



**LEVEL THREE AND FOUR COURSES
AND HONOURS REGULATIONS**

2011 / 12

REAL ESTATE

**UNIVERSITY OF ABERDEEN
BUSINESS SCHOOL**

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1. Introduction

This handbook is designed to provide you with all the information you need about levels 3 and 4 of the Property degree programmes at the University of Aberdeen. If there is anything that you think we have missed, or anything that is unclear, please contact the Undergraduate Programme Director, Dr Steven Devaney (s.p.devaney@abdn.ac.uk).

Every student who enrolls in a degree in Property is provided with a copy of the handbook. **You are expected to read and make yourself familiar with it.** Please keep this document safe and refer to it whenever there is something you want to know about your degree. However, if you do mislay it, a copy is on the School website:

<http://www.abdn.ac.uk/business/ugradprop.php>

2. Degrees offered by the Real Estate group

The Group offers a range of degrees. All Honours degrees in Property are accredited by the Royal Institution of Chartered Surveyors (RICS). These are;

MA Property (Single Honours)
MA Accountancy and Property (Joint Honours)
MA Economics and Property (Joint Honours)
MA Finance and Property (Joint Honours).
MA Management and Property (Joint Honours)

Property can also be taken jointly with planning in:

MA Property and Spatial Planning

All of the Honours degree programmes are of four year duration.

In addition to the Honours programmes, it is possible to graduate with a Designated MA in Property. This degree is available to any student who has passed all of the compulsory level 1 and 2 courses required for a Property degree (see below) plus achieved at least 90 credits of third level property courses (including the required options). However, the Designated MA in Property is not accredited by RICS.

Entry to the Honours programmes in Property

To gain entry into the Honours programmes in Property you must have passed all the compulsory Property courses at levels 1 and 2, and have 240 credits overall. The University requires all students to have at least 240 credits before they are admitted to any honours programme. This is a University-wide rule and cannot be waived by the School.

If you have missed these entry requirements, you are likely to be enrolled on an appropriate (3-year) designated degree programme provided you have at least 210 credits at levels 1 and 2. If you then make-up the pre-honours requirements and perform sufficiently well at level 3, you may apply for admission to an Honours programme in Property. Please note, though, that admission to Honours at this stage is not guaranteed and is considered on a case-by-case basis by the Business School's Director of Teaching & Learning.

The Property programmes constantly evolve as existing courses are refurbished or discontinued, and new courses introduced. The level 3 and 4 courses that are currently compulsory for the single honours and joint honours property degrees are listed below. If you

intend to do a joint honours degree, please consult the University Calendar to see which courses are required in the other subject area. The Calendar can be found on the web at:

www.abdn.ac.uk/registry/calendar/arts.php

Single Honours in Property

Programme years 3 and 4 – 240 credits

First Half Session			Second Half Session		
Code	Course title	Credit points	Code	Course title	Credit points
PO3004	Applied Valuation	30	PO4503	Property Dissertation	30
MS4032	Business Research Methods	30	PO4505	Property Finance & Development	30
PO4005	Real Estate Portfolio Investment	30			
Plus a further 90 credit points from courses below or from choice agreed with Advisor of Studies					
			EC3511	Regional and Urban Economics	30
			PO3502	Housing Economics	30
			PO3501	International Property Market Analysis	30

Joint Honours in Property

Programme years 3 and 4 – 240 credits

First Half Session			Second Half Session		
Code	Course title	Credit points	Code	Course title	Credit points
PO3004	Applied Valuation	30			
PO4005	Real Estate Portfolio Investment	30			
PLUS a further 60 credit points from options below or Approved options plus a further 120 credit points from other subject as approved by Adviser of Studies					
			EC3511	Regional and Urban Economics	30
			PO3502	Housing Economics	30
			PO3501	International Property Market Analysis	30
			PO4503	Property Dissertation	30
			PO4505	Property Finance & Development	30

Honours in Property and Spatial Planning

Programme years 3 and 4 – 240 credits

First Half Session			Second Half Session		
Code	Course title	Credit points	Code	Course title	Credit points
GG 3041	Planning Methods and Appraisal	15	GG 3547	Research Design and Methods	15
GG 3064	Strategic Spatial Planning	15	GG 4561	Planning Theory and Ethics	15
GG 4038	Dissertation	30	GG 3550/ GG 4550	Economic Development and Regeneration	15
PO 3004	Applied Valuation	30	GG 3554/ GG 4554	Principles of Design and Placemaking	15
PO 4005	Real Estate Portfolio Investment	30	GG 3565/ GG 4565	Land and Marine Conservation	15
			GG 3568/ GG 4568	Planning Law and Professional Practice	15
			PO 4502	Property Finance and Development	30

Designated Degree in Property

Programme year 3 – 120 credits

First Half Session			Second Half Session		
Code	Course title	Credit points	Code	Course title	Credit points
PO3004	Applied Valuation	30			
Plus a further 30 credit points from Level 3 courses in Property					
Plus a further 60 credit points from courses agreed with Advisor of Studies					

3. Honours-level courses run by Real Estate

Below are summaries of the level 3 and 4 courses run by the Real Estate group, as well as details for MS4032 Business Research Methods, which is compulsory for some programmes. The University Catalogue of Courses (www.abdn.ac.uk/registry/courses/) contains details of all other level 3 and 4 undergraduate courses. Most courses are taught over one half-session lasting 12 weeks, followed by a three or four week revision and examination period.

LEVEL 3 COURSES

PO3004: APPLIED VALUATION

Credit points 30

Course Co-ordinator: Professor N Hutchison

Course Lecturers: Professor N Hutchison; Mr Gavin Oag; Mr Keith Petrie

Pre-requisite(s): PO2503

This course will examine current issues in investment appraisal. It will cover calculations of worth, growth explicit DCF techniques, surrender and renewal valuations; valuation accuracy and variation; business valuations; rent reviews; valuation reports; national taxation and valuation for rating purposes.

1st Attempt: 1 two-hour examination (60%) and in-course assessment (40%).

Resit: 1 two-hour examination (60%) and original in-course assessment mark (40%).

PO3502: HOUSING ECONOMICS

Credit points 30

Course Co-ordinator: Dr Qin Xiao

Course Lecturers: Dr Deb Roberts; Dr Qin Xiao

Pre-requisite(s): PO 2501 or EC 2002

Note: This course will run in alternate years. This course will not be available in 2012/13.

The microeconomics of housing markets. Housing market segmentation, disequilibrium in housing, defining neighbourhoods. Analysis of house price models. Housing and the macroeconomy, the behaviour of the finance industry and its impact on housing markets. The interaction between housing and labour markets. Housing taxation and right to buy. Institutional and policy influences in housing markets. The impact of the planning system, housing supply.

1st Attempt: 1 two-hour written examination (60%) and two pieces of in-course assessment (40%).

Resit: 1 two-hour written examination (60%) and original in-course assessment mark (40%).

PO3501: INTERNATIONAL PROPERTY MARKET ANALYSIS

Credit points 30

Course Co-ordinator: Dr Steven Devaney

Course Lecturers: Dr Steven Devaney; Dr Qin Xiao

Pre-requisite(s): PO 2501 or EC 2002 or AC 2026.

Note: This course will run in alternate years. This course will not be available in 2011/12.

This course analyses the structure of international property markets, focusing on Europe, North America and Asia-Pacific. It examines the impact of global and local economic forces and national institutional characteristics on the behaviour and development of property markets in various countries. It discusses how these factors affect the attractiveness of different property markets for international investors. It also examines how real estate service providers have adapted to a changing international business environment.

1st Attempt: 1 two-hour examination (60%) and in-course assessment (40%).

Resit: 1 two-hour examination (60%) and original in-course assessment mark (40%).

LEVEL 4 COURSES

MS4032: BUSINESS RESEARCH METHODS

Credit points 30

Course Co-ordinator: Dr Natasha Mauthner

Course Lecturers: Dr Natasha Mauthner; Dr Ben Davies

Pre-requisite(s): Available only to students in Programme Year 4.

This course provides an introduction to research methodology including topics such as; history of research in business; philosophical, ontological and epistemological approaches; study design and writing research proposals/plans; conducting a literature review; critical appraisal of research literature; qualitative and quantitative methods of business research; case study strategies; ethics; gaining access; data analysis techniques; presenting research plans; using research in business; learning organisations; and action research.

1st Attempt: Extended essay (20%); Critical research of selected research papers and development of associated research plan (20%); examination (60%).

PO4005: REAL ESTATE PORTFOLIO INVESTMENT

Credit points 30

Course Co-ordinator: Dr Rainer Schulz

Course Lecturer: Dr Rainer Schulz

Pre-requisite(s): PO 2501 or EC 2002 or AC 2026. Available only in Programme Year 4.

This course examines theories and issues relevant to investment in property in the contexts of both mixed-asset and property portfolios. Themes include risk and return; the application of Modern Portfolio Theory (including the Capital Asset Pricing Model, capital market line) and security market line; market efficiency and the implications for investors; risk and duration; property market modelling and forecasting. Drawing these themes together, benchmarking and property portfolio strategy and management are examined in the context of practical examples.

1st Attempt: 1 two-hour written examination (60%) and in-course assessment (40%).

PO4503 PROPERTY DISSERTATION

Credit points 30

Course Co-ordinator: Dr Qin Xiao

Pre-requisite(s): Available to Senior Honours students who have passed MS4032.

Personal research supported by formal introduction to research methods (in associated course) and by regular supervision.

1st Attempt: In-course assessment: submission of dissertation (including original work) on topic approved by the Dissertation Coordinator (100%).

PO4005: PROPERTY FINANCE AND DEVELOPMENT

Credit points 30

Course Co-ordinator: Dr Steven Devaney

Course Lecturers: Dr Steven Devaney; Mr Keith Petrie

Pre-requisite(s): PO 2501. Available only in Programme Year 4.

This course focuses upon the valuation and financing of property developments. It begins by setting this activity in context through consideration of the economic motives for development and the impact of development cycles. It then reviews specific elements of the development process that are crucial to appraisals, such as estimation of costs, sources of funding and forecasting of final development value. A number of techniques for development appraisal are outlined, namely the residual method, scenario and sensitivity analysis, and more sophisticated simulation approaches. The course also covers compulsory purchase valuation, necessary in schemes that involve public sector intervention, such as large scale urban regeneration projects.

1st Attempt: 1 two-hour written examination (60%) and in-course assessment (40%).

Pre-requisites

Students should note that some courses must be passed before they can proceed to take certain courses in subsequent years. Failure to pass a pre-requisite course (by the August re-sit) may mean that you are required to take an additional year of study to complete your chosen degree programme. For example, in relation to Property, MS4032, Business Research Methods is a pre-requisite for PO4503 Property Dissertation. Full Information regarding pre-requisites is available in the University's Catalogue of Courses: www.abdn.ac.uk/registry/courses/

4. Profiles of academic staff in the Real Estate group

Ben Davies

Room: F66

Email: ben.davies@abdn.ac.uk

Lecturer

Dr Ben Davies is a Lecturer in Sustainability in the University of Aberdeen Business School. Following a degree in Philosophy (University of York), he worked for two years as an environmental journalist and then undertook an MSc in Ecological Economics at the University of Edinburgh, where he also worked as a researcher on rural land use policy. Subsequently, he was the Booker Research Fellow at the Agricultural Economics Unit, University of Exeter. In 2003, he completed a PhD in Land Economy in Cambridge, focusing on institutional dimensions of land use governance, and moved to work as a researcher in the Socio-Economic Research Group of the Macaulay Land Use Research Institute (now the James Hutton Institute) in Aberdeen. He was also elected to serve on the board of the European Society for Ecological Economics (ESEE) for two terms, 2000-2006. Ben's interests are in ecological economics, land use policy, environmental governance and institutional dimensions of sustainable development, with a particular emphasis on political economy. His academic publications are in *Ecological Economics*, *Journal of Agricultural Economics*, and *Environment and Planning C*.

Steven Devaney

Room: S68

Email: s.p.devaney@abdn.ac.uk

Lecturer

Dr Steven Devaney joined the Business School in July 2007. Before this, he had held research posts at the University of Reading and at Investment Property Databank. He currently teaches in modules on investment (year 1), property valuation (year 2), property development (year 4) and asset management (postgraduate). His main research areas are direct property investment and property index construction, and he has published articles in the *Journal of Property Research*, *Journal of European Real Estate Research*, and the *Journal of Property Investment & Finance*. He is also interested in the history of commercial real estate markets and has recently completed a Ph.D. on the history and rental performance of the City of London office market.

Norman Hutchison

Room : S58

Email: n.e.hutch@abdn.ac.uk

Professor and Head of Discipline

Professor Norman Hutchison is Head of the Real Estate Group and is responsible for providing leadership in research and teaching within the Real Estate discipline. He has a Business Degree and holds Diplomas in Land Economy, and Property Investment and is a Member of the Royal Institution of Chartered Surveyors.

Professor Hutchison has been with the University since 1991 and has taught courses at undergraduate and Master's level in valuation, finance, investment and property development as well as supervising PhD and Masters level dissertations. He is Programme Leader for the MSc Real Estate degree and is Director of the Centre for Real Estate Research (CRER). Professor Hutchison's key research interests are in commercial property valuation and urban regeneration. Recent research projects have focused on the construction of an urban

regeneration property performance index, the necessary conditions for effective funding of regeneration areas, option pricing of development land, covenant strength analysis, the communication of property investment risk to clients, the future of PPP/PFI and the potential of Tax Increment Financing (TIFs) in the UK.

Keith Petrie

Email: petrie92@tiscali.co.uk

Teaching Fellow

Keith Petrie, MRICS is a Chartered Surveyor currently employed by FG Burnett, Aberdeen as a Consultant having joined the Firm in 1982 and having been a Partner of the Firm between 1990 and 2003. His professional experience incorporates the inspection and measurement of all types of commercial and residential property for a wide variety of valuation purposes, e.g. disposal, leasing, investment, bank lending, financial statements, rent review, taxation and compulsory purchase. He now concentrates on providing valuation advice for a number of NHS Trusts in Scotland and the negotiation of compensation claims in connection with the compulsory purchase of property throughout Scotland. In addition, he is the Chairman of RICS Scotland for 2011-12, Chair of the RICS Scotland Education Forum, Vice-Chair of the RICS Scotland Compensation Forum and a member of the Aberdeen and NE Scotland RICS Region. Keith has had connections with the University since the late 1980s. Since 2003, he has been employed on a part-time basis in the delivery of lectures/tutorials with regard to the MA in Property and associated courses.

Deborah Roberts

Room: S29

Email: deb.roberts@abdn.ac.uk

Reader, Honours Advisor

Dr Deborah Roberts began lecturing at the University of Manchester where she also received her PhD. She joined the Property department in 2003. Her research interests focus on differential rates of regional growth, the changing nature of rural-urban interactions and the changing economic structure of rural areas. She has extensive experience in undertaking research contracts for the EU and government agencies. Recent contracts include two three-year EU projects on territorial aspects of economic development and a European Spatial Planning Observatory Network (ESPON) project on the territorial impacts of the CAP. She has published in *Land Economics*, *Environmental and Resource Economics*, *European Review of Agricultural Economics*, *Regional Studies* and *Environment and Planning A*.

Rainer Schulz

Room: S45

Email: r.schulz@abdn.ac.uk

Lecturer

Dr Rainer Schulz received his PhD in Economics and Econometrics in 2003 from the Humboldt-Universität zu Berlin. His doctoral thesis won the DIA Research Prize for Real Estate Economics in the same year. Dr Schulz has been a Lecturer at the University of Aberdeen Business School since September 2003 and currently teaches real estate portfolio investment and finance in the undergraduate and the postgraduate programmes. He also leads the MSc Real Estate Finance programme. Dr. Schulz' main research interests lie in the assessment of valuation accuracy, empirical modelling of real estate prices, real option modelling, and the modelling of household tenure mode decisions. He is also involved in a web-based automated valuation service provided by Berlin's local government. Dr Schulz'

publications include papers in the *Journal of Economic Behavior and Organization*, *Journal of Urban Economics*, and *Journal of Real Estate Finance and Economics*.

David Scofield

Room: S54

Email: d.scofield@abdn.ac.uk

Lecturer and Pre-Honours Advisor

David Scofield has recently completed Ph.D. research (jointly funded by the Investment Property Forum and the Economic and Social Research Council) that measured liquidity and transaction costs in international commercial real estate investments. This work is based on comparative research completed over a two year period in the United Kingdom and the United States. Before embarking on this project David completed a Master of Arts in Planning Research and Theory at the University of Sheffield.

Prior to this, David lived in the Republic of Korea where he completed a Master of Arts degree at Yonsei University and worked for the Government of Canada and other non-government groups as a researcher and consultant. David also lectured at Kyung Hee University in Seoul, Korea.

Research interests include transaction costs in international commercial real estate investment, informal contracts, planning, behavioural and network factors in investment decision making and social capital network theories.

Qin Xiao

Room: S61

Email: q.xiao@abdn.ac.uk

Lecturer and Pre-Honours Advisor

Dr. Qin Xiao is currently a Lecturer in Property in University of Aberdeen Business School. She entered academia in February 2001, after graduated with an MSc in Finance and Economics from London School of Economics and Political Science and worked briefly as a research analyst in the private sector. She completed a PhD in Economics in Nanyang Technological University whilst serving as a full-time Lecturer there. Her research interests include capital market speculations, asset price bubbles, the interplay of the real estate and the stock market, the impact of real estate market on macro economies, mathematical modeling and computational econometrics. She has published in *Physica A*, *Urban Studies*, *Quantitative Finance*, *Applied Economics*, and *Empirical Economics*.

All staff rooms are in the Edward Wright Building, second floor. The School office phone number is 01224 273555 and school fax is 272181. If you wish to contact a staff member you may phone the office, but if there is no answer then please use email rather than leave a phone message. **When emailing always remember to give your name and student ID number.**

5. Honours programme regulations

Requirements for the award of an Honours degree

All students who are admitted to an Honours programme, in or after 2004/05, are required to achieve 480 credit points, including at least 180 at levels 3 and 4, of which at least 90 must be at level 4 in order to graduate with an Honours degree. Normally, only the first attempt at an assessment is permitted to contribute towards degree classification and hence students failing to meet this credit requirement at the first attempt are required to resit for credit accumulation purposes only before graduating. General Regulation 21, below, sets out the procedures available to enable students to make up this credit shortfall.

“In the case of a candidate who has failed to complete satisfactorily an element of Honours degree assessment at the time prescribed by Regulation 9.4 and who still wishes to obtain a degree with Honours, then the appropriate procedure from (a) to (e) below shall apply:

- a) *If, but only if, the failure is on account of illness or other good cause, the candidate shall be required to submit themselves for assessment at the next available opportunity, and shall be permitted to count the result of that assessment towards Honours classification;*
- b) *If the failure is the result of absence or non-submission for any other cause, the candidate shall be awarded zero for the assessment concerned and shall be required to submit themselves for assessment at the next available opportunity, but shall not be permitted to count the result of that assessment towards Honours classification;*
- c) *For courses at level 4 and above only, if the candidate has completed the assessment but been awarded a mark on the Common Assessment Scale between 6 and 8 inclusive, they shall be awarded the same amount of unnamed specific credit, not exceeding 30 credit points in total, at level 1;*
- d) *If the candidate has completed the assessment, but the course is at level 3, or the course is at level 4 or above and the mark awarded on the Common Assessment Scale is less than 6, the candidate shall be required to submit themselves for assessment at the next available opportunity, but shall not be permitted to count the result of that assessment towards Honours classification. Alternatively, for courses at level 4 and above only, such candidates may elect to attend and submit themselves for assessment in another course of courses of equivalent credit value, which may be at any level;*
- e) *If any of options (a), (b) or (d) above would normally apply, but medical advice indicates that it would be unreasonable to require a candidate to appear for assessment on a subsequent occasion, and if the candidate's past record provides sufficient evidence that they would have obtained Honours, the examiners may recommend the award of an Aegrotat degree, but only after obtaining the consent of the candidate. The award of an Aegrotat degree will debar candidates from counting towards Honours degree assessment any result achieved thereafter.*

Notes:

- (i) For courses at level 4 and above, the timing and format of the assessment required under any of sub-sections (a), (b) or (d) above shall be determined by the Senatus Academicus on the recommendation of the Head of the relevant School.

- (ii) The options to achieve or be awarded credit under (b), (c) or (d) above shall not be available to candidates who have accumulated less than 90 Credit points at level 4 or who have failed to complete satisfactorily the assessment for a course which, on the recommendation of the Head of the relevant School, has been prescribed by the Senatus Academicus as compulsory for the award of a degree with Honours. Such candidates will be able to qualify for a non-Honours degree only.”

This extract is correct at the time of going to press (September 2011), but may be subject to change. The latest regulations are available at:

www.abdn.ac.uk/registry/calendar/generalregulations.php

Further guidance is also available in the “Guidance Note for Students who either Fail, or who Fail to Attend or Complete, an Element of Prescribed Degree Assessment”, which can be accessed at:

www.abdn.ac.uk/registry/quality/appendix7x6.pdf

Honours degree classification (Grade Spectrum)

All Honours Degrees are classified using the University’s Grade Spectrum which is available at www.abdn.ac.uk/registry/quality/appendix7x4.pdf. The Grade Spectrum, an extract of which is shown below, is used to determine degree classification on the basis of the CAS marks awarded for each element of Honours Degree Assessment.

- First: Marks at 18 or better in elements constituting half the total elements;
and
Marks at 15 or better in elements constituting three quarters of the total elements;
and
Normally marks at 12 or better in all elements*
- 2i: Marks at 15 or better in elements constituting half the total elements;
and
Marks at 12 or better in elements constituting three quarters of the total elements;
and
Normally marks at 9 or better in all elements*
- 2ii: Marks at 12 or better in elements constituting half the total elements;
and
Marks at 9 or better in elements constituting three quarters of the total elements*
- Third: Marks at 9 or better in elements constituting three quarters of the total elements.*

The Grade Spectrum defines the threshold standards against which the different classes of Honours degree are awarded. The Examiners, however, have discretion (in the circumstances defined in Note 2 of the Grade Spectrum) to depart from this and may choose to award a higher degree than that indicated by the Grade Spectrum.

Candidates who do not fulfil the requirements for the award of a Third Class Honours degree will normally be awarded the relevant Designated Degree, if they are qualified.

No student registered for an honours programme is allowed to resit an examination in order to improve the class of his/her degree. Furthermore, the Real Estate group does not permit any student to substitute an additional course in place of one already taken in order to improve her/his class of degree.

All degree classifications must be approved by the external examiner.

Appeals against degree awards

In recent years, there has been an increase in the number of appeals against the class of degree awarded. These appeals frequently seek to have a decision modified by introducing new information (usually medical evidence) after the examination process has concluded and the degree awards announced.

The Business School will not normally reconsider any award on the basis of information provided after the completion of the examination process, which concludes with the meeting of the Board of Examiners at which the degree results are determined, except in cases where there exists some possible irregularity in the examining process itself.

Any student who wishes to provide medical evidence or other information, which may provide grounds for the Board of Examiners to exercise its discretion to his/her advantage, must ensure that either the Head of School or Examinations Officer receives that information before the Board meets. Such material can be provided directly, or it can be submitted on behalf of the student by a number of agencies. These include the Student Health Service, the University Counselling Service and General Practitioners. Details of the specific nature of the problem are not required. The School requires written notification from some professional agency that a genuine problem exists, together with an indication of the time period during which the student has been indisposed.

Further information can be found in the following School policy documents:

Appeals Policy:

<https://abdn.blackboard.com/bbcswebdav/institution/Business%20School/Business%20School%20Appeals%20Policy.pdf>

Medical Certification Policy

<https://abdn.blackboard.com/bbcswebdav/institution/Business%20School/Business%20School%20Medical%20and%20GC%20Policy.pdf>

6. Course regulations

Final date for entry and exit

No student may enter any level three or four course after the end of the week three of study. Entry is defined as the student having formally agreed and signed a curriculum or change of curriculum form in conjunction with his/her Adviser of Studies. Every student is responsible for ensuring that he/she is correctly registered for the programme and the courses he/she wishes to study.

Attendance and student monitoring

Students should attend all lectures, tutorials and seminars and must participate fully in the work of the class as defined by those responsible for teaching the course.

Attendance and performance in seminars and tutorials is closely monitored. In some courses, lecture attendance will also be monitored. If you have any difficulties in terms of attendance, these need to be resolved as soon as possible in the semester.

Courses run by the Real Estate group adhere to the general Business School policies on attendance and medical certification. Further details can be found at the following links:

Attendance Policy

<https://abdn.blackboard.com/bbcswebdav/institution/Business%20School/Attendance%20Policy%20Document.docx>

Medical Certification Policy

<https://abdn.blackboard.com/bbcswebdav/institution/Business%20School/Business%20School%20Medical%20and%20GC%20Policy.pdf>

The University's policy on requiring certification for absence on medical grounds or other good cause can be accessed at:

www.abdn.ac.uk/registry/quality/appendix7x5.pdf

Class certificates

Students who attend and complete the work required for a course are considered to have been awarded a 'Class Certificate'. Being in possession of a valid Class Certificate for a course entitles a student to sit degree examinations for that course. From 2010/11, class certificates will be valid for two years and permit a total of three attempts at the required assessment within that two year period i.e. the first attempt plus up to two resits.

Students who have been reported as 'at risk' through the system for monitoring students' progress due to their failure to satisfy the minimum criteria (outlined in the Business School "Attendance Policy") may be refused a class certificate. If you are refused a class certificate, you will receive a letter from the Registry (e-mail in term-time) notifying you of this decision. Students who are refused a class certificate are withdrawn from the course and cannot take the prescribed degree assessment in the current session, nor are eligible to be re-assessed next session, unless and until they qualify for the award of a class certificate by taking the course again in the next session.

If you wish to appeal against the decision to refuse a class certificate you should do so in writing to the Head of School within fourteen days of the date of the letter/e-mail notifying

you of the decision. If your appeal is unsuccessful, you have the right to lodge an appeal with the relevant Director of Undergraduate Programmes within fourteen days of the date you are informed of the Head of School's decision.

Assessment

Third and fourth year courses are assessed by both examinations and various different types of continuous assessment. The ratio between the two components varies across courses. Full details for the mode of assessment adopted in each course can be found in the particular course booklet.

The Common Assessment Scale (CAS)

The Common Assessment Scale (CAS) is the marking scale used throughout the University. A typical interpretation of the marks for courses in the Business School is as follows:

20, 19, 18	Outstanding Pass	Excellent analytical ability and critical awareness. Discusses all important points. Some evidence of originality.
17, 16, 15	Very Good Pass	Argues logically and organises answer well. Thorough grasp of concepts. Good use of examples to illustrate answers and justify arguments.
14, 13, 12	Good Pass	Reasonable understanding of central issues, but limited ability to argue logically and lacking in illustrative examples.
11, 10, 9	Pass	Partial grasp of concepts. Failure to develop or illustrate points.
8, 7, 6	Fail	Weak grasp of concepts. Prone to inaccuracy or irrelevance. Lacking coherent argument.
5, 4, 3, 2, 1, 0	Fail	Some attempt at an answer, but seriously lacking in coherence or ability to organise thoughts. Very few or no relevant points.

Coursework submission

All courses run by the Real Estate group require the completion of some coursework during the semester, which will be marked on the Common Assessment Scale. Feedback is provided in line with the Business School feedback policy, essentially stating that you should receive feedback on your work within three working weeks of submission:

<https://abdn.blackboard.com/bbcswebdav/institution/Business%20School/Business%20School%20Feedback%20Policy.pdf>

Specific details of coursework assignments and their submission requirements will be given in individual course booklets. However, typically, students should submit one or two word processed hard copies of all assessments to the Business School office PLUS an electronic version via Turnitin, unless specifically required to submit the assessment in an alternative form. It is the responsibility of the student to ensure that the assessment has been received by the School.

Plagiarism and use of TurnitinUK

Please note that you must submit your own work. You must properly reference all your work and not pretend that other people's work is your own. The University has a code of practice on student discipline to which all students must adhere. For the purposes of this Code, 'cheating' includes plagiarism.

The definition of plagiarism is: "the use, without adequate acknowledgement, of the intellectual work of another person in work submitted for assessment. A student cannot be found to have committed plagiarism where it can be shown that the student has taken all reasonable care to avoid representing the work of others as his or her own."

www.abdn.ac.uk/registry/quality/appendix5x15.pdf

TurnitinUK is an online service which compares student assignments with online sources including web pages, databases of reference material, and content previously submitted by other users across the UK. The software makes no decision as to whether plagiarism has occurred; it is simply a tool which highlights sections of text that have been found in other sources thereby helping academic staff decide whether plagiarism has occurred.

As of Academic Year 2011/12, TurnitinUK will be accessed directly through MyAberdeen. MyAberdeen replaces WebCT as students' virtual learning environment. This is where you will find learning materials and resources associated with the courses you are studying. You can log in to MyAberdeen by going to www.abdn.ac.uk/myaberdeen and entering your University username and password (which you use to access the University network).

Plagiarism is a serious offence and may even result in you not being awarded a degree. You should ensure that all work of other people is fully referenced. Mere inclusion of a source in a bibliography is not a defence against plagiarism. Any academic business journal such as Accounting and Business Research, Accounting Horizons or the British Accounting Review, will provide you with guidance on how to acknowledge references, while the articles in these journals will provide you with plenty of examples of well-referenced writing. If you are at all unsure of how to adequately acknowledge others work you should seek guidance from course co-ordinators.

You must take great care when doing continuous assessment work. While it is often a good idea to discuss your ideas with other students, the final piece of work must be your own. If it appears that there has been collusion between students this will be treated as prima-facia evidence of cheating and can also result in you not being awarded a degree. If you are unsure of how to avoid collusion while also working with other students, you should seek guidance from course co-ordinators.

Advice about avoiding plagiarism, the University's Definition of Plagiarism, a Checklist for Students, Referencing and Citing guidance, and instructions for TurnitinUK can be found in the following area of the Student Learning Service website: www.abdn.ac.uk/sls/plagiarism/

Late Submission

Where student work is assessed and counts towards the final course assessment, such work must be submitted by due dates, which will be published in the relevant course booklets.

Extensions of time for late submission are at the discretion of the Head of School and MUST be applied for BEFORE THE DUE DATE through course co-ordinators. All requests must

be supported by written documentation of the personal and/or medical circumstances for the late submission.

Without an extension, the grade for an assignment will be reduced in line with the Business School lateness policy. This states that the grade will be reduced by one CAS mark for each working day (or part thereof) that the assignment is late, up to a maximum of five working days. After five working days, a grade of zero will be awarded. Assignments submitted more than one calendar week late will be regarded as a non-submission, and your class certificate is liable to be removed. Resubmission of written work required for continuous assessment is not generally permitted.

Examinations

While the School is responsible for setting and marking examination papers, and for invigilating the examination itself, it does not have any responsibility for the timetabling of examinations. This is the responsibility of the Registry, which issues a final examination timetable. It is the responsibility of each individual student to ensure that he/she knows when and where a particular examination is to take place.

Marking

Examination scripts are marked by two internal examiners, normally the lecturers who teach the course. The names of all candidates are concealed throughout the process of examination and marking. The two sets of examination marks are compared and if the marks awarded are not the same or very similar, the markers discuss the reasons for the differences in marks and agree a joint mark. If, after discussion, there is still a substantial difference of opinion about a particular script, the script is sent to the External Examiner for final adjudication. In view of the robustness of these procedures, there is no right of appeal against examination marks on the grounds of academic standards.

Academic appeals procedure

The Business School adheres strictly to University appeals procedures. Academic appeals will only be considered on grounds where it is believed that the University's procedures were not followed correctly or impartially and as a result the student could suffer material disadvantage. An appeal will not be heard if it does nothing more than question academic judgement. For example, a student cannot appeal simply because they are unhappy or disagree with a CAS mark awarded.

Before you make an appeal, you should make efforts to resolve the matter informally by discussing it with the relevant individual (such as the course coordinator or programme director). If you later formalise your appeal, you will be asked to demonstrate the steps you took to resolve the matter informally.

If the matter cannot be resolved informally, you should complete an Appeal Form and return it to academicservices@abdn.ac.uk within 5 working days of being unable to resolve the matter informally.

Forms and full details of the University Appeals procedures may be found at:
www.abdn.ac.uk/registry/appeals

Medical or other evidence

Academic performance can be adversely affected by illness and a variety of personal difficulties. The School accepts evidence relating to such problems at face value provided it comes from some professional agency such as a UK General Practitioner or the University Counselling Service.

Medical self-certification will not be accepted as an excuse for late submission of coursework or non-attendance at examinations. With regard to assessed work, the student must submit details of illness and/or other personal circumstances to either the Info Hub or the Head of the relevant School within five working days of the date of the assessment.

Any student who is receiving help from the University Counselling Service, and who wishes to justify either non-attendance at classes or the late submission of coursework or believes that the exam board should take into account the problems for which counselling is being sought when looking at their final degree classification, should ask a member of the Counselling Service to inform the School that a legitimate problem exists. This notification will be treated by the School in the same way as is certification supplied by the University Medical Centre, and the programme co-ordinator will inform the relevant course co-ordinator. Students should not approach lecturers or tutors directly as they will not be able to accept any explanation, however genuine, without appropriate supporting documentation.

All evidence that a student may wish to have taken into account by the examiners as indicative of extenuating circumstances, must be presented to the Head of School or the Examinations Officer of the Department by the close of the examination period of the semester in which the course has been studied. Normally, no such evidence will be accepted as valid after the course results have been confirmed by the External Examiner and published by the Registry.

The University's policy on requiring certification for absence on medical grounds or other good cause can be accessed at:

www.abdn.ac.uk/registry/quality/appendix7x5.pdf

7. Other teaching and learning issues

Role of the Honours Advisor of Studies

As in pre-honours years, every student must meet their appointed Adviser of Studies at the beginning of each academic year to formally enrol for courses. Similarly, every change of curriculum must be notified to, and approved by, the Adviser of Studies within the time allowed for such changes. Ensuring that such registrations and changes of curricula are completed within the timetable determined by both School and University regulations is the responsibility of each individual student. The Adviser of Studies is also the first port of call for students experiencing any kind of problem affecting their work.

Other support systems

Support available to students

The University is keen to help you successfully complete your studies. If at any time you feel you need assistance, there is a range of support services available to help you. These include support to help with unexpected and/or exceptional financial difficulty, support for disabled students and academic learning support through the Student Learning Service. Further details about all these services are available at:

www.abdn.ac.uk/studenthelpguide/

Many students encounter problems during their time at university, whether these are academic, personal or financial. Successful students are not only those with no problems, but also those who have taken actions to solve their problems as soon as possible. If you have problems which affect, or are likely to affect, your academic performance, it is important that you let someone know as soon as possible, so that you get help in trying to resolve them. In addition to teaching staff, there are several other places that you can contact for advice:

- Advisers of Studies assist in your course choices and are available to discuss any matters concerning academic progress and should be informed of any personal problems affecting your course of study.
- Counselling Service - a confidential source of help and support for students with personal problems (Tel: 272139, <http://www.abdn.ac.uk/counselling/>)
- Careers Service - The Careers and Appointment Service is located in The Hub (Tel: 01224 273601, <http://www.abdn.ac.uk/careers/>)

From the beginning of your studies, you have access to the Careers Service's resources which include information and advice on employment areas and potential employers. The staff will review your interests, abilities and skills, and help you to develop a career strategy which matches your aims. When you reach the application stage, practical advice (for example, relating to completing application forms and preparing for interviews) is readily available on an individual basis.

It is worth thinking about your CV and learning about what potential employers are looking for as early as possible. You need to build up your CV throughout your university life. You should therefore make yourself aware of the services available to you as soon as possible and not wait until just before application deadlines.

Disabilities

Any student who has a persistent medical disability (such as dyslexia, diabetes or impaired sight, mobility or hearing), or any enduring personal problem (such as family illness) which is likely to disadvantage work and/or attendance, should see a Student Support adviser who will subsequently inform the School's disability coordinator of any consequential requirements (such as a need for extra time in examinations). This information is also provided to course coordinators so that the necessary arrangements can be put in place during your course of study, and at examination times. There may be occasions when due to an accident, temporary arrangements may also be required to support you in your studies. Do not delay in contacting Student Support for advice and assistance in such a circumstance. You are strongly advised to ensure support is put in place as early as possible during your studies.

Your first point of contact is:

<http://www.abdn.ac.uk/disability/students/index.shtml>

Disability Adviser, Tel: 01224 273935

Email: student.disability@abdn.ac.uk

Full information may be found at <http://www.abdn.ac.uk/disability/students/statement.shtml>

The School's disability coordinator is Mrs Nicky Duncan: n.duncan@abdn.ac.uk

Class representatives:

The Business School is committed to enhancing the quality of teaching and, in conjunction with the Students' Association, we support the operation of a Class Representative system. Students within each course elect representatives by the end of the fourth week of teaching within each half-session. Any student registered for that course or programme can stand for election as a class representative and the course coordinator will inform the class when the elections for class representative will take place.

Being a class representative involves speaking to fellow students and representing their views and concerns both informally to course staff and formally at a Staff-Student Liaison Committee and giving feedback to the students after this meeting any actions that are being taken.

Training for class representatives will be run by the Students Association in the fourth or fifth week of teaching each half-session. Class representatives are also eligible to undertake the STAR (Students Taking Active Roles) Award.

Further information: <http://www.ausa.org.uk/classreps>

Student Course Evaluation Forms (SCEF)

At the end of each half-session, students should complete a Student Course Evaluation Form (SCEF) (supplied by the lecturer) for each course studied. This form gives you the opportunity to provide the lecturer with feedback concerning course content and overall level of satisfaction. We welcome your comments and are particularly keen to have comments that are constructive, designed to be helpful to the lecturer concerned and beneficial to the learning experience. The outcome from this exercise is considered by the programme director and course co-ordinators and reported to the appropriate Programme Management Team.

Staff-Student liaison committee

This provides a general forum for discussion. Its Constitution is given below:

1. **Composition of the Committee**
The committee will consist of:
 - a) Two class representatives from each of the undergraduate courses run by the Real Estate group in that semester.
 - b) The programme director for undergraduate degrees in Property and relevant course co-ordinators. All other teaching and administrative staff will be invited to attend.
2. **Scope**
The remit of the committee covers a wide range of issues, including course content, teaching methods and assessment matters. It provides an open forum for feedback and discussion. This does not include personal matters, which should be discussed confidentially with the Head of School or other appropriate member of staff.
3. **Frequency of Meetings**
Meetings will be held at least once each semester. The Minute Secretary will circulate all committee members and staff with details of the date, time and place and invite items to be submitted for the agenda.
Students have the right to request further meetings, should matters arise to warrant it.
4. **Organisation**
Organisation of the elections and meetings should be the responsibility of the Minute Secretary.
Minutes shall be distributed to all committee members and academic staff. Details of agreed actions and those responsible for implementing them should be specified. The results of these actions should be reported at the next meeting.

Codes of practice on teaching and learning

The University has a Code of Practice for Undergraduate Teaching, which sets out the respective responsibilities of teaching staff and students. This can be accessed by visiting: www.abdn.ac.uk/registry/quality/appendices.shtml#section5

Student complaints

The University aims to provide a welcoming and supportive environment for its students, but occasionally students will encounter problems and difficulties. In the first instance, you should attempt to resolve the matter informally with the relevant individuals. However, if the matter cannot be resolved informally, you should complete a Complaint Form and return it to academicservices@abdn.ac.uk within 5 working days of being unable to resolve the matter informally.

Forms and full details of the University Appeals and Complaints procedures may be found at: www.abdn.ac.uk/registry/appeals

The Students' Association are available to help students wishing to make a complaint. The AUSA Student Advice centre is located on the first floor of the Butchart centre and is open from 10am to 4pm, Monday to Friday.

8. Other General Information

University e-mail communication

All students at the University are allocated an e-mail address and you will be frequently contacted by course directors or the School by e-mail. It is your responsibility to ensure that your email box is not full and that you check your e-mails frequently in order to keep in contact with the School.

Field visits

During your studies a number of field visits are associated with specific courses. Field visits are an essential element of your education and provide opportunities for learning experiences that are not possible within the classroom. Full details of the field trips will be made available through the relevant course coordinators.

In the interest of safety, the following student responsibilities apply with respect to field visits:

- If you are unable to attend a field visit, notify the field visit organiser immediately.
- Read the suggested background information for the field visit in advance. This will ensure a more informative and rewarding visit.
- Keep to the meeting times and rendezvous points.
- Dress appropriately (eg, semi-formal or appropriate outdoor clothing as required).
- Tell the field visit organiser if you have any disability or illness that may affect your performance in field conditions.
- Obey all instructions when on field visits. If you do not understand any instruction ask for clarification.
- Have due regard for other people's property.
- Be courteous at all times to the field visit organiser and host(s).
- Any damage caused by a student during a field visit is the responsibility of the student.
- The field visit organiser reserves the right to withhold a class certificate from any student who, after warning, does not comply with instructions from the organiser or who fails satisfactorily to complete the work of the field visits.

All field visits depend on the co-operation of students. Many have been successful for a number of years and are intended to continue in future years. Don't spoil it for your classmates and future students.

Library resources for Property students

Advice on both paper and electronic sources of information relevant to Property/Real Estate students is available via the University Library web site:

<http://www.abdn.ac.uk:8080/library/subjectaz/property/>

The library also provides a number of more general guides which will be useful to students studying real estate-related degrees. You are recommended to spend some time familiarising yourself with all the resources on offer.

Prizes

The Real Estate Group in conjunction with the Department of Geography, who run an RICS accredited degree programme, award a number of prizes each year to students. Details of these prizes are given below:

Professor F.G. Pennance Prize – awarded to a Year 1 student who displays the greatest academic and professional promise. Book Token.

Abayagunawardana Prize – awarded to a Year 2 student on a RICS accredited programme with the best year 2 performance. Book Token.

RICS Scotland Student prize, Aberdeen Region - awarded to the best performing Year 3 undergraduate on MA Property (single or joint honours) course. £35.

Nominations for the RICS Scotland Commercial Property PGB prize –two Year 4 students with the best dissertations relevant to Commercial Property are put forward each year into a national contest for this prize of £400.

Postgraduate Study

The Business School runs a number of postgraduate programmes including an MRes and PhD research programme in Property. The first is a one year research training programme while the PhD programme normally takes either 3 or 4 years depending upon the student's prior academic experience. If you are interested in this, please contact Dr Rainer Schulz for more information.

Guidance notes

Essay writing¹

Essay writing is a fundamental academic skill -- if you are not accomplished at it, you will not perform to the best of your ability. Being aware of the conventions of good (academic) essay writing is, therefore, essential.

As with most academic subjects, "Property" has few definitive 'right' answers. Instead, there is usually a range of 'better' and 'worse' answers and what matters is the quality of the arguments and the use of evidence to support particular points of view, courses of action or decisions. Essays should, therefore, marshal and organise evidence and present it coherently and clearly in order to develop an argument. They should also provide a reasoned and balanced discussion that treats the material fairly and (reasonably) objectively. In particular, you should be aware of trying to sway a reader with the vehemence of the expression of your argument rather than by its intrinsic quality (i.e., its reasoning and logic).

An essay should be more than the compilation and re-presentation of the ideas and arguments of others. You should aim to add value to those ideas and arguments by interpreting and critiquing them. Your own views and values are generally apparent in two places: first, in selecting and organising the essay's content, evidence and structure (ie, in setting the agenda) and, second, in making judgements and drawing conclusions.

The overarching aims of all essay writing are to answer the question while also demonstrating:

- The ability to understand the subject under discussion;
- The ability to express information and arguments in an organised and coherent way.

Understanding is demonstrated by the ability to:

- To identify, define and discuss the key words and concepts in the essay title or essay question;
- To select and use material relevant to the question/title;
- To discuss the selected material accurately and appropriately;
- To evaluate the position which your arguments -- and those of other people/authors -- have reached.

Organised and coherent thoughts require that:

- Related points are collected together in a paragraph;
- Paragraphs are linked together into a coherent whole;
- Arguments are directed towards answering the essay title or essay question;
- The conclusion links the balance of the arguments back to the title.

Structuring and Organising Essays

All essays should have a 'beginning', 'middle' and 'end'.

Beginning: An introductory paragraph typically addressing the following points -- to discuss, define and clarify the scope of the question as you interpret it; to define any key concepts or technical terms; and to signpost how your essay plans to deal with the question.

¹ This section draws on material prepared by the Management Studies and Education departments, University of Aberdeen.

Middle: Subsequent paragraphs present and evaluate the main points under discussion. Each paragraph deals with related points, while the paragraphs need to be linked together. Essays will often consist of a number of sections. In longer essays, it is helpful that this structure is made explicit by the use of titles and sub-titles for sections. Titling and sub-titling of sections can be overdone, however, and it is not necessary that each paragraph should have a subtitle.

End: The concluding paragraph evaluates where the specific arguments have reached and directly refers back to the title of the essay.

In almost all cases, there should also be a bibliography (ie, a list of books/articles/sources that you have consulted in preparing the essay) (see below for advice on referencing).

Paragraphs are extremely useful as aids to clarifying one's own thoughts and communicating them to others. Each paragraph should have a clear focus. Each sentence in the paragraph should relate to and develop that focus. You should note the length of your essay paragraphs. On the one hand, you should avoid paragraphs consisting of a single sentence. On the other hand, however, long paragraphs are often regarded as evidence of a lack of clarity in your thinking or of confused thinking. Aim to write short paragraphs (and short sentences). If either or both expand, it will be because they have to.

Report writing

Writing a report is not the same as writing an essay. It requires a more precise and succinct writing style. You have to decide what is important and what is merely interesting.

Before you start working for the report, make sure that you fully understand the brief. You should reread the brief once in a while to ascertain that you are answering what is asked for. There is the great danger to get driven away from the question during the writing process.

Before beginning to write, you should spend some time setting a clear structure for the report. Divide the report into numbered sections. Usually there should be between five and eight of these. Each section should be divided into paragraphs (numbered 1.1, 1.2 and so on)

The report should contain a short Introduction (section 1) that states the purpose of the report and outlines the contents. It should have a clear Conclusion at the end of the main text. There should be an Executive Summary at the front of the report: this is NOT an introduction or an overview. The executive summary should highlight the main results and recommendations of your report. At the end of the report there should be a Bibliography listing material you have cited or used. The main text should include only those tables and figures you discuss fully; other material to which you refer should be placed in Appendices. All tables and figures should be numbered, which allows you to refer to them. You have to explain to the reader what a table or a figure says. Do not put tables and figures into your report to which you do not refer in the text. Do not forget page numbers.

The following are some hints on report writing style:

- *Be clear about your subject and the purposes of the report.* Be sure that you achieve the objectives of the report or explain clearly why this has not been done.
- *Decide who your client is and write accordingly.* The presentation of the report will depend on the audience. Remember that jargon is an acceptable form of shorthand only in a report written for an expert by an expert.
- *Decide what information is essential and stick to it.* Do not try to include everything you have found out in a misguided attempt to be thorough. Be sure you can distinguish important and relevant material from that which is interesting but peripheral.
- *Be brief and succinct.* Your report is more likely to be read and absorbed if it readable.

- *Write in short, simple sentences.* Try to have an average sentence length of less than 20 words, but vary the length and do not write mechanistically. The important part of the sentence should come first. Few sentences require more than two clauses. Do not be afraid of full stops.
- *Use short paragraphs.* For short reports, paragraphs of more than six lines are likely to be too long.
- *Do not try to impress.* Avoid presenting excess information or using jargon or unusual or pompous vocabulary. Concentrate on getting the message across, but avoid condescension.
- *Avoid foreign language words and phrases.* In particular, avoid excessive use of Latin: there is usually an English equivalent. If foreign words and phrases are used, these should be in *italic* underlined unless in common usage, for example 'per cent'.
- *Do not be chatty.* Avoid the use of the first person and familiar or chatty words and phrases.
- *Do not be verbose.* Avoid phrases such as 'with reference to', 'as regards' and 'ongoing situation'. These are useful in the proper place but often result in verbose or redundant usage.
- *Avoid excess punctuation.* With the exception of the full stop and occasional comma, this is likely to be an indication of overlong sentences. Use dashes sparingly: other forms of punctuation are often more appropriate.
- *Make magnitudes comparable.* If you report transaction volumes, market size, GDP growth and the like, always give some comparison.

Dissertations

For most degree programme students are required to complete a dissertation, which is submitted during their final year. For some degree programmes a dissertation is optional.

Dissertations involve undertaking research on a chosen topic and submitting a 12,000-word research paper. The dissertation is a major undertaking and gives students the opportunity to develop an area of interest in depth. All students are allocated a supervisor to advise on the successful completion of the dissertation. Further details on the dissertation, including submission dates and the roles and responsibilities of supervisors, will be issued separately.

Prior to undertaking the dissertation, you must complete the level 4 Research Methods course MS4032. This course will help you with the dissertation. An important element of the dissertation is the selection of an appropriate topic – it is useful to be thinking of potential dissertation topics well in advance.

The Harvard System for References

The Harvard system uses author-date referencing in the body of the text and full references at the end of the document. In the case of books, the full reference will include author, date, title, place of publication and publisher. In the case of journal articles, the full reference requires author, date, title of article, title of journal, volume number and page numbers. Other forms of reference material, (eg book chapters, government reports, discussion papers, etc.) follow similar conventions.

The precise style of referencing can vary even within the Harvard system. You should aim to be completely consistent in the way you present references. It will help if you adopt a standardised approach to the way you collect and record references from the outset in the course of your literature review.

The example presented below covers many of the common forms of referencing:

Sample text:

“Conventional industrial location theory derived from Weber (1929), and developed by Losch (1954) and Isard (1956), has assumed that firms behave in a rational and logical manner and are able to achieve their optimal location. Subsequently Smith (1966, 1981) has theorized that firms will be prepared to locate at any one of a number of suboptimal points that lie within the "spatial margins to profitability". The area covered by the spatial margins to profitability can be quite extensive, according to the limited empirical evidence available (Taylor 1970).

Between 1974 and 1982, Coventry lost 53,000 manufacturing jobs -- a fall of 45% (Healey & Clark, 1984). Fothergill & Gudgin (1982) have suggested that the relative availability of industrial land in different types of area contributed to the decentralization of industry. By means of detailed research involving interviews with 126 managers of plants in the East Midlands, Fothergill et al (1987) sought to sustain a causal link between land supply and employment change in manufacturing industry. However, the supply of land must be related to the flows of sites through the development process (Barrett et al., 1978). Where the flow is interrupted by development constraints, land vacancy is likely to occur (Gore & Nicholson, 1985).”

References in the Text

Single author: Losch (1954) or (Taylor 1970)

Two authors: Fothergill & Gudgin (1982) or (Healey & Clark 1984)

Three or more authors: Fothergill et al. (1987) or (Barrett et al., 1978).

References in the Bibliography

All references should be listed in alphabetical order of the authors' names.

Book

Single author: Losch, A. (1954), *The Economics of Location*, New Haven, Connecticut: Yale University Press.

Two authors: Fothergill, S. & Gudgin, G. (1982), *Unequal Growth*, London: Heinemann.

Three or more authors: Fothergill, S., Monk, S. and Perry, M. (1987), *Property and Industrial Development*, London: Hutchinson.

Journal article

Single author: Smith, D. (1966), 'A theoretical framework for the geographical studies of industrial location', *Economic Geography*, Vol. 42, pp. 95-113.

Two authors: Healey, M. and Clark, D. (1984), 'Industrial decline and government response in the West Midlands: the case of Coventry', *Regional Studies*, Vol. 18, pp. 308-318.

Report, etc

Barrett, S., Stewart, M. & Underwood, J. (1978), *The Land Market and the Development Process*, Occasional Paper 2, School for Advanced Urban Studies, University of Bristol.

Chapter in an edited book

Gore, A. & Nicholson, D. (1985), 'The analysis of public sector land ownership and development', in Barrett, S. & Healey, P. (eds) *Land Policy: Problems and Alternatives*. Aldershot: Gower, 179-202.

Web references

Author, title of article/paper/work/document, URL and date on which you accessed the site

Oral presentations

The ability to give effective oral presentation is an important transferable skill. During your studies, you will be given various opportunities to make oral presentations. It is important that you take full advantage of these so that you can develop and refine your skills. The following are ten tips on oral presentation taken from Cristina Stuart (2002), 'Marketing', *RIBA Journal*, February, p69-70:

Deal with your nerves: To an extent, nerves are positive and, without them, you have no chance of performing to your potential. Rampant nerves can nonetheless ruin your presentation. The key is control. Nerves must be replaced by confidence – confidence you may not feel. Control and confidence must therefore be manufactured. Take their mutual first syllable as a guide: con yourself to con the audience.

Put yourself in the audience's shoes: No audience ever enthused about a subject that was irrelevant to them. Everyone wants to know what it means to them. Resist the temptation to convey everything you know about a subject and only tell the audience what they want or need to hear. This means approaching the subject from their point of view.

Keep it simple: Most presentations go wrong well before they are made. Presenters often produce content without any consideration for the needs of the audience. Terrified of looking lightweight, they produce a stream of facts, assuming that the audience will be able to follow each detail. Don't do it.

Give the audience signposts: You know where you are in your talk. But unless you communicate your position and progress to your audience, you will lose them. Presenters often fail to explain the purpose of their talks. Listen to competent speakers and you will always know where you stand. How? They tell you.

Choose words that win support: Your choice of words can be crucial in achieving the objectives of every talk: persuasion. One of the most powerful words at your disposal is 'you'. Peppering your presentation with 'you' and 'we' is inclusive and empathetic.

Stick to visual aids that add value: Visual aids should do just that: help the audience visually. They reinforce your message, provide cues for your talk and, in some instances, make points with greater impact than words could achieve. What they must not do is take over.

Put on a performance: It is a wholly understandable delusion that presentations are about content. But what you say is of relatively low importance compared with how you say it. Hiding behind a lectern is counter-productive. If you perform and set your personality free, you stand a much better chance of impressing your audience.

Let your voice do the work: Making the best use of your voice is almost as important as visual impact – and certainly more important than content. Listen to a good speaker. You will hear modulation, words will be stressed and enthusiasm conveyed.

How to answer questions: Second only to fear of drying up in a presentation is the fear of questions. There are no impossible questions. Because you know your subject, you will be able to respond to all sensible queries, however. If you get thrown a nasty delivery, you can always deflect it. Ask a question back to play for time as you think of a response.

Practise – then practise more: Mark Twain said that: 'It usually takes me more than three weeks to prepare an impromptu speech'. The more time you spend on practice and proper training, the more likely you are to give visual impact and vocal impression their due. If you get that right, you are on the road to being a good presenter.