Subject Description Form

Subject Code	BRE369
Subject Title	Integrated Professional Workshop II
Credit Value	3
Level	3
Pre-requisite	BRE269
Objectives	This subject is intended to: 1. Encourage the critical investigation, analysis and synthesis in solving problems in a multi-disciplinary surveying professional context. 2. Provide a platform for the students in different surveying disciplines to comprehend the essential knowledge of their partnering surveying disciplines. 3. Promote the students' understanding of the interdisciplinary nature of the surveying professions and enhance knowledge integration across different surveying disciplines. 4. Cultivate social responsibility, professional ethics and the awareness of trends and opportunities in the surveying professions. 5. Facilitate the students to develop lifelong learning skills for professional and personal development.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a. Understand how to integrate subject content and apply it to practical scenarios. b. Be aware of the value of teamwork as an approach to tackle a project and solve problems. c. Apply knowledge and skills of different surveying professions to solve problems in a multi-disciplinary professional context. d. Be aware of issues, policies and trends relating to the broader professional practice and the society. e. Identify needs for self-learning and use lifelong learning skills for learning autonomously.
Subject Synopsis/ Indicative Syllabus	BRE269, BRE369 and BRE469 are integrated with different levels of complexities. They are provided as a means to let the surveying students to learn and apply knowledge covering the five surveying disciplines (BS, GP, PDD, FPM and QS). Students will be equipped with the essential core knowledge of surveying disciplines, other than the one they shall choose to specialize in. The course will be delivered through a mix of seminars, project work and student-centered learning.

Multi-discipline Seminars

A series of seminars will be set to bridge across the professional knowledge of students in different surveying disciplines so as to give them an all-round training in the surveying profession. They will be given problem-based assignments and asked to attend seminars so as to equip themselves with the knowledge base and professional skills to identify and solve the problems. Qualified surveyors from various surveying practices will also be invited to deliver up-front professional knowledge to the students.

Multi-discipline Project work

A series of construction and property related project scenarios will be set to integrate the knowledge of different surveying disciplines. The project will be designed to link as many of the individual subjects as possible into a common theme. They will study and undertake project work as a surveyor trainee under supervision in different surveying disciplines. The projects will also provide a team work opportunity for the students to simulate the actual work environment in a multi-disciplinary professional or industrial setting. The projects will be delivered by a team of lecturers drawn from different surveying disciplines so as to ensure the students can have an all-round training in the surveying professions.

Student-centered learning

A set of assignments will be delivered to the students to undergo research on specific subject areas that enhance their learning abilities in different surveying disciplines. In addition to seminars, students are expected to undertake guided study through web-based self-learning. They will be required and encouraged to take extra efforts to study subjects beyond their chosen surveying disciplines to acquire the minimum core competence of the five surveying disciplines.

Teaching/Learning Methodology

This subject comprises two components: (a) BRE project component; and (b) Industrial Centre (IC) training.

The project component "P" adopts a holistic approach. Students will form interdisciplinary team to share, integrate and apply knowledge. The seminars and student centred learning component "S" is designed for students to acquire the core competence for surveying disciplines in addition to their own choice of discipline.

The core competence areas related to different surveying disciplines are listed in the first column. Students are grouped accordingly to their choice of progression pattern. The second column "QS" shows that a QS student will attend seminars to acquire the core competence of GP, PDD and PFM. Similar interpretations will apply in the cases of BS, GP and PDD students.

	Student Group Base on the choice of discipline			
QS				
Construction economics	P	P	P/S	P/S
Contract documentation, measurement & estimating	P	P	P/S	P/S
Construction contract law & administration	P	P	P/S	P/S
Construction technology & structure	P	P	P/S	P/S
Cost & value management	P	P/S	P/S	P/S
Dispute resolution	P	P/S	P/S	P/S
BS				
Maintenance technology & management	P	P	P	P
Building ordinance and related legal aspects	P	P	P	P
Construction technology & structure	P	P	P/S	P/S
Building economics and contract administration	P	P	P/S	P/S
Facility management	P/S	P	P/S	P/S
Design, adaptation and conversion	P/S	P	P/S	P/S
GP				
Property valuation	P/S	P/S	P	P
Property investment and finance	P/S	P/S	P	P/S
Property management and accountancy	P/S	P/S	P	P
Legal Studies: Sales and lettings of land and buildings	P/S	PS	P	P
Urban economics and real estate development	P/S	P/S	P	P/S
Business appraisal and asset management	P/S	P/S	P	P/S

Planning and development (PDD)					
Urban planning	P/S	P/S	P/S	P
Property investment and finance	P/S	P/S	P	P
Property development appraisal	P/S	P/S	P/S	P
Business appraisal and accountancy	P/S	P/S	P	P
Urban economics and real estate development	P/S	P/S	P	P
Transportation and environmental impact and assessment	P/S	P/S	P/S	P/S
Property and facility management (PFM)				
Property asset management	P/S	P/S	P	P
Corporate real estate	P/S	P/S	P	P
Project management	P	P	P	P
Property management	P/S	P	P	P

Note:
P: Professional Projects
S: Seminars / Student centre-learning activities

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	
Coursework	80%	√	√	√	√	√	
IC training (BIM training)	20%	√		√	√	√	
Total	100%						

Students must complete and pass all the assessment components of the subject in order to obtain an overall Grade of the subject.

Student Study Effort Required

Class contact:	
▪ Lectures / Seminars / Project Presentation	18 Hrs.
▪ Workshops / Laboratory (BIM Training)	21 Hrs.
Other student study effort:	
▪ Student effort hours	81 Hrs.
Total student study effort	120 Hrs.

Reading List and References

To be assigned by participating lecturers of various subjects under the BRE Scheme.