TABLE OF CONTENTS

Section 1: Course Description & Management ________________________________3
  1.1 Introduction ___________________________________________________________3
  1.2 Aims of Programme ______________________________________________________3
  1.3 Intended Learning Outcomes _____________________________________________3
  1.4 Teaching, Learning and Assessment Strategy ________________________________4
  1.5 Course Outline and Structure _____________________________________________5
  1.6 Assessment Requirements _______________________________________________5
  1.7 Assessment Procedures ________________________________________________6
  1.8 Staff Details/Sources of Help _____________________________________________8
  1.9 Communication _________________________________________________________10
  1.10 Responsibilities of Students _____________________________________________10
  1.11 Further Information ___________________________________________________11

Section 2: Programme Specification and Module Specifications ________________12

Section 3: Programme Timetable and Assignment Schedule ______________________38
Section 1: Course Description & Management

1.1 Introduction

The MSc in Real Estate and Property Management is one of a suite of courses based in the Real Estate Discipline Centre which is part of the School of the Built Environment.

The Real Estate Discipline Centre is managed jointly by the following two members of the academic staff:

**Mark Shepherd** BSc MSc MRICS FHEA  
School of the Built Environment  
University of Salford  
Salford M5 4WT  
Tel: +44(0)161-295-5225  
Fax: +44(0)161-295-5011  
Email: M.M.C.Shepherd@salford.ac.uk

**Robert Garner** BA BSc FRICS  
School of the Built Environment  
University of Salford  
Maxwell Building  
Salford M5 4WT  
Tel: +44(0)161-295-4009  
Fax: +44(0)161-295-5011  
Email: R.Garner@salford.ac.uk

1.2 Aims of the Programme

The aims of the programme are to:

- Develop vocational education appropriate to the needs of enterprises in the property industry.
- Promote advanced management skills in the property industry.
- Equip students with advanced computing skills to enable enterprises to exploit the potential of ICT appropriate to their business environment.
- Develop a qualification which builds upon the international nature of the property industry.
- Produce graduates with the requisite skills to solve business application problems.

1.3 Intended Learning Outcomes

Upon successful completion of the programme students will have:

- Developed a greater understanding of the property business world.
- Developed techniques appropriate for investment and development appraisal.
- Developed a higher degree of environmental awareness in development and management decisions.
- Developed a knowledge of appropriate software.
- Developed an in-depth understanding of the technique and theory of property valuation.
Undertaken complex critical analysis of contemporary valuation procedures.
Undertaken a critical appraisal of the development process.

Upon completion of the module students will have had an opportunity to:

- Developed self learning and self critical faculties (beyond that achieved in undergraduate courses).
- Further develop abilities of working with other professionals.
- Enhance communication skills.
- Utilise information technology for communication and analysis of data
- Apply numerical techniques in property valuation.

1.4 Teaching, Learning and Assessment Strategy

Students study and are assessed through a managed learning environment using e-learning in addition to virtual classes, text material and directed and self directed research. There is emphasis on the use and analysis of case studies in the modules and also candidates will critically analyse contemporary research in real estate. Candidates are assessed by assignment or project work related to the relevant modules.

Each module contains a number of learning packages (which are a collection of learning materials that may include written study material, comprehension questions, web links, bibliographies, e-learning materials and useful documents) addressing a particular aspect of the module syllabus.

Student support is provided synchronously through bi-weekly online tutorials, using Horizon Wimba, during which the tutor and students will review and discuss material relating to a particular learning package. These tutorials will take place between 7pm and 9pm on an evening to be agreed with each cohort of students. Horizon Wimba facilitates written and verbal communication between all participants, PowerPoint presentations by tutors and tutor-controlled interactive use of software packages and the internet.

Asynchronous student to student and student to tutor interaction is facilitated through the use of the discussion board in Blackboard and email.
1.5 Course Outline and Structure

The structure of the part-time distance learning programme is structured to allow the delivery of eight 15-credit taught modules two at a time in twelve week blocks followed by a 6—credit dissertation as follows:

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Semester*</th>
<th>Credit Value</th>
<th>Pre-requisite Co-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic Analysis of Property</td>
<td>Year 1 Block 1</td>
<td>15</td>
<td>None</td>
</tr>
<tr>
<td>Valuation</td>
<td>Year 1 Block 1</td>
<td>15</td>
<td>None</td>
</tr>
<tr>
<td>Property Law</td>
<td>Year 1 Block 2</td>
<td>15</td>
<td>None</td>
</tr>
<tr>
<td>Construction Technology</td>
<td>Year 1 Block 2</td>
<td>15</td>
<td>None</td>
</tr>
<tr>
<td>Planning and Development</td>
<td>Year 1 Block 3</td>
<td>15</td>
<td>None</td>
</tr>
<tr>
<td>Investment and Development Appraisal</td>
<td>Year 1 Block 3</td>
<td>15</td>
<td>None</td>
</tr>
<tr>
<td>Landlord and Tenant Law and Practice</td>
<td>Year 2 Block 1</td>
<td>15</td>
<td>None</td>
</tr>
<tr>
<td>Facilities and Property Management</td>
<td>Year 2 Block 1</td>
<td>15</td>
<td>None</td>
</tr>
<tr>
<td>Dissertation</td>
<td>Year 2 Block 2 and Block 3</td>
<td>60</td>
<td>None</td>
</tr>
</tbody>
</table>

* The programme is taught in 12 week blocks over 2 years with 3 blocks per year

1.6 Assessment Requirements

Assessment

The programme is assessed entirely by coursework. The details of the assessment for each module are set out in the Module Specifications in Section 2. The marking criteria for each assignment are contained in the individual assignment brief which will be issued at the start of each block of modules.

The assessment schedule is provided as part of the programme timetable which is contained in Section 3.

All assignments should be submitted via Blackboard. Marks and feedback will be provided, normally within four weeks of the submission date, in writing via Blackboard.

Progression and Awards

At postgraduate level, the following awards apply:

- Post-graduate certificate – students must normally have accumulated 60 credits at level M.
- Post-graduate diploma – students must normally have accumulated 120 credits at level M.
- Master of Science – students must normally have accumulated 180 credits at level M.
• Master of Science with distinction – students must normally have accumulated 180 credits at level M, and have achieved an average minimum unified mark across all modules of 70% (including 70% for the dissertation).

http://policies.salford.ac.uk/display.php?id=277

Further specific details regarding the final degree classification and/or programme information can be obtained from the Programme Director.

NOTE: It is not possible to start the dissertation module until all taught modules have been successfully completed.

1.7 Assessment Procedures

Submission of Coursework

For the method of submitting assignments through Blackboard, follow the instructions on the student intranet at URL: http://intranet.scpm.salford.ac.uk/studentintranet/

Look under "Information>Undergraduate Information>Submitting Assignments through BlackBoard" or "Information>Postgraduate Information>Submitting Assignments through BlackBoard"

Late Submission

A penalty system operates for the management of work which is submitted late.
1. If the work is submitted up to 7 calendar days late then 10 marks shall be deducted (but the mark for the work shall not be reduced to lower than the pass mark of 50%);
2. If the work is 8-14 calendar days late then 20 marks will be deducted (but the mark shall not be reduced to lower than the pass mark of 50%)
3. If the work is a fail, and up to 14 days late, then no penalty shall apply;
4. If the work is more than 14 calendar days late, then it shall be regarded as a non submission. This means that after 14 days late work will not be accepted.

Further information can be found at http://www.agqs.salford.ac.uk/FAQs.php#assessment

Plagiarism

Plagiarism is the inclusion of portions of any other person’s original work without acknowledgement and/or without significant alteration and reorganisation of the substance. Unless given specific instructions otherwise, ALL assessed coursework should be the student’s own, unaided work.

Students should never attempt to use, rephrase, or adulterate sources of material other than their own. If they have to ask the question “How much do I have to alter to be sure of not plagiarising?”, then they are probably plagiarising! The increasing use of the Internet and availability of electronic media often makes it easy for
students to incorporate this into their assessment (to pass it off as their own). However, a network of internal and external University staff, government agencies, and international liaison with core research collaborators, are continually catching students plagiarising. These cases are always brought to the School’s attention.

Some examples of unacceptable practice are:

- **Patchwork plagiarism** – combining two sources to create a new passage.

- **Close paraphrasing** – simply changing one word for another, without altering any other part of the structure.

- **Unauthorised Collaboration** – using the results of another student’s (or author’s) efforts, e.g. literature searches, data, drafts, final submission etc.

- **Mutual Support** – agreeing to share efforts with another student e.g. lending a piece of work to someone else just before a submission deadline.

**PLAGIARISM is a very serious issue and must be avoided at all cost** – student’s work must reflect their individual unaided effort. If a student is suspected of plagiarism, the University (and in particular the School) will take severe action. Plagiarism (in any form) is a serious disciplinary matter, and **may lead to termination of student studies and expulsion from the University.**

Students’ should consult the module leader or Programme Director if they require further clarification regarding this issue BEFORE SUBMITTING their work. Further information covering the University’s Policy and Guidelines on Plagiarism can be found on the University’s home page at [http://www.salford.ac.uk/policies_procedures/display.php?id=255](http://www.salford.ac.uk/policies_procedures/display.php?id=255). An electronic and paper copy of this document can also be obtained from the School Administration Team upon request.

**Assessment Results**

Students typically receive feedback on assignments within four weeks of the specified hand-in date. The mark awarded is provisional until confirmed by the Board of Examiners. The Board of Examiners meets annually to consider issues of assessment and progression. After the Examination Board, all students receive a formal profile of their results.

Students failing to achieve the required pass mark in individual modules may be required to re-sit the examination and/or complete further work at the discretion of the Examination Board. Failure to satisfy the Examination Board in either the re-sit examinations or completion of further work, may prevent students from progressing on to the next stage/year of the programme. This is a very serious situation, the consequences of which often affects students’ final award. However, the Examination Board has the right to amend the foregoing requirements if presented with information relevant to your performance (e.g. mitigating evidence). This information is normally documented, and ‘typically’ embraces issues appertaining to illness occurring prior (or during) the examination periods, or involves family bereavements etc. Students must therefore bring to the attention of
their Programme Director any circumstance they feel has (or could have) affected their performance. This information will remain confidential, although will be discussed at the Board of Examiners for mitigation.

1.8 Staff Details/Sources of Help

Personal Tutoring

We have an active personal tutoring system. Rob Garner (r.garner@salford.ac.uk) and Mark Shepherd (m.m.c.shepherd@salford.ac.uk) will act as personal tutors and will hold periodic informal online meetings with their tutor group (composition to be advised) prior to the start of each new block of modules and approximately 6 weeks into that block. They will also be available via email and telephone for individual advice and support throughout your time on the programme. This will be in addition to the support that you will receive from your module tutors.

David Dowdle (d.l.dowdle@salford.ac.uk), Director of Postgraduate Taught Programmes, will offer an additional tier of support. If you have any issue that you do not wish to discuss with either Rob or Mark, for whatever reason, then David will be your point of contact within the School.

For other queries key staff involved with the programme can be contacted as follows:

For academic queries please contact:

Mark Shepherd
Programme Director (Property)
School of the Built Environment
University of Salford
Salford M5 4WT
Tel: +44(0)161-295-5225
Fax: +44(0)161-295-5011
Email: M.M.C.Shepherd@salford.ac.uk

For queries relating to administration or registration please contact:

Craig Brown
Postgraduate Taught Programmes Assistant
School of the Built Environment
University of Salford
Maxwell Building
Salford
M5 4WT
Tel: +44(0)161 295 5424
Fax: +44(0)161 295 5011
Email: c.g.brown@salford.ac.uk

For queries regarding information technology and the virtual learning environment please contact:
Sarah Ricketts
Information Systems Officer
School of the Built Environment
University of Salford
Maxwell Building
Salford
M5 4WT
Tel: +44(0)161 295 6390
Fax: +44(0)161 295 5011
Email: S.A.Ricketts@salford.ac.uk

Useful Telephone Numbers
Accommodation Office 0161 295 6142
ISD (computing and library) Enquiry line 0161 295 2444
Chaplaincy (Chapman Building) 0161 295 4660
Careers Advisory Service (Faraday House) 0161 295 5668
Car Parking and Security (Crescent House) 0161 295 5463
Counselling Service 0161 295 4209
Examinations Office (Humphrey Booth House) 0161 295 4155
Finance – income section (Faraday House) 0161 295 4671
Harassment helpline 0161 295 4413
Hardship Fund Office 0161 295 3975
Health Centre 0161 295 2454 / 4209
International Student Advisor 0161 295 0468
Leisure Centre 0161 737 6206
Lost Property 0161 295 6104
Student Assistance Office (Humphrey Booth) 0161 295 0466 / 0467
Study Skills 0161 295 2340
Student’s Union 0161 295 7811
Student’s Union Advice Centre 0161 736 7811
Travel Centre 0161 295 4929
Tutor (contact via your School using the switchboard) 0161 295 5000
University Switchboard 0161 295 5000

Academic Appeals

All students have the right to appeal against the decision of the Board of Examiners. Students wishing to appeal against an assessment decision must do so within ten calendar days of the publication of the Board’s results. They should write to: The Assistant Registrar, Postgraduate Office, Faraday House, University of Salford, Salford M5 4WT. The University has an approved procedure, copies of which can be found on the University home page (http://policies.salford.ac.uk/display.php?id=232). An electronic copy and paper copy are available from the School Administration Team

Complaints

Students are encouraged to resolve personal complaints at local level wherever possible. The Programme Team within the School has a series of specialist advisors on call to assist students in resolving any concerns they may have. If satisfactory resolution is not possible, more formal procedures and mechanisms
exist which can be invoked. These procedural stages are outlined on the University home page. An electronic and paper copy of this document can also be obtained from the School Administration Team. http://policies.salford.ac.uk/display.php?id=262

1.9 Communication

The principal means of communication between the School and the student will be via the Blackboard virtual learning environment and their University email account. All announcements and important information will be posted to the relevant module in Blackboard and will also be emailed to each student’s University email account.

Students must always ensure they keep their personal details up to date. This can be done on the student self service page https://sis3.salford.ac.uk/pls/prod5/twbkwbis.P_GenMenu?name=homepage

We actively encourage students to provide feedback on their experience of the programme. To this end each module contains a Module Evaluation Questionnaire within the assignment section which we would ask students to complete at the end of the module.

1.10 Responsibilities of Students

Responsibilities of Students

(a) Attendance Requirements

As a distance learning programme there are no formal attendance requirements. The learning material is designed to allow maximum flexibility in terms of time and location of study.

(b) Expectations of Student Conduct

The University community is an extremely diverse one which draws people from a wide range of social, cultural, religious, ethnic, ideological and geographical backgrounds. Good conduct on the part of all members of that community is essential for the well-being and safety of others and for the maintenance of an environment in which students and staff can work, study and meet one another effectively. The University requires staff and students to treat each other with respect and courtesy and to comply with University rules. It takes a serious view of conduct which falls short of the required standard.

As laid down in the University’s Charter and Statutes, all students of the University are subject to the jurisdiction of the Vice-Chancellor and the Senate in respect of both their studies and their conduct. This jurisdiction includes the obligation to regulate and superintend the discipline of students of the University and the power to suspend or expel students for misconduct.

All students are expected to be familiar with the University’s Code of Conduct for Students which can be downloaded from:
The arrangements set out in the Code of Conduct apply to students both on campus and at placements or study visits and to certain other circumstances where the interests of the University are affected.

1.11 Further Information

The Student Handbook A-Z aims to provide the reader with supportive information concerning definite programme and School information, through to University systems, procedures and contact details. It is written alphabetically (A-Z) for quick reference purposes, and is specifically designed to be supported by other supplementary information e.g. School/University web information, programme-specific information etc.

Any queries or points requiring clarification should be directed to the School Administration Team (situated in Maxwell building).
Section 2: Programme Specification and Module Specification
**PROGRAMME SPECIFICATION**

This form is to be completed and maintained for all taught undergraduate and postgraduate programmes and those (typically cohort-based) research programmes which incorporate a significant taught element (e.g. MRes and DProf).

The Programme Specification is a definitive statement of an approved programme of study. It is also a key document for the programme approval process. At Outline Approval stage programme development teams must complete sections 1-12, 15, 17, 18 and 24. At Detailed Approval stage all sections of the form must be completed.

Amendments to sections of the Programme Specification may be made only with the approval of the relevant body in accordance with the University’s programme design, approval and amendment procedures as indicated in the appended table.

In the Form PS template notes of guidance for completion of each section are shown in italics in the right hand column below; these notes are to be overwritten with programme-specific information. This template pro forma can be downloaded from [www.academic.salford.ac.uk/aqa/forms/form_ps.doc](http://www.academic.salford.ac.uk/aqa/forms/form_ps.doc).

General guidance on programme specifications is available from the QAA at [www.qaa.ac.uk/academicinfrastructure/programSpec/](http://www.qaa.ac.uk/academicinfrastructure/programSpec/).

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Awarding institution/body</td>
<td>University of Salford</td>
</tr>
<tr>
<td>2</td>
<td>Taught at</td>
<td>University of Salford</td>
</tr>
<tr>
<td>3</td>
<td>Faculty and School(s) responsible for the programme</td>
<td>Faculty of Business, Law and the Built Environment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>School of the Built Environment</td>
</tr>
<tr>
<td>4</td>
<td>Links with partner institutions</td>
<td>None</td>
</tr>
<tr>
<td>5</td>
<td>Programme accredited by</td>
<td>Royal Institution of Chartered Surveyors</td>
</tr>
<tr>
<td>6</td>
<td>Final Award and Intermediate Terminating Qualifications</td>
<td>MSc</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pg Cert (ITC)</td>
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<tr>
<td></td>
<td></td>
<td>Pg Dip (ITC)</td>
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<td>The FHEQ (Framework for Higher Education) level of the qualification</td>
<td>PgCert/PgDip/Masters/MRes Level M</td>
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<td>8</td>
<td>Programme title</td>
<td>Real Estate and Property Management</td>
</tr>
<tr>
<td>9</td>
<td>Length of programme (in each mode)</td>
<td>2 years part time</td>
</tr>
<tr>
<td>10</td>
<td>Mode(s) of attendance/delivery</td>
<td>Part time by distance learning</td>
</tr>
<tr>
<td>11</td>
<td>Year of commencement</td>
<td>January 2003</td>
</tr>
<tr>
<td>12</td>
<td>Funded by</td>
<td>Student fee income</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HEFCE</td>
</tr>
<tr>
<td>13</td>
<td>JACS (Joint Academic Coding System) code and any other relevant code</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Relevant Subject Benchmarking statements (and any other reference points)</td>
<td>There are no QAA subject statements that directly relate to this subject at this level. The programme is benchmarked against the Royal Institution of Chartered Surveyors Assessment of Professional Competence competencies.</td>
</tr>
<tr>
<td>15</td>
<td>Aims of programme</td>
<td>• Develop vocational education appropriate to the needs of enterprises in the property industry.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Promote advanced management skills in the property industry.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Equip students with advanced computing skills to enable enterprises to exploit the potential of ICT appropriate to their business environment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Develop a qualification which builds upon the</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
</tbody>
</table>
| 16 | Entrance requirements | Applications will be accepted from candidates who have:  
  i) a minimum of a second class undergraduate honours degree,  
  ii) a recognised professional qualification in an appropriate discipline, or  
 Appropriately experienced applicants will be considered in line with the University’s APL/APEL procedure. |
| 17 | For programmes not wholly ‘owned’ by one School the allocation of responsibility for the administration of the programme | Not applicable |
| 18 | Programme structure | See Appendix 1 |
| 19 | Programme content | See module specifications in Appendix 2 |
| 20 | Intended learning outcomes | Upon completion of the programme students will have:  
  **Knowledge and Understanding:**  
  • Developed a greater understanding of the property business world.  
  • Developed techniques appropriate for investment and development appraisal.  
  • Developed a higher degree of environmental awareness in development and management decisions.  
  • Developed a knowledge of appropriate software.  
  • Developed an in-depth understanding of the technique and theory of property valuation.  
  • Undertaken complex critical analysis of contemporary valuation procedures.  
  • Undertaken a critical appraisal of the development process.  
  **Key Transferable Skills:**  
  • Developed students’ self learning and self critical faculties (beyond that achieved in undergraduate courses).  
  • To further develop abilities of working with other professionals.  
  • Enhanced communication skills.  
  • Understood the role of information technology in terms of communication and analysis of data  
  • Understood the application of numerical techniques in property valuation. |
<table>
<thead>
<tr>
<th></th>
<th>Teaching, learning and assessment strategies</th>
<th>Students study and are assessed through a managed learning environment using e-learning in addition to virtual lectures and tutorials, text material and directed and self directed research. There is emphasis on the use and analysis of case studies in the modules and also candidates will critically analyse contemporary research in real estate. Candidates are assessed by assignment or project work related to the relevant modules.</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>Assessed professional experience</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>
| 23 | Special features of programme | • All of the module programmes, teaching materials, references as well as links to other web based learning resources are available via the 'Blackboard' web based learning support system at the University of Salford. This also supplies spaces where group discussion can take place and where project reports can be submitted electronically. Each student is issued with individual passwords in order to access their own section of the system.  
• The Blackboard system provides a virtual teaching and learning environment. The system facilitates the interactions between the tutors and students to be conducted over the Internet, which were traditionally only possible in classrooms.  
• The Blackboard system is an Internet based teaching and learning platform. It integrates Web technology with database technology and provides a user-friendly teaching and learning environment for tutors and students. It consists of a course server where the Blackboard software is installed, and many client PCs from which tutors and students interact with the server using WWW as the interface.  
• Blackboard allows files in multiple formats, e.g., acrobat, Microsoft Word and others, to be uploaded to the course server and organized in hierarchical folders. The student is granted access to these materials once he or she registers for the course. To save student’s downloading time and cost, course materials including workbooks, presentations and additional reading materials may also sent to the students on CD-ROM disks.  
• Students submit work for assessment via a drop box system on blackboard. The module tutor on assessing the work also utilizes the system to provide feedback to the student. The system also allows the monitoring of student attendance at interactive sessions and whether they are logging onto the system to access material. |
| 24 | Requirements for progression at each level, plus the criteria on which the final award is based | Both progression and awarding comply with the University Credit Framework for Taught Postgraduate Programmes |
| 25 | Arrangements for student support | The University has a wide range of student support services, including a Health Service, Nursing, Chaplaincy, Student Advice Centre, Student Assistance Office, Tutor Advisor Scheme, study skills support and Careers Service. In line with the University’s Code of Practice on Personal Tutoring all students have access to a member of staff who can provide personal guidance and suggest other sources of help.  
Note: Each student will be allocated a personal tutor who will not normally be part of the teaching group for the
Date of completion of this version of programme specification ..................................

Date of approval by PARSC: ..........................................................................................
**UNIVERSITY OF SALFORD**
**MODULE SPECIFICATION FORM**

<table>
<thead>
<tr>
<th>Module Title: Valuation</th>
<th>University module code:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level (1,2,3 or M):</strong></td>
<td><strong>Credit Value:</strong> 15</td>
</tr>
<tr>
<td>M</td>
<td>Semester(s) in which to be offered: Year 1 Period 1</td>
</tr>
<tr>
<td>Existing/new (delete as applicable): New</td>
<td>Title of Module being replaced (if any):</td>
</tr>
<tr>
<td>Originating School: Construction and Property Management</td>
<td>Module Co-ordinator(s) Mark Shepherd</td>
</tr>
<tr>
<td>Programme(s) in which to be offered: MSc in Real Estate and Property Management</td>
<td>Pre-requisites (between levels): None</td>
</tr>
<tr>
<td>Co-requisites (within a level): None</td>
<td>Percentage taught by Schools other than originating School (Please name other Schools): None</td>
</tr>
<tr>
<td>Total learning hours: 150</td>
<td></td>
</tr>
</tbody>
</table>

**Aims of Module:**

To establish an understanding of the structure and operation of the property market and the principles and application of conventional and contemporary property valuation techniques.

**Intended learning outcomes:**

**Knowledge and understanding**
- Evaluate the structure and operation of the property market
- Undertake compounding, discounting and valuation mathematics
- Analyse the role of property as an investment
- Appraise factors affecting rental and capital values and investment yields
- Evaluate the limitations of valuation techniques and their effectiveness in a wide range of circumstances
- Explain regulations governing valuation practice

**Transferable/key skills and other attributes**
- Collect and interpret property market data
- Carry out in-depth conventional and contemporary valuations
- Review appropriate methods of valuation

September 2007 (Page 1 of 2)
Assessment (please indicate the type(s) of assessment (e.g. examination, oral, coursework, project) and the weighting of each (%).

<table>
<thead>
<tr>
<th>Type of assessment</th>
<th>Weighting</th>
<th>Duration (if exam)</th>
<th>Wordcount (if essay)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>100%</td>
<td></td>
<td>4 000 – 5 000 words (or equivalent)</td>
</tr>
</tbody>
</table>

Learning and teaching strategies

Students study and are assessed through a managed learning environment using e-learning in addition to text material. The module is based on distance-learning via workbooks, web-based material and e-mail tutorials via the Blackboard system with locally-based services. Additionally, local support is provided in the form of workshops/tutorials, which will permit face-to-face contact with the module tutor. Module introduction briefing and review services are provided by module tutors.

Students will be allowed to identify their own learning styles and skills, strengths and weaknesses in web-based workshop activities. Practical applications of valuation techniques will be undertaken.

Syllabus outline:

- Valuation mathematics
- Structure and operation of the property market
- The five principal methods of valuation – direct comparison, investment, residual, profits and contractors
- Valuation of rack-rented and reversionary freeholds and leaseholds
- Growth implicit and growth explicit valuations
- Analysis of property market data and comparable evidence
- The RICS Valuation and Appraisal Manual

Indicative texts and/or other learning materials/resources:

UNIVERSITY OF SALFORD
MODULE SPECIFICATION FORM

<table>
<thead>
<tr>
<th>Module Title: Economic Analysis of Property</th>
<th>University module code:</th>
</tr>
</thead>
</table>

| Level (1,2,3 or M): M | Credit Value: 15 | Semester(s) in which to be offered: Year 1 Period 1 |

| Existing/new (delete as applicable): New | Title of Module being replaced (if any): | With effect from: September 2002 |

| Originating School: Construction and Property Management | Module Co-ordinator(s): Les Ruddock |

| Programme(s) in which to be offered: M.Sc. in Real Estate and Property Management |

| Pre-requisites (between levels): None | Co-requisites (within a level): None |

| Total learning hours: 150 | Percentage taught by Schools other than originating School (Please name other Schools): None |

| Aims of Module: |

The module is aimed at giving a grounding in the principles of economics. These principles are then applied to problems and policies related to property and land.

It provides students with an understanding of economic analysis so that they can utilise the principles therein.

| Intended learning outcomes: Knowledge and Understanding |

On successful completion, graduates will be able to:
- Critically evaluate an understanding of the economic environment in which the property industry operates.
- Analyse basic economic concepts
- Evaluate economic management policies

| Transferable/Key Skills and other attributes |

Students will have the opportunity to:
- Manage their own learning and performance
- Present ideas and concepts
- Develop self-learning and self-critical faculties

September 2007 (Page 1 of 2)
### Assessment (please indicate the type(s) of assessment (e.g. examination, oral, coursework, project) and the weighting of each (%)).

<table>
<thead>
<tr>
<th>Type of assessment</th>
<th>Weighting</th>
<th>Duration (if exam)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>100%</td>
<td></td>
<td>4,000 – 5,000 words</td>
</tr>
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### Learning and teaching strategies

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Learning will take place through an extensive use of case study materials and practical examples of applied research-based materials set within a real estate industry context.

### Syllabus outline:

- The nature of economics
- The essentials of the market system
- Factors of production and the theory of the firm
- Market structures in construction and property
- Government intervention in property markets
- Macroeconomics: Income determination model
- The economy and its management
- Macroeconomic policy and the construction and property industries

### Indicative texts and/or other learning materials/resources:

Module Title: Construction Technology

<table>
<thead>
<tr>
<th>University module code:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Level (1,2,3 or M): M

Credit Value: 15

Semester(s) in which to be offered:
Year 1 Period 3

New

Title of Module being replaced (if any):

With effect from:
September 2002

Originating School:
Construction and Property Management

Module Co-ordinator(s)
David Baldry

Programme(s) in which to be offered:
MSc in Real Estate and Property Management

Pre-requisites (between levels): None

Co-requisites (within a level): None

Total learning hours: 150

Percentage taught by Schools other than originating School (Please name other Schools):
None

Aims of Module:
To develop a knowledge, awareness and understanding of the design approaches, techniques, materials, and processes employed in the construction of a broad range of building types and the ability to make well informed decisions within that process.

Intended learning outcomes:
Knowledge and Understanding

On successful completion, graduates will be able to:
- Analyse the forms and methods of construction of various building types
- Identify the alternative methods of achieving constructed solutions and select the most appropriate for given situations
- Appreciate the relationships between technological solutions, efficiency of delivery, and the economics of the process
- Demonstrate an understanding of the impact that forms of construction have upon functional suitability, fitness for purpose, and occupational standards

Transferable/Key Skills and other attributes

Students will have the opportunity to:
- Develop an understanding of applied technology
- Achieve a level of competence in the critical evaluation of alternative solutions to significant issues and problems
- Describe the relationship between the design and execution phases of the project process
- Develop a degree of visual literacy in terms of the built environment

September 2007 (Page 1 of 2)
Assessment (please indicate the type(s) of assessment (e.g. examination, oral, coursework, project) and the weighting of each (%).

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<thead>
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Learning and teaching strategies

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Learning will take place through an extensive use of case study materials and practical examples of applied research-based materials set within a real estate industry context. Interaction between students via the discussion facility will widen the scope of case study material.

Syllabus outline:

- Fundamentals of the design and construction process and the critical decision-making process
- Appraisal of alternative of design and construction solutions
- Characteristics of ground conditions and the design and construction of foundation solutions
- Structural forms using a variety of structural materials
- Means of building enclosure in the forms of roofs and walls
- Internal space division techniques including walls and floors
- Internal surface finishes
- Mechanical and electrical installations
- Selection and application of mechanical construction plant and its impact upon productivity and quality

Indicative texts and/or other learning materials/resources:

<table>
<thead>
<tr>
<th>Module Title: Property Law</th>
<th>University module code:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level (1,2,3 or M): M</td>
<td>Credit Value: 15</td>
</tr>
<tr>
<td>New</td>
<td>Title of Module being replaced (if any): None</td>
</tr>
<tr>
<td>Originating School: Construction &amp; Property Management</td>
<td>Module Co-ordinator(s): Paul Chynoweth</td>
</tr>
<tr>
<td>Programme(s) in which to be offered: M.Sc. in Real Estate and Property Management</td>
<td></td>
</tr>
<tr>
<td>Pre-requisites (between levels): None</td>
<td>Co-requisites (within a level): None</td>
</tr>
<tr>
<td>Total learning hours: 150</td>
<td>Percentage taught by Schools other than originating School (Please name other Schools): None</td>
</tr>
</tbody>
</table>

**Aims of Module:**
To introduce students to the legal environment within which property management, investment and development decisions are made. The module aims to provide the core legal skills and knowledge to prepare students for vocational training as chartered surveyors.

**Intended Learning Outcomes**

**Knowledge and Understanding**
- On successful completion graduates will be able to:
  - Demonstrate an understanding of the nature of law in society
  - Explain the significance of International, European and English Law
  - Discuss the nature of surveyors' professional obligations & liabilities
  - Analyse the nature of clients' obligations and liabilities
  - Discuss the legal rules relating to business organisations
  - Evaluate the law relating to land, property & the environment

**Transferable/Key Skills and other attributes**
- Students will have the opportunity to:
  - Undertake research
  - Analyse written material
  - Interpret meaning from texts
  - Criticise and analyse the views of others
  - Assimilate and present complex information from diverse sources
  - Develop academic arguments
  - Appreciate the limits of rules in regulating human conduct

September 2007 (Page 1 of 2)
Assessment (please indicate the type(s) of assessment (e.g. examination, oral, coursework, project) and the weighting of each (%)).

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Learning and teaching strategies

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Learning will take place via formative assessment with constructive feedback.

Syllabus outline:

1. The Property Law Environment:
   - Nature and Function of Law, Private International Law, European Law, English Law, Interpretation of Legislation & Precedents, Legal Reasoning and the Role of Argument, Company Law, Partnership Law

2. The Property Profession and the Law of Obligations:
   - Impact of Contractual & Tortious Obligations on the Property Profession, Contract Formation, Contractual Terms, Discharge of Contracts, Remedies for Breach of Contract, Vitiating Factors,
   - Negligence, Professional Indemnity Insurance, Trespass, Nuisance, Rylands v Fletcher, Defences, Remedies, Law of Agency

3. Law and the Property Market:

Indicative texts and/or other learning materials/resources:

**Module Title:** Planning and Development  
**University module code:**  
**Level (1,2,3 or M):** M  
**Credit Value:** 15  
**Semester(s) in which to be offered:** Year 1 Period 3  
**New**  
**Title of Module being replaced (if any):**  
**With effect from:** September 2002  
**Originating School:** Construction and Property Management  
**Module Co-ordinator(s):** Tim Havard  
**Programme(s) in which to be offered:**  
MSc in Real Estate and Property Management  
**Pre-requisites (between levels):** None  
**Co-requisites (within a level):** None  
**Total learning hours:** 150  
**Percentage taught by Schools other than originating School (Please name other Schools):** None  
**Aims of Module:** To give students an introduction to the functioning of the planning system in various European states with particular reference to land use planning control and the interaction with the development process.  
**Intended learning outcomes:**  
- **Knowledge and Understanding**  
  On successful completion, graduates will be able to:  
  - Explain the ideologies and origins of planning; the development of planning legislation; the social and economic objectives of planning, the promotion and control of development  
  - Appraise the development industry, the players, motives, processes and activities  
  - Discuss the relevance and impact of planning policies, planning system, legislation and case law.  
- **Transferable/Key Skills and other attributes**  
  Students will have the opportunity to:  
  - Develop problem solving skills  
  - Make written presentations and reports
Assessment (please indicate the type(s) of assessment (e.g. examination, oral, coursework, project) and the weighting of each (%)).

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Learning and teaching strategies

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There is extensive use of case study materials and practical examples of applied research-based materials set within a real estate industry context.

Web-based material will give opportunity for student discussion and problem solving.

Syllabus outline:

- Principles of land use planning systems:
- Case study of the UK system
- Comparative case studies
- Other European land use planning systems
- Principles and practice of urban development

Indicative texts and/or other learning materials/resources:

Havard (2002) Contemporary Property Development
**Module Title:** Investment and Development Appraisal

**University module code:**

<table>
<thead>
<tr>
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<tbody>
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<td>M</td>
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**New**

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**Originating School:** Construction and Property Management

**Module Co-ordinator(s):** Mark Shepherd

**Programme(s) in which to be offered:**
MSc in Real Estate and Property Management
MSc in European Real Estate and Property Management

<table>
<thead>
<tr>
<th>Pre-requisites (between levels):</th>
<th>Co-requisites (within a level):</th>
</tr>
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<tr>
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<tbody>
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</table>

**Aims of Module:**
To enable students to develop their critical understanding of the principles of investment and the creation of value, to use portfolio theory in investment management and to be conversant with methods of measuring risk and return.
To explain the process, participants, parameters and techniques involved in property development and to develop management ability alongside entrepreneurial skills.

**Intended learning outcomes:**

**Knowledge and Understanding**
On successful completion, graduates will be able to:
- Undertake investment market analysis
- Evaluate portfolio theory and strategic investment decision-making
- Analyse property investment appraisal and performance measurement
- Analyse the development decision-making process: search, screening, definition, evaluation, implementation, disposal and post-completion audit
- Identify development opportunities by the assessment of need, demand and competition
- Appraise advanced development appraisal techniques

**Transferable/Key Skills and other attributes**
Students will have the opportunity to:
- Manage property assets within the context of portfolio and operational objectives
- Identify potential problems and structure appropriate solutions
- Develop entrepreneurial skills

**Assessment (please indicate the type(s) of assessment (e.g. examination, oral, coursework, project) and the weighting of each (%)).**

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**Learning and teaching strategies**
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Module introduction briefing and review services are provided by module tutors.

Students will be allowed to identify their own learning styles and skills, strengths and weaknesses in web-based workshop activities.

Practical applications of appraisal techniques will be undertaken.

<table>
<thead>
<tr>
<th>Syllabus outline:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Investment characteristics of property and non-property assets</td>
</tr>
<tr>
<td>• Modern Portfolio Theory, Capital Asset Pricing Model and portfolio risk</td>
</tr>
<tr>
<td>• Portfolio review – analysis by sectors</td>
</tr>
<tr>
<td>• Strategic investment decision-making</td>
</tr>
<tr>
<td>• Operational need and investment worth</td>
</tr>
<tr>
<td>• Appraisal and performance measurement</td>
</tr>
<tr>
<td>• Property performance indices</td>
</tr>
<tr>
<td>• The development decision making process</td>
</tr>
<tr>
<td>✓ Search – for opportunities in response to changes in socio-economic trends and corporate needs</td>
</tr>
<tr>
<td>✓ Screening – site appraisal</td>
</tr>
<tr>
<td>✓ Definition – cost-effective design, procurement and construction</td>
</tr>
<tr>
<td>✓ Evaluation – assessment of profitability and risk and methods of financing</td>
</tr>
<tr>
<td>✓ Implementation – project management</td>
</tr>
<tr>
<td>✓ Disposal – marketing</td>
</tr>
<tr>
<td>✓ Post-completion audit – review of the project, outcome compared with evaluation</td>
</tr>
</tbody>
</table>

Indicative texts and/or other learning materials/resources:


September 2007 (Page 2 of 2)
<table>
<thead>
<tr>
<th>Module Title:</th>
<th>University module code:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Landlord and Tenant Law and Practice</td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
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<th>Credit Value:</th>
<th>Semester(s) in which to be offered:</th>
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<tbody>
<tr>
<td>M</td>
<td>15</td>
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</tr>
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<tr>
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<th>With effect from:</th>
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</table>

<table>
<thead>
<tr>
<th>Originating School:</th>
<th>Module Co-ordinator(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of the Built Environment</td>
<td>Mark Shepherd</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programme(s) in which to be offered:</th>
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</thead>
<tbody>
<tr>
<td>MSc/Pg Dip/Pc Cert in Real Estate and Property Management</td>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Aims of Module:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To develop students’ knowledge of the law that underpins the contractual relationships between principles and agents and landlords and tenants of commercial property</td>
</tr>
<tr>
<td>• To enable students to evaluate the practical requirements and implications of business leases.</td>
</tr>
</tbody>
</table>
Intended learning outcomes:

Knowledge and understanding
On successful completion of the module a student will be able to:

- Explain the legal principles (both express and implied) that apply to the construction and operation of business leases
- Demonstrate an applied knowledge of the law of estate agency
- Evaluate the valuation and management implications of lease covenants and statutory obligations
- Draft heads of terms and key lease clauses

Transferable/key skills and other attributes
Students will have the opportunity to:

- Develop analytical and problem solving skills
- Undertake written presentations and reports

September 2007 (Page 1 of 2)

Assessment (please indicate the type(s) of assessment (e.g. examination, oral, coursework, project) and the weighting of each (%).

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<td>Project</td>
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<td>50/50</td>
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</table>

Learning and teaching strategies
Students are assessed through a managed learning environment

Syllabus outline:

- Law of Estate Agency
  - Authority of an agent
  - Duties of an estate agent
  - Misrepresentations, misdescriptions and negligent misstatements
  - Remuneration of the agent
  - Consumer protection and related laws

- Landlord and Tenant Law
  - Essential Characteristics of a Lease
  - Different Types of Leases
  - Formalities for Creating a Lease
  - Covenants and Conditions in Leases
  - Obligations Implied on Behalf of the Landlord
  - Obligations Implied on Behalf of the Tenant
  - Enforceability of Covenants between the Landlord and Tenant and - their Successors in Title
  - Covenants against Assignment or Underletting
  - Repairing Covenants
  - Covenants Restrictive of User and Against Alterations
  - Reservation of Rent and Rent Review Clauses
  - Service Charges and Insurance of the Premises
  - Options to Renew, Break Clauses and Options to Purchase the – Reversion
  - Enforceability of a Lease Against a Purchaser of the Freehold - Reversion: Title to Leasehold Property
  - Termination of a Lease
Indicative texts and/or other learning materials/resources:

Core texts:


September 2007 (Page 2 of 2)
### UNIVERSITY OF Salford

**Module Specification Form**

<table>
<thead>
<tr>
<th>Module Title: Facilities and Property Management</th>
<th>University module code:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level (1,2,3 or M): M</td>
<td>Credit Value: 15</td>
</tr>
<tr>
<td>Semester(s) in which to be offered: Year 2 Period 1</td>
<td>With effect from: September 2002</td>
</tr>
<tr>
<td>New Title of Module being replaced (if any):</td>
<td></td>
</tr>
<tr>
<td>Originating School: Construction &amp; Property Management</td>
<td>Module Co-ordinator(s) David Baldry</td>
</tr>
<tr>
<td>Programme(s) in which to be offered: MSc in Real Estate and Property Management MSc in European Real Estate and Property Management</td>
<td>Pre-requisites (between levels): None</td>
</tr>
<tr>
<td>Total learning hours: 150</td>
<td>Percentage taught by Schools other than originating School (Please name other Schools): None</td>
</tr>
<tr>
<td>Aims of Module: To develop an awareness, understanding, and appreciation of the contribution of effective facilities and property management to building utilisation, organizational performance, and the realisation of corporate objectives by study of the principles of the discipline and the processes and mechanisms of delivery.</td>
<td></td>
</tr>
<tr>
<td>Intended learning outcomes: Knowledge and Understanding On successful completion, graduates will be able to:</td>
<td></td>
</tr>
<tr>
<td>• Construct an holistic view of the facilities management discipline</td>
<td></td>
</tr>
<tr>
<td>• Recognise and evaluate the business significance of the discipline and its impact upon organizational goal achievement</td>
<td></td>
</tr>
<tr>
<td>• Identify the impact of effective facilities management upon the utility value of built assets</td>
<td></td>
</tr>
<tr>
<td>• Make well considered and informed choices as to appropriate mechanisms for the delivery of facilities management services including procurement systems</td>
<td></td>
</tr>
<tr>
<td>• Interpret and evaluate performance standards and benchmark actual delivery systems</td>
<td></td>
</tr>
<tr>
<td>Transferable/Key Skills and other attributes Students will have the opportunity to:</td>
<td></td>
</tr>
<tr>
<td>• Consider the business significance of facilities management</td>
<td></td>
</tr>
<tr>
<td>• Evaluate and apply appropriate instruments for the measurement of facilities performance</td>
<td></td>
</tr>
<tr>
<td>• Explain the operational processes of a variety of organizations and their facilities support expectations</td>
<td></td>
</tr>
<tr>
<td>• Consider and determine principles of commercial relationships between parties engaged in the facilities process</td>
<td></td>
</tr>
</tbody>
</table>

September 2007 (Page 1 of 2)
Learning and teaching strategies

Students study and are assessed through a managed learning environment using e-learning in addition to text material. The module is based on distance-learning via workbooks, web-based material and e-mail tutorials via the Blackboard system with locally-based services. Additionally, local support is provided in the form of workshops/tutorials, which will permit face-to-face contact with the module tutor. Module introduction briefing and review services are provided by module tutors.

Web-based material will give opportunity for student discussion and problem solving.

Syllabus outline:

- The strategic significance of facilities management for organizations and the relationship to organizational effectiveness
- The principles of delivery of facilities management services
- Facilities and property management strategies
- Systems of procurement and commercial terms of engagement
- Measurement of facilities performance
- Workplace design and performance and its impact upon organizational goal achievement
- The management and utilization of corporate built assets
- The environmental impact of facilities management
- Business continuity planning and management
- Future trends and indicators

Indicative texts and/or other learning materials/resources:

### UNIVERSITY OF SALFORD
### MODULE SPECIFICATION FORM

<table>
<thead>
<tr>
<th>Module Title:</th>
<th>CRN:</th>
<th>University module code:</th>
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<tbody>
<tr>
<td>Dissertation</td>
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<th>Level:</th>
<th>Credit value:</th>
<th>ECTS Value:</th>
<th>Length (in Semesters)</th>
<th>Semester in which to be offered:</th>
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<td>30</td>
<td>One</td>
<td>1, 2, or 3</td>
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<table>
<thead>
<tr>
<th>Existing / New</th>
<th>Title of Module being replaced (if any):</th>
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<tbody>
<tr>
<td>New</td>
<td>- MSc Accessibility and Inclusive Design - Research Methodology and Thesis module</td>
</tr>
<tr>
<td></td>
<td>- MSc Advanced Real Estate Valuation – Research Methodology and Thesis module</td>
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<tr>
<td></td>
<td>- MSc Built Environment for Healthcare – Research Dissertation module</td>
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<tr>
<td></td>
<td>- MSc Facilities Management – Research Dissertation module</td>
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<tr>
<td></td>
<td>- MSc Information Technology in Construction – Dissertation module</td>
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<td></td>
<td>- MSc Project Management for Construction – Dissertation module</td>
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<td>- MSc Real Estate and Property Management – Research Methodology and Thesis module</td>
</tr>
<tr>
<td></td>
<td>- MSc Real Estate Development – Research Methodology and Thesis module</td>
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<table>
<thead>
<tr>
<th>Originating School:</th>
<th>Module Co-ordinator(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of the Built Environment</td>
<td>Marcus Ormerod and Rita Newton</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programme(s) in which to be offered:</th>
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</thead>
<tbody>
<tr>
<td>MSc Construction Management</td>
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<tr>
<td>MSc Project Management in Construction</td>
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<tr>
<td>MSc Real Estate Development</td>
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<tr>
<td>MSc Real Estate and Property Management</td>
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<tr>
<td>MSc Disaster Mitigation and Reconstruction</td>
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<tr>
<td>MSc Advanced Manufacturing in Construction</td>
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<tr>
<td>MSc Regeneration and Urban Renewal</td>
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<td>MSc Built Environment for Healthcare</td>
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<tr>
<td>MSc Accessibility and Inclusive Design</td>
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<td>MSc Digital Architectural Design</td>
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<td>MSc IT Management in Construction</td>
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<td>MSc Facilities Management</td>
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<tr>
<td>Pre-requisites (between levels):</td>
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<tr>
<td>---------------------------------</td>
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<td>None</td>
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<table>
<thead>
<tr>
<th>Total contact hours:</th>
<th>Percentage taught by Schools other than originating School (Please name other Schools):</th>
</tr>
</thead>
<tbody>
<tr>
<td>600 Total learning hours</td>
<td>None</td>
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**Aims of Module:**

To provide opportunity for students to demonstrate good research at postgraduate level through the application of recognised research strategies and techniques, and to produce a sustained and logical argument on a specific research topic;

To provide opportunity for students to either undertake empirical research, a theoretical piece of research based on empirical evidence present in the literature or constructive research aimed at solving a real-life problem;

To further develop students as reflective practitioners.
Intended learning outcomes:

Knowledge and Understanding

On successful completion of this module the student will be able to:

- Develop a research proposal;
- Carefully select specific, measurable and achievable research objectives;
- Investigate sources of information and conduct extensive literature searches;
- Effectively analyse and synthesise complex data from the literature search;
- Critically analyse and review alternative research strategies and research techniques, apply selection criteria, and make justifiable selections;
- Develop the ability to distinguish between quantitative and qualitative techniques and judiciously apply these techniques in analysing data (in case of descriptive research);
- Develop the ability to systematically approach the construction of a solution to a real-life problem, and to demonstrate the solution’s applicability and to show its theory connections (in case of prescriptive research);
- Produce a sustained, sophisticated, and logical argument in the form of a dissertation;
- Design and develop conclusions based on empirical and theoretical evidence including validation and authentication.

Transferable / Key Skills and other attributes

During completion of this module the student will have opportunity to:

- Produce research proposals;
- Demonstrate what makes good research;
- Apply critical awareness to published material and employ selectively;
- Use a variety of techniques to research issues;
- Analyse both textual and numerate information in a variety of manners and develop justifiable findings, trends, and indicators;
- Develop solutions based on an in-depth analysis of the problem, and trial those solutions;
- Use evidence in such a manner as to provide for stable and justifiable conclusions;
- Demonstrate high level written communication skills;
- Write a substantial and coherent document.

Assessment (please indicate the type(s) of assessment (e.g. examination, oral, coursework, project) and the weighting of each (%).

<table>
<thead>
<tr>
<th>Type of assessment</th>
<th>Word count</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research proposal</td>
<td>up to 3,000 words</td>
<td>0% (formative assessment)</td>
</tr>
<tr>
<td>Dissertation</td>
<td>15,000 to 18,000 words</td>
<td>100% (summative assessment)</td>
</tr>
</tbody>
</table>

Formative assessment is achieved through the submission of a Research Proposal which is assessed by both the supervisor and second marker for which a Pass is required in order to proceed with the Dissertation. A student failing to achieve the required standard of pass in the Research Proposal can resubmit any number of times, and can only proceed with the Dissertation on achieving a Pass. Summative assessment of the Dissertation is through the submission of a 15,000 to 18,000 word document submitted in accordance with the Dissertation Regulations.
Learning and teaching strategies:

The teaching, learning and assessment strategy for this module is based on students developing skills in reflective practice. Students study and are assessed through a managed learning environment which includes the use of e-learning resources. All students will be able to participate in research methodology workshop activities provided within the virtual learning environment.

Syllabus outline:

- Overview of the research process;
- Choosing and evaluating research topics;
- Developing a research proposal;
- Conducting a literature search and compiling a literature review;
- Selecting a research strategy and research techniques;
- Characteristics of descriptive and prescriptive research
- Quantitative research techniques, analysis and interpretation;
- Qualitative research techniques, analysis and interpretation;
- Arriving at conclusions from the research;
- Writing a dissertation.

Indicative texts and / or other learning materials / resources

**Recommended texts**


**Additional texts**


February 2008
### Section 3: Programme Timetable and Assignment Schedule

**MSc Real Estate and Property Management 2007 – 2008**

**Module Timetable (Year 1)**

<table>
<thead>
<tr>
<th>Block 1</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Week 8</th>
<th>Week 9</th>
<th>Week 10</th>
<th>Week 11</th>
<th>Week 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week Beginning</strong></td>
<td>15/10</td>
<td>22/10</td>
<td>29/10</td>
<td>05/11</td>
<td>12/11</td>
<td>19/11</td>
<td>26/11</td>
<td>03/12</td>
<td>10/12</td>
<td>Xmas</td>
<td>07/01</td>
<td>14/01</td>
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<td><strong>Valuation</strong></td>
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<td>Tutorial</td>
<td>Tutorial</td>
<td>Tutorial</td>
<td>Tutorial</td>
<td>S1 &amp; S2</td>
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<tr>
<td><strong>Construction Technology</strong></td>
<td>e-resources Tutorial</td>
<td>Tutorial</td>
<td>Tutorial</td>
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<td>Tutorial</td>
<td>S1 &amp; S2</td>
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<tr>
<td><strong>Block 2</strong></td>
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<td>Week 9</td>
<td>Week 10</td>
<td>Week 11</td>
<td>Week 12</td>
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<tr>
<td><strong>Week Beginning</strong></td>
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<td>04/02</td>
<td>11/02</td>
<td>18/02</td>
<td>25/02</td>
<td>03/03</td>
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<td>S1 &amp; S2</td>
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<tr>
<td><strong>Block 3</strong></td>
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S1 = Submission of assignment 1. S2 = Submission of assignment 2