


**DK184602 - Coastal Planning Practice**

|   |   |  |
|---|---|--|
|  | <b>SEMESTER LEARNING PLAN</b>   |  |
|   | <b>DEPARTMENT: URBAN AND REGIONAL PLANNING</b>                          |  |
|   | <b>FACULTY: CIVIL, PLANNING, AND EARTH</b>                              |  |
| <b>COURSES NAME</b>   | <b>COASTAL PLANNING PRACTICE</b>  |  |
| <b>COURSES CODE</b>   | <b>DK184602</b>   |  |
| <b>SEMESTER</b>   | <b>VI</b>   |  |
| <b>CREDITS</b>  | <b>4/ 6,40</b>  |  |
| <b>LECTURER</b>   | <b>Adjie Pamungkas, ST, M.Dev.Plg, Ph.D.</b>                            |  |
|   | <b>Putu Gde Ariastita, ST, MT</b>                                       |  |
|   | <b>Arwi Yudhi Koswara, ST, MT</b>                                       |  |
|   | <b>Nursakti Adhi P, ST, MSc</b>   |  |
|   | <b>Fendy Firmansyah, ST, MT</b>   |  |
| <b>Study Materials</b>  | <b>BK33, BK34, BK35, BK36, BK37</b>                                     |  |
| <b>Expected Learning Outcome (PLO)</b>  | <b>Spesific Skills</b>  |  |
|   | 2.2   | Able to utilize ICT in the management of data to produce information that is easily understood by the public and the decision makers   |
|   | 2.3   | Able to analyze the spatial characteristics of urban, regional and coastal area through the linkage between of spatial and aspatial aspects to provide information as the basis for planning and modelling   |
|   | 2.4   | Able to compile an alternative spatial model through a qualitative and quantitative approach in the form of scenarios setting the pattern of space and structure of urban, regional, and coastal area as well as propose the appropriate solutions   |
|   | 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  |
|   | <b>Professional Attitude</b>  |  |
|   | 3.1   | Able to demonstrate the professional skills necessary to be effective and succeed in the modern workforce including work well in multi-disciplinary teams, the ability to create job opportunities the ability to formulate and solve problems, and the ability to communicate effectively, and to uphold standards of planning ethics and professionalism |
|   |   |  |
| <b>Course Learning Outcomes (CLO)</b>   | 1. Technical indicators of coastal planning success                     |  |
|   | 2. Planning concepts or relevant issues in coastal planning             |  |
|   | 3. Planning documents/products of Indonesian coastal and ocean planning |  |
|   | 4. Determining the spatial structure and pattern of coastal area        |  |
|   | 5. Public utilization zone planning                                     |  |
|   | 6. Conservation zone planning   |  |

7. Stream zone planning

8. National Specific Strategic Areas (KSNT) Planning

| MAP OF PLO-CLO | CLO  | PLO-1 | PLO-2 | PLO-3 | PLO-4 | PLO-5 | PLO-6 | PLO-7 | PLO-8 | PLO-9 | PLO-10 | PLO-11 |
|----------------|--|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|
|                | CPMK-1. Students demonstrate the ability to organize first aid planning activities   |       |       |       | 1     |       |       |       |       |       |        |        |
|                | CPMK-2. Students demonstrate the ability to collect data, analyze data and formulate potential and problems in first aid planning. |       |       |       |       | 1     | 1     | 1     |       |       |        |        |
|                | CPMK-3. Students demonstrate the ability to formulate a variety of plans in first aid planning.                                    |       |       |       |       |       | 1     | 1     | 1     |       |        |        |

**COASTAL PLANNING PRACTICE COURSE LEARNING PLAN  
EVEN SEMESTER OF ACADEMIC YEAR 2021–2022**

| Lecture  | Expected Learning Outcomes                         | Scope   | Learning Methods   | Course Duration | Modes of Delivery   | Grading Policy       | Assessment (%) |
|----------|--|---|--|-----------------|---------------------|----------------------|----------------|
| 1        | 2  | 3   | 4  | 5               | 6                   | 7                    | 8              |
| Week 1   | Students able to understand course structure       | Course structure  | Lecture  | 200             | Lecture, discussion | Keaktifan Individual | 0%             |
|          |  | Explanation of references   |  |                 |                     |                      |                |
|          |  | Forming groups  |  |                 |                     |                      |                |
|          |  | Overview of the measurement of success in coastal planning:<br><ul style="list-style-type: none"> <li>• Technical Indicators of the success in coastal planning</li> <li>• Planning concepts or relevant issues in coastal planning</li> <li>• Planning documents of coastal planning in Indonesia</li> <li>• Determining spatial structure and pattern of coastal area</li> <li>• Planning of utilization zone</li> <li>• Planning of stream zone</li> <li>• Planning of National Strategic Areas</li> </ul> |  |                 |                     |                      |                |
|          |  | Brief explanation of coastal planning concepts and related issues within the area of studio   |  |                 |                     |                      |                |
| Week 2-3 | Students able to understand the Term of References | Formulation of Preluding Document   | <ul style="list-style-type: none"> <li>• Assistance</li> <li>• Presentation</li> </ul> | 880             | Lecture, discussion | Keaktifan Individual | 0%             |

| Lecture  | Expected Learning Outcomes   | Scope   | Learning Methods  | Course Duration | Modes of Delivery   | Grading Policy           | Assessment (%) |
|----------|--|---|---|-----------------|---------------------|--------------------------|----------------|
| 1        | 2  | 3   | 4   | 5               | 6                   | 7                        | 8              |
|          | Students able to make plannings of studio activities according to the Term of Reference                |   |   |                 |                     |                          |                |
|          | Students able to composesurvey design and survey guide   |   |   |                 |                     |                          |                |
|          | Students able to conduct the administration related to the projects                                    |   |   |                 |                     |                          |                |
| Week 4-5 | Students able to communicate with the stakeholders related to studio object                            | Data collection   | <ul style="list-style-type: none"> <li>• Primar y Survey</li> <li>• Assistance</li> </ul> | 880             | Assignmen t, Survey | Individual dan Team work | 0%             |
|          | Students able to search and collect data accordingto the survey design and survey guide                |   |   |                 |                     |                          |                |
|          | Students able to observevarious phenomenons which are related to survey purposes                       |   |   |                 |                     |                          |                |
| Week 6-8 | Students able to recapitulate data systematics for analyzation purposes                                | Data collection, compilation and analization of survey data | <ul style="list-style-type: none"> <li>• Primar y Survey</li> <li>• Assistance</li> </ul> | 1320            | Assignment          | Individual dan Team work | 0%             |
|          | Students able to display data and informations according to the recognized format (map,picture, table, |   |   |                 |                     |                          |                |

| Lecture    | Expected Learning Outcomes   | Scope                            | Learning Methods   | Course Duration | Modes of Delivery                 | Grading Policy   | Assessment (%)                   |
|------------|--|----------------------------------|--|-----------------|-----------------------------------|--|----------------------------------|
| 1          | 2  | 3                                | 4  | 5               | 6                                 | 7  | 8                                |
|            | and diagram)   |                                  |  |                 |                                   |  |                                  |
|            | Students able to summarize relevant informations of planning necessities             |                                  |  |                 |                                   |  |                                  |
|            | Students able to identify the potencies and issues within the area of planning       |                                  |  |                 |                                   |  |                                  |
|            | Students able to conduct planning analysis of spatial and non-spatial aspects        |                                  |  |                 |                                   |  |                                  |
| Week 9     |  | Proceeding Document Presentation | <ul style="list-style-type: none"> <li>• Assistance</li> <li>• Presentation</li> </ul> | 640             | Presentation, Lecture, discussion | Mahasiswa menunjukkan kemampuan dalam mengumpulkan data, menganalisa data dan merumuskan potensi dan masalah dalam perencanaan P3K | 20%                              |
| Week 10-15 | Students able to apply the concepts of regional planning within the objects of study | Proceeding Document Submission   | <ul style="list-style-type: none"> <li>• Assistance</li> </ul>                         | 2640            | Assignment, discussion            | Individual dan Team work   | 15% (kelompok); 40% (Individual) |

| Lecture | Expected Learning Outcomes   | Scope   | Learning Methods   | Course Duration | Modes of Delivery     | Grading Policy  | Assessment (%) |
|---------|--|---|--|-----------------|-----------------------|---|----------------|
| 1       | 2  | 3   | 4  | 5               | 6                     | 7   | 8              |
|         | Students able to formulate development strategies if study objects                               | Studio Activities:<br>Formulation of Final Document |  |                 |                       |   |                |
|         | Students able to formulate regional development plannings within spatial and non-spatial aspects | Final Document Presentation                         |  |                 |                       |   |                |
| Week 16 |  | Final Document Submission                           | <ul style="list-style-type: none"> <li>• Assistance</li> <li>• Presentation</li> </ul> | 440             | Assignment Submission | Mahasiswa menunjukkan kemampuan dalam merumuskan berbagai macam rencana dalam perencanaan P3K | 25% (kelompok) |

**Suggested Course Materials : (Max 5)**

1. Pamungkas, Rahmawati (2016). Diktat Perencanaan Pesisir. PWK-ITS.
2. Santoso, Pratiwi, Rahmawati, Navitas (2012). Diktat Perencanaan Kawasan Pesisir 3. PWK – ITS.
3. Diposaptono, Soebandono (2016). Membangun Poros Maritim Dunia: Dalam Perspektif Tata Ruang Laut. Kementerian Kelautan dan Perikanan Republik Indonesia.
4. Ahlhorn, Frank (2009), Long-Term Perspective in Coastal Zone Development Multifunctional Coastal Protection Zones, Springer, Heidelberg
5. Baker, L and P. Kaeoniam (Eds) (1986), Manual of Coastal Development Planning and Management for Thailand, Unesco, Jakarta.

## EVALUATION PLANNING

The evaluation is carried out in four (4) times in one semester (16 weeks). Recapitulation of Assessment Criteria:

|                  | Group               | Individual                         |
|------------------|---------------------|------------------------------------|
| Opening Document | 15% (document mark) | 20%:<br>10% document<br>10% verbal |
| Final Document   | 25% (Document mark) | 40%:<br>20% document<br>20% verbal |
| Total            | 40%                 | 60%                                |

The substance and format of the assignment follows the KP 23/2016 Regulation on RZWP3K Compilation, RZWP3K Preparation Guidelines by the Ministry of Maritime Affairs and Fisheries in 2016 and relevant guidelines or literature.

Each student in a group has at least one of the following aspects:

| No | Aspect   | Sub Aspect  |
|----|--|---|
| 1  | Oceanography                                     | Current, wave, water quality  |
| 2  | Geomorphology and Geology                        | Substrate, sea sand deposit, type of beach  |
| 3  | Ecosystem  | Mangroves, coral reefs, seagrasses  |
| 4  | Fisheries  | Pelagic and demersal, fish catchment area, fisheries potential                              |
| 5  | Utilization of marine space and policy documents | Provincial Strategic Plan RDTR, RTRW, Sectoral, District / City RZWP, etc.                  |
| 6  | Social, economic, cultural                       | Population, traditional fish catchment area, fisherman profile, maritime economic potential |
| 7  | Disaster   | Type of hazard, level of vulnerability, occurrence of disaster                              |

## 1. EVALUATION I

**Type: Opening Document Presentation (20%)**

**Assessment Type: Individual**

**Time: Week 9 and 10**

### ASSIGNMENT PLANNING I Opening Document Presentation

|   |   |
|---|---|
| Course Name   | Coastal Planning Practice   |
| Credit  | 4/ 6,48   |
| Weight  | 20%   |
| Week  | 9 and 10  |
| Task learning objectives  | <ol style="list-style-type: none"> <li>1. Understand the Term of References TOR that has been compiled               <ol style="list-style-type: none"> <li>a. Students are able to plan studio activities based on the given TOR</li> <li>b. Students are able to design and guide the survey</li> <li>c. Students are able to make and carry out work-related administration</li> </ol> </li> <li>2. Students are able to communicate with parties related to studio objects</li> <li>3. Students can search and collect data in accordance with the design and guidance of the surveys that have been made</li> <li>4. Students are able to observe various phenomena related to the purpose of the survey in the field</li> <li>5. Students are able to recapitulate and systematize data for analysis needs</li> <li>6. Students are able to present data and information in accordance with the specified format (maps, images, tables, diagrams)</li> <li>7. Students are able to summarize various information relevant to planning needs</li> <li>8. Students are able to identify potential and regional problems</li> <li>9. Students are able to do good planning analysis related to spatial and non-spatial aspects.</li> </ol> |
| Task Depth (C1 to C6)   | C6 (Creating & Planning)  |
| Detailed task / quiz questions / detailed presentation conditions | Assignment I : Compile and present the Opening Document Initial report with the required outline, including: <ol style="list-style-type: none"> <li>1. Preface</li> <li>2. Potency Description</li> <li>3. Strategic Issues.</li> </ol>   |

This assessment aims to assess the ability of students to explain verbally about the process of preparing the Preliminary Coastal Spatial Plan. Individual assessment is carried out based on the ability of students in mastering the material according to the division of aspects from each group, at presentation (10%) and the quality of the documents produced (10%)

Assessment Standards:

| Dimension | Very Good | Good | Fair | Less | Very Less | Score |
|-----------|-----------|------|------|------|-----------|-------|
|-----------|-----------|------|------|------|-----------|-------|



|                               |  |  |  |   |  |  |
|-------------------------------|--|--|--|---|--|--|
| <b>Presentation Technique</b> | Organized presentations by presenting <b>facts</b> supported by examples that have been <b>analyzed in accordance with the tools or concepts presented</b> | The presentation is well organized and presents <b>convincing facts</b> to support conclusions | The presentation has a focus and provides <b>some evidence</b> that supports conclusions   | <b>Focus enough, but the evidence is insufficient</b> to be used in drawing conclusions | <b>There is no clear organization.</b> Facts are not used to support statements          |  |
|                               | 86-100   | 76-85  | 66-75  | 56-65   | 0-55   |  |
| <b>Substance</b>              | Content is able to <b>inspire listeners</b> to develop their minds and contain elements of <b>creativity and /or uniqueness</b>                            | Complete accurate contents. <b>Listeners add new insights</b> to the topic                     | <b>Accurate but incomplete contents. Listeners are less active</b> in discussing the topic | <b>The contents are not accurate</b> because there are <b>no supporting facts</b> data  | <b>Contents are inaccurate</b> and too general. <b>Listeners don't get any learning.</b> |  |
|                               | 86-100   | 76-85  | 66-75  | 56-65   | 0-55   |  |
| <b>Discussion</b>             | Arguments Right with examples or facts   | The argument is right but lacks facts  | Arguments are incorrect, there are facts or examples                                       | Arguments are not precise, there are no examples  | The argument is incorrect or wrong   |  |
|                               | 86-100   | 76-85  | 66-75  | 56-65   | 0-55   |  |
| <b>TOTAL SCORE</b>            |  |  |  |   |  |  |

**2. EVALUATION II**

**Type: Report of Opening Document (15%)**

**Assessment Type: Group**

**Time: Week 10**

**ASSIGNMENT PLANNING II  
Opening Document Report**

|   |   |
|---|---|
| Course Name   | Coastal Planning Practice   |
| Credit  | 4   |
| Weight  | 15 %  |
| Week  | 10  |
| Task learning objectives  | <ol style="list-style-type: none"> <li>1. Understand the Term of References TOR that has been compiled               <ol style="list-style-type: none"> <li>a. Students are able to plan studio activities based on the given TOR</li> <li>b. Students are able to design and guide the survey</li> <li>c. Students are able to make and carry out work-related administration</li> </ol> </li> <li>2. Students are able to communicate with parties related to studio objects</li> <li>3. Students can search and collect data in accordance with the design and guidance of the surveys that have been made</li> <li>4. Students are able to observe various phenomena related to the purpose of the survey in the field</li> <li>5. Students are able to recapitulate and systematize data for analysis needs</li> <li>6. Students are able to present data and information in accordance with the specified format (maps, images, tables, diagrams)</li> <li>7. Students are able to summarize various information relevant to planning needs</li> <li>8. Students are able to identify potential and regional problems</li> <li>9. Students are able to do good planning analysis related to spatial and non-spatial aspects.</li> </ol> |
| Task Depth (C1 to C6)   | C6 (Creating & Planning)  |
| Detailed task / quiz questions / detailed presentation conditions | Assignment I: Compile and present the Opening Document Initial report with the required outline, including: <ol style="list-style-type: none"> <li>1. Preface</li> <li>2. Potency Description</li> <li>3. Strategic Issues.</li> </ol>  |

This assessment aims to assess the ability of student groups in the process of preparing the Preliminary Coastal Spatial Plan. Group assessment is based on the quality of the overall Initial Document report.

Assessment Standards:

|                    |               |              |              |              |             |              |
|--------------------|---------------|--------------|--------------|--------------|-------------|--------------|
| <b>Sub Chapter</b> | <b>86-100</b> | <b>76-85</b> | <b>66-75</b> | <b>56-65</b> | <b>0-55</b> | <b>Score</b> |
|--------------------|---------------|--------------|--------------|--------------|-------------|--------------|

|                     |  |   |   |   |   |  |
|---------------------|--|---|---|---|---|--|
| Preface             | The introduction is structured accordingly to answer the complete assignment target and provides an initial description of the full condition of a case. | The introduction is structured accordingly to answer the assignment target and is sufficient to provide an initial description regarding the condition of a case. | Preliminaries are arranged in part to answer the assignment target and provide an initial description of some related to the condition of a case. | The introduction is arranged in a less appropriate way to answer the assignment target and provides a poor initial picture regarding the condition of a case. | The introduction is not appropriate to answer the assignment target and provides an inaccurate initial picture regarding the condition of a case. |  |
| Potency Description | Data needed, howto obtain data and techniques to process data precisely and explained in detail  | Data needed and how to get the right data but the technique of processing data isnot right  | How to get the right data, the data needed is less, the data processing technique is not right  | Data needed, how to obtain data and data processing techniques is notright  | Data needed, how to obtaindata and data processing techniques is not appropriat e   |  |
|                     | Complete data, precise and comprehens iveanalysis with appropriate interpretations   | Complete data, precise and comprehens ive analysis without interpretation   | Complete datawith inappropria te analysis   | Complete data but not suitableand without analysis  | Data is incomplete andnot suitable and without analysis   |  |
| Strategic Issues    | The quality of strategic issues is appropriate according to the results of the analysis and answers the planning objectives                              | The quality of strategic issues is appropriate according to the results of the analysis but doesnot answer the planning objectives                                | The quality of strategic issues is appropriate according to the results of the analysis but doesnot answer the planning objectives                | The quality of strategic issues isnot in accordance withthe analysis and does not answerthe planning objectives   | The quality of strategic issuesis very inappropriat e   |  |
| <b>TOTAL SCORE</b>  |  |   |   |   |   |  |

### 3. EVALUATION III

**Type: Final Document Presentation (40%)**

**Assessment Type: Individual**

**Time: Week 15 and 16**

#### **ASSIGNMENT PLANNING III Final Document Presentation**

|   |   |
|---|---|
| Course Name   | Coastal Planning Practice   |
| Credit  | 4   |
| Weight  | 40 %  |
| Week  | 16  |
| Task learning objectives  | <ol style="list-style-type: none"> <li>1. Students are able to apply regional planning concepts in accordance with the object of study</li> <li>2. Students are able to formulate development strategies that are in accordance with the object of study</li> <li>3. Students are able to make regional development plans, including spatial and non-spatial aspects</li> </ol>                       |
| Task Depth (C1 to C6)   | C6 (Creating & Planning)  |
| Detailed task / quiz questions / detailed presentation conditions | Assignment III: Final Document Presentation<br>Final Report with the required outline, including: <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Decryption of Potential</li> <li>3. Strategic issues.</li> <li>4. Objectives, policies and strategies.</li> <li>5. Space allocation plan</li> <li>6. Regulation of space utilization</li> <li>7. Program indications.</li> </ol> |

This assessment aims to assess the ability of students to explain verbally about the process of drafting the Final Spatial Plan. Individual assessment is carried out based on the ability of students in mastering the material according to the division of aspects from each group, at presentation (20%) and the quality of the documents produced (20%).

Assessment Standard:

| Dimension                     | Very Good  | Good   | Fair   | Less  | Very Less   | Score |
|-------------------------------|--|--|--|---|---|-------|
| <b>Presentation Technique</b> | Organized presentations by presenting <b>facts</b> supported by examples that have been <b>analyzed in accordance with the tools or concepts presented</b> | The presentation is well organized and presents <b>convincing facts</b> to support conclusions | The presentation has a focus and provides <b>some evidence</b> that supports conclusions | <b>Focus enough, but the evidence is insufficient</b> to be used in drawing conclusions | <b>There is no clear organization.</b> Facts are not used to support statements |       |

|                    | 86-100   | 76-85  | 66-75  | 56-65  | 0-55   |  |
|--------------------|--|--|--|--|--|--|
| <b>Substance</b>   | Content is able to <b>inspire listeners</b> to develop their minds and contain elements of <b>creativity and / or uniqueness</b> | Complete accurate contents. <b>Listeners add new insights</b> to the topic | <b>Accurate but incomplete contents. Listeners are less active</b> in discussing the topic | <b>The contents are not accurate</b> because there are <b>no supporting facts</b> data | <b>Contents are inaccurate</b> and too general. <b>Listeners don't get any learning.</b> |  |
|                    | 86-100   | 76-85  | 66-75  | 56-65  | 0-55   |  |
| <b>Discussion</b>  | Arguments Right with examples or facts   | The argument is right but lacks facts                                      | Arguments are incorrect, there are facts or examples                                       | Arguments are not precise, there are no examples                                       | The argument is incorrect or wrong   |  |
|                    | 86-100   | 76-85  | 66-75  | 56-65  | 0-55   |  |
| <b>TOTAL SCORE</b> |  |  |  |  |  |  |

#### 4. EVALUATION IV

**Type: Report of Final Document (25%)**

**Assessment Type: Group**

**Time: Week 16**

#### ASSIGNMENT PLANNING IV

##### Final Report

|   |  |
|---|--|
| Course Name   | Coastal Planning Practice  |
| Credit  | 4  |
| Weight  | 25 %   |
| Week  | 16   |
| Task learning objectives  | <ol style="list-style-type: none"> <li>1. Students are able to apply regional planning concepts in accordance with the object of study</li> <li>2. Students are able to formulate development strategies that are in accordance with the object of study</li> <li>3. Students are able to make regional development plans, including spatial and non-spatial aspects</li> </ol>                        |
| Task Depth (C1 to C6)   | C6 (Creating & Planning)   |
| Detailed task / quiz questions / detailed presentation conditions | Assignment III: Final Document Presentation<br>Final Report with the required outline, including: <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Description of Potential</li> <li>3. Strategic issues.</li> <li>4. Objectives, policies and strategies.</li> <li>5. Space allocation plan</li> <li>6. Regulation of space utilization</li> <li>7. Program indications.</li> </ol> |

This assessment aims to assess the ability of student groups in the process of preparing the Preliminary Coastal Spatial Plan. Group assessment is carried out based on the quality of the overall Final Report report.

Assessment Standard:

| Sub Chapter | 86-100   | 76-85   | 66-75   | 56-65   | 0-55  | Score |
|-------------|--|---|---|---|---|-------|
| Preface     | The introduction is structured accordingly to answer the complete assignment target and provides an initial description of the full condition of a case. | The introduction is structured accordingly to answer the assignment target and is sufficient to provide an initial description regarding the condition of a case. | Preliminaries are arranged in part to answer the assignment target and provide an initial description of some related to the condition of a case. | The introduction is arranged in a less appropriate way to answer the assignment target and provides a poor initial picture regarding the condition of a case. | The introduction is not appropriate to answer the assignment target and provides an inaccurate initial picture regarding the condition of a case. |       |

|                                     |   |   |   |   |   |  |
|-------------------------------------|---|---|---|---|---|--|
| Potency Description                 | Data needed, how to obtain data and techniques to process data precisely and explained in detail  | Data needed and how to get the right data but the technique of processing data is not right   | How to get the right data, the data needed is less, the data processing technique is not right                                      | Data needed, how to obtain data and data processing techniques is not right   | Data needed, how to obtain data and data processing techniques is not appropriate   |  |
|                                     | 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  |  |
| Strategic Issues                    | The quality of strategic issues is appropriate according to the results of the analysis and answers the planning objectives                             | The quality of strategic issues is appropriate according to the results of the analysis but does not answer the planning objectives | The quality of strategic issues is appropriate according to the results of the analysis but does not answer the planning objectives | The quality of strategic issues is not in accordance with the analysis and does not answer the planning objectives              | The quality of strategic issues is very inappropriate   |  |
| Objectives, Policies and Strategies | The material is arranged very complete, precise and fulfills the element of novelty in answering strategic issues and the results of analysis and data. | The material is prepared in a complete and appropriate manner in answering strategic issues and the results of analysis and data.   | The material is arranged incomplete and some are less precise in answering strategic issues and the results of analysis and data.   | The material is composed only partially covers and answers precisely the strategic issues and the results of analysis and data. | The material was arranged inadequately and most of them did not correctly answer the strategic issues and the results of analysis and data. |  |

|                               |   |  |  |   |   |  |
|-------------------------------|---|--|--|---|---|--|
| Space Allocation Plan         | The material is arranged very complete, precise and meets the element of novelty in detailing objectives, policies and strategies and in answering strategic issues and results of analysis and data. | The material is prepared in a complete and appropriate manner in detailing objectives, policies and strategies and in answering strategic issues and the results of analysis and data. | The material is arranged incomplete and some are less precise in detailing objectives, policies and strategies and in answering strategic issues and results of analysis and data. | The material is composed only partially covers and answers appropriately in detailing objectives, policies and strategies and in answering strategic issues and results of analysis and data. | The material was arranged inadequately and most of them did not correctly answer the objectives, policies, strategies, strategic issues and results of analysis and data. |  |
| Space Utilization Regulations | The material is arranged very complete, precise and meets the element of novelty in answering the needs of the space allocation plan.   | The material is complete and sufficiently precise in answering the needs of the space allocation plan.   | The material is arranged incomplete and some are not right in answering the need for space allocation plans  | The material is composed only partially covers and answers correctly in response to the needs of the space allocation plan.   | The material is arranged insufficient and most of it is not appropriate in answering the need for space allocation plans.   |  |
| Program Indications           | The material is arranged very complete, precise and meets the element of novelty in answering the needs of the space allocation plan.   | The material is complete and sufficiently precise in answering the needs of the space allocation plan.   | The material is arranged incomplete and some are not right in answering the need for space allocation plans.   | The material is composed only partially covers and answers correctly in response to the needs of the space allocation plan.   | The material is arranged insufficient and most of it is not appropriate in answering the need for space allocation plans.   |  |
| <b>TOTAL SCORE</b>            |   |  |  |   |   |  |