

CA4528: INTEGRATED BUILDING PROJECT DEVELOPMENT (ARCHITECTURE)

New Syllabus Proposal

Effective Term

Semester A 2023/24

Part I Course Overview

Course Title

Integrated Building Project Development (Architecture)

Subject Code

CA - Civil and Architectural Engineering

Course Number

4528

Academic Unit

Architecture and Civil Engineering (CA)

College/School

College of Engineering (EG)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

CA3340A/B Architectural Design- Integration (Topic 1/2) and CA3341A/B Architectural Design - Context (Topic 1/2); or CA3349A/B Architectural Design - Building Integration (Topic 1/2) and CA3350A/B Architectural Design- Context (Topic 1/2)

Equivalent Courses

CA4525 Integrated Building Project Development (Architectural Studies)

Exclusive Courses

Nil

Part II Course Details

Abstract

The aim of the integrated building project development is to provide students with the opportunity to demonstrate their ability to develop a building project, as initiated by a client, from its preliminary design phase to construction planning through teamwork with students of other disciplines. In undertaking the course, the students will be able to demonstrate their capability of interpreting the client's requirements and transforming them into a feasible solution. The students will also develop and demonstrate their capacity to apply skills and techniques in architectural studies and contribute to delivering an integrated design solution that satisfies the requirements of the project client. In addition, students will also develop skills to communicate with their teammates, to comprehend how problems of different disciplines are resolved, and to report and present their work as a part of the integrated building project outcome.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Develop criteria based on the client's requirements and develop a conceptual solution based on the criteria.				x
2	Define the key issues of own discipline and comprehend other members' disciplines.		x		
3	Advise the team on the following architectural aspects: development potential, building design and layout, building control and functional requirements.			x	
4	Review and revise building design and layout to incorporate input from members of other disciplines.				x
5	Create practical solution(s) through teamwork with members of other disciplines.				x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures and team meetings	Students from various disciplines will form groups to carry out the project. A supervisor will be assigned to each group to facilitate lectures and team meetings on a weekly base.	1, 2, 3, 4, 5

Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Oral presentations / written submissions / group discussions	1, 2, 3, 4, 5	100

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

Oral presentations / written submissions / group discussions

Criterion

Oral presentations

1.1 ABILITY to COLLABRATE to form a teamwork

1.2 ABILITY to ORGANIZE the presentation

1.3 ABILITY to clearly PRESENT the contents (including the use of English, eye contact, voice, and the use of technology)

Written submissions

2.1 ABILITY to COLLABRATE as a team

2.2 ABILITY to ORGANIZE the submission

2.3 ABILITY to USE students' discipline specific knowledge in the project

2.4 ABILITY to graphically PRESENT the solutions

2.5 ABILITY to CONCLUDE the findings

Group discussions

3.1 ABILITY to COMMUNICATE and ORGANIZE

3.2 ABILITY to have INDEPENDENT and CRITICAL THINKING

3.3 ABILITY to have CREATIVE ideas

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Part III Other Information

Keyword Syllabus

Teamwork, interpretation of client's brief, problem identification, feasible solution generation, development potential, building design and layout, building control, functional requirements, and report production and presentation

Reading List**Compulsory Readings**

Title	
1	Nil

Additional Readings

Title	
1	American Institute of Architects (2009). The architecture student's handbook of professional practice. Hoboken, Wiley.
2	Hayes, R. L. (Ed.) (2014). The architect's handbook of professional practice. Hoboken, Wiley.
3	Hong Kong Institute of Architects. HKIA Agreement between Client and Architect and Scale of Professional Charges. Hong Kong: Hong Kong Institute of Architects.
4	Jay, R. (2003). How to write proposals and reports that get results (2nd ed). New York: Pearson Prentice-Hall Business.
5	Meador, R. (1991). Guidelines for preparing proposals (2nd ed). Chelsea: Lewis Publishers.
6	Mort, S. (1992). Professional report writing. Aldershot: Gower.
7	Ostime, N. (2013). RIBA job book. London: RIBA Publishing.
8	Salisbury, F. (1990). Architect's handbook for client briefing. London: Butterworth Architecture.
9	Sinclair, D. (2013). Guide to using the RIBA plan of work 2013. London: RIBA Enterprises Ltd.