Subject Code: BRE4051  
Level: 4  
Contact Hours: Seminar/Tutorial/Self Study  
Student Effort Hours: 200  
Assessment Method: Coursework 100%  
Credit Value: 5  
Pre-requisites: Nil  
Co-requisites: Nil  
Exclusions: Nil  
Subject Leader/Lecturer/Dept.: T.I. Lam (BRE)  
H.Q. Fan (BRE)

**PROJECT EVALUATION AND DEVELOPMENT**

**Subject Aim**

This subject is intended to:

Develop students’ ability to critically evaluate, synthesise and integrate knowledge gained from a variety of sources related to the construction development process; and Provide the skills necessary to document and present proposals for the development of a construction project from inception to hand over.

**Learning Outcomes**

Students will demonstrate their ability to:

1. Evaluate the major issues involved in the process of developing a site for a client.

2. Identify the relevant laws, regulations and procedures that must be complied with through the development process.

3. Effectively adopt a teamwork approach to developing a project.

4. Propose solutions to complex technology and management problems associated with the proposal and development of a project.

5. Communicate effectively in a managerial role, including effective presentation of analysis, justification of recommended actions, and persuasive messages intended to affect the perception of others.

**Brief Syllabus Content**

Students are required to select a site and formulate original proposals for its development or redevelopment. This involves addressing the whole range of activities involved at the conception, design, construction and disposal stages of a typical construction project. The intention is to improve students’ comprehension of the whole of the development process. The project must not utilize existing proposals for the land, and must not be a case study of what someone else has already proposed, designed or built. The fact that the vacant land or existing buildings are real means that the planning, commercial, and amenity aspects can be thoroughly researched.

**Learning and Teaching Approach (tasks and activities designed to achieve learning outcomes)**

Seminars are used at junctures throughout the project as a mean for tutors to impart the project brief and stages of work to students, and as a platform for students to present their work to tutors upon the conclusion of each of the two phases. Periodic tutorials reinforce tutor seminars and are conducted by tutors with groups of five students at a time.

The pedagogical philosophy for this subject is student centered learning. For the most part, students are required to use a self study approach by using their own initiative to gain knowledge and discover ways in which to apply it to their project. The project tutors act mainly as mentors, facilitators, and assessors.

*Teaching activities: Lecture (LT)/Tutorial (TU)/Seminar (SM)/Drawing (DW)/Laboratory or Practical (LB)/Studio (ST)/Workshop (WS)/Project (PJ)/Field Study (FS)/Guided Study (GS)/Visit (VS)*
Assessment strategy (assessment of student performance resulting from learning tasks)

- Students are assessed, individually and as a team, on their ability to analyse, critically evaluate, and synthesize information related to the integration of knowledge into the development and construction process of their project.
- The project is divided into Phase 1 and Phase 2. The first phase is carried out individually, whilst the second phase is carried out in teams of five.
- Each team is assigned a tutor who assesses the oral and written presentations for each phase in accordance with the prevailing PolyU grading system.

Phase 1 - Project Proposal. This is a piece of individual work comprising Stage (a) and Stage (b). During this phase each student will evaluate one potential site for development and present it to their team. The team, in consultation with their tutor, will evaluate the feasibility of the proposals and select one for further development.

Phase 2 - Project Development. This phase, comprising Stage (c), (d), (e), (f) and (g) is developed and presented as a team. The Written Report is assessed as a team effort, although each member will also be assessed individually on his or her oral presentation of a particular stage. This phase also includes an individual online test.

<table>
<thead>
<tr>
<th>Phase 1</th>
<th>Stage (a)</th>
<th>Selection of site</th>
<th>Stage (b)</th>
<th>Initial appraisal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 2</td>
<td>Stage (c)</td>
<td>Procurement method</td>
<td>Stage (d)</td>
<td>Design team briefing</td>
</tr>
<tr>
<td></td>
<td>Stage (e)</td>
<td>Planning approval</td>
<td>Stage (f)</td>
<td>Production and control</td>
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<tr>
<td></td>
<td>Stage (g)</td>
<td>Proposals for disposal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Weighting

<table>
<thead>
<tr>
<th>Phase 1 Project Proposal</th>
<th>Individual</th>
<th>Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Presentation</td>
<td>20%</td>
<td>-</td>
</tr>
<tr>
<td>Written Report</td>
<td>30%</td>
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</table>

<table>
<thead>
<tr>
<th>Phase 2 Project Development</th>
<th>Individual</th>
<th>Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Presentation</td>
<td>10%</td>
<td>-</td>
</tr>
<tr>
<td>Written Report</td>
<td>-</td>
<td>25%</td>
</tr>
<tr>
<td>Online Test</td>
<td>15%</td>
<td>-</td>
</tr>
</tbody>
</table>

Total Weighting          75%                  25%

Reading List

The Chartered Institute of Building (1996). Code of Practice for Project Management: For Construction and Development