

Subject Description Form

Subject Code	BRE4051
Subject Title	Project Evaluation and Development
Credit Value	5
Level	4
Pre-requisite / Co-requisite/ Exclusion	Nil
Objectives	Develop students' ability to critically evaluate, synthesize 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.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Evaluate the major issues involved in the process of developing a site for a client b. Identify the relevant laws, regulations and procedures that must be complied with through the development process c. Effectively adopt a teamwork approach to developing a project d. Propose solutions to complex technology and management problems associated with the proposal and development of a project e. 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. <p>The above learning outcomes reinforce the programme learning outcomes contained in the Programme Document, as well as the all-rounded attributes of students.</p>
Subject Synopsis/ Indicative Syllabus	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 development process. The fact that the vacant land or existing buildings are real means that the planning, commercial, and amenity aspects can be thoroughly researched.
Teaching/Learning Methodology	<p>The pedagogical philosophy for this subject is student-centred learning through project work. Students are "enabled" to adopt the self-study approach by using their own initiative to gain knowledge and apply it to a series of inter-related tasks in a realistic situation.</p> <p>The project work consists of 2 phases, occurring in Semester 1 and 2 respectively. In Phase I, students either select their own sites with preset criteria or are allotted sites from information made available in the public domain. Individually, they formulate original proposals for development or re-development of the chosen sites, with economic, social and technical justifications (in the form of feasibility study). Each student is required to submit a written report and present findings for assessment. In Phase 2, after deciding on the best development to go ahead, students work in groups</p>

to propose procurement methods, set out design team briefing information, identify necessary planning and regulatory approvals, propose production control measures and disposal methods. A group report and presentation form part of the assessment process.

At the beginning of each phase, students are briefed on the important factors affecting their works through lectures. A subject website has also been established providing stage-by-stage guidelines and resources for students to progress. Upon submission of reports and presentations, feedback is provided to individual students. In Sem 2, an on-line test is arranged to ensure that students have done their reading. Throughout the project process, designated staff members are available for consultation with timetabled hours for tutorials.

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
		a	b	c	d	e	
1.Phase 1 presentation	20%	√			√	√	
2. Phase 1 written report	30%	√			√	√	
3.Phase 2 presentation	10%		√	√		√	
4. Phase 2 written report	25%		√	√		√	
5. On-line test	15%	√	√				
Total	100 %						

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

This is a continuously assessed subject with no examination.

In Phase 1, students submit individual reports and present their major findings. The assessment is focused on individual skills and Subject Outcome a, d and e.

In Phase 2, group reports are submitted with presentations. The assessment is focused on team work skills and Subject Outcome b, c and f.

An individual on-line open-book test in the mid of Sem 2 consisting of multiple choice questions. A different set of questions is generated for each student. This test is mainly to ensure that students have done their reading when they work on the integrated project.

The Assessment Models for Phase 1 and Phase 2, with clear assessment criteria for both the presentation and the written report submissions, are shown on the subject website.

Student Study

Class contact:

Effort Required	▪ Lectures	6 Hrs.
	▪ Seminar Presentations	7 Hrs.
	▪ Tutorials	8 Hrs.
	Other student study effort:	
	▪ Independent study	100 Hrs.
	▪ Project work	100 Hrs.
	Total student study effort	221 Hrs.
Reading List and References	<p>Cadman D. (1995). <i>Property Development</i>. E & F.N. Spon</p> <p>Collier C.A. (1994). <i>Construction Funding: Where the Money Comes From</i>. Willey</p> <p>Darlow C. (1988). <i>Valuation and Development Appraisal</i> Estates Gazette</p> <p>Harrison, F.L. (1992). <i>Advanced Project Management: A Structured Approach</i>. Gower</p> <p>Higson, C.J. (1995). <i>Business Finance</i>. Butterworths</p> <p>Rougvie A. (1987). <i>Project Evaluation and Development</i>. Mitchell</p> <p>The Chartered Institute of Building (1996). <i>Code of Practice for Project Management: For Construction and Development</i></p> <p>Walker A. (2007). <i>Project Management in Construction</i>. Blackwell Publishing</p> <p>Sidney, L.M. (2007) <i>Project Management in Construction</i>, McGraw-Hill</p> <p>Other references as listed on the subject website.</p>	