

PROGRAMME SPECIFICATION

See [Programme Developer's Guide](#) and *Programme Specification Guidance* for advice and guidance when completing this form. You can also contact your College Learning and Teaching Team for guidance completing this form:

Colleges of Arts & Social Sciences and of Business & Law – cass-tandlteam@salford.ac.uk

College of Health and Social Care – chsc-teaching@salford.ac.uk

College of Science and Technology – cst-tl@salford.ac.uk

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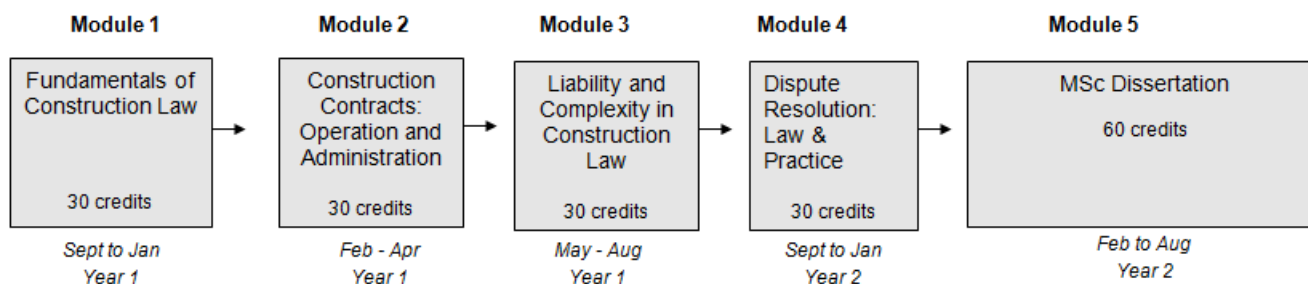
Date of completion:	31/05/2014
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Date approved by CPPARC:	

Stage 1 Business Case Approval Sections 1 – 23			
1	Awarding institution/body	University of Salford	
2	Taught at	University of Salford	
3	College responsible for the programme	College of Science and Technology	
4	School(s) responsible for the programme	Lead School School of the Built Environment	Additional School Salford Business School
5	Links with partner institutions	N/A	
6	Externally accredited by	RICS. We are also seeking (as at May 2014) Recognised Course Provider Status with the Chartered Institute of Arbitrators	
7	Final award and Intermediate Terminating Qualifications (ITQs)	Final award (s)	PgCert Construction Law & Practice PgDip Construction Law & Practice MSc Construction Law & Practice
		Programmes for admission	PgCert Construction Law & Practice PgDip Construction Law & Practice MSc Construction Law & Practice
		ITQs	PgCert Construction Law & Practice PgDip Construction Law & Practice
8	FHEQ level of the qualification	Level 7 - Integrated Masters/PgCert/PgDip/Masters/MRes	
9	Programme title	MSc Construction Law & Practice (MSc Construction Law & Prac)	
10	Aims of the 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 skills in the of law and practice in the built environment. 	

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16	Office use Funded by	Choose an item.																																																																																																																						
17	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>Appropriately experienced applicants will be considered in line with the University's APL/APEL procedure.</p>																																																																																																																						
18	Is a Salford UCAS code required?	No																																																																																																																						
19	Responsibility for administration of the programme	School of the Built Environment																																																																																																																						

20	Programme structure	For programme content, please see the module specifications. The programme structure is below:
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Programme Structure



		Intake	
Year	Semester	September F/T	September P/T
1	1		Fundamentals of Construction Law Level 7 SoBE
	2		Construction Contracts: Operation & Administration Level 7 SBS
	3		Liability & Complexity Level 7 SoBE
2	1		Dispute Resolution: Law & Practice Level 7 SoBE
	2		MSc Dissertation Level 7 SoBE
	3		

Optional Module List

Module Title	Credits	Level	Sem	School of origin	Status	Rules	Prerequisites

21	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 Programme.
22	HESA subject code	M3 - Law
23	Marketing JACS code	M200

Stage 2 Academic Approval Sections 24 – 30

This section should be read in conjunction with module specifications

24	Relevant Subject Benchmarking statements (and any other reference points)	No relevant QAA benchmarking statement has been published. Other reference points include RICS competency guidelines, FHEQ Masters Descriptor and CIArb Recognised Course Provider guidelines.
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25	Intended learning outcomes	<p><u>Knowledge and Understanding</u></p> <p>The principal intended learning outcomes are that on completion of the programme as a whole, a student will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate a systematic and detailed knowledge of the legal principles and relationships involved in the construction process; 2. Rigorously, effectively and creatively analyse complex legal problems and make sound judgements in the absence of complete data; 3. Develop appropriate legal advice and communicate conclusions clearly to specialist and non-specialist audiences; 4. Critically examine existing legal practice in the construction arena, define problems and evaluate alternative solutions; 5. Robustly conduct legal research which demonstrates self-direction, originality and a comprehensive understanding of the principles and sources of legal scholarship; 6. 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><u>Key Skills</u></p> <p>On completion the student will have had the opportunity to/will be able to:</p> <p><u>Communication and presentation skills</u></p> <ol style="list-style-type: none"> 7. take part in group discussions 8. write reports and advice for clients/senior management <p><u>IT Skills</u></p> <ol style="list-style-type: none"> 9. Use web technology for research 10. Use on-line media both synchronously and asynchronously <p><u>Learning skills</u></p> <ol style="list-style-type: none"> 11. Use E-learning through the medium of the Internet <p><u>Interactive and Group Skills</u></p> <ol style="list-style-type: none"> 12. Hold group meetings via Internet <p><u>Thinking Skills</u></p> <ol style="list-style-type: none"> 13. Demonstrate critical thinking through argument and peer debate 14. Critically reflect on current practice and independent learning ability required for continuing professional development. <p><u>Decision making skills</u></p> <ol style="list-style-type: none"> 15. Exercise initiative and personal responsibility; 16. Make decisions in complex and unpredictable situations
26	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.

This strategy views teaching, learning and assessment as complementary and interrelated processes.

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, Linked-In) 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.

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.

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 assist 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.

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;
- take part in the on-line sessions in the Class Room;
- engage with others in the virtual community;
- interact with module tutors;

		<ul style="list-style-type: none"> • 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>
27	Re-assessment strategy	Students who fail a module are offered the chance to carry out a resit the following semester. As all lectures are archived, resit students have good resources on which to rely and they are also encouraged to interact with the tutor of the module they have failed in order to understand the areas of weakness and develop strategies to improve.
28	Assessed professional experience	N/A
29	Special features of programme	<p>The programme is the first 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. <ul style="list-style-type: none"> ▪ Feedback in relation to summative assessment shall be provided in accordance with University policy. ▪ 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 are in place in relation to all of the modules.</p> <p>The innovative approach to course design and delivery, with its practical and contextualised focus on law in the built environment is intended to meet the needs of modern students and employers all around the world.</p>
30	Arrangements for	All members of academic staff teaching on the programme will have responsibility for

student support	<p>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 has links with other important legal websites, which are useful for the students during their study.</p> <p>The main Salford University Website and the School of the Built Environment websites provide information relating to student support.</p> <p>In addition to the information provided at course induction, full details of the Programme Team are posted in the virtual environment – including a photograph and biography – to encourage student identification with the tutors. Students are also 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. Students are encouraged to direct confidential queries and feedback to their allocated mentor or to any member of the Programme Team at their election. Students are also be asked to participate fully in the various University initiatives relating to programme consultation (Staff Student Committees, Module Evaluative Questionnaire, Postgraduate Taught Experience Survey etc) so that the programme can evolve to reflect students' needs and requirements.</p> <p>Participation in the online sessions is monitored and extended non-participation will prompt a follow up to check the position. There is regular contact between the Programme Leader and module tutors to promote early identification of any issues.</p>
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For completion by Teaching and Learning Teams only:

Programme Codes:	
Comments:	

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College of Health and Social Care – chsc-teaching@salford.ac.uk

College of Science and Technology – cst-tl@salford.ac.uk

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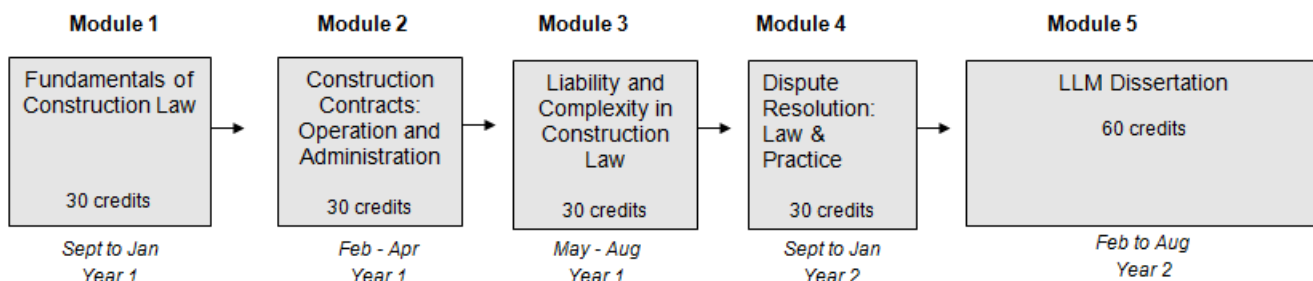
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15	Date teaching starts	<i>First year of this programme running</i> <table border="1"> <thead> <tr> <th>Intakes</th> <th>Almanac week number</th> </tr> </thead> <tbody> <tr> <td>September</td> <td>Week 1</td> </tr> <tr> <td>October</td> <td></td> </tr> <tr> <td>November</td> <td></td> </tr> <tr> <td>December</td> <td></td> </tr> <tr> <td>January</td> <td></td> </tr> <tr> <td>February</td> <td></td> </tr> <tr> <td>March</td> <td></td> </tr> <tr> <td>April</td> <td></td> </tr> <tr> <td>May</td> <td></td> </tr> <tr> <td>June</td> <td></td> </tr> <tr> <td>July</td> <td></td> </tr> <tr> <td>August</td> <td></td> </tr> </tbody> </table>				Intakes	Almanac week number	September	Week 1	October		November		December		January		February		March		April		May		June		July		August		<i>Second year of this programme running</i> <table border="1"> <thead> <tr> <th>Intakes</th> <th>Almanac week number</th> </tr> </thead> <tbody> <tr> <td>September</td> <td>Week 1</td> </tr> <tr> <td>October</td> <td></td> </tr> <tr> <td>November</td> <td></td> </tr> <tr> <td>December</td> <td></td> </tr> <tr> <td>January</td> <td></td> </tr> <tr> <td>February</td> <td></td> </tr> <tr> <td>March</td> <td></td> </tr> <tr> <td>April</td> <td></td> </tr> <tr> <td>May</td> <td></td> </tr> <tr> <td>June</td> <td></td> </tr> <tr> <td>July</td> <td></td> </tr> <tr> <td>August</td> <td></td> </tr> </tbody> </table>				Intakes	Almanac week number	September	Week 1	October		November		December		January		February		March		April		May		June		July		August																																																												
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16	Office use Funded by	Choose an item.																																																																																																																						
17	Entrance requirements	<p>Appropriately experienced applicants will be considered in line with the University's APL procedure.</p> <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>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>Appropriately experienced applicants will be considered in line with the University's APL/APEL procedure.</p>																																																																																																																						

18	Is a Salford UCAS code required?	No
19	Responsibility for administration of the programme	School of the Built Environment
20	Programme structure	For programme content, please see the module specifications. The programme structure is below:

Programme Structure



		Intake	
Year	Semester	September F/T	September P/T
1	1		Fundamentals of Construction Law Level 7 SoBE
	2		Construction Contracts: Operation & Administration Level 7 Law School
	3		Liability & Complexity Level 7 SoBE
2	1		Dispute Resolution: Law & Practice Level 7 SoBE
	2		LLM Dissertation Level 7 Law School
	3		

Optional Module List

Module Title	Credits	Level	Sem	School of origin	Status	Rules	Prerequisites

21	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 Programme.
22	HESA subject code	M3 - Law
23	Marketing JACS code	M200

Stage 2 Academic Approval Sections 24 – 30

This section should be read in conjunction with module specifications

24	Relevant Subject Benchmarking statements (and any other reference points)	No relevant QAA benchmarking statement has been published. Other reference points include RICS competency guidelines, FHEQ Masters Descriptor and CIArb Recognised Course Provider guidelines
25	Intended learning outcomes	<p><u>Knowledge and Understanding</u></p> <p>The principal intended learning outcomes are that on completion of the programme as a whole, a student will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate a systematic and detailed knowledge of the legal principles and relationships involved in the construction process; 2. Rigorously, effectively and creatively analyse complex legal problems and make sound judgements in the absence of complete data; 3. Develop appropriate legal advice and communicate conclusions clearly to specialist and non-specialist audiences; 4. Critically examine existing legal practice in the construction arena, define problems and evaluate alternative solutions; 5. Robustly conduct legal research which demonstrates self-direction, originality and a comprehensive understanding of the principles and sources of legal scholarship; 6. 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><u>Key Skills</u></p> <p>On completion the student will have had the opportunity to/will be able to:</p> <p><u>Communication and presentation skills</u></p> <ol style="list-style-type: none"> 7. take part in group discussions 8. write reports and advice for clients/senior management <p><u>IT Skills</u></p> <ol style="list-style-type: none"> 9. Use web technology for research 10. Use on-line media both synchronously and asynchronously <p><u>Learning skills</u></p> <ol style="list-style-type: none"> 11. Use E-learning through the medium of the Internet <p><u>Interactive and Group Skills</u></p> <ol style="list-style-type: none"> 12. Hold group meetings via Internet <p><u>Thinking Skills</u></p> <ol style="list-style-type: none"> 13. Demonstrate critical thinking through argument and peer debate 14. Critically reflect on current practice and independent learning ability required for continuing professional development. <p><u>Decision making skills</u></p> <ol style="list-style-type: none"> 15. Exercise initiative and personal responsibility; 16. Make decisions in complex and unpredictable situations
26	Teaching, learning and assessment strategies	<p>Strategy</p> <p>The strategy is to manage and promote learning,</p>

- 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.

This strategy views teaching, learning and assessment as complementary and interrelated processes.

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, Linked-In) 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.

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.

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 assist 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.

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:

		<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>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>Dissertation Module</p> <p>In addition to the 4 taught modules students shall undertake the 60 Credit LLM Dissertation Module.</p>
27	Re-assessment strategy	Students who fail a module are offered the chance to carry out a resit the following semester. As all lectures are archived, resit students have good resources on which to rely and they are also encouraged to interact with the tutor of the module they have failed in order to understand the areas of weakness and develop strategies to improve.
28	Assessed professional experience	N/A
29	Special features of programme	<p>The programme is the first 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 in accordance with University policy. ▪ 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 are in place in relation to all of the modules.</p> <p>The innovative approach to course design and delivery, with its practical and</p>

		contextualised focus on law in the built environment is intended to meet the needs of modern students and employers all around the world.
30	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 has links with other important legal websites, which are useful for the students during their study.</p> <p>The main Salford University Website and the School of the Built Environment websites provide information relating to student support.</p> <p>In addition to the information provided at course induction, full details of the Programme Team are posted in the virtual environment – including a photograph and biography – to encourage student identification with the tutors. Students are also 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. Students are encouraged to direct confidential queries and feedback to their allocated mentor or to any member of the Programme Team at their election. Students are also be asked to participate fully in the various University initiatives relating to programme consultation (Staff Student Committees, Module Evaluative Questionnaire, Postgraduate Taught Experience Survey etc) so that the programme can evolve to reflect students' needs and requirements.</p> <p>Participation in the online sessions is monitored and extended non-participation will prompt a follow up to check the position. There is regular contact between the Programme Leader and module tutors to promote early identification of any issues.</p>

For completion by Teaching and Learning Teams only:

Programme Codes:	
Comments:	

MODULE SPECIFICATION

Please contact your College Learning and Teaching Team for guidance completing this form:
 Colleges of Arts & Social Sciences and of Business & Law – cass-tandlteam@salford.ac.uk
 College of Health and Social Care – chsc-teaching@salford.ac.uk
 College of Science and Technology – cst-tl@salford.ac.uk

This form is available to download from http://www.governance.salford.ac.uk/page/aqa_forms.

Date of completion of this version of Module Specification: 30/05/2014				
Date of approval by the CPPARC: Click here to enter a date.				
1. Module Title: (Full title and short title no more than 30 characters) FundamentalsOfConstructionLaw			2.CRN: 28373	
3.University module code: M0002-M200		4.HESA/JACS subject area code ¹ : M222		
5.Level: Level 7	6.Credit Value: 30	7.ECTS Value ⁱⁱ : 15	8.Length of module in semesters: 1	9.Month(s) in which to be offered ⁱⁱⁱ : September
10.Module Status ^{iv} : Existing	11.Title of Module being replaced (if any): N/A		12.With effect from ^v (academic year):	
13.Originating School: School of the Built Environment		14.Module Leader(s) Brodie McAdam		
15.Programme(s) in which to be offered ^{vi} : LLM/MSc/PG Diploma/PG Cert in Construction Law & Practice				
16.Pre-requisites (between levels): None		17.Co-requisites (within a level): None		
18.Indicative learning hours (breakdown of hours required) ^{vii}				
Lecture	40	Fieldwork		
Seminar		External visits		
Tutorial		Work based learning		
Project supervision		Guided independent study		260
Demonstration Practical classes and workshops		Placement		
Supervised time in studio/workshop		Year abroad		
Other – please specify ^{viii}				
19.Percentage of module taught by School(s) other than originating School: 0%				
20.Aims of Module ^{ix} : (maximum of 5)				
<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.

21. Intended Learning Outcomes^x

Knowledge and Understanding (maximum of 5)^{xi}

On successful completion the 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 of 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 (maximum of 5)

On completion the student will have had the opportunity to:

6. Write reports and advice for clients/senior management
7. Use web technology for research and study
8. Think critically through argument and peer debate
9. Exercise initiative and personal responsibility
10. Make decisions in complex and unpredictable situations

22. Module mark calculation: Method A

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

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

Type of assessment	Identify which ILO is met by number ^{xii}	Weighting %	Duration	Word count	Component pass required ^{xiii}	E Submission	Assessment organised by
Final assessment component (99) Problem Solving Scenario	1 - 10			6,000	No	Yes	School

24. Is ethical approval for the module required?

No

25. Is ethical approval for an assessment component required?^{xiv}

N/A

26. Learning, teaching and assessment strategies:

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 and the e-library.

Teaching and learning is facilitated and encouraged by a variety of on-line interventions. Synchronous on-line tutor-student sessions take place weekly throughout the semester. Each session is archived for off-line viewing. Formative exercises are set to encourage learning and familiarity with the on-line teaching and learning environment.

Summative assessment is by way of written coursework, which, if completed successfully, requires 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.

27. 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

28. Indicative texts and/or other learning materials/resources^{xv}:

A comprehensive reading list can be accessed at <http://lasu.salford.ac.uk>

For Office Use only:

Teaching and Learning Team Comments:	
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- i See UoS guidance notes on selecting JACS codes (http://www.planning.salford.ac.uk/jacs_codes/) see HESA JACS Codes webpage <http://www.hesa.ac.uk/index.php/content/view/full/356/233/>
 - ii The ECTS value is half of the module credit value
 - iii Please indicate the month (s) in which delivery of the module will commence.
 - iv Amendments to the title or credit value constitute a new module.
 - v If the delivery month of the module is to be available for different intakes of a programme, please indicate this here. E.g. Module effective from Sept 2014 – to state the module is to be available for Sept 2014 intake & Feb 2014 intake.
 - vi The module will only be attached to programmes specified in this section. Any approved module can be available as a stand alone module.
 - vii These categories are used for the Key Information Set which currently applies only to full time undergraduate students only but please include for all students – for more information including definitions see http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/contact_hours.pdf and http://www.hesa.ac.uk/component/option,com_studrec/task,show_file/Itemid,233/mnl,13061/href,Calculations_methods.html/#LearningandTeaching
 - viii The 'other' category should not be used for learning undertaken by full undergraduate students as 'other' is not used in KIS categories
 - ix The aims should express the purpose of the module.
 - x The intended learning outcomes should detail the knowledge, understanding and skills that students will be able to demonstrate on successful completion.
 - xi In some circumstances it may be necessary to have more than 5 intended learning outcomes. You will be asked to provide your rationale for this in discussion at the CPPARC.
For example, if the assessment is an essay and the essay meets ILOs number 1-4 and 6-7, state 1-4,6-7
 - xii 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
 - xiii Please specify component(s) for which ethical approval is required.
 - xiv The "Indicative texts and/or learning materials/resources" box should include a maximum of 5 items for new modules; for existing modules the box should just include a link for CPPARC reviewers and readers to the comprehensive reading list at <http://lasu.salford.ac.uk>
 - xv

MODULE SPECIFICATION

Please contact your College Learning and Teaching Team for guidance completing this form:
 Colleges of Arts & Social Sciences and of Business & Law – cass-tandlteam@salford.ac.uk
 College of Health and Social Care – chsc-teaching@salford.ac.uk
 College of Science and Technology – cst-tl@salford.ac.uk

This form is available to download from http://www.governance.salford.ac.uk/page/aqa_forms.

Date of completion of this version of Module Specification: 31/05/2014				
Date of approval by the CPPARC: Click here to enter a date.				
1. Module Title: (Full title and short title no more than 30 characters) Full Title: Construction Contracts – Operation and Administration Short Title: ConstructionContracts-Op&Admin			2.CRN: 28374	
3.University module code: M0003-M200		4.HESA/JACS subject area code ¹ : M222		
5.Level: Level 7	6.Credit Value: 30	7.ECTS Value ⁱⁱ : 15	8.Length of module in semesters: 1	9.Month(s) in which to be offered ⁱⁱⁱ : February
10.Module Status ^{iv} Existing	11.Title of Module being replaced (if any):		12.With effect from ^v (academic year):	
13.Originating School: Salford Business School		14.Module Leader(s) Julie Adshead		
15.Programme(s) in which to be offered ^{vi} : LLM/MSc/PG Diploma/PG Cert in Construction Law & Practice				
16.Pre-requisites (between levels): None		17.Co-requisites (within a level): None		
18.Indicative learning hours (breakdown of hours required) ^{vii}				
Lecture	40	Fieldwork		
Seminar		External visits		
Tutorial		Work based learning		
Project supervision		Guided independent study		260
Demonstration Practical classes and workshops		Placement		
Supervised time in studio/workshop		Year abroad		
Other – please specify ^{viii}				
19.Percentage of module taught by School(s) other than originating School: 0%				
20.Aims of Module ^{ix} : (maximum of 5)				
<ul style="list-style-type: none"> • Consolidate student familiarity with online participation • Familiarise students with legal and industry context of Standard Form Contracts • Examine and critique operation of Standard Form Contracts in true to life situations. • Develop legal reasoning skills. 				

21. Intended Learning Outcomes^x

Knowledge and Understanding (maximum of 5)^{xi}

On successful completion the student will be able to:

1. Illustrate the nature, context and purpose of Standard Form Contracts
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, including claims.

Transferable/Key Skills and other attributes (maximum of 5)

On completion the student will have had the opportunity to:

6. Critically reflect on current practice
7. Write reports and advice for clients/senior management
8. Use web technology for research and study
9. Think critically through argument and peer debate
10. Make decisions in complex and unpredictable situations

22. Module mark calculation: **Method A**

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

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

Type of assessment	Identify which ILO is met by number ^{xii}	Weighting %	Duration	Word count	Component pass required ^{xiii}	E Submission	Assessment organised by
Final assessment component (99) Written assignment which could include comparative contract analysis, problem scenario, essay, reflection	1-10	100	N/A	6,000	No	Yes	School

24. Is ethical approval for the module required?

No

25. Is ethical approval for an assessment component required?^{xiv}

No

26. Learning, teaching and assessment strategies:

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 and the e-library.

Teaching and learning is facilitated and encouraged by a variety of on-line interventions. Synchronous on-line tutor-student sessions take place weekly throughout the semester. Each session is archived for off-line viewing. Formative exercises are set to encourage learning and familiarity with the on-line teaching and learning environment.

Summative assessment is by way of written coursework, which, if completed successfully, requires 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.

27. Syllabus outline:

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

28. Indicative texts and/or other learning materials/resources^{xv}:

A comprehensive reading list can be accessed at <http://lasu.salford.ac.uk>

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- i See UoS guidance notes on selecting JACS codes (http://www.planning.salford.ac.uk/jacs_codes/) see HESA JACS Codes webpage <http://www.hesa.ac.uk/index.php/content/view/full/356/233/>
- ii The ECTS value is half of the module credit value
- iii Please indicate the month (s) in which delivery of the module will commence.
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- vii These categories are used for the Key Information Set which currently applies only to full time undergraduate students only but please include for all students – for more information including definitions see http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/contact_hours.pdf and http://www.hesa.ac.uk/component/option,com_studrec/task,show_file/Itemid,233/mnl,13061/href,Calculations_methods.html/#LearningandTeaching
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- xi In some circumstances it may be necessary to have more than 5 intended learning outcomes. You will be asked to provide your rationale for this in discussion at the CPPARC.
- xii For example, if the assessment is an essay and the essay meets ILOs number 1-4 and 6-7, state 1-4,6-7
- xiii 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
- xiv Please specify component(s) for which ethical approval is required.
- xv The "Indicative texts and/or learning materials/resources" box should include a maximum of 5 items for new modules; for existing modules the box should just include a link for CPPARC reviewers and readers to the comprehensive reading list at <http://lasu.salford.ac.uk>

MODULE SPECIFICATION

Please contact your College Learning and Teaching Team for guidance completing this form:
 Colleges of Arts & Social Sciences and of Business & Law – cass-tandlteam@salford.ac.uk
 College of Health and Social Care – chsc-teaching@salford.ac.uk
 College of Science and Technology – cst-tl@salford.ac.uk

This form is available to download from http://www.governance.salford.ac.uk/page/aqa_forms).

Date of completion of this version of Module Specification: 31/05/2014				
Date of approval by the CPPARC: Click here to enter a date.				
1. Module Title: (Full title and short title no more than 30 characters) Full Title: Liability and Complexity Short Title: Liability&Complexity			2.CRN: 28375	
3.University module code: M0004-M200		4.HESA/JACS subject area code ¹ : M200		
5.Level: Level 7	6.Credit Value: 30	7.ECTS Value ⁱⁱ : 15	8.Length of module in semesters: 1	9.Month(s) in which to be offered ⁱⁱⁱ : June
10.Module Status ^{iv} Existing	11.Title of Module being replaced (if any):		12.With effect from ^v (academic year):	
13.Originating School: School of the Built Environment		14.Module Leader(s) Paul Tracey		
15.Programme(s) in which to be offered ^{vi} : LLM/MSc/PG Diploma/PG Cert in Construction Law & Practice				
16.Pre-requisites (between levels): None		17.Co-requisites (within a level): None		
18.Indicative learning hours (breakdown of hours required) ^{vii}				
Lecture	40	Fieldwork		
Seminar		External visits		
Tutorial		Work based learning		
Project supervision		Guided independent study		260
Demonstration Practical classes and workshops		Placement		
Supervised time in studio/workshop		Year abroad		
Other – please specify ^{viii}				
19.Percentage of module taught by School(s) other than originating School: None				
20.Aims of Module ^{ix} : (maximum of 5)				
<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. 				

21. Intended Learning Outcomes^x

Knowledge and Understanding (maximum of 5)^{xi}

On successful completion the 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 (maximum of 5)

On completion the student will have had the opportunity to:

5. Critically reflect on current practice
6. Write reports and advice for clients/senior management
7. Use web technology for research and study
8. Think critically through argument and peer debate
9. Make decisions in complex and unpredictable situations

22. Module mark calculation: **Method A**

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

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

Type of assessment	Identify which ILO is met by number ^{xii}	Weighting %	Duration	Word count	Component pass required ^{xiii}	E Submission	Assessment organised by
Final assessment component (99) Written Assessment – problem based	1-9	100		6,000	No	Yes	School
24. Is ethical approval for the module required?	No		25. Is ethical approval for an assessment component required? ^{xiv}		N/A		

26. Learning, teaching and assessment strategies:

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 and the e-library.

Teaching and learning is facilitated and encouraged by a variety of on-line interventions. Synchronous on-line tutor-student sessions take place weekly throughout the semester. Each session is archived for off-line viewing. Formative exercises are set to encourage learning and familiarity with the on-line teaching and learning environment.

Summative assessment is by way of written coursework, which, if completed successfully, requires 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.
question.

27. 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

28. Indicative texts and/or other learning materials/resources^{xv}:

A comprehensive reading list can be accessed at <http://lasu.salford.ac.uk>

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Teaching and Learning Team Comments:	
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- i See UoS guidance notes on selecting JACS codes (http://www.planning.salford.ac.uk/jacs_codes/) see HESA JACS Codes webpage <http://www.hesa.ac.uk/index.php/content/view/356/233/>
- ii The ECTS value is half of the module credit value
- iii Please indicate the month (s) in which delivery of the module will commence.
- iv Amendments to the title or credit value constitute a new module.
- v If the delivery month of the module is to be available for different intakes of a programme, please indicate this here. E.g. Module effective from Sept 2014 – to state the module is to be available for Sept 2014 intake & Feb 2014 intake.
- vi The module will only be attached to programmes specified in this section. Any approved module can be available as a stand alone module.
- vii These categories are used for the Key Information Set which currently applies only to full time undergraduate students only but please include for all students – for more information including definitions see http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/contact_hours.pdf and http://www.hesa.ac.uk/component/option,com_studrec/task,show_file/Itemid,233/mnl,13061/href,Calculations_methods.html/#LearningandTeaching
- viii The 'other' category should not be used for learning undertaken by full undergraduate students as 'other' is not used in KIS categories
- ix The aims should express the purpose of the module.
- x The intended learning outcomes should detail the knowledge, understanding and skills that students will be able to demonstrate on successful completion.
- xi In some circumstances it may be necessary to have more than 5 intended learning outcomes. You will be asked to provide your rationale for this in discussion at the CPPARC.
- xii For example, if the assessment is an essay and the essay meets ILOs number 1-4 and 6-7, state 1-4,6-7
- xiii 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
- xiv Please specify component(s) for which ethical approval is required.
- xv The "Indicative texts and/or learning materials/resources" box should include a maximum of 5 items for new modules; for existing modules the box should just include a link for CPPARC reviewers and readers to the comprehensive reading list at <http://lasu.salford.ac.uk>

MODULE SPECIFICATION

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 College of Health and Social Care – chsc-teaching@salford.ac.uk
 College of Science and Technology – cst-tl@salford.ac.uk

This form is available to download from http://www.governance.salford.ac.uk/page/aqa_forms.

Date of completion of this version of Module Specification: 31/05/2014				
Date of approval by the CPPARC: Click here to enter a date.				
1. Module Title: (Full title and short title no more than 30 characters) Full Title: Dispute Resolution – Law & Practice Short Title: DisputeResolution-Law&Practice			2.CRN: 28378	
3.University module code: M0007-M200		4.HESA/JACS subject area code ¹ : M200		
5.Level: Level 7	6.Credit Value: 30	7.ECTS Value ⁱⁱ : 15	8.Length of module in semesters: 1	9.Month(s) in which to be offered ⁱⁱⁱ : September
10.Module Status ^{iv} Existing	11.Title of Module being replaced (<i>if any</i>):		12.With effect from ^v (academic year):	
13.Originating School: School of the Built Environment		14.Module Leader(s) Brodie McAdam		
15.Programme(s) in which to be offered ^{vi} : LLM/MSc/PG Diploma in Construction Law & Practice				
16.Pre-requisites (<i>between levels</i>): None		17.Co-requisites (<i>within a level</i>): None		
18.Indicative learning hours (breakdown of hours required) ^{vii}				
Lecture	40	Fieldwork		
Seminar		External visits		
Tutorial		Work based learning		
Project supervision		Guided independent study		260
Demonstration Practical classes and workshops		Placement		
Supervised time in studio/workshop		Year abroad		
Other – please specify ^{viii}				
19.Percentage of module taught by School(s) other than originating School: 0%				
20.Aims of Module ^{ix} : (maximum of 5)				
<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 and arbitration; - Provide students with opportunity to apply acquired knowledge by the writing of a decision. 				

21. Intended Learning Outcomes^x

Knowledge and Understanding (maximum of 5)^{xi}

On successful completion the 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 and arbitration;
3. Appraise the interpretation of the procedure imposed by the Courts;
4. Evaluate the strengths and weaknesses of statutory adjudication and arbitration in comparison with other methods of dispute resolution;
5. Exercise and effectively document independent legal judgement in relation to complex facts.

Transferable/Key Skills and other attributes (maximum of 5)

On completion the student will have had the opportunity to:

6. Critically reflect on current practice
7. Use web technology for research and study
8. Think critically through argument and peer debate
9. Exercise initiative and personal responsibility
10. Make decisions in complex and unpredictable situations

22. Module mark calculation: **Method A**

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

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

Type of assessment	Identify which ILO is met by number ^{xii}	Weighting %	Duration	Word count	Component pass required ^{xiii}	E Submission	Assessment organised by
					Choose an item.	Choose an item.	Choose an item.
					Choose an item.	Choose an item.	Choose an item.
Final assessment component (99) Written Decision, and related analysis	1-10	100	n/a	6,000	No	No	School

24. Is ethical approval for the module required?	No	25. Is ethical approval for an assessment component required? ^{xiv}	N/A
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26. Learning, teaching and assessment strategies:

The core of the module material is a substantial body of 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 and the e-library.

Teaching and learning is facilitated and encouraged by a variety of on-line interventions. Synchronous on-line tutor-student sessions take place weekly throughout the semester. Each session is archived for off-line viewing. Formative exercises are set to encourage learning and familiarity with the on-line teaching and learning environment. Guest tutors from Law and Industry are invited to deliver some of the regular synchronous sessions.

Summative assessment is by way of written coursework, which, if completed successfully, requires 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. In preparation for this exercise, formative group sessions relating to dispute resolution will be held on-line.

27. Syllabus outline:

- Nature, operation and comparison of range of dispute resolution methods, 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 and arbitration

28. Indicative texts and/or other learning materials/resources^{xv}:

A comprehensive reading list can be accessed at <http://lasu.salford.ac.uk>

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Teaching and Learning Team Comments:	
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- i See UoS guidance notes on selecting JACS codes (http://www.planning.salford.ac.uk/jacs_codes/)
see HESA JACS Codes webpage <http://www.hesa.ac.uk/index.php/content/view/356/233/>
- ii The ECTS value is half of the module credit value
- iii Please indicate the month (s) in which delivery of the module will commence.
- iv Amendments to the title or credit value constitute a new module.
- v If the delivery month of the module is to be available for different intakes of a programme, please indicate this here. E.g. Module effective from Sept 2014 – to state the module is to be available for Sept 2014 intake & Feb 2014 intake.
- vi The module will only be attached to programmes specified in this section. Any approved module can be available as a stand alone module.
- vii These categories are used for the Key Information Set which currently applies only to full time undergraduate students only but please include for all students – for more information including definitions see http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/contact_hours.pdf and http://www.hesa.ac.uk/component/option,com_studrec/task,show_file/Itemid,233/mnl,13061/href,Calculations_methods.html/#LearningandTeaching
- viii The 'other' category should not be used for learning undertaken by full undergraduate students as 'other' is not used in KIS categories
- ix The aims should express the purpose of the module.
- x The intended learning outcomes should detail the knowledge, understanding and skills that students will be able to demonstrate on successful completion.
- xi In some circumstances it may be necessary to have more than 5 intended learning outcomes. You will be asked to provide your rationale for this in discussion at the CPPARC.
- xii For example, if the assessment is an essay and the essay meets ILOs number 1-4 and 6-7, state 1-4,6-7
- xiii 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
- xiv Please specify component(s) for which ethical approval is required.
- xv The "Indicative texts and/or learning materials/resources" box should include a maximum of 5 items for new modules; for existing modules the box should just include a link for CPPARC reviewers and readers to the comprehensive reading list at <http://lasu.salford.ac.uk>

MODULE SPECIFICATION

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 College of Science and Technology – cst-tl@salford.ac.uk

This form is available to download from http://www.governance.salford.ac.uk/page/aqa_forms).

Date of completion of this version of Module Specification: 31/05/2014				
Date of approval by the CPPARC: Click here to enter a date.				
1. Module Title: (Full title and short title no more than 30 characters) Dissertation			2.CRN: 29095, 28723, 32674, 34008, 28747, 28724, 34009	
3.University module code: M0041-K200		4.HESA/JACS subject area code ¹ : K900		
5.Level: Level 7	6.Credit Value: 60	7.ECTS Value ⁱⁱ : 30	8.Length of module in semesters: One (F/T) Two (P/T & DL)	9.Month(s) in which to be offered ⁱⁱⁱ : February and June
10.Module Status ^{iv} Existing	11.Title of Module being replaced (<i>if any</i>):		12.With effect from ^v (academic year): September 2012	
13.Originating School: School of the Built Environment		14.Module Leader(s) Peter Barrett, Rita Newton, Marcus Ormerod, Brodie McAdam		
15.Programme(s) in which to be offered ^{vi} : 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				
16.Pre-requisites (<i>between levels</i>):		17.Co-requisites (<i>within a level</i>):		
None		None		
18.Indicative learning hours (breakdown of hours required) ^{vii} 600				
Lecture	20	Fieldwork		
Seminar		External visits		
Tutorial		Work based learning		
Project supervision		Guided independent study		580

Demonstration Practical classes and workshops		Placement					
Supervised time in studio/workshop		Year abroad					
Other – please specify ^{viii}							
19. Percentage of module taught by School(s) other than originating School: 0%							
20. Aims of Module ^{ix} : (maximum of 5)							
<ul style="list-style-type: none"> 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. 							
21. Intended Learning Outcomes ^x							
<u>Knowledge and Understanding (maximum of 5)^{xi}</u>							
On successful completion the student will be able to:							
<ol style="list-style-type: none"> Develop and refine effective research aim and objectives on the basis of a detailed analysis and review of alternative research strategies and research techniques, applying appropriate selection criteria to reach a justified and justifiable selection of research approach; Conduct extensive literature search culminating in the analysis and synthesis of complex information derived from that search; Effectively and robustly implement the selected research approach to identify and critically analyse relevant data. Design and develop conclusions based on evidence including validation and authentication; Produce a sustained, sophisticated, and logical argument in the form of a dissertation. 							
<u>Key Skills and other attributes (maximum of 5)</u>							
On completion the student will have had the opportunity to:							
<ol style="list-style-type: none"> Demonstrate what makes good, ethically conducted, research; Use a variety of techniques and/or sources to investigate research issues; Critically analyse information in a variety of manners and develop justifiable, evidence based conclusions; Use evidence in such a manner as to provide for stable and justifiable conclusions; Demonstrate high level written communication skills; 							
22. Module mark calculation: Method A							
23. Assessment components (in chronological order of submission/examination date)							
Denote final assessment component in box marked final assessment component (99)							
Type of assessment	Identify which ILO is met by number ^{xii}	Weighting %	Duration	Word count	Component pass required ^{xiii}	E Submission	Assessment organised by
Research Proposal	1, 2, 6, 10	25%	N/A	Up to 3,000	No	Yes	School
Final assessment component (99)							
Dissertation	1-10	75%	N/A	15,000 to 18,000	No	Yes & paper	Choose an item.
24. Is ethical approval for the module required?	Yes		25. Is ethical approval for an assessment component	Yes, for the dissertation			

required?^{xiv}

26. Learning, teaching and assessment strategies:

Students studying this module include full-time, part-time and distance taught modes of attendance therefore a range of learning and teaching approaches are provided to support students in developing a research proposal and completing their dissertation. Students are allocated a supervisor who supports the student in terms of research direction, project planning and completion. All students have opportunity to participate in structured Research Methods classes, either face-to-face, or on-line. On-line support is provided by via internet conferencing software, which permits live and archived access. Materials are provided via Blackboard.

27. 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.

28. Indicative texts and/or other learning materials/resources^{xv}:

A comprehensive reading list can be accessed at <http://lasu.salford.ac.uk>

For Office Use only:

Teaching and Learning
Team Comments:

- i See UoS guidance notes on selecting JACS codes (http://www.planning.salford.ac.uk/jacs_codes/) see HESA JACS Codes webpage <http://www.hesa.ac.uk/index.php/content/view/356/233/>
- ii The ECTS value is half of the module credit value
- iii Please indicate the month (s) in which delivery of the module will commence.
- iv Amendments to the title or credit value constitute a new module.
- v If the delivery month of the module is to be available for different intakes of a programme, please indicate this here. E.g. Module effective from Sept 2014 – to state the module is to be available for Sept 2014 intake & Feb 2014 intake.
- vi The module will only be attached to programmes specified in this section. Any approved module can be available as a stand alone module.
- vii These categories are used for the Key Information Set which currently applies only to full time undergraduate students only but please include for all students – for more information including definitions see http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/contact_hours.pdf and http://www.hesa.ac.uk/component/option.com_studrec/task.show_file/Itemid.233/mnl.13061/href.Calculations_methods.html/#LearningandTeaching
- viii The 'other' category should not be used for learning undertaken by full undergraduate students as 'other' is not used in KIS categories
- ix The aims should express the purpose of the module.
- x The intended learning outcomes should detail the knowledge, understanding and skills that students will be able to demonstrate on successful completion.
- xi In some circumstances it may be necessary to have more than 5 intended learning outcomes. You will be asked to provide your rationale for this in discussion at the CPPARC.
- xii For example, if the assessment is an essay and the essay meets ILOs number 1-4 and 6-7, state 1-4,6-7
- xiii 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
- xiv Please specify component(s) for which ethical approval is required.
- xv The "Indicative texts and/or learning materials/resources" box should include a maximum of 5 items for new modules; for existing modules the box should just include a link for CPPARC reviewers and readers to the comprehensive reading list at <http://lasu.salford.ac.uk>

MODULE SPECIFICATION

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 College of Science and Technology – cst-tl@salford.ac.uk

This form is available to download from http://www.governance.salford.ac.uk/page/aqa_forms.

Date of completion of this version of Module Specification: 30/05/2014				
Date of approval by the CPPARC: Click here to enter a date.				
1. Module Title: (Full title and short title no more than 30 characters) Full Title: Construction Law and Practice LLM Dissertation Short Title: CLP LLM Dissertation			2.CRN: 28379	
3.University module code: M0008-M200		4.HESA/JACS subject area code ¹ : M200		
5.Level: Level 7	6.Credit Value: 60	7.ECTS Value ⁱⁱ : 30	8.Length of module in semesters: 2	9.Month(s) in which to be offered ⁱⁱⁱ : February and June
10.Module Status ^{iv} : Existing	11.Title of Module being replaced (if any): N/A		12.With effect from ^v (academic year): January 2010	
13.Originating School: Salford Business School		14.Module Leader(s) Julie Adshead		
15.Programme(s) in which to be offered ^{vi} : LLM Construction Law & Practice				
16.Pre-requisites (between levels): None		17.Co-requisites (within a level): None		
18.Indicative learning hours (breakdown of hours required) ^{vii} 600				
Lecture	20	Fieldwork		
Seminar		External visits		
Tutorial		Work based learning		
Project supervision		Guided independent study		580
Demonstration Practical classes and workshops		Placement		
Supervised time in studio/workshop		Year abroad		
Other – please specify ^{viii}				
19.Percentage of module taught by School(s) other than originating School: 0% - Though LLM students are permitted access to the SoBE MSc materials and lectures.				
20.Aims of Module ^{ix} : (maximum of 5) <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.

21. Intended Learning Outcomes^x

Knowledge and Understanding (maximum of 5)^{xi}

On successful completion the student will be able to:

1. Critically evaluate current research and scholarship.
2. Synthesise existing knowledge from a variety of sources, develop new theoretical concepts and propose new hypotheses.
3. Review, critically evaluate and select appropriate methodologies and techniques for research.
4. Demonstrate, through research, an in depth understanding of a particular area of law.
5. Critically analyse and evaluate his/her findings and those of others.

Transferable/Key Skills and other attributes (maximum of 5)

On completion the student will have had the opportunity to:

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

22. Module mark calculation: **Method A**

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

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

Type of assessment	Identify which ILO is met by number ^{xii}	Weighting %	Duration	Word count	Component pass required ^{xiii}	E Submission	Assessment organised by
Research Proposal	1-4, 6-8	10		Up to 3,000	No	Yes	School
Final assessment component (99) Dissertation	1-10	90		Up to 15,000	No	Yes & paper	School

24. Is ethical approval for the module required?	Yes	25. Is ethical approval for an assessment component required? ^{xiv}	Yes – for the dissertation
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26. Learning, teaching and assessment strategies:

Students are provided with a series of lectures to equip them for carrying out the research phase. Students are given the opportunity to do a formative research topic presentation via online synchronous conferencing software in order to receive feedback and to learn from the experiences of other students. 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.

27. Syllabus outline:

Student's chosen area

28. Indicative texts and/or other learning materials/resources^{xv}:

Depends upon the research topic chosen by the student, but references for general research texts are available at:
<http://lasu.salford.ac.uk>

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Teaching and Learning
Team Comments:

- i See UoS guidance notes on selecting JACS codes (http://www.planning.salford.ac.uk/jacs_codes/)
see HESA JACS Codes webpage <http://www.hesa.ac.uk/index.php/content/view/356/233/>
- ii The ECTS value is half of the module credit value
- iii Please indicate the month (s) in which delivery of the module will commence.
- iv Amendments to the title or credit value constitute a new module.
- v If the delivery month of the module is to be available for different intakes of a programme, please indicate this here. E.g. Module effective from Sept 2014 – to state the module is to be available for Sept 2014 intake & Feb 2014 intake.
- vi The module will only be attached to programmes specified in this section. Any approved module can be available as a stand alone module.
- vii These categories are used for the Key Information Set which currently applies only to full time undergraduate students only but please include for all students – for more information including definitions see http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/contact_hours.pdf and http://www.hesa.ac.uk/component/option,com_studrec/task,show_file/Itemid,233/mnl,13061/href,Calculations_methods.html/#LearningandTeaching
- viii The 'other' category should not be used for learning undertaken by full undergraduate students as 'other' is not used in KIS categories
- ix The aims should express the purpose of the module.
- x The intended learning outcomes should detail the knowledge, understanding and skills that students will be able to demonstrate on successful completion.
- xi In some circumstances it may be necessary to have more than 5 intended learning outcomes. You will be asked to provide your rationale for this in discussion at the CPPARC.
- xii For example, if the assessment is an essay and the essay meets ILOs number 1-4 and 6-7, state 1-4,6-7
- xiii 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
- xiv Please specify component(s) for which ethical approval is required.
- xv The "Indicative texts and/or learning materials/resources" box should include a maximum of 5 items for new modules; for existing modules the box should just include a link for CPPARC reviewers and readers to the comprehensive reading list at <http://lasu.salford.ac.uk>