

## Subject Description Form

<b>Subject Code</b>	BSE551
<b>Subject Title</b>	Facility Management - Professional Practice
<b>Credit Value</b>	3
<b>Level</b>	5
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Must have an understanding of the role and function of facility management as a profession and in the industry.
<b>Objectives</b>	<p><u>Subject Summary:</u></p> <p>The practice of facility management is complex and demanding, requiring competences in a range of tools and processes that are essential in order to assess business demand, evaluate options, assess performance of real estate / facilities and services in order to support uninterrupted business delivery. Issues of facility management practice at the strategic, tactical and operational levels will be considered with an emphasis on introducing the latest development in facility management including emerging management models and tools that influence the practice of facility management in organisations in Hong Kong and internationally.</p> <p>The subject's objectives are to explain the context and role of facility management in business organizations. Special emphasis is given to the history and development of facility management as a discipline, its scope of functions and essential tools and techniques that are necessary to manage modern building facilities with demanding users/customers; whether as a client representative or as a service provider.</p>
<b>Intended Learning Outcomes</b>	<p>Upon successful completion of this subject, the student will be able to:</p> <ol style="list-style-type: none"> <li>a. have a clear understanding of the context and evolving role of facility management in business organizations;</li> <li>b. identify and evaluate the necessary competencies that form part of the professional development of a facility manager for both public and private organizations;</li> <li>c. design a framework of facility management practice tools and apply such tools that are essential and necessary to manage modern building facilities with demanding users/customers; whether as a client representative or as a service provider;</li> <li>d. consider measures to adopt a proactive approach in managing facility requirements to meet changing business requirements.</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b>	<p>An indicative range of topics to be covered include:</p> <ul style="list-style-type: none"> <li>• Developing Trends in Facility Management</li> </ul> <p>Local &amp; International developments in FM and related disciplines, and their implications on professional development.</p> <ul style="list-style-type: none"> <li>• Facility Management Tools and Processes: Options and Designs</li> </ul>

	<p>Innovative developments and their implications on professional practice – e.g. TQM, project management, benchmarking, business continuity planning, balance scorecard, triple bottom line reporting, etc.</p> <ul style="list-style-type: none"> <li>Managing Facility Management Projects</li> <li>Principle and practice of project management applied to FM projects</li> <li>Necessary skills and competencies for effective project management</li> </ul>																																														
<p><b>Teaching/Learning Methodology</b></p>	<p>This subject will be taught through a combination of lectures and workshop/seminar. The lecture material is provided only as a base for the student's further study/research. Assignment/test and final examination will be assessed on this basis.</p> <p>Based on lecture material/direction, students will be expected to undertake research into the various parts of the subject. A high level of student involvement/interaction and independent research is mandatory. It is assumed that students will attend all the classes and will participate actively in class discussions. Attendance of the workshop/seminar is essential for students taking the subject. Attendance at local workshops, seminars and conference may be required as a part of the subject.</p> <ul style="list-style-type: none"> <li>Lectures/case studies/site visits</li> <li>Seminars and Workshops</li> <li>Independent study</li> <li>Assignment/test</li> </ul> <p><u>Assessment:</u></p> <table data-bbox="443 1238 898 1339"> <tr> <td>Examination</td> <td>40%</td> </tr> <tr> <td>Continuous assessment</td> <td>60%</td> </tr> </table>	Examination	40%	Continuous assessment	60%																																										
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<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p>	<table border="1" data-bbox="443 1406 1465 1872"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a.</th> <th>b.</th> <th>c.</th> <th>d.</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Assignment/test</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Workshop/seminar</td> <td>30%</td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>3. Examination</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="6"></td> </tr> </tbody> </table> <p>i) The assignment/test is designed to assess the students' individual ability in attaining the intended outcomes a), b) &amp; c), as an interim assessment on their individual learning progress.</p> <p>ii) The interactive workshop/seminar is designed to encourage group discussion and exchange of experience via realistic case scenario. It is</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a.	b.	c.	d.			1. Assignment/test	30%	✓	✓	✓				2. Workshop/seminar	30%			✓	✓			3. Examination	40%	✓	✓	✓	✓			Total	100%						
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	<p>used to assess students' ability of knowledge application and presentation skills.</p> <p>iii) The written examination is to assess the overall ability of individual students in attaining the various intended outcomes.</p>
<p><b>Reading List and References</b></p>	<p>Atkin, B. &amp; Brooks, A. (2014). <i>Total Facilities Management</i>, 4<sup>th</sup> Ed., WileyBlackwell.</p> <p>Barrett, P. (2003). <i>Facilities Management Towards Best Practices</i>, 2<sup>nd</sup> Ed., WileyBlackwell.</p> <p>British Standard BSE6079-1:2010 <i>Project management. Principles and guidelines for the management of projects</i>.</p> <p>Friday, S. (2003). <i>Organizational Development for Facility Managers: Tracing the DNA of FM Organization</i>, AMACOM USA.</p> <p>Levitt, J. (2013). <i>Facilities Management: Managing Maintenance for Buildings and Facilities</i>, Momentum Press.</p> <p>Mallory-Hill, S., Preiser, W., Watson, C. (2012) <i>Enhancing Building Performance</i>, Wiley-Blackwell.</p> <p>Preiser, W., Vischer, J. (2005). <i>Assessing Building Performance</i>, Elsevier-Butterworth-Heinemann, Oxford.</p> <p>Project Management Institute Standards Committee, (2013). <i>A Guide to Project Management Body of Knowledge</i>, 5th Ed., Project Management Institute.</p> <p>Rondeau, E.P. et al. (2006)., <i>Facility Management</i>, Wiley.</p> <p>Roper, K. &amp; Payant, R. (2014). <i>The Facility Management Handbook</i>, 4<sup>th</sup> Ed., AMACOM USA.</p> <p>Then, D.S.S. &amp; Tan, T.H. (2013). <i>Facilities Management and the Business of Managing Assets</i>. Routledge, London &amp; New York. 2013. (ISBN: 978-0-415-27494-4).</p>