction and concept in building and environment management				

	buildings and the environment										
MODULE											
Building and Environmental Planning understanding	urban design theory and concept	urban design approach and procedure									
Building and Environmental Planning formation survey stages	urban design theory and concept	urban design approach and procedure									
Building and Environmental Planning management visions	urban design theory and concept										
Planning area analysis	urban design theory and concept	urban design approach and procedure	urban design analysis techniques								
Design development	urban design theory and concept	urban design approach and procedure									
Design instruction development	urban design theory and concept	urban design approach and procedure									
Building and Environmental Planning investment plan	urban design theory and concept	urban design approach and procedure									
Building and Environmental Planning controlling Strategy	urban design theory and concept										
Building and Environmental Planning Implementation	urban design theory and concept										
Communicate planning ideas verbally and visually	urban design approach and procedure	urban design analysis techniques	urban design scenario formulation	urban design prescription formulation							

**BUILDING AND ENVIRONMENTAL PLANNING COURSE LEARNING PLAN
ODD SEMESTER OF ACADEMIC YEAR 2021–2022**

LECTURE	LEARNING OUTCOME	MODULE LEARNING OUTCOME	MODULE	LEARNING OUTCOME (from weekly materials)	Scope	Learning Methods (Week 1-7)	Course Duration (minutes)	Modes of Delivery (Presentation, task, discussion, quiz, practice)	Grading Policy	Assessment (%)
1	2	3	4	5	6	7	8	9	10	11
1	Students able to understand building and environment principal and arrangement in the urban and regional planning	Student able to understand RTBL content	RTBL understanding	student understand lecture syllabus and evaluation provision	syllabus explanation and evaluation provision	W1	60	face to face lecture		
				student understand lecture scope and process	scope introduction and lecture process	W1	60	face to face lecture		
				student understand building and environment issues and problems	issues introduction and issues in building and environment arrangement	W1	360	discussion and assignment	theory understanding and discussion activity	
2	Students able to analyze spatial characteristic in the scope of building and environment design			student understand RTBL definitions	RTBL definitions	W1	120	face to face lecture		
				student understand RTBL positions in spatial planning	RTBL positions in spatial planning	W1	120	discussion and assignment		

LECTURE	LEARNING OUTCOME	MODULE LEARNING OUTCOME	MODULE	LEARNING OUTCOME (from weekly materials)	Scope	Learning Methods (Week 1-7)	Course Duration (minutes)	Modes of Delivery (Presentation, task, discussion, quiz, practice)	Grading Policy	Assessment (%)
1	2	3	4	5	6	7	8	9	10	11
				student understand RTBL scope area	scope area	W1	120	discussion and assignment		
				student understand RTBL category	RTBL category	W1, W3	120	discussion and assignment	theory understanding and discussion activity	
3	Students able to understand building and environment issues through field observation	Students able to understand RTBL formation stages	RTBL formation survey stages	student understand data necessary in RTBL formation	data necessary in RTBL formation	W1	60	face to face lecture		
				student understand data present in RTBL	data present in RTBL	W1, W3	420	discussion and assignment	theory understanding and discussion activity	5
4			RTBL arrangement vision	able to describe development concept	arrangement vision : development concept	W1	60	face to face lecture		
				student able to explore development area vision cases in the context of building and environment planning	development vision cases exploration in building and environment context	W1, W3	420	discussion and assignment	theory understanding and discussion activity	

LECTURE	LEARNING OUTCOME	MODULE LEARNING OUTCOME	MODULE	LEARNING OUTCOME (from weekly materials)	Scope	Learning Methods (Week 1-7)	Course Duration (minutes)	Modes of Delivery (Presentation, task, discussion, quiz, practice)	Grading Policy	Assessment (%)
1	2	3	4	5	6	7	8	9	10	11
5	Students able to apply urban studies, spatial science, computer application, environmental management and infrastructure system aspects in building and environment arrangement.		Planning area analysis	student understand building and environment arrangement analysis techniques	region analysis	W1, W3	240	face to face lecture, discussion and assignment		
				student understand construction development analysis techniques based on society participation	construction development analysis based on society participation	W1, W3	240	face to face lecture, discussion and assignment	theory understanding and discussion activity	5
6	Students able to manage physical, environment and social data by utilize ICT		plan development	student understand spatial allocation structure plan development	space allocation structure	W1, W2, W3	60	face to face lecture, discussion and assignment		
				student understand spatial utilization intensity plan development	space utilization intensity	W1, W2, W3	60	face to face lecture, discussion and assignment		

LECTURE	LEARNING OUTCOME	MODULE LEARNING OUTCOME	MODULE	LEARNING OUTCOME(from weekly materials)	Scope	Learning Methods (Week 1-7)	Course Duration (minutes)	Modes of Delivery (Presentation , task, discussion, quize, practice)	Grading Policy	Assessment (%)
1	2	3	4	5	6	7	8	9	10	11
				student understand building arrangement plan development	building arrangement	W1, W2, W3	60	face to face lecture, discussion and assignment		
				student understand siteplan design development	site plan	W1, W2, W3	60	face to face lecture, discussion and assignment		
				student understand circulation system plan developmenn t	circulation system	W1, W2, W3	60	face to face lecture, discussion and assignment		
				student understand open green areaplan development	open green space	W1, W2, W3	60	face to face lecture, discussion and assignment		
				student understand environment quality plan development	environment quality arrangement	W1, W2, W3	60	face to face lecture, discussion and assignment		
				student understand infrastructure and utilities plan development	infrastructure and utilities	W1, W2, W3	60	face to face lecture, discussion and assignment	theory understanding and discussion activity	

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1	2	3	4	5	6	7	8	9	10	11
7				student get comprehensive understanding on survey result	progress presentation	W1	360	face to face lecture		
				student understand lecture material in week 1-6	Quiz	Evaluasi mandiri	120	evaluation	lecture material understanding	15
8	Able to form building and environment design model through qualitative and quantitative approach	students understand RTBL design guidance content	RTBL design guidance	student understand design guide content	design guidance each development block	W1	60	face to face lecture		
				student understand 3D design simulation techniques	3D design simulation	W1, W3	420	discussion and assignment	theory understanding and discussion activity	
9		Students understand RTBL investment plan content	RTBL investment plan	student understand investment plan strategy scenario	investment plan strategy scenario	W1, W3	240	discussion and assignment		
				student understand investment operational joint pattern	investment operational joint pattern	W1, W3	240	discussion and assignment	theory and concept understanding	

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1	2	3	4	5	6	7	8	9	10	11
10		students understand RTBL controlling strategy content	RTBL controlling strategy	student understand plancontrolling strategy	plan controlling strategy	W1, W3	240	discussion and assignment		
				student understand plancontrolling referrals	plan controlling guide	W1, W3	240	discussion and assignment	theory understanding and discussion activity	5
11		Students understand RTBL implementation content	RTBL implementation	student understand affecting factors of implementing RTBL	RTBL implementation affecting factors	W1, W3	160	discussion and assignment		
				student understand government role	government role	W1, W3	160	discussion and assignment		
				student understand legislation related to RTBL	legislation related to RTBL	W1, W3	160	discussion and assignment	theory understanding and discussion activity	
12			Communicate plan ideas verbally and visually	student understand lecturer material comprehensively	quiz	individual evaluation	120	evaluation	lecture material understanding	15

LECTURE	LEARNING OUTCOME	MODULE LEARNING OUTCOME	MODULE	LEARNING OUTCOME (from weekly materials)	Scope	Learning Methods (Week 1-7)	Course Duration (minutes)	Modes of Delivery (Presentation, task, discussion, quiz, practice)	Grading Policy	Assessment (%)
1	2	3	4	5	6	7	8	9	10	11
				student able to present final assignment progress	final assignment supervision		360	discussion	work and discussion activity	
13	Students able to apply design analysis techniques in building and environment arrangement.			student able to present analysis result textually, verbally, visually	region analysis presentation	W1, W4, W6	160	discussion		15
				students able to deliver construction development analysis result based on society perception	construction development analysis result based on society perception presentation	W1, W4, W6	160	discussion and assignment		5
				student able to deliver RTBL design concept and development visions analysis result	RTBL design concept and development visions analysis result presentation	W1, W4, W6	160	discussion	theory understanding and discussion activity	5
14	Students able to form plan instruction and concept in building and environment management	Student able to communicate ideas verbally and visually		student able to develop design concept	design concept development	W1, W6	360	discussion and assignment		

LECTURE	LEARNING OUTCOME	MODULE LEARNING OUTCOME	MODULE	LEARNING OUTCOME (from weekly materials)	Scope	Learning Methods (Week 1-7)	Course Duration (minutes)	Modes of Delivery (Presentation, task, discussion, quiz, practice)	Grading Policy	Assessment (%)
1	2	3	4	5	6	7	8	9	10	11
				student able to present final assignment formation progress	supervision	W1, W6	120	discussion	theory understanding and discussion activity	
15				student able to deliver plan ideas textually, verbally and visually	final assignment presentation	M1, M4, M6	420	discussion and assignment		
				student able to present final assignment formation progress	supervision	W1, W6	60	discussion	theory understanding and discussion activity	
16				students do plan document finalisation	plan document finalisation	W1, W6	420	exhibition and presentation	assignment quality	30
				students able to present plan document revision	supervision	W1, W6	60			

Pustaka : (Max 5)
Rulli Pratiwi Setyawan dan Heru Purwadio (2015). "Diktat Dasar-dasar RTBL".
Kementrian pekerjaan Umum (2007). "Pedoman Umum RTBL"
Berbagai contoh karya RTBL

SUBJECT:

Building and Environmental Planning DK184725 – 3 Credits

ELO	code		EV 1	EV 2	EV 3	EV 4
SPECIFIC KNOWLEDGE 1.1	SK11	1.1 Understanding the theoretical concepts of urban and regional planning in aspects of urban studies, regional studies, spatial science, data science & computer application, social-politics, environmental management, a design of the built environment, infrastructure systems and transportation, coastal studies, management, and economics.				
SPECIFIC KNOWLEDGE 1.3	SK13	1.3 Mastering spatial/aspatial planning methods in decision making.				
SPECIFIC SKILL 2.1	SS21	2.1 Able to arrange the concept of planning and direction of the plan through the study of strategic problems in the context of cities, regions, coastal areas by understanding planning problems through observing and utilizing physical/spatial, social, economic and environmental data.				
SPECIFIC SKILL 2.5	SS25	2.5 Able to produce spatial plans that are creative, innovative, sustainable, and accommodate public interests whose results are reviewed on rules and planning theories and communicate them visually, verbally and in writing that can be accounted for academically.				

SUBJECT EVALUATION

Mechanism and proportion of evaluation for this subject regulated as follows :

1. Evaluation 1 (20%) Inventory of design elements
2. Evaluation 2 (20%) Design Analysis
3. Evaluation 3 (30%) Building Management and Environmental Planning
4. Evaluation 4 (30%) Take Home Test

EVALUATION 1

INVENTORY OF DESIGN ELEMENTS

Course Name	Building and Environmental Planning
Credit	3 credits
Module (Main Study)	<ul style="list-style-type: none">- Understanding of Building and Environmental Planning- Stages of the survey in the preparation of Building and Environmental Planning
Learning purposes of module	<ul style="list-style-type: none">- Students are able to understand the contents in Building and Environmental Planning- Students are able to understand the stages of the survey in the preparation of the Building and Environmental Planning
Learning Purposes of the task	<p>(1). Enriching the insights of students who are exploring the design of the city as a product of spatial plans.</p> <p>(2). Provide the ability for students to carry out surveys properly through the use of measurable and unmeasured criteria in accordance with the provisions of building and environmental arrangements in Indonesia (by Building and Environmental Planning's General Guidelines).</p>
Level of difficulty of Task	C1 (identifying, mentioning, showing) C2 (explaining, elaborating, formulating)
Detail of Task	Description of task and evaluation criteria attached below

The theme of Task :

You are assigned to **inventory** (only do data collection) in one of the corridors or regions as follows:

1. The built area that experiences a decrease in environmental quality
2. Fast-growing area
3. Conservation area
4. Disaster-prone areas

The data inventoried are macro and micro land use; accessibility (circulation of vehicles and pedestrians and parking); amenities; utility; Green open space and greening; street furniture; Street vendors; billboard.

Location :

The assignment location is a road corridor or area blocks whose location is determined by students. The criteria for determining location explained below :

- Locations are limited by clear physical boundaries (roads, rivers, channels, plot boundaries) - do not use administrative boundaries.

- Locations represent one of the four themes above (areas that experience deterioration in environmental quality; fast growing; conservation; prone to disasters)
- May be located in the city of Surabaya or other cities.
- Location cannot be the same.
-

Characteristic of the task :

This task is a group assignment. Each group consisted of **six students** whose members were chosen by students.

Systematics of writing:

Tasks are written in the format of papers with systematics as follows:

- Chapter I Introduction
- Chapter II: Field Data Collection

- 2.1. Macro and Micro Land Use
- 2.2. Circulation (vehicles and pedestrians); parking
- 2.3. Amenities
- 2.4. Utilities
- 2.5. Green space and greening
- 2.6. Street furniture
- 2.7. Street vendors
- 2.8. Billboards

- Chapter III: Closing

This task is a Building and Environmental Planning task, use more images/photos, both two-dimensional and three-dimensional image.

Assignment rules:

Tasks are written in A4 format, the images are quite large in A3 format (folded). Fonts: Arial, Times New Roman, Tahoma, Calibri, or others as long as they can be read clearly; space of 1.5. The names of group members are written in full. Tasks that are equipped using images or color photographs get a higher award.

Assignment Submission :

Assignments are collected at the 6th week, 2 October 2018, no later than 15.00 WIB; online, you can use Google Drive. Tasks collected late are still accepted but are reduced in value.

Assessment criteria:

Sub Chapter	86-100	76-85	66-75	56-65	0-55
Introduction	Empirical and theoretical facts are very complete and very relevant, the urgency of the problem is high.	Complete and relevant empirical and theoretical facts, but the urgency of the problem is lacking.	Empirical and theoretical facts exist but are irrelevant and not urgent.	Empirical and theoretical facts are incomplete, irrelevant not urgent.	There are no empirical and theoretical facts cannot formulate

					problems.
Methodology	Complete data, precise and comprehensive analysis with appropriate interpretations.	Complete data, precise and comprehensive analysis without interpretation.	Complete data with appropriate analysis.	Complete data but not suitable and without analysis.	Data is incomplete and not suitable and without analysis
Conclusion	The quality of conclusions is appropriate according to the results of the analysis and answer the research objectives	The quality of the conclusions is appropriate according to the results of the analysis but does not answer the research objectives	The quality of the conclusions is appropriate according to the results of the analysis but does not answer the research objectives	Conclusion quality is not in accordance with the analysis and does not answer the research objectives	The quality of conclusions is very inappropriate

**EVALUATION 2
DESIGN ANALYSIS**

Course Name	Building and Environmental Planning
Credit	3 Credits
Module (Main Study)	<ul style="list-style-type: none"> - Vision structuring in Building and Environmental Planning - Analysis of the planning area - Design development
Learning purposes of module	<ul style="list-style-type: none"> - Students are able to formulate a vision of regional development - Students are able to carry out design analysis - Students are able to develop a design based on the results of the analysis
Learning Purposes of the task	<ul style="list-style-type: none"> - To Provides the ability for students to carry out the analysis correctly through the use of measurable and unmeasured criteria in accordance with the provisions on building and environmental management in Indonesia (Building and Environmental Planning's General Guidelines). - Providing experience to students to recognize and understand the problems that arise in the practice of designing cities in Indonesia.
Level of difficulty of Task	<p>C3 (show, count, connect, find)</p> <p>C4 (comparing, Relating, making diagrams, choosing)</p> <p>C5 (concluding, giving arguments, interpreting)</p>
Detail of the task	Description of task and evaluation criteria attached below

The theme of Task :

You are tasked with making analysis and development concepts at each of your assignment locations. The analysis

made includes:

1. Analysis of macro and micro land use

2. Analysis of mapping
3. Analysis of circulation
4. Analysis of open space and green open space
5. Analysis of the shape of the building/facade
6. Analysis of outdoor furniture

The concepts made include:

1. The concept of macro and micro land use
2. Concept of mapping
3. The concept of circulation
4. The concept of open space and green space
5. The concept of building/facade
6. The concept of outdoor furniture

Location :

location is same as Task 1

Characteristic of the task :

This task is same as Task 1

Systematics of writing:

Tasks are written in the format of papers with systematics as follows:

- Chapter I: Introduction
- Chapter II: Analysis

2.1. Land Use

2.2. Mapping

2.3. Vehicle and pedestrian circulation, and parking

2.4. Open space, green open space, and greening

2.5. Facade

2.6. Outdoor furniture

- Chapter III: Concepts

3.1. Land Use

3.2. Mapping

3.3. Vehicle and pedestrian circulation, and parking

3.4. Open space, green open space, and greening

3.5. Facade

3.6. Outdoor furniture

- Closing

must be described through pictures/photos, both two-dimensional and three-dimensional.

Assignment rules:

Tasks are written in A4 format, the images are quite large in A3 format (folded). Fonts: Arial, Times New Roman, Tahoma, Calibri, or others as long as they can be read clearly; space of 1.5. The names of group members are written in full. Tasks that are equipped using images or color photographs get a higher award.

Submission:

Tasks are collected at the 12th week, November 13, 2018, max on 3:00 a.m.; via Google Drive. Tasks collected late are still accepted but the value is reduced.

Assessment criteria:

Sub Chapter	86-100	76-85	66-75	56-65	0-55
Introduction	Empirical and theoretical facts are very complete and very relevant, the urgency of the problem is high.	Complete and relevant empirical and theoretical facts, but the urgency of the problem is lacking.	Empirical and theoretical facts exist but are irrelevant and not urgent.	Empirical and theoretical facts are incomplete, irrelevant, not urgent.	There are no empirical and theoretical facts and cannot formulate problems.
Methodology	Complete data, precise and comprehensive analysis with appropriate interpretations.	Complete data, precise and comprehensive analysis without interpretation.	Complete data with inappropriate analysis.	Complete data but not suitable and without analysis.	Data is incomplete and not suitable and without analysis.
Conclusion	The quality of conclusions is appropriate according to the results of the analysis and answers the research objectives	The quality of the conclusions is appropriate according to the results of the analysis but does not answer the research objectives	The quality of the conclusions is appropriate according to the results of the analysis but does not answer the research objectives	Conclusion quality is not in accordance with the analysis and does not answer the research objectives	The quality of conclusions is very inappropriate

EVALUATION 3

BUILDING MANAGEMENT AND ENVIRONMENTAL PLANNING

Course Name	Building Management and Environmental Planning
Credit	3 Credits

Module (Main Study)	<ul style="list-style-type: none"> - Development of design guidelines - BUILDING AND ENVIRONMENTAL PLANNING Investment Plan - BUILDING AND ENVIRONMENTAL PLANNING Control Strategy - BUILDING AND ENVIRONMENTAL PLANNING Implementation - Communicate verbally and visually planning ideas
Learning purposes of module	<ul style="list-style-type: none"> - Students are able to develop design guidelines - Students are able to formulate an investment plan - Students are able to formulate control strategies - Students are able to formulate recommendations for implementing building plans and the environment

	Students are able to communicate verbally and visually the planning ideas
Learning Purposes of the task	Providing the ability for students to formulate the plan correctly through the use of measurable and unmeasured criteria in accordance with the provisions on building and environmental management in Indonesia (Building Management and Environmental Planning's General Guidelines).
Level of difficulty of Task	C5 (concluding, giving arguments, interpreting) C6 (designing, composing, designing)
Detail of the task	Description of task and evaluation criteria attached below

Task Theme:

You are assigned to make a **development plan** at each of your assignment locations. The design in question includes general plans, design guidelines, and investment plans.

The design made includes:

1. Design of macro and micro land uses
2. Mapping design
3. Design of circulation
4. Open space and green open space design
5. Building design/facade design
6. Design of outdoor furniture

Location :

location is same as Task 1

Characteristic of the task :

Same as Task 1

Systematics of writing:

Tasks are written in the format of papers with systematics as follows:

- Chapter I: Introduction
- Chapter II: General Plan

- 2.1. Land Use
- 2.2. Mapping
- 2.3. Vehicle and pedestrian circulation, and parking
- 2.4. Open space, green open space, and greening
- 2.5. Facade
- 2.6. Outdoor furniture

- Chapter III: Design Guide

3.1. Land Use

3.2. Mapping

3.3. Vehicle and pedestrian circulation, and parking

3.4. Open space, green open space, and greening

3.5. Facade

3.6. Outdoor furniture

- Chapter IV: Investment Plan

- Closing

This task is a Building and Environmental Planning task, use more images/photos, both two-dimensional and three-dimensional image.

Assignment rules:

Tasks are written in A4 format, the images are quite large in A3 format (folded). Fonts: Arial, Times New Roman, Tahoma, Calibri, or others as long as they can be read clearly; space of 1.5. The names of group members are written in full. Tasks that are equipped using images or color photographs get a higher award.

Collection:

Tasks are collected in the 16th week, December 11, 2018, by uploading to cloud storage (google drive, etc.).

Assessment criteria:

Sub Bab	86-100	76-85	66-75	56-65	0-55
Introduction	Empirical and theoretical facts are very complete and very relevant, the urgency of the problem is high.	Complete and relevant empirical and theoretical facts, but the urgency of the problem is lacking.	Empirical and theoretical facts exist but are irrelevant and not urgent.	Empirical and theoretical facts are incomplete, irrelevant, not urgent.	There are no empirical and theoretical facts and cannot formulate problems.
Methodology	Complete data, precise and comprehensive analysis with appropriate interpretations.	Complete data, precise and comprehensive analysis without interpretation.	Complete data with inappropriate analysis.	Complete data but not suitable and without analysis.	Data is incomplete and not suitable and without analysis.
Conclusion	The quality of conclusions is appropriate according to the results of the analysis and answers the research objectives.	The quality of the conclusions is appropriate according to the results of the analysis but does not answer the research objectives.	The quality of the conclusions is appropriate according to the results of the analysis but does not answer the research objectives.	Conclusion quality is not in accordance with the analysis and does not answer the research objectives.	The quality of conclusions is very inappropriate.

EVALUATION 4

TAKE HOME TEST

Course Name	Building management and environmental planning
Credit	3 credits
Module (main study)	<ul style="list-style-type: none"> - Understanding of building and environmental planning - Stages of the survey in the preparation of building and environmental

	<ul style="list-style-type: none"> planning - Vision structuring in building and environmental planning - Analysis of the planning area - Design development - Development of design guidelines - Building and environmental planning investment plan - Building and environmental planning control strategy - building and environmental planning implementation
Learning purposes of Module	<ul style="list-style-type: none"> - students are able to understand the contents in building and environmental planning - Students are able to understand the stages of the survey in the preparation of the building and environmental planning - Students are able to formulate a vision of regional development - Students are able to carry out design analysis - Students are able to develop a design based on the results of the analysis - Students are able to develop design guidelines - Students are able to formulate an investment plan - Students are able to formulate control strategies - Students are able to formulate recommendations for implementing building plans and the environment
Learning purposes of the task	<ul style="list-style-type: none"> - To enrich the insights of students who are exploring the design of the city as a product of spatial plans. - To provide the ability for students to survey and analyze properly and understand the preparation of block plans or urban areas through the use of measurable and unmeasured criteria in accordance with the provisions of building and environmental arrangements in Indonesia (building and environmental planning general guidelines). - To provide experiences to students to recognize and understand the problems that arise in urban design practices in Indonesia.
Level of difficulty of the task	C5 (concluding, giving arguments, interpreting) C6 (designing, compiling, designing)
Detail of the task	Description of task and evaluation criteria attached below

Answer the question below

1. In building and environmental planning, the translation is carried out from the vision to the concept of development and general plan. Explain how the translation of vision becomes the concept of development in accordance with the field you are working on in the task!
2. In building and environmental planning, there is a draft guide which is a more detailed explanation of the general plan that has been previously set. Describe the design guidelines in the building and environmental planning that you compiled (adjust to the fields you are working on in the assignment)!
3. Look for examples of building and environmental planning implementation, both examples of success and failure as development control instruments. Explain the lesson that can be taken from the case! (specify the source of data/news/ information taken!)
4. In developing the area with building and environmental planning, there are control programs that can be developed for each aspect. Explain what control programs can be developed for

each aspect of building and environmental planning (adjust to the field you are working on in the task!)

Type with Tahoma / Calibri / Times New Roman font size 11 spaces 1.15. Collection in the administration room)

CRITERIA FOR EVALUATING :

Answer	86-100	76-85	66-75	56-65	0-55
complete	All keywords are answered with the right explanation with clear paths accompanied by examples	All keywords are answered with the right explanation but the plot is not clear	The keywords are partially answered with the right explanation without flow	Keywords are less precise, explanations that are less precise and without flow	There are no keywords and explanations
Creativity	Creativity of the answers are high and very precise	Creativity of the answers are high but not right	Low and inaccurate creativity	The answer is too general	The answer is too general and not right
Comprehensive	Comprehensive explanation and can relate to other aspects supported by the facts	comprehensive explanation and can relate to other aspects without supporting facts	Comprehensive explanation but does not explain the relationship with other aspects	Less comprehensive explanation	Non-comprehensive explanation