

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). Notes of Guidance for completion are shown in italics in the right hand column below. A blank pro forma can be downloaded from http://www.governance.salford.ac.uk/page/aqa_forms

Guidance is also available from Developing Your New Programme - A Programme Developer's Guide 2009/10 at http://www.governance.salford.ac.uk/new_programme.

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- 17. 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.

General guidance on programme specifications is available from the QAA at www.qaa.ac.uk/academicinfrastructure/programSpec/

Date of completion of this version of programme specification: June 2011

Date of approval by PARSC: 7 June 2011

Stage 1 Outline Approval Sections 1 – 17			
1	Awarding institution/body		University of Salford
2	Taught at		University of Salford
3	College and School(s) responsible for the programme		College of Science & Technology School of the Built Environment Salford Law School.
4	Links with partner institutions		N/A
5	Programme accredited by		RICS.
6	Final Award and Intermediate Terminating Qualifications	Final Award(s)	PgCert Construction Law & Practice PgDip Construction Law & Practice MSc Construction Law & Practice
		ITQs	PgCert Construction Law & Practice PgDip Construction Law & Practice
7	The FHEQ (Framework for Higher Education) level of the qualification		Level 7
8	Programme Title		MSc Construction Law & Practice (MSc Construction Law & Prac)
9	Length of programme (in each mode)		Distance Learning: 6 semesters; 24 months
10	Mode(s) of attendance/delivery		Distance Learning
11	Year of commencement		Programme Commenced September 2008
			Revised Programme intended to commence September 2010
12	Funded by		HEFCE funded; Fee paying.
13	Aims of programme		The programme aims to:

		<ul style="list-style-type: none"> - Produce reflective practitioners who can conduct and communicate legal analysis with confidence and accuracy in relation to any aspect of mainstream professional construction practice; - Examine the nature and implications of the legal relationships which exist between participants in the construction process, and to consider whether and how these can be and are manipulated by participants. - Assist individuals in taking effective roles in the construction industry or related professions by providing a set of appropriate skills and competences to deliver to a high standard within their chosen environment. - Promote high quality research skills in the of law and practice in the built environment.
14	Entrance requirements	<p>A minimum of a second class honours degree in a cognate discipline will normally be required; or a minimum of a second class honours degree in a non-cognate discipline together with significant relevant work experience within construction or law; or a recognized, appropriate professional qualification.</p> <p>International applicants must also provide evidence of proficiency in English (a number of countries are exempt from this – for detailed information contact the International Relations Office): this takes the form of IELTS 6.0 band score, or a TOEFL score of 540 or above.</p> <p>There is also a possibility to take a language test in the Salford School of Languages.</p> <p>Appropriately experienced applicants will be considered in line with the University’s APL procedure.</p>
15	For programmes not wholly 'owned' by one School the allocation of responsibility for the administration of the programme	School of the Built Environment.
16	Programme structure	

Construction Law & Practice MSc (Distance Learning)

Year	1			2		
Semester	1	2	3	1	2	3
Part Time (Sept)	Fundamentals of Construction Law 30 Credits	Construction Contracts: Operation & Administration 30 Credits	Liability & Complexity 30 Credits	Dispute Resolution: Law & Practice 30 Credits	MSc Dissertation 60 Credits	
				Contemporary Procurement 30 Credits		
				Construction Law & The Environment 30 Credits		
				ELECTIVE MODULES Student selects 1 only		

Taught module
 Research module

The Programme has a linear structure with one intake [September], but with an election [subject to demand] for the fourth taught module. The first four modules are each worth 30 credits, with the final module being worth 60 credits. This is represented diagrammatically above, but in text form is as follows:

Semester 1, Year 1:	Fundamentals of Construction Law [existing]
Semester 2, Year 1:	Construction Contracts: Operation & Administration [existing]
Semester 3, Year 1:	Liability & Complexity [existing]
Semester 1, Year 2, [one of]:	Dispute Resolution: Law & Practice [existing] Construction Law & The Environment [existing] Contemporary Procurement [existing]
Semester 2 and 3, Year 2:	MSc Dissertation [new]

MSc

The Masters degree is comprised of 180 credits. For the award of Masters students must successfully study the four taught 30 credit modules, comprising a total of 120 credits, followed by the Dissertation module (60 credits).

PgDip

The Postgraduate Diploma is comprised of 120 credits. For the award of PgDip students must successfully study the four taught 30 credit modules, comprising a total of 120 credits.

PgCert

The Postgraduate Certificate is comprised of 60 credits. For the Final Award of PgCert students must successfully study Fundamentals of Construction Law and Construction Contracts: Operation & Administration, comprising a total of 60 credits. For the ITQ of PgCert students must successfully study any two of the taught 30 credit modules comprising a total of 60 credits.

17	Requirements for progression at each level, plus the criteria on which the final award is based	Requirements for progression are governed by the Academic Regulations for Taught Programmes
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Stage 2 Detailed approval Sections 18 – 25

18	JACS (Joint Academic Coding System) code and any other relevant code	M200
19	Relevant Subject Benchmarking statements (and any other reference points)	No relevant QAA benchmarking statement has been published. Other reference points include RICS competency guidelines and FHEQ Masters Descriptor.
20	Programme content	See module specifications.
21	Intended learning outcomes	<p>The principal intended learning outcomes are that on completion of the programme as a whole, a student will be able to:</p> <ul style="list-style-type: none"> • Demonstrate a systematic and detailed knowledge of the legal principles and relationships involved in the construction process; • Rigorously, effectively and creatively analyse complex legal problems and make sound judgements in the absence of complete data; • Develop appropriate legal advice and communicate their conclusions clearly to specialist and non-specialist audiences; • Critically examine existing legal practice in the construction arena, define problems and evaluate alternative solutions; • Robustly conduct legal research which demonstrates self-direction, originality and a comprehensive understanding of the principles and sources of legal scholarship; • Work effectively with colleagues and communicate effectively in a variety of forms; • Continue to advance their knowledge and understanding, and to develop new skills to a high level; • Apply knowledge to difficult situations of significant legal complexity, to analyse facts and to produce well-supported conclusions in relation to them. • Produce a clear and accurate presentation of the law on a topic directly from primary sources and to use techniques of legal interpretation to complex issues arising from them. • Demonstrate insight in presenting materials drawn from a wide variety of primary and secondary sources and doctrinal commentary. • In areas of law which he or she has not previously studied, demonstrate ability to use a wide range of information (both legal and non-legal) sources and able to identify complex issues in a topic. • Analyse and assess contradictory or incomplete legal information. • Make independent assessment of own progress, and demonstrate ability to present work in timely fashion for feedback and assistance, to establish a programme of action based on feedback given. <p>On successful completion of the whole programme a student will</p>

		<p>have had the opportunity to develop the following transferable skills:</p> <p><u>Communication and presentation skills</u></p> <ul style="list-style-type: none"> • taking part in group discussions • writing reports and advice for clients/senior management <p><u>IT Skills</u></p> <ul style="list-style-type: none"> • Use web technology for research • Use on-line media both synchronously and asynchronously <p><u>Learning skills</u></p> <ul style="list-style-type: none"> • Use E-learning through the medium of the Internet • Personal development planning <p><u>Interactive and Group Skills</u></p> <ul style="list-style-type: none"> • Holding group meetings via Internet <p><u>Thinking Skills</u></p> <ul style="list-style-type: none"> • Critical thinking through argument and peer debate • Critical reflection on current practice and independent learning ability required for continuing professional development. <p><u>Decision making skills</u></p> <ul style="list-style-type: none"> • the exercise of initiative and personal responsibility; • decision-making in complex and unpredictable situations.
22	Teaching, learning and assessment strategies	<p>Strategy</p> <p>The strategy is to manage and promote learning,</p> <ul style="list-style-type: none"> • by methods which are responsive to the characteristics of the student cohort; • within an appropriate environment; • through an assessment regime that encourages student-driven learning; and • through programmes which are responsive to the needs of stakeholders and appropriate to the knowledge base of the discipline. <p>This strategy views teaching, learning and assessment as complementary and interrelated processes.</p> <p>All students will be part-time distance learning students. Online sessions in both the synchronous (i.e. participants are on-line at the same time as one another e.g. 'live' sessions delivered via internet tele-conferencing) and a-synchronous (i.e. participants need not be on-line at the same time as one another e.g. discussion boards, videos, wiki-sites, blogs) modes will be used to encourage students to develop the necessary cognitive and intellectual skills. Students will be supported by extensive use of the virtual environment.</p> <p>There are two key aspects of the programme that make a major contribution to the implementation of the strategy – Staged Progression and E-based learning.</p>

Staged Progression

The module progression has been designed so that knowledge necessary for successive modules is incrementally acquired, and at the same time the assessment programme is designed to facilitate the students to demonstrate the exercise of higher cognitive functions at all stages, but with increasing demonstration specifically of legal reasoning and research skills.

On this basis, the first Module is interspersed with formative tests, administered through the virtual learning environment. The purpose of the on-line delivery is to enable the Module Tutor to gauge strengths and weaknesses in the individual students.

Thereafter, students are increasingly required by course material and the structure of on-line sessions to explore the literature independently and to find solutions to formative problems set in order to encourage the learning required to complete the written summative assessments. This is reflected in the increasingly complex aspects of law which students are expected to engage with throughout the taught modules. This process is supported by the e-based learning strategy.

E-based learning

The programme utilises e-based learning processes as the sole delivery mechanism. The e-based learning strategy is based on the following principles:

1. High quality integrated module information that combines a variety of types of information supporting the learning objectives of the module.
2. Internet based communication and submission of assessed work.
3. On-line synchronous and a-synchronous support during module delivery
4. Development of on-line community for support and learning

Every module in the programme has its own virtual classroom where the tutor/group interaction takes place. To attend individual modules the student must be registered for that module. Access to modules is restricted by password to those who have registered. All sessions are recorded for subsequent access. Reasonable efforts are made to schedule synchronous sessions appropriately bearing in mind the work patterns and time zones of students.

In addition to scheduled class time, students are encouraged to communicate with the module tutor and programme leader by telephone or email, to address queries which arise during their studies. To facilitate this process, build cohort cohesion, develop independent learning skills, encourage reflection on learning and provide opportunities to engage in peer, tutor and expert review of legal analysis, blogs and a wiki-site will be created and incrementally developed.

Each of the taught modules is worth 30 credits (i.e. 300 hours of study time) at Level 7 and lasts for 12 weeks. During the module period the student is required to:

- study the interactive resource based on the web site and the academic text books provided/referred to for each module;

		<ul style="list-style-type: none"> • take part in the on-line sessions in the Class Room; • engage with others in the virtual community; • interact with module tutors; • solve formative problems in collaboration with peers; • Complete summative assessment by submission of written coursework; <p>Due consideration is given to equality and diversity issues, with students requiring support plans being guided to appropriate School and University resources. Moreover, the flexible nature of the delivery and study mode favours wider accessibility.</p> <p>Research Phase</p> <p>The final 60 credits of the programme is comprised of a 60 Credit Dissertation Module incorporating structured support in respect of research methods. The topic chosen for the Research Phase must relate to the Programme Aims and will be supervised in that context.</p>
23	Assessed professional experience	N/A
24	Special features of programme	<p>The programme is the only UK Masters in Construction Law which can be completed exclusively at the student's chosen point of access. The overall learning strategy is based on the following principles:</p> <ol style="list-style-type: none"> 1. High quality integrated module information that combines a variety of types of information supporting the learning objectives of the module. 2. Internet based communication and submission of assessed work. 3. Promotion of online peer to peer interaction and formative development <p>Students access the modules on the virtual learning environments and will also have on-line support during module delivery: Therefore the students:</p> <ol style="list-style-type: none"> (i) require a standard PC / laptop and software with a standard Internet connection. (ii) will be given access to the electronic resources provided by the Information Systems Division of Salford University. (iii) will be provided with module briefings via the virtual learning environments and individual module tutors via the Internet. These module briefings will deal with what is expected by the students to complete the modules. <p>In relation to delivery and support for this distance learned programme:</p> <ul style="list-style-type: none"> • The manner of contact shall be phone or email. • Communications made by e-mail or telephone shall be responded to within 48 hours of receipt. ▪ Feedback in relation to summative assessment shall be provided with four weeks of submission. ▪ Formative feedback will be given during on-line sessions, in response to the formative questionnaires, on request and via the process of e-collaboration. ▪ Overall monitoring of students' progress is designed to be interactive to maintain engagement and provide appropriate

		<p>feedback to students.</p> <ul style="list-style-type: none"> ▪ All assessments will be submitted via the virtual learning environments. <p>Each module tutor will be responsible for the version control of the module documents. All except two of the modules are authored by staff at the University. Appropriate copyright arrangements will be put in place in relation to all of the modules.</p> <p>The innovative approach to course design and delivery, and its focus on law in the Built Environment aligns closely with the University Strategic Goals of Transforming Learning and Teaching and Internationalising the University, and the University Theme: Built and Human Environment.</p>
25	Arrangements for student support	<p>All members of academic staff teaching on the programme will have responsibility for monitoring the progress of a number of students as their personal tutor. It will be the responsibility of personal tutors to monitor the academic progress of students and to provide counselling to students where appropriate.</p> <p>Technician personnel will be appropriately integrated into the programme team in order to maximise access to resources and relevant knowledge for both staff and students.</p> <p>The programme website will have links with other important legal websites, which will be useful for the students during their study.</p> <p>The main Salford University Website and the School of the Built Environment Website will provide links to the Virtual Learning Environment.</p> <p>In addition to the information provided at course induction, full details of the Programme Team will be posted in the virtual environment – including a photograph and biography – to encourage student identification with the tutors. Students will be encouraged to post their own photograph and/or biography in the virtual environment to facilitate cohort cohesion.</p> <p>Virtual peer to peer collaboration is part of the teaching strategy. In addition, students will be encouraged to post public queries, feedback and comment on a forum moderated by the Programme Leader. Students will be encouraged to direct confidential queries and feedback to their allocated mentor or to any member of the Programme Team at their election. Students will also be asked to provide feedback anonymously via Blackboard in respect of each module and the programme as a whole so that the programme can be updated and improved regularly to reflect students' needs and requirements.</p> <p>Participation in the online sessions will be monitored and extended non-participation will prompt a follow up to check the position. There will be regular contact between the Programme Leader and module tutors to promote early identification of any issues.</p>

Form PS Appendix: Programme specification: responsibility for approval and amendment

		PROGRAMME APPROVAL		AMENDMENT*		
		PARSC/APPC outline approval	PARSC detailed approval	School	PARSC	APPC
1	Awarding institution/body	✓				✓
2	Taught at	✓				✓
3	Faculty and School(s) responsible for the programme	✓				✓
4	Links with partner institutions	✓				✓
5	Programme accredited by	✓			✓	✓
6	Final Award and Intermediate Terminating Qualifications	✓				✓
7	The FHEQ (Framework for Higher Education) level of the qualification	✓				✓
8	Programme title	✓				✓
9	Length of programme (in each mode)	✓				✓
10	Mode(s) of attendance/delivery	✓				✓
11	Year of commencement	✓	+		✓	
12	Funded by	✓				✓
13	Aims of programme *	✓	+	(✓)	(✓)	(✓)
14	Entrance requirements		✓		✓	
15	For programmes not wholly 'owned' by one School the allocation of responsibility for the administration of the programme*	✓			(✓)	(✓)
16	Programme structure*	✓	+	(✓)	(✓)	(✓)
17	Requirements for progression at each level, plus the criteria on which the final award is based	✓				✓
18	JACS (Joint Academic Coding System) code any other relevant code		✓		✓	
19	Relevant Subject Benchmarking statements (and any other reference points)		✓		✓	
20	Programme content*		✓	(✓)	(✓)	
21	Intended learning outcomes*		✓	(✓)	(✓)	
22	Teaching, learning and assessment strategies*		✓	(✓)	(✓)	
23	Assessed professional experience		✓		✓	
24	Special features of programme		✓	✓		
25	Arrangements for student support		✓		✓	

+ PARSC may approve these sections at the detailed approval stage when minor changes are introduced after outline approval

* the locus of responsibility for approving a programme amendment which falls into more than one category depends on the scope of the proposed amendment and its combination with other categories of amendment. Refer to guidance (including Programme Design, Approval and Amendment procedures paras 5.7 and 5.8 for changes to module specifications).

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.

General guidance on programme specifications is available from the QAA at www.qaa.ac.uk/academicinfrastructure/programSpec/

1	Awarding institution/body	University of Salford
2	Taught at	University of Salford
3	Faculty and School(s) responsible for the programme	Faculty of Business, Law and the Built Environment School of the Built Environment Salford Law School
4	Links with partner institutions	N/A
5	Programme accredited by	Accreditation is being explored from RICS, CIOB, CIArb and Law Society [CPD only]
6	Final Award and Intermediate Terminating Qualifications	PG Certificate PD Diploma LLM
7	The FHEQ (Framework for Higher Education) level of the qualification	PgCert/PgDip/Masters/Level M
8	Programme title	LLM in Construction Law and Practice
9	Length of programme (in each mode)	LLM 2 years part time PG Dip 18 months part time PG Cert 10 months part time
10	Mode(s) of attendance/delivery	Part time distance learning
11	Year of commencement	September 2008
12	Funded by	HEFCE funded and fee-paying students/employers
13	JACS (Joint Academic Coding System) code and any other relevant code	N/A

14	Relevant Subject Benchmarking statements (and any other reference points)	No relevant QAA benchmarking statement has been published. Other reference points include RICS competency guidelines and FHEQ Masters Descriptor.
15	Aims of programme	<p>The programme aims to:</p> <ul style="list-style-type: none"> - Produce reflective practitioners who can conduct and communicate legal analysis with confidence and accuracy in relation to any aspect of mainstream professional construction practice; - Examine the nature and implications of the legal relationships which exist between participants in the construction process, and to consider whether and how these can be and are manipulated by participants. - Assist individuals in taking effective roles in the construction industry or related professions by providing a set of appropriate skills and competences to deliver to a high standard within their chosen environment. - Promote high quality research in areas of law and practice relating to construction.
16	Entrance requirements	<p>A minimum of a second class honours degree (or equivalent) in law will normally be required; or a minimum of a second class honours degree in a non-legal discipline together with significant relevant legally related work experience and/or study; or a recognized, appropriate professional legal qualification.</p> <p>Appropriately experienced applicants will be considered in line with the University's APL/APEL procedure.</p>
17	For programmes not wholly 'owned' by one School the allocation of responsibility for the administration of the programme	School of the Built Environment
18	Programme structure	Please see attached diagrams
19	Programme content	Please see Module Specifications.
20	Intended learning outcomes	<p>The principal intended learning outcomes are that on completion of the programme as a whole, a student will be able to:</p> <ul style="list-style-type: none"> • Demonstrate a systematic and detailed knowledge of the legal principles and relationships involved in the construction process; • Rigorously, effectively and creatively analyse complex legal problems and make sound judgements in the absence of complete data; • Develop appropriate legal advice and communicate their conclusions clearly to specialist and non-specialist audiences; • Critically examine existing legal practice in the construction arena, define problems and evaluate alternative solutions; • Robustly conduct legal research which demonstrates self-

direction, originality and a comprehensive understanding of the principles and sources of legal scholarship;

- Work effectively with colleagues and communicate effectively in a variety of forms;
- Continue to advance their knowledge and understanding, and to develop new skills to a high level;
- Apply knowledge to difficult situations of significant legal complexity, to analyse facts and to produce well-supported conclusions in relation to them.
- Produce a clear and accurate presentation of the law on a topic directly from primary sources and to use techniques of legal interpretation to complex issues arising from them.
- Demonstrate insight in presenting materials drawn from a wide variety of primary and secondary sources and doctrinal commentary.
- In areas of law which he or she has not previously studied, demonstrate ability to use a wide range of information (both legal and non-legal) sources and able to identify complex issues in a topic.
- Analyse and assess contradictory or incomplete legal information.
- Make independent assessment of own progress, and demonstrate ability to present work in timely fashion for feedback and assistance, to establish a programme of action based on feedback given.

On successful completion of the whole programme a student will have had the opportunity to develop the following transferable skills:

Communication and presentation skills

- taking part in group discussions
- writing reports and advice for clients/senior management

IT Skills

- Use web technology for research
- Use on-line media both synchronously and asynchronously

Learning skills

- Use E-learning through the medium of the Internet
- Personal development planning

Interactive and Group Skills

- Holding group meetings via Internet

Thinking Skills

- Critical thinking through argument and peer debate
- Critical reflection on current practice and independent learning ability required for continuing professional development.

		<p><u>Decision making skills</u></p> <ul style="list-style-type: none"> • the exercise of initiative and personal responsibility; • decision-making in complex and unpredictable situations.
21	Teaching, learning and assessment strategies	<p>Strategy</p> <p>The strategy is to manage and promote learning,</p> <ul style="list-style-type: none"> • by methods which are responsive to the characteristics of the student cohort; • within an appropriate environment; • through an assessment regime that encourages student-driven learning; and • through programmes which are responsive to the needs of stakeholders and appropriate to the knowledge base of the discipline. <p>This strategy views teaching, learning and assessment as complementary and interrelated processes.</p> <p>All students will be part-time distance learning students. Online sessions in both the synchronous (i.e. participants are on-line at the same time as one another e.g. 'live' sessions delivered via internet tele-conferencing) and a-synchronous (i.e. participants need not be on-line at the same time as one another e.g. discussion boards, videos, wiki-sites, blogs) modes will be used to encourage students to develop the necessary cognitive and intellectual skills. Students will be supported by extensive use of the virtual environment.</p> <p>There are two key aspects of the programme that make a major contribution to the implementation of the strategy – Staged Progression and E-based learning.</p> <p>Staged Progression</p> <p>The module progression has been designed so that knowledge necessary for successive modules is incrementally acquired, and at the same time the assessment programme is designed to facilitate the students to demonstrate the exercise of higher cognitive functions at all stages, but with increasing demonstration specifically of legal reasoning and research skills.</p> <p>On this basis, the first Module is interspersed with formative tests, administered through the virtual learning environment which will be a mixture of MCQ and short answer questions designed in accordance with best practice for promoting thought at the higher levels of Bloom's taxonomy. The purpose of the on-line delivery is to enable the Module Tutor to gauge strengths and weaknesses in the individual students.</p> <p>Thereafter, students are increasingly required by course material and the structure of on-line sessions to explore the literature independently and to find solutions to formative problems set in order to encourage the learning required to complete the written summative assessments. This is reflected in the increasingly complex aspects of law which students are expected to engage with throughout the taught modules. This process is supported by the e-based learning strategy.</p>

		<p>E-based learning</p> <p>The programme utilises e-based learning processes as the sole delivery mechanism. The e-based learning strategy is based on the following principles:</p> <ol style="list-style-type: none"> 1. High quality integrated module information that combines a variety of types of information supporting the learning objectives of the module. 2. Internet based communication and submission of assessed work. 3. On-line synchronous and a-synchronous support during module delivery 4. Development of on-line community for support and learning <p>Every module in the programme has its own virtual classroom where the tutor/group interaction takes place. To attend individual modules the student must be registered for that module. Access to modules is restricted by password to those who have registered.</p> <p>In addition to scheduled class time, students are encouraged to communicate with the module tutor and programme leader by telephone or email, to address queries which arise during their studies. To facilitate this process, build cohort cohesion, develop independent learning skills, encourage reflection on learning and provide opportunities to engage in peer, tutor and expert review of legal analysis, blogs and a wiki-site will be created and incrementally developed.</p> <p>Each of the taught modules is worth 30 credits (i.e. 300 hours of study time) at Level M and lasts for 12 weeks. During the module period the student is required to:</p> <ul style="list-style-type: none"> • study the interactive resource based on the web site and the academic text books provided/referred to for each module; • take part in the on-line sessions in the Class Room; • engage with others in the virtual community; • interact with module tutors; • solve formative problems in collaboration with peers; • Complete summative assessment by submission of written coursework; <p>Dissertation Module</p> <p>In addition to the 4 taught modules (one of which is an elective), students shall undertake the 60 Credit LLM Dissertation Module.</p>
22	Assessed professional experience	N/A
23	Special features of programme	<p>The programme is the only UK Masters in Construction Law which can be completed exclusively at the student's chosen point of access. The overall learning strategy is based on the following principles:</p> <ol style="list-style-type: none"> 1. High quality integrated module information that combines a variety of types of information supporting the learning objectives of the module. 2. Internet based communication and submission of assessed work.

		<p>3. Promotion of online peer to peer interaction and formative development</p> <p>Students access the modules on the virtual learning environments and will also have on-line support during module delivery: Therefore the students:</p> <ul style="list-style-type: none"> (i) require a standard PC / laptop and software with a standard Internet connection. (ii) will be given access to the electronic resources provided by the Information Systems Division of Salford University. (iii) will be provided with module briefings via the virtual learning environments and individual module tutors via the Internet. These module briefings will deal with what is expected by the students to complete the modules. <p>In relation to delivery and support for this distance learned programme:</p> <ul style="list-style-type: none"> • The manner of contact shall be phone or email. • Communications made by e-mail or telephone shall be responded to within 48 hours of receipt. ▪ Feedback in relation to summative assessment shall be provided with four weeks of submission. ▪ Formative feedback will be given during on-line sessions, in response to the formative questionnaires, on request and via the process of e-collaboration. ▪ Overall monitoring of students' progress is designed to be interactive to maintain engagement and provide appropriate feedback to students. ▪ All assessments will be submitted via the virtual learning environments. <p>Each module tutor will be responsible for the version control of the module documents. All except two of the modules are authored by staff at the University. Appropriate copyright arrangements will be put in place in relation to all of the modules.</p>
24	Requirements for progression at each level, plus the criteria on which the final award is based	<p>Module assessment</p> <p>To obtain a pass and be credited with the module credit value a student must normally:</p> <ul style="list-style-type: none"> ▪ achieve a minimum mark for the module of 50% <p>Assessment will be conducted in accordance with the rules set out in the University AQA Handbook relevant to the period of study.</p> <p>Postgraduate Certificate</p> <p>In order to be awarded the Postgraduate Certificate a student must normally:</p> <ul style="list-style-type: none"> • have accumulated 60 credits at M level • have passed the first two taught modules <p>Postgraduate Diploma</p> <p>In order to be awarded the Postgraduate Diploma a student must normally:</p> <ul style="list-style-type: none"> • have accumulated 120 credits at M level; • have passed all four taught modules.

		<p>Regulations for Postgraduate Master of Laws in Construction Law and Practice</p> <p>In order to be awarded the degree of Master of Laws in Construction Law and Practice a student must normally:</p> <ul style="list-style-type: none"> • have accumulated 180 credits at M level; • have passed all 4 taught modules; and • have completed the LLM Dissertation module. <p>LLM with Merit or Distinction</p> <p>A degree with Merit or Distinction will be awarded if a student satisfies the requirements of the University for award of merit or distinction current at the time of proposed graduation as set out in the University AQA Handbook and amended from time to time.</p>
25	Arrangements for student support	<p>All members of academic staff teaching on the programme will have responsibility for monitoring the progress of a number of students as their personal tutor. It will be the responsibility of personal tutors to monitor the academic progress of students and to provide counselling to students where appropriate.</p> <p>The programme website will have links with other important legal websites, which will be useful for the students during their study.</p> <p>ISD personnel will be appropriately integrated into the programme team in order to maximise access to resources and relevant knowledge for both staff and students.</p> <p>The main Salford University Website and the School of the Built Environment Website will provide links to the Virtual Learning Environment.</p> <p>In addition to the information provided at course induction, full details of the Programme Team will be posted in the virtual environment – including a photograph and biography – to encourage student identification with the tutors. Students will be encouraged to post their own photograph and/or biography in the virtual environment to facilitate cohort cohesion.</p> <p>Virtual peer to peer collaboration is part of the teaching strategy. In addition, students will be encouraged to post public queries, feedback and comment on a forum moderated by the Programme Leader. Students will be encouraged to direct confidential queries and feedback to their allocated mentor or to any member of the Programme Team at their election. Students will also be asked to provide feedback anonymously via Blackboard in respect of each module and the programme as a whole so that the programme can be updated and improved regularly to reflect students' needs and requirements.</p> <p>Participation in the online sessions will be monitored and extended non-participation will prompt a follow up to check the position. There will be regular contact between the Programme Leader and module tutors to promote early identification of any issues.</p>

Date of completion of this version of programme specification *20 September 2007*

Date of approval by PARSC: *24 October 2007*

MODULE SPECIFICATION

A blank pro forma can be downloaded from http://www.governance.salford.ac.uk/page/aqa_forms

Date of completion of this version of Module Specification: June 2011

Date of approval by the Faculty Programme Approval and Review Sub-committee: 7 June 2011

Module Title: Fundamentals of Construction Law				CRN: 28373
University module code: PM-M200-M0002-10		HESA/JACS subject area code: M222		
Level ⁱⁱ : 7	Credit Value ⁱⁱⁱ : 30	ECTS Value ^{iv} : 15	Length (in Semesters) ^v 1	Semester(s) in which to be offered: 1
Existing module <input checked="" type="checkbox"/> New module <input type="checkbox"/> ^{vi}	Title of Module being replaced (<i>if any</i>): N/A			With effect from ^{vii} : September 2008
Originating School: School of the Built Environment		Module Co-ordinator(s) Brodie McAdam		
Programme(s) in which to be offered: LLM/MSc/PG Diploma in Construction Law & Practice / PG Cert				
Pre-requisites (<i>between levels</i>): None		Co-requisites (<i>within a level</i>): None		
Indicative learning hours: Directed Study: 40 hrs Self-directed Study: 260 hrs		Percentage taught by School(s) other than originating School ^{viii} : None		
Aims of Module: <ul style="list-style-type: none"> - Accustom the students to online participation - Contextualise the Programme in the legal and construction sphere - Examine the nature and implications of the legal relationships which exist between participants in the construction process, focussing primarily on the contract. - Develop legal reasoning skills. 				
Intended Learning Outcomes <u>Knowledge and Understanding</u>				

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

1. Demonstrate knowledge and understanding of key features of the English Legal System, and the sources of law relevant to the construction process;
2. Appraise the operation of fundamental aspects of the construction process and the various roles played by participants;
3. Analyse primary sources of common and statutory law relevant to the construction process;
4. Assess the role and operation of both tort and contract in relation to the construction process;
5. Evaluate scenarios and exercise legal judgement in order to accurately identify and justify the legal characteristics

Transferable/Key Skills and other attributes

On successful completion of this module the student will have had the opportunity to:

1. Write reports and advice for clients/senior management
2. Participate in group discussions via the internet
3. Use web technology for research
4. Use on-line media both synchronously and a-synchronously
5. Use E-learning through the medium of the Internet
6. Think critically through argument and peer debate
7. Exercise of initiative and personal responsibility
8. Decision making in complex and unpredictable situations

Module mark calculation: Method A

Assessment components (in chronological order of submission/examination date)				
Denote final assessment component in box marked final assessment component (99)				
Type of assessment ^{ix}	Weighting%	Duration (if exam)	Word count (if essay/dissertation):	Component pass required ^x
				Yes <input type="checkbox"/> No <input type="checkbox"/>
				Yes <input type="checkbox"/> No <input type="checkbox"/>
				Yes <input type="checkbox"/> No <input type="checkbox"/>
				Yes <input type="checkbox"/> No <input type="checkbox"/>
				Yes <input type="checkbox"/> No <input type="checkbox"/>
Final assessment component (99) Written Assessment (e.g. solving a problem scenario)	100		6000	N/A

Learning and teaching strategies^{xi}:

The core of the module material is a substantial body of tutor written notes and exercises located on Blackboard. These incorporate interactive self- and tutor assisted formative assessment exercises. Students are encouraged to purchase a small number of texts which form the base of the taught aspect of the Programme. In addition, students are directed to additional resources available online, for example in legal databases, including Westlaw, Lawtel, Butterworths Lexis/Nexis and the e-library.

Teaching and learning will occur through a variety of on-line interventions. Synchronous on-line tutor-student sessions will be spaced throughout the semester at regular intervals. In addition, in order to foster cohort cohesion, counteract the isolation of distance learning, and provide opportunities to reflect, practise legal reasoning skills and obtain further formative feedback,

students will be encouraged to participate in, and incrementally create, an on-line discussion and social community – which will be common to all modules. Guest tutors from Law and Industry will be invited to deliver some of the regular synchronous sessions, but also to contribute to the discussion forum.

Summative assessment will be by way of written coursework, which, if completed successfully, will require students to demonstrate the practical and cognitive skills and knowledge that should have been built up by active participation in the online sessions and private study.

Syllabus outline:

- Overview of English Legal System, Sources of Law and the Construction Process
- Overview of legal obligations which affect construction process, statutory and at common law
- Contracts in the construction arena;
- Formation of Contract;
- Quantum meruit;
- Letters of intent;
- Key terms – scope, cost, quality, time, variation;
- Implication of terms at common law and by statute;
- Mistake;
- Frustration;
- Misrepresentation;
- Breach;
- Causation;
- Damages;
- Privity

Indicative texts and/or other learning materials/resources:

Please refer to the related reading list on: <http://lasu.salford.ac.uk/>

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- ⁱ see HESA JACS Codes webpage <http://www.hesa.ac.uk/index.php/content/view/356/233/>
 - ⁱⁱ indicate level 3,4,5,6,7
 - ⁱⁱⁱ permissible credit values are set out in Academic Regulations 3.1.3 to 3.1.5
 - ^{iv} European Credit Transfer System: 2 Salford Credits = 1 ECTS credit
 - ^v indicate 0.5, 1, 1.5 or 2, subject to permissible module shapes in Academic Regulations 3.1.8/9
 - ^{vi} check one box as applicable
 - ^{vii} insert month and year of first/next delivery of module
 - ^{viii} identify all participating Schools other than Originating School
 - ^{ix} please indicate, in chronological order of submission date, each assessment component by type, e.g. examination, oral, coursework, project, dissertation; denote **final** assessment component in box marked Final assessment component (99)
 - ^x if Method B is used for module mark calculation, indicate Yes to specify the assessment component(s) to be passed in order to pass the module
 - ^{xi} refers to the choice and range of teaching activities which are most appropriate in creating learning experiences which help students to achieve the module's learning outcomes and develop transferable skills; issues of equality, diversity and accessibility must also be given full consideration

MODULE SPECIFICATION

A blank pro forma can be downloaded from http://www.governance.salford.ac.uk/page/aqa_forms

Date of completion of this version of Module Specification: June 2011

Date of approval by the Faculty Programme Approval and Review Sub-committee: 7 June 2011

Module Title: Construction Contracts – Operation and Administration				CRN: 28374
University module code: LW-M200-M0003-10			HESA/JACS subject area code: M222	
Level ⁱⁱ : 7	Credit Value ⁱⁱⁱ : 30	ECTS Value ^{iv} : 15	Length (in Semesters) ^v 1	Semester(s) in which to be offered: 2
Existing module <input checked="" type="checkbox"/> New module <input type="checkbox"/> ^{vi}	Title of Module being replaced (<i>if any</i>): N/A			With effect from ^{vii} : January 2009
Originating School: Salford Law School		Module Co-ordinator(s) Julie Adshead		
Programme(s) in which to be offered: LLM/MSc/PG Diploma in Construction Law & Practice / PG Cert				
Pre-requisites (<i>between levels</i>): None			Co-requisites (<i>within a level</i>): None	
Indicative learning hours: Directed Study: 40 hrs Self-directed Study: 260 hrs		Percentage taught by School(s) other than originating School ^{viii} : 0%		
Aims of Module: <ul style="list-style-type: none"> • Consolidate student familiarity with online participation • Familiarise student with legal and industry context of standard form contracts (“SFCs”) • Familiarise student with range of current SFCs • Examine operation of SFCs – execution, administration, certification • Develop legal reasoning skills. 				
Intended Learning Outcomes <u>Knowledge and Understanding</u>				

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

1. Illustrate the nature, context and purpose of SFCs
2. Appraise the nature, operation and status of contract administrator and certification mechanisms;
3. Analyse the effect and purposes of differences between a range of SFC and bespoke contracts;
4. Evaluate standard form and bespoke contract provisions in relation to common law;
5. Evaluate legal effect of contract provisions in relation to real circumstances.

Transferable/Key Skills and other attributes

On successful completion of this module the student will have had the opportunity to:

1. Write reports and advice for clients/senior management
2. Participate in group discussions and presentations via the internet
3. Use web technology for research
4. Use on-line media both synchronously and a-synchronously
5. Use E-learning through the medium of the Internet
6. Think critically through argument and peer debate
7. Critical reflection on current practice
8. Exercise of initiative and personal responsibility
9. Decision making in complex and unpredictable situations

Module mark calculation: Method A^{ix}

Assessment components (in chronological order of submission/examination date) Denote final assessment component in box marked final assessment component (99)				
Type of assessment ^x	Weighting%	Duration (if exam)	Word count (if essay/dissertation):	Component pass required ^{xi}
				Yes <input type="checkbox"/> No <input type="checkbox"/>
				Yes <input type="checkbox"/> No <input type="checkbox"/>
				Yes <input type="checkbox"/> No <input type="checkbox"/>
				Yes <input type="checkbox"/> No <input type="checkbox"/>
				Yes <input type="checkbox"/> No <input type="checkbox"/>
Final assessment component (99) (Written assignment which could include comparative contract analysis, problem scenario, essay etc)	100	N/A	6000	N/A

Learning and teaching strategies^{xii}:

The core of the module material is a substantial body of tutor written notes and exercises located on Blackboard. These incorporate interactive self- and tutor assisted formative assessment exercises. Students are encouraged to purchase a small number of texts which form the base of the taught aspect of the Programme. In addition, students are directed to additional resources available online, for example in legal databases, including Westlaw, Lawtel, Butterworths Lexis/Nexis and the e-library.

Teaching and learning will occur through a variety of on-line interventions. Synchronous on-line tutor-student sessions will be spaced throughout the semester at regular intervals. In addition, in order to foster cohort cohesion, counteract the isolation of distance learning, and provide opportunities to reflect, practise legal reasoning skills and obtain further formative feedback,

students will be encouraged to participate in, and incrementally create, an on-line discussion and social community – which will be common to all modules. Guest tutors from Law and Industry will be invited to deliver some of the regular synchronous sessions, but also to contribute to the discussion forum.

Summative assessment will be by way of written coursework, which, if completed successfully, will require students to demonstrate the practical and cognitive skills and knowledge that should have been built up by active participation in the online sessions and private study.

Syllabus outline:

- Context of uk construction contracting from Latham to the present day
- Types of contracting; traditional, D&B, partnering;
- Risk allocation;
- Common features;
- Role and status of the Contract Administrator/Engineer;
- Technicalities of Time; Scope; Variation
- Conclusivity of Certificates;
- Impact of HGCRA;
- Comparison between approaches adopted to certain issues by range of contracts;
- Contractual methods of dispute management - arbitration, adjudication, early warning, dispute escalation hierarchies etc.

Indicative texts and/or other learning materials/resources:

Please refer to the related reading list on: <http://lasu.salford.ac.uk/>

-
- i* see HESA JACS Codes webpage <http://www.hesa.ac.uk/index.php/content/view/356/233/>
 - ii* indicate level 3,4,5,6,7
 - iii* permissible credit values are set out in Academic Regulations 3.1.3 to 3.1.5
 - iv* European Credit Transfer System: 2 Salford Credits = 1 ECTS credit
 - v* indicate 0.5, 1, 1.5 or 2, subject to permissible module shapes in Academic Regulations 3.1.8/9
 - vi* check one box as applicable
 - vii* insert month and year of first/next delivery of module
 - viii* identify all participating Schools other than Originating School
 - ix* delete as applicable; refer to Academic Regulations 8.5. Where applicable, indicate where both methods are used, i.e. where module is delivered to students of more than one programme and at least one requires Method B for PRSB reasons
 - x* please indicate, in chronological order of submission date, each assessment component by type, e.g. examination, oral, coursework, project, dissertation; denote **final** assessment component in box marked Final assessment component (99)
 - xi* if Method B is used for module mark calculation, indicate Yes to specify the assessment component(s) to be passed in order to pass the module
 - xii* refers to the choice and range of teaching activities which are most appropriate in creating learning experiences which help students to achieve the module's learning outcomes and develop transferable skills; issues of equality, diversity and accessibility must also be given full consideration

MODULE SPECIFICATION

A blank pro forma can be downloaded from http://www.governance.salford.ac.uk/page/aqa_forms

Date of completion of this version of Module Specification: June 2011

Date of approval by the Faculty Programme Approval and Review Sub-committee: 7 June 2011

Module Title: Liability and Complexity				CRN: 28375
University module code: PM-M200-M0004-			HESA/JACS subject area code: M200	
Level ⁱⁱ : 7	Credit Value ⁱⁱⁱ : 30	ECTS Value ^{iv} : 15	Length (in Semesters) ^v 1	Semester(s) in which to be offered: 3
Existing module <input checked="" type="checkbox"/> New module <input type="checkbox"/> ^{vi}	Title of Module being replaced (<i>if any</i>): N/A			With effect from ^{vii} : May 2009
Originating School: School of the Built Environment		Module Co-ordinator(s) Brodie McAdam		
Programme(s) in which to be offered: LLM/MSc/PG Diploma in Construction Law & Practice				
Pre-requisites (<i>between levels</i>): None			Co-requisites (<i>within a level</i>): None	
Indicative learning hours: Directed Study: 40 hrs Self-directed Study: 260 hrs		Percentage taught by School(s) other than originating School ^{viii} : None		
Aims of Module: <ul style="list-style-type: none"> - Familiarise students with the law relevant to the legal problems that can arise as a result of the complexity of the construction process, in particular as a result of its multi-party nature; its long timescales; and its financial precariousness. - Facilitate student acquisition of deep understanding of the law relating to these areas, and an ability to confidently apply legal knowledge. 				

Intended Learning Outcomes

Knowledge and Understanding

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

1. Analyse complex sets of facts arising in the construction arena;
2. Judge probable legal relationships and liabilities;
3. Justify appraisals and estimates by reference to appropriate legal authority;
4. Evaluate complex legal situations and propose solutions on the basis of sound, independently researched law.

Transferable/Key Skills and other attributes

On successful completion of this module the student will have had the opportunity to:

1. Write reports and advice for clients/senior management
2. Participate in group discussions and presentations via the internet
3. Use web technology for research
4. Use on-line media both synchronously and a-synchronously
5. Use E-learning through the medium of the Internet
6. Think critically through argument and peer debate
7. Critical reflection on current practice
8. Exercise of initiative and personal responsibility
9. Decision making in complex and unpredictable situations

Module mark calculation: Method A

Assessment components (in chronological order of submission/examination date)				
Denote final assessment component in box marked final assessment component (99)				
Type of assessment ^{ix}	Weighting%	Duration (if exam)	Word count (if essay/dissertation):	Component pass required ^x
				Yes <input type="checkbox"/> No <input type="checkbox"/>
				Yes <input type="checkbox"/> No <input type="checkbox"/>
				Yes <input type="checkbox"/> No <input type="checkbox"/>
				Yes <input type="checkbox"/> No <input type="checkbox"/>
				Yes <input type="checkbox"/> No <input type="checkbox"/>
Final assessment component (99) Written Assessment	100		6000	N/A

Learning and teaching strategies^{xi}:

The core of the module material is a substantial body of tutor written notes and exercises located on Blackboard. These incorporate interactive self- and tutor assisted formative assessment exercises. Students are encouraged to purchase a small number of texts which form the base of the taught aspect of the Programme. In addition, students are directed to additional resources available online, for example in legal databases, including Westlaw, Lawtel, Butterworths Lexis/Nexis and the e-library.

Teaching and learning will occur through a variety of on-line interventions. Synchronous on-line tutor-student sessions will be spaced throughout the semester at regular intervals. In addition, in order to foster cohort cohesion, counteract the isolation of distance learning, and provide opportunities to reflect, practise legal reasoning skills and obtain further formative feedback, students will be encouraged to participate in, and incrementally create, an on-line discussion and social community – which will be common to all modules. Guest tutors from Law and Industry will be invited to deliver some of the regular synchronous sessions, but also to contribute to the

discussion forum.

Summative assessment shall be conducted by the student providing a written solution to a complex problem question.

Syllabus outline:

- Novation
- Assignment
- Collateral Warranties and Contracts (Rights Against Third Parties) Act 1999
- Civil Liability (Contribution) Act 1978
- Limitation Act 1980
- Subcontracting
- Insurance of Works
- Professional Indemnity Insurance
- Insolvency and Insurance – Third Party (Rights Against Insurers) Act 1930

Indicative texts and/or other learning materials/resources:

Please refer to the related reading list on: <http://lasu.salford.ac.uk/>

-
- ⁱ see HESA JACS Codes webpage <http://www.hesa.ac.uk/index.php/content/view/356/233/>
- ⁱⁱ indicate level 3,4,5,6,7
- ⁱⁱⁱ permissible credit values are set out in Academic Regulations 3.1.3 to 3.1.5
- ^{iv} European Credit Transfer System: 2 Salford Credits = 1 ECTS credit
- ^v indicate 0.5, 1, 1.5 or 2, subject to permissible module shapes in Academic Regulations 3.1.8/9
- ^{vi} check one box as applicable
- ^{vii} insert month and year of first/next delivery of module
- ^{viii} identify all participating Schools other than Originating School
- ^{ix} please indicate, in chronological order of submission date, each assessment component by type, e.g. examination, oral, coursework, project, dissertation; denote **final** assessment component in box marked Final assessment component (99)
- ^x if Method B is used for module mark calculation, indicate Yes to specify the assessment component(s) to be passed in order to pass the module
- ^{xi} refers to the choice and range of teaching activities which are most appropriate in creating learning experiences which help students to achieve the module's learning outcomes and develop transferable skills; issues of equality, diversity and accessibility must also be given full consideration

MODULE SPECIFICATION

A blank pro forma can be downloaded from http://www.governance.salford.ac.uk/page/aqa_forms

Date of completion of this version of Module Specification June 2011

Date of approval by the Faculty Programme Approval and Review Sub-committee: 7 June 2011

Module Title: Dispute Resolution – Law & Practice				CRN: 28378
University module code: PM-M200-M0007-10			HESA/JACS subject area code: M222	
Level ⁱⁱ : 7	Credit Value ⁱⁱⁱ : 30	ECTS Value ^{iv} : 15	Length (in Semesters) ^v 1	Semester(s) in which to be offered: 1
Existing module <input checked="" type="checkbox"/> New module <input type="checkbox"/> ^{vi}	Title of Module being replaced (<i>if any</i>): N/A			With effect from ^{vii} : September 2009
Originating School: School of the Built Environment		Module Co-ordinator(s) Brodie McAdam		
Programme(s) in which to be offered: LLM/MSc/PG Diploma in Construction Law & Practice				
Pre-requisites (<i>between levels</i>): None			Co-requisites (<i>within a level</i>): None	
Indicative learning hours: Directed Study: 40 hrs Self-directed Study: 260 hrs		Percentage taught by School(s) other than originating School ^{viii} : None		
Aims of Module: <ul style="list-style-type: none"> - Familiarise students with the theory and operation of principal methods of dispute resolution mechanisms used in construction, including contractual dispute escalation, expert determination, arbitration, adjudication, litigation, DRB and mediation/ADR. - Facilitate acquisition by students of detailed knowledge of case law and current thinking relating to statutory adjudication; - Provide students with opportunity to apply acquired knowledge by the writing of a decision. 				
Intended Learning Outcomes <u>Knowledge and Understanding</u>				

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

1. Distinguish between the common approaches to dispute resolution in construction on the basis of their fundamental legal characteristics;
2. Analyse the detailed operation of statutory adjudication;
3. Appraise the interpretation of the procedure imposed by the Courts;
4. Evaluate the strengths and weaknesses of statutory adjudication in comparison with other methods of dispute resolution;
5. Accurately analyse complex factual and legal situations;
6. Exercise and effectively document independent legal judgement in relation to complex facts.

Transferable/Key Skills and other attributes

On successful completion of this module the student will have had the opportunity to:

1. Write reports and advice for clients/senior management
2. Participate in group discussions and presentations via the internet
3. Use web technology for research
4. Use on-line media both synchronously and a-synchronously
5. Use E-learning through the medium of the Internet
6. Think critically through argument and peer debate
7. Critical reflection on current practice
8. Exercise of initiative and personal responsibility
9. Decision making in complex and unpredictable situations

Module mark calculation: Method A

Assessment components (in chronological order of submission/examination date) Denote final assessment component in box marked final assessment component (99)				
Type of assessment ^{ix}	Weighting%	Duration (if exam)	Word count (if essay/dissertation):	Component pass required ^x
				Yes <input type="checkbox"/> No <input type="checkbox"/>
				Yes <input type="checkbox"/> No <input type="checkbox"/>
				Yes <input type="checkbox"/> No <input type="checkbox"/>
				Yes <input type="checkbox"/> No <input type="checkbox"/>
				Yes <input type="checkbox"/> No <input type="checkbox"/>
Final assessment component (99) Written Adjudication Decision	100	N/A	6000	N/A

Learning and teaching strategies^{xi}:

The core of the module material is a substantial body of tutor written notes and exercises located on Blackboard. These incorporate interactive self- and tutor assisted formative assessment exercises. Students are encouraged to purchase a small number of texts which form the base of the taught aspect of the Programme. In addition, students are directed to additional resources available online, for example in legal databases, including Westlaw, Lawtel, Butterworths Lexis/Nexis and the e-library.

Teaching and learning will occur through a variety of on-line interventions. Synchronous on-line tutor-student sessions will be spaced throughout the semester at regular intervals. In addition, in order to foster cohort cohesion, counteract the isolation of distance learning, and provide opportunities to reflect, practise legal reasoning skills and obtain further formative feedback, students will be encourage to participate in, and incrementally create, an on-line discussion and social community – which will be common to all modules. Guest tutors from Law and Industry will

be invited to deliver some of the regular synchronous sessions, but also to contribute to the discussion forum.

Summative assessment is the student drafting an adjudication award. In preparation for this exercise, formative group sessions relating to dispute resolution will be held on-line.

Syllabus outline:

- Nature and operation of:
 - Contractual methods of dispute resolution, including Dispute Resolution Boards;
 - Expert Determination
 - Mediation/ADR
 - Adjudication
 - Arbitration
 - Litigation – CPR – Pre-Action Protocols
- Law of evidence
- Role of the expert
- Role of arbiter
- Detailed consideration of statutory adjudication, including text of Housing Grants, Construction and Regeneration Act 1996, and interpreting case law.
- Commentary on statutory adjudication, comparison with arbitration, litigation and mediation/ADR

Indicative texts and/or other learning materials/resources:

Please refer to the related reading list on: <http://lasu.salford.ac.uk/>

-
- i* see HESA JACS Codes webpage <http://www.hesa.ac.uk/index.php/content/view/356/233/>
 - ii* indicate level 3,4,5,6,7
 - iii* permissible credit values are set out in Academic Regulations 3.1.3 to 3.1.5
 - iv* European Credit Transfer System: 2 Salford Credits = 1 ECTS credit
 - v* indicate 0.5, 1, 1.5 or 2, subject to permissible module shapes in Academic Regulations 3.1.8/9
 - vi* check one box as applicable
 - vii* insert month and year of first/next delivery of module
 - viii* identify all participating Schools other than Originating School
 - ix* please indicate, in chronological order of submission date, each assessment component by type, e.g. examination, oral, coursework, project, dissertation; denote **final** assessment component in box marked Final assessment component (99)
 - x* if Method B is used for module mark calculation, indicate Yes to specify the assessment component(s) to be passed in order to pass the module
 - xi* refers to the choice and range of teaching activities which are most appropriate in creating learning experiences which help students to achieve the module's learning outcomes and develop transferable skills; issues of equality, diversity and accessibility must also be given full consideration

MODULE SPECIFICATION

A blank pro forma can be downloaded from http://www.governance.salford.ac.uk/page/aqa_forms

Date of completion of this version of Module Specification: June 2011

Date of approval by the Faculty Programme Approval and Review Sub-committee: 7 June 2011

Module Title: Contemporary Procurement in Construction				CRN: 28377
University module code: LW-M200-M0006-10			HESA/JACS subject area code: M200	
Level ⁱⁱ : 7	Credit Value ⁱⁱⁱ : 30	ECTS Value ^{iv} : 15	Length (in Semesters) ^v : 1	Semester(s) in which to be offered: 1
Existing module <input checked="" type="checkbox"/> New module <input type="checkbox"/> ^{vi}	Title of Module being replaced (<i>if any</i>): N/A			With effect from ^{vii} : September 2009
Originating School: Salford Law School		Module Co-ordinator(s) Julie Adshead		
Programme(s) in which to be offered: LLM/MSc/PG Diploma in Construction Law & Practice				
Pre-requisites (<i>between levels</i>): None			Co-requisites (<i>within a level</i>): None	
Indicative learning hours: Directed Study: 40 hrs Self-directed Study: 260 hrs		Percentage taught by School(s) other than originating School ^{viii} : 0%		
Aims of Module: <ul style="list-style-type: none"> - Examine current trends in construction procurement, including partnering and supply chain management; - Examine public procurement and explore key issues surrounding it, including contract structures, funding models, and EU requirements. 				
Intended Learning Outcomes <u>Knowledge and Understanding</u> On successful completion of the module a student will be able to: <ol style="list-style-type: none"> 1. Appraise operation of major forms of construction procurement, in public and private 				

- sectors, including requirements for EU procurement;
2. Critically evaluate the rationale for current trends in construction procurement;
 3. Evaluate the common forms of procurement used for public projects.
 4. Evaluate the operation of Identify and explain key issues in relation to E
 5. evaluate client objectives and determine the appropriate selection of procurement systems for design and construction services.

Transferable/Key Skills and other attributes

On successful completion of this module the student will have had the opportunity to:

1. Write reports and advice for clients/senior management
2. Participate in group discussions and presentations via the internet
3. Use web technology for research
4. Use on-line media both synchronously and a-synchronously
5. Use E-learning through the medium of the Internet
6. Think critically through argument and peer debate
7. Critical reflection on current practice
8. Exercise of initiative and personal responsibility
9. Decision making in complex and unpredictable situations

Module mark calculation: Method A^{ix}

Assessment components (in chronological order of submission/examination date) Denote final assessment component in box marked final assessment component (99)				
Type of assessment ^x	Weighting%	Duration (if exam)	Word count (if essay/dissertation):	Component pass required ^{xi}
				Yes <input type="checkbox"/> No <input type="checkbox"/>
				Yes <input type="checkbox"/> No <input type="checkbox"/>
				Yes <input type="checkbox"/> No <input type="checkbox"/>
				Yes <input type="checkbox"/> No <input type="checkbox"/>
				Yes <input type="checkbox"/> No <input type="checkbox"/>
Final assessment component (99) Written (which may include application of procurement models to real life situations)	100	N/A	6000	N/A

Learning and teaching strategies^{xii}:

The core of the module material is a substantial body of tutor written notes and exercises located on Blackboard. These incorporate interactive self- and tutor assisted formative assessment exercises. Students are encouraged to purchase a small number of texts which form the base of the taught aspect of the Programme. In addition, students are directed to additional resources available online, for example in legal databases, including Westlaw, Lawtel, Butterworths Lexis/Nexis and the e-library.

Teaching and learning will occur through a variety of on-line interventions. Synchronous on-line tutor-student sessions will be spaced throughout the semester at regular intervals. In addition, in order to foster cohort cohesion, counteract the isolation of distance learning, and provide opportunities to reflect, practise legal reasoning skills and obtain further formative feedback, students will be encouraged to participate in, and incrementally create, an on-line discussion and social community – which will be common to all modules. Guest tutors from Law and Industry will be invited to deliver some of the regular synchronous sessions, but also to contribute to the discussion forum.

Summative assessment shall be by way of written coursework.

Syllabus outline:

- Procurement frameworks – understanding alternative contractual frameworks within which relations between organisations are formed.
- EU Procurement
- Public/Private procurement models, and recommended contractual conditions
- Partnering strategies within construction procurement
- E-procurement – The process of doing e-business.

Indicative texts and/or other learning materials/resources:

Please refer to the related reading list on: <http://lasu.salford.ac.uk/>

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- i see HESA JACS Codes webpage <http://www.hesa.ac.uk/index.php/content/view/356/233/>*
 - ii indicate level 3,4,5,6,7*
 - iii permissible credit values are set out in Academic Regulations 3.1.3 to 3.1.5*
 - iv European Credit Transfer System: 2 Salford Credits = 1 ECTS credit*
 - v indicate 0.5, 1, 1.5 or 2, subject to permissible module shapes in Academic Regulations 3.1.8/9*
 - vi check one box as applicable*
 - vii insert month and year of first/next delivery of module*
 - viii identify all participating Schools other than Originating School*
 - ix delete as applicable; refer to Academic Regulations 8.5. Where applicable, indicate where both methods are used, i.e. where module is delivered to students of more than one programme and at least one requires Method B for PRSB reasons*
 - x please indicate, in chronological order of submission date, each assessment component by type, e.g. examination, oral, coursework, project, dissertation; denote **final** assessment component in box marked Final assessment component (99)*
 - xi if Method B is used for module mark calculation, indicate Yes to specify the assessment component(s) to be passed in order to pass the module*
 - xii refers to the choice and range of teaching activities which are most appropriate in creating learning experiences which help students to achieve the module's learning outcomes and develop transferable skills; issues of equality, diversity and accessibility must also be given full consideration*

MODULE SPECIFICATION

A blank pro forma can be downloaded from http://www.governance.salford.ac.uk/page/aqa_forms

Date of completion of this version of Module Specification: June 2011

Date of approval by the Faculty Programme Approval and Review Sub-committee: 7 June 2011

Module Title: Construction Law and the Environment				CRN: 28376
University module code: LW-M200-M0005-10			HESA/JACS subject area code: M200	
Level ⁱⁱ : 7	Credit Value ⁱⁱⁱ : 30	ECTS Value ^{iv} : 15	Length (in Semesters) ^v 1	Semester(s) in which to be offered: 1
Existing module <input checked="" type="checkbox"/> New module <input type="checkbox"/> ^{vi}	Title of Module being replaced (<i>if any</i>): N/A			With effect from ^{vii} : September 2009
Originating School: Salford Law School		Module Co-ordinator(s) Brodie McAdam		
Programme(s) in which to be offered: LLM / MSc/PG Dip in Construction Law & Practice				
Pre-requisites (<i>between levels</i>): None			Co-requisites (<i>within a level</i>): None	
Indicative learning hours: Directed Study: 40 hrs Self-directed Study: 260 hrs		Percentage taught by School(s) other than originating School ^{viii} : 0%		
Aims of Module: <ul style="list-style-type: none"> - Familiarise students with the law spanning the different environmental media, which impacts upon the construction and use of buildings - Gain an in depth knowledge of the contemporary and contentions issues in UK and EU Environmental Law with reference to key cases - Provide students with the skills necessary to apply their knowledge of the Law in this area to a problem scenario, adopting a critical and analytical approach 				
Intended Learning Outcomes <u>Knowledge and Understanding</u>				

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

1. Appraise UK and EU Law governing the protection and restoration of the environment insofar as it relates to the construction process;
2. Critically evaluate current contentious issues in environmental law and key cases
3. Accurately analyse complex factual and legal situations
4. Assess the accurate application of the Law in this area to practical problems

Transferable/Key Skills and other attributes

On successful completion of this module the student will have had the opportunity to:

1. Write reports and advice for clients/senior management
2. Participate in group discussions and presentations via the internet
3. Use web technology for research
4. Use on-line media both synchronously and a-synchronously
5. Use E-learning through the medium of the Internet
6. Think critically through argument and peer debate
7. Critical reflection on current practice
8. Exercise of initiative and personal responsibility
9. Decision making in complex and unpredictable situations

Module mark calculation: Method A^{ix}

Assessment components (in chronological order of submission/examination date) Denote final assessment component in box marked final assessment component (99)				
Type of assessment ^x	Weighting%	Duration (if exam)	Word count (if essay/dissertation):	Component pass required ^{xi}
				Yes <input type="checkbox"/> No <input type="checkbox"/>
				Yes <input type="checkbox"/> No <input type="checkbox"/>
				Yes <input type="checkbox"/> No <input type="checkbox"/>
				Yes <input type="checkbox"/> No <input type="checkbox"/>
				Yes <input type="checkbox"/> No <input type="checkbox"/>
Final assessment component (99)	100	N/A	6000	N/A

Learning and teaching strategies^{xii}:

The core of the module material is a substantial body of tutor written notes and exercises located on Blackboard. These incorporate interactive self- and tutor assisted formative assessment exercises. Students are encouraged to purchase a small number of texts which form the base of the taught aspect of the Programme. In addition, students are directed to additional resources available online, for example in legal databases, including Westlaw, Lawtel, Butterworths Lexis/Nexis and the e-library.

Teaching and learning will occur through a variety of on-line interventions. Synchronous on-line tutor-student sessions will be spaced throughout the semester at regular intervals. In addition, in order to foster cohort cohesion, counteract the isolation of distance learning, and provide opportunities to reflect, practise legal reasoning skills and obtain further formative feedback, students will be encouraged to participate in, and incrementally create, an on-line discussion and social community – which will be common to all modules. Guest tutors from Law and Industry will be invited to deliver some of the regular synchronous sessions, but also to contribute to the discussion forum.

Summative assessment involves students applying their knowledge of environmental law to a

practical situation and producing a piece of coursework of 6,000 words, applying critical analysis of the Law. Formative group sessions will be held online.

Syllabus outline:

- Planning Law
- Contaminated Land
- Water Pollution
- Waste Law
- Integrated Pollution Prevention and Control
- Nature Conservation
- 'Green Buildings' and Energy Efficiency
- Environmental Liability

Indicative texts and/or other learning materials/resources:

Please refer to the related reading list on: <http://lasu.salford.ac.uk/>

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- i see HESA JACS Codes webpage <http://www.hesa.ac.uk/index.php/content/view/356/233/>*
- ii indicate level 3,4,5,6,7*
- iii permissible credit values are set out in Academic Regulations 3.1.3 to 3.1.5*
- iv European Credit Transfer System: 2 Salford Credits = 1 ECTS credit*
- v indicate 0.5, 1, 1.5 or 2, subject to permissible module shapes in Academic Regulations 3.1.8/9*
- vi check one box as applicable*
- vii insert month and year of first/next delivery of module*
- viii identify all participating Schools other than Originating School*
- ix delete as applicable; refer to Academic Regulations 8.5. Where applicable, indicate where both methods are used, i.e. where module is delivered to students of more than one programme and at least one requires Method B for PRSB reasons*
- x please indicate, in chronological order of submission date, each assessment component by type, e.g. examination, oral, coursework, project, dissertation; denote **final** assessment component in box marked Final assessment component (99)*
- xi if Method B is used for module mark calculation, indicate Yes to specify the assessment component(s) to be passed in order to pass the module*
- xii refers to the choice and range of teaching activities which are most appropriate in creating learning experiences which help students to achieve the module's learning outcomes and develop transferable skills; issues of equality, diversity and accessibility must also be given full consideration*

MODULE SPECIFICATION

A blank pro forma can be downloaded from http://www.governance.salford.ac.uk/page/aqa_forms

Date of completion of this version of Module Specification: March 2011

Date of approval by the Faculty Programme Approval and Review Sub-committee:

Module Title: DISSERTATION			CRN:	
University module code:		HESA / JACS subject area code K900		
Level: 7	Credit Value: 60	ECTS Value: 30	Length (in Semesters): One (F/T) Two (P/T & DL)	Semester(s) in which to be offered: 2 or 3 (start point)
Existing module New module <input checked="" type="checkbox"/>	Title of Module being replaced (<i>if any</i>): Research Methods (K900 M0001) Dissertation (K900 M0002)		With effect from: September 2012	
Originating School: School of the Built Environment		Module Co-ordinator(s) Peter Barrett, Rita Newton, Marcus Ormerod		
Programme(s) in which to be offered: MSc Accessibility and Inclusive Design MSc Building Information Management (BIM) and Integrated Design MSc Construction Law and Practice MSc Construction Management MSc Corporate Real Estate and Facilities Management MSc Digital Architectural Design MSc Project Management in Construction MSc Quantity Surveying MSc Quantity Surveying (M&E) MSc Real Estate Development MSc Real Estate and Property Management MSc Sustainable Building Design MSc Urban Design and Regeneration				
Pre-requisites (<i>between levels</i>): None			Co-requisites (<i>within a level</i>): None	
Indicative learning hours: 600		Percentage taught by School(s) other than originating School : None		
Aims of Module:				

To provide the opportunity for students to:

- Engage in good research planning at postgraduate level;
- Apply an established process of research to produce a research proposal followed by a dissertation on a specific research topic related to the programme of study;
- Engage in empirical, theoretical or doctrinal research (based on evidence present in the literature) or constructive research (aimed at solving a real-life problem), or other type of recognised research approach;
- Apply an ethical approach when conducting research and complete the ethical approval process in accordance with university requirements.

Intended Learning Outcomes

Knowledge and Understanding

On successful completion of the module students will be able to:

1. Develop and refine a research proposal;
2. Develop and refine research aim and objectives;
3. Investigate sources of information and conduct extensive literature searches;
4. Analyse and synthesise complex information from the literature search;
5. Analyse and critically review alternative research strategies and research techniques, apply selection criteria, and make justifiable selections;
6. Distinguish between quantitative and qualitative analysis techniques and judiciously apply these techniques in analysing data, and / or justify the adoption of a different recognised research approach;
7. Systematically approach the construction of a solution to a real-life problem, demonstrate the solution's applicability and to show its theory connections (in case of prescriptive research);
8. Design and develop conclusions based on evidence including validation and authentication;
9. Produce a sustained, sophisticated, and logical argument in the form of a dissertation.

Transferable/Key Skills and other attributes

On completion of the module students will have had the opportunity to:

1. Demonstrate what makes good research;
2. Produce a research proposal;
3. Apply critical awareness to published literature material;
4. Use a variety of techniques to investigate research issues;
5. Analyse both textual and numerate information in a variety of manners and develop justifiable findings, trends, and indicators;
6. Develop solutions based on an in-depth analysis of a problem, and trial those solutions;
7. Use evidence in such a manner as to provide for stable and justifiable conclusions;
8. Incorporate ethical issues and considerations within a research based dissertation;
9. Demonstrate high level written communication skills;
10. Write a substantial and coherent document in the form of a dissertation.

Module mark calculation: Method A

Assessment components (in chronological order of submission / examination date)

Denote final assessment component in box marked **final assessment component (99)**

Type of assessment	Weighting%	Duration (if exam)	Word count (if essay/dissertation):	Component pass required
Research Proposal	0%	N/A	Up to 3,000	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Final assessment component (99) Dissertation	100%	N/A	15,000 – 18,000	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

Learning and teaching strategies:

Students studying this module include full-time, part-time and distance taught modes of attendance therefore a range of learning and teaching approaches will be provided to support students in developing a research proposal and completing their dissertation. Students will be allocated a supervisor who will support the student in terms of research direction, project planning and completion. All students will have opportunity to participate in structured Research Methods classes, either face-to-face, or on-line. On-line support will use a range of interactive technologies including electronic discussion lists and Virtual Learning Environments, e.g. Elluminate.

Syllabus outline:

- Developing and refining the research proposal;
- Developing and refining the research aim and objectives;
- Conducting an advanced literature search;
- Compiling a critical literature review;
- Selecting a research strategy (survey, case study, experiment, action research etc)
- Selecting appropriate research techniques (questionnaires, interviews, observation etc);
- Using descriptive and prescriptive research;
- Applying quantitative research techniques, analysis and interpretation;
- Applying qualitative research techniques, analysis and interpretation;
- Arriving at conclusions from the research;
- Writing a dissertation.

Indicative texts and / or other learning materials / resources:

Further reading and resources see: <http://lasu.salford.ac.uk/>

MODULE SPECIFICATION

A blank pro forma can be downloaded from www.academic.salford.ac.uk/aqa/forms/form_ms.doc.

Module Title: Construction Law and Practice LLM Dissertation		CRN:		University module code:
Level ⁱ : M	Credit Value ⁱⁱ : 60	ECTS Value ⁱⁱⁱ : 30	Length (in Semesters) ^{iv} : 2	Semester(s) in which to be offered: 2 and 3
Existing/new module ^v : New	Title of Module being replaced (if any): N/A			With effect from ^{vi} : January 2010
Originating School: Salford Law School		Module Co-ordinator(s): Julie Adshead		
Programme(s) in which to be offered: LLM Construction Law & Practice				
Pre-requisites (between levels): None		Co-requisites (within a level): None		
Indicative learning hours: Self-directed Study: 600 hrs		Percentage taught by School(s) other than originating School ^{vii} : 0%		
Aims of Module: <ul style="list-style-type: none"> - To apply the knowledge and research skills acquired during the study of modules 1 – 4 to a narrow area of the law, derived from one of the topics studied during the programme. - To identify and apply a methodology appropriate to the research - To develop a testable statement and the research questions that flow from this - To produce dissertation that seeks to prove or disprove the chosen hypothesis and applies critical analysis to the area of law. 				
Intended Learning Outcomes <p><u>Knowledge and Understanding</u></p> <p>On successful completion of the module a student will be able to:</p> <ul style="list-style-type: none"> - Critically evaluate current research and scholarship. - Synthesise existing knowledge from a variety of sources, develop new theoretical concepts and propose new hypotheses. - Review, critically evaluate and select appropriate methodologies and techniques for research. - Demonstrate, through research, an in depth understanding of a particular area of law. - Critically analyse and evaluate his/her findings and those of others. <p><u>Transferable/Key Skills and other attributes</u></p> <p>On successful completion of this module the student will have had the opportunity to:</p> <ul style="list-style-type: none"> - Demonstrate conceptual, analytical and creative thinking 				

- Demonstrate self-management, initiative and personal responsibility skills (including organising own learning, planning and managing time effectively).
- Demonstrate high level written communication skills, including the ability to construct, deliver and defend a rational argument.
- Develop independent learning ability for personal and professional self-development.
- Engage in detailed independent research on complex issues involving law and policy.

Module mark calculation: Method A

Assessment components (in chronological order of submission/examination date)

Type of assessment ^{viii}	Weighting%	Duration (if exam)	Word count (if essay/dissertation):	Component pass required ^x
Research Proposal	10		Up to 3,000	
Dissertation	90		Up to 20,000 (including proposal if appropriate)	

Learning and teaching strategies^x:

At the conclusion of the taught part of study, students will develop a research proposal. They will be allocated to a supervisor on the basis of this and the proposal will be refined/accepted. The supervisor will guide and support the student throughout the module and provide advice on research practice and academic good conduct. The supervisor will provide regular feedback on work in progress and advise on appropriate methodology and research techniques. Where necessary, the supervisor will identify and provide information on further training. The module is also supported by the programme's dedicated virtual learning environment and interactive e-learning facility. It is also supplemented by the availability of Research Seminars organised by the SCoLR and the University's Research and Graduate College.

Syllabus outline:

Student's chosen area

Indicative texts and/or other learning materials/resources:

Depends upon the area of law chosen by the student, but general research texts are:

- Burns, T. and Sinfield, S. (2003) Essential Study Skills. London, Sage Publications.
- Fellows, R. and Liu, A. (2002) Research Methods in Construction. 2nd rev edn. Oxford, Blackwells.
- Greenfield, T (2002) Research Methods for Postgraduates. London, Arnold Publishing.
- Holborn, G. and Engle, G. (2001) Butterworths Guide to Legal Research. London, Lexis-Nexis
- O'Leary, Z. (2004) The Essential Guide to Doing Research. London, Sage Publications.
- Oliver, P. (2004) Writing your Thesis. London, Sage Publications.
- Potter, S. (2002) Doing Postgraduate Research. London, Sage Publications.
- Punch, K.F. (2000) Developing Effective Research Proposals. London, Sage Publications.
- Robson, C. (2002) Real World Research. 2nd ed. Oxford, Blackwells.
- Thomas, R.M. (2003) Blending Qualitative and Quantitative Research. Thousand Oaks, Corwin Press International.
- Yin, R.K. (2003) Case Study Research: Design and Methods. 3rd ed. London, Sage Publications.

Date of completion of this version of Module Specification *19 September 2007*

Date of approval by the Faculty Programme Approval and Review Sub-committee: *24 October 2007*

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- i indicate level 0, 1, 2, 3 or M*
 - ii permissible credit values are set out in Academic Regulations 3.1.3 to 3.1.5*
 - iii European Credit Transfer System: 2 Salford Credits = 1 ECTS credit*
 - iv indicate 0.5, 1, 1.5 or 2, subject to permissible module shapes in Academic Regulations 3.1.8/9*
 - v delete as applicable*
 - vi insert month and year of first/next delivery of module*
 - vii identify all participating Schools other than Originating School*
 - viii please indicate, in chronological order of submission date, each assessment component by type, e.g. examination, oral, coursework, project, dissertation*
 - ix if Method B is used for module mark calculation, indicate Yes to specify the assessment component(s) to be passed in order to pass the module*
 - x please note the requirement to give full consideration to issues of equality, diversity and accessibility*