



<p><b>Title of Case Study</b></p> <p>Using Posters to Assess Knowledge and Skills in Applied Valuation</p>
<p><b>Summary</b></p> <p>Students were required to form small groups (two-three) to produce an A1 size poster reflecting on "issues" relating to one of the main topic areas within the Applied Valuation syllabus. Posters were displayed towards the end of the module when they were tutor and peer assessed.</p>
<p><b>Key Words</b></p> <p>Valuation, Poster, Assessment, Peer Assessment, Group Work</p>
<p><b>Key Points of Good Practice</b></p> <ul style="list-style-type: none"> <li>• Development of visual presentation skills</li> <li>• Student Centred Learning</li> <li>• Critical Analysis</li> </ul>

<p><b>Discipline/Course/Subject area:</b> Property Valuation</p> <p><b>Institution(s):</b> Sheffield Hallam University</p> <p><b>Impact:</b></p> <p>The practice was introduced:</p> <p><input checked="" type="checkbox"/> within a course unit/module</p> <p><input type="checkbox"/> across a degree programme/s</p> <p><input type="checkbox"/> across a faculty/school/group of departments</p> <p><input type="checkbox"/> across the institution as a whole</p> <p><input type="checkbox"/> in collaboration with other higher education institutions</p> <p><b>Length of time project has been running:</b> 1 Year</p> <p><b>No. of students:</b> 60</p> <p><b>Level/Year of students:</b> 6</p> <p><b>No. of staff involved:</b> 2</p> <p><b>Main Author:</b> Phil Askham</p> <p><b>Co-Authors:</b> John Armatys</p>
---

## Description of Implementation

Students were provided with a two page coursework briefing at the beginning of the module. This was provided electronically and in paper form and was discussed in detail with the students during the first seminar session. Broad topic areas relating to the curriculum content were identified but the detailed content of the poster was left deliberately open. However, clear guidance was provided with some suggestions as to the type of issues that might be explored. These included:

- an in-depth exploration of a valuation principle
- the analysis of a single valuation case or a body of case law
- an examination of a particular valuation methodology
- exploration of a recognised valuation problem
- consideration of current debates around changes in the statutory valuation framework
- analysis of recent changes in the law.....

Detailed assessment criteria and weightings were provided indicating the balance between:

1. the clarity of the objectives of the poster
2. providing evidence of knowledge and understanding of the chosen topic
3. a critical examination of the topic
4. the overall visual quality of the poster.

The only design constraint placed on the students was that the poster should not exceed A1 in size. Students were shown how to find examples of resources on poster production techniques and were advised to commence their search for materials by 'googling' "Poster Presentations".

The poster represented 25% of the total mark for the module. Other assessment elements included an individual piece of coursework (25%) and an unseen examination (50%).

The rationale for using posters was twofold. Increasingly students in this discipline area are expected to demonstrate a wide range of presentation skills and learning how to present material visually would add to this range. At the same time, producing the poster

would require research and an in depth examination of a chosen topic area and would encourage wider reading, the exploration of case law and current debates on valuation related issues.

Students registered their topic area and their group for approval by the tutors. This was to ensure that the students were giving themselves a fair chance of meeting the assessment criteria. Then, in addition to weekly lectures and seminars, the students were offered fortnightly drop-in surgeries where they could seek guidance through the year on the ongoing development of their poster ideas.

The final outcome was a "Poster Day". This was attended by all students, the tutors and a number of other staff from the faculty. The posters were placed on display and the tutors and the students had an opportunity to assess each poster using a pre-designed assessment sheet reflecting the assessment criteria and weightings already given in the initial briefing. Posters were not formally "presented". Past experience leads us to believe that such an approach can be time consuming and not especially beneficial. However students were required to be present on the poster day and to be available to answer any questions that might arise.

Half the marks for the posters were provided by the tutors and the other half were from peer assessment. During the poster session, each group was required to allocate marks to each of the other posters. This process of peer assessment gave the students the opportunity to critically analyse the work of other groups - the students marking the posters had all undertaken a similar task and so could judge others based on their own experience.

Tutor and student marks were aggregated. Where there was a significant divergence between the tutor and the aggregate student marks (>20%) students were invited to discuss and defend their poster and in some cases marks were increased as a result of this process. These discussions proved interesting. Some groups justified their views robustly, others decided on reflection they had been over generous or too mean and were happy to make adjustments, but in all cases marks were only adjusted if the students agreed. Generally though there was a high degree of consistency between aggregated student and tutor marks.

The students showed considerable enthusiasm for the posters and the poster session and produced a number of impressive and creative pieces of work. Submissions included a rolling TV news presentation on the definition of the "hereditament" for rating purposes, a mocked up newspaper front page dealing with exemptions from rating, a comic strip on the subject of the compulsory acquisition of a church yard and a 48 sheet illustrating the valuation of roadside advertising hoardings.

Initial informal evaluation involved talking to the students and the staff involved in the poster day who were all extremely positive about the experience. Further formal evaluation has been undertaken as part of the module review using student feedback

questionnaires. The posters were all displayed again during the exam board at the end of the semester and one of the external examiners commented that she actually assumed initially that the posters were teaching materials that had been prepared by the tutors. The posters have also been used as illustrations of student work during recruitment open days.

### **Perceived Benefits**

#### ***For Students ...***

Enthusiastic in depth engagement with key aspects of the module content.

The high quality of the work.

An opportunity to engage in peer learning.

#### ***For Teaching/Support Staff ...***

An incentive for students to engage and talk about the subject matter.

A good way to get to know the students better.

Raising the course profile.

Validation of tutor marking through the built-in moderation process.

Simplicity

### **Issues/Challenges**

#### ***For Students ...***

Overcoming the perception that the work was focused on graphic design skills that were not appropriate for chartered surveyors.

Operating outside normal expectations of what coursework is and the need to adapt.

The skill of synthesising complex material.

Independent working on topics.

#### ***For Teaching/Support Staff ...***

Overcoming initial resistance.

The challenge of having to deal with the breadth and depth of material covered by the students.

### **Enablers that helped the project to work**

The availability within the department of a student resources room providing cheap and high quality reproduction hardware capable of producing colour copies of posters at A1 size.

A suitable room for the display of the posters.

Support from the rest of the course team.

### **Details of project evaluation**

There has been no formal collection of feedback relating specifically to the Poster Coursework although feedback is collected for the module and students do comment on the poster exercise.

Over the two years to date there have been very few adverse reactions. One student expressed opposition to peer assessment and another was concerned about the appropriateness of the medium of assessment. Group work is a perennial issue especially in the final year. However most students seem content that the combination of peer, tutor and examiner assessment provides appropriate safeguards. Other than this, feedback from students, staff and an external examiner who was invited to assess the poster coursework has been overwhelmingly positive.

Other tutors who attend the final poster presentation and external examiners have commented on the high level of engagement by the students and the quality of the work.

Detailed analysis of the marks awarded to each group is undertaken and we have found a strong correlation exists between marks awarded by tutors and those provided by students.

As a result of feedback from the programme leader after the first year the poster assessment day was held earlier in the academic year, at the end of semester 1, rather than the end of semester 2, because the exercise was seen as a good way of making the student groups “gel” after returning from their sandwich year placement.

The assessment is not formally linked to the other assessed parts of the module, but the posters provide the students with an opportunity to explore a single topic in some depth and this will certainly support their preparation for the summative examination which takes place at the end of semester 2.

For example, this will help them to understand the relationship between case and statute law and applied valuation practice. On the basis of two cohorts it is difficult to draw firm conclusions on any specific impact the poster work has on examination marks.

This work has not been published or peer reviewed elsewhere in whole or in part.

### **Possible improvements/enhancements**

The use of more public display space for the completed posters.

Simplification of the feedback form given to students to ensure that they are aware of any errors of content within the posters.

### **Points of advice for others who may wish to replicate the techniques used**

Don't overbrief the students and they will respond by being highly creative.

Provide the students with reference to resources which are widely available on the internet.

Provide an open brief with few if any restrictions.

Involve as many staff as possible in the poster day.

Ensure there is a suitable mounting space for the final posters.

### **FURTHER READING**

#### ***Cross references to other materials/resources in the topic area***

Posters are widely used in science education and most institutions provide excellent on line resources on design principles and the mechanics of different production techniques. A Google search on "Poster Presentations" is the quickest way to access these resources.

Assessment. The Higher Education Academy <http://www.heacademy.ac.uk/ourwork/learning/assessment>

## Appendix 1

### Examples of Posters

**The Valuation of Advertising Hoardings for Rating Purposes**

**Method of Valuation**

- Size of hoarding (e.g. 48-sheet, 96-sheet etc.)
- Comparable or Profits if no comparables
- Shortcut Profit method derived from an accumulation of rents compared to a full receipts method

**Examples in Sheffield**

Bailey Street – Main arterial route, 96 sheet, prominent position near major roundabout, RV £4,500.

Rockingham Street – Secondary city centre street, 96 sheet, RV £2,750.

<1/2 mile apart yet £1750 RV Difference.

**Considerations**

- Position
- Visibility
- Site/Location
- Number of Impacts
- Size

**Factors affecting Valuation**



- Based on rental income per annum
- Highly sensitive to physical changes in a location

**Liability**

Rating is a tax on occupation however in this case liability lies with the owner

Further information see s.20 Volume 5 Rating Manual ----- EG case Poster Advertising v Noble (1983)

TO DeCaux




## Compensation Where Land is Part Taken - Bob's Story

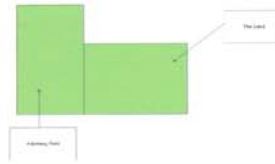
1. Bob is a local builder and lives in a nice little village called Shelbyville.

He is 54 years old and is happily married with one daughter.

He dons a little comb over...but he's not fooling anyone.



2. He owns two nice little plots of land adjacent to each other down the road from his nice little house.



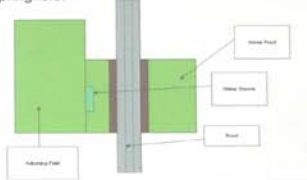
3. He keeps horses for his daughters enjoyment in one of these fields and everything is very peaceful.



### References

- Lecture Notes, Sheffield Hallam University, John Armalys
- Compulsory Purchase and Compensation, Barry Danyer Green
  - my.shu.ac.uk
  - www.voa.co.uk
  - www.ogj.co.uk
  - Lexisnexis
  - Westlaw

4. The highways authority has plans to compulsorily purchase part of his land for a dual carriageway, bypassing his nice little village, to the nearest large town, Springfield.



9. Bob is now awaiting his decision by the Lands Tribunal, from which he hopes to receive £250,000 in severance pay. In addition to this he wants the acquiring authority to either provide sufficient access to the remainder his severed land or to purchase that land from him. Bob will view this as sufficient compensation and will probably go out and celebrate at his local pub.

**A Bit of Background**

S8 (2) Compulsory Purchase Act 1965 States: Where land not situated in a town or built upon, the owner may require the acquiring authority to buy the land if: There is less than half an acre on both sides of the authority's works; Or If the owner can adjoin the land to a separate piece of his land than the authority may be required to remove fences and level the site to make this possible.

Section 8 (3) states: If the owner does not have adjoining land then the acquiring authority may have to either: - Provide access for owner or insist that the owner sell the land to them.

Damage by severance and injurious affection is found in Section 7 of the Compulsory Purchase Act 1965 and occurs where the actual physical taking of land reduces the value of the remainder or the severed parts are depreciated in value because of the increased cost of working.

See Case: Holt v Gas, Light and Coke Co (1872)

5. If the plans go ahead then Bob will be adversely affected by the works in two ways:

- Bob will no longer be able to get to the other field to give his horses water without driving for a mile in his 4x4.
- This physical taking of Bobs land will reduce the value of the rest.
- Needless to say Bob went to drown his sorrows in the local Pub.

Bob takes John the valuers' word for it and let him do the valuation:

Land Taken		£500,000
Value before acquisition	£1,500,000	
less		
Value after acquisition	£750,000	
Diminution in value	£750,000	
less		
Value of Land Taken	£500,000	
Severance Pay		£250,000

7. So the next morning, with a slightly sore head, Bob, being the switched on man that he is, got John the valuation surveyor on the job.

He says that the best way to work out Bobs compensation is by using the "before and after method" because the Lands Tribunal love it! He also says that Budgen v SoS for Wales 1985 proves this.

6. Talking to a man in the pub he found that the purchasing authority will have to compensate Bob for injurious affection/severance and they may have to provide Bob with sufficient alternative means to access his land on the other side of the carriageway.



by Andrew Graham, Adam Thorby & Mark Tomlinson

# The Role of Crawley Costs in Compulsory Purchase Compensation

Edna & George own and occupy a house which is due to be compulsorily purchased. They are entitled to claim for compensation under **Rule 2** Section 5 of the Land Compensation Act 1961 based on the **value of the land**. In addition they can claim for **'disturbance or any other matter** not directly based on the value of the land' under **Rule 6** of the aforementioned Act.

I do not think we need to go into another house; we will **live in a guest house**.

George did find alternative premises, however, the survey results meant the house was uninhabitable

George is concerned about whether he will be able to recover the costs of the **additional surveys and legal fees**. He is also worried about getting his **favourite curtains erected in his new house**.



Compensation (that sum of money required to place the owner in the same position as if no land had been acquired from him)

=

Market value of land taken + Injurious affection to land retained + Disturbance + Professional fees

**'Claimants can only be compensated provided:**

That the loss is not too remote. That the loss incurred is the natural and reasonable consequence of the dispossession of the owner'.

Lord Justice Romer

## Lands Tribunal



**'Compensation** is the amount required, so far as money can do so, to put the owner in the same position as if his property had not been acquired'. The Ricket Principle.

**Held**, the claimant **cannot**

be compensated for something they do not have. Therefore Edna **would not be** compensated to live in a guest house.

Following *Harvey v Crawley Development Corp.* LJ Denning put forward several scenarios where the costs would be too far remote, to receive compensation, one of which was an elderly couple spending the rest of their days in a guest house. As Edna considered

### Actual Compensation for George & Edna

**Rule 2** - Value of the Land

**Rule 6** - Disturbance costs and,

- Crawley Costs:

•Curtains erected, additional surveys and legal fees for the house George originally found.

**Held**, the claimant **will receive**

compensation for actual and reasonable expenses in searching for new premises. George **would be** compensated in line with *Harvey vs. Crawley Development Corporation 1957*, Hence:

## CRAWLEY COSTS

**Typical disturbance claims:** Advertising change of address and other expenses incidental to the removal, Legal expenses, Survey fee on alternative living accommodation, Interest costs, Temporary loss of profits, Removal costs. Even, the cost of new school uniforms for a claimants' child was considered an actual & reasonable expense. *Roberts vs. Greater London Council (1975)*



The plaintiff is the Rector of the 3 parishes of St Nicholas Cole, St Nicholas Cole Abbey and St Mary Mounthow in the City of London.



By the Metropolis Improvement Act (1863), the council was authorised to make a new street from Blackfriars to the Mansion House in London and for this purpose was empowered to enter upon and take use of certain lands defined in the deposited plans and book of reference.



Upon obtaining possession of the graveyards the council proceeded to fence them off and then applied to the Bishop of London, within whose diocese the parishes are situate, for his faculty to disturb and remove the graves and human remains from the lands taken by the council.



No agreement having been come to the council put into execution the powers contained in the Land Clauses Consolidation Act 1845 and entered upon and took the land, first paying into the Bank of England the amount of purchase money and compensation as determined by a valuer appointed under the provisions of 5.85 of the Act.

The council require to take the graveyard at St Mary Mounthow and part of the graveyards at St Nicholas Cole and Cole Abbey. I hereby give notice according to the provisions of the Land Clauses Consolidation Act.



The council explained that they were willing to agree to the purchase money and compensation to be paid to the church for the land.



Each of the 3 graveyards fell within the limits of deviation of the new street authorised by the Act of 1863. They also fell within and were included in and defined in the deposited plans and would therefore require compulsory purchasing.



In each of the 3 parishes which the plaintiff is rector is an ancient burial or grave yard. For many years, until the burial of the dead within the metropolis was prohibited by the Act forbidding intramural interments in 1852, these grave yards were used and numerous interments had taken place there.



The Bishop, on 10 February 1868, granted this right subject to the observance of certain conditions.



Having complied with the terms imposed by the faculty the council proceeded to remove all the human remains and fill up the graves. They then began building the new road.

On 22 February 1869 the parties duly executed an agreement whereby the question of the purchase money and compensation to be paid to the Rector would be decided by an Arbitrator.



The Rector argued that the land was now more valuable as a road and therefore he should be awarded compensation based on the value of the land now. The Council argued that as a graveyard the land was subject to many restrictions and the freehold therefore had little or no value at all. The case therefore referred to Court (The Queens Bench Division).



**Held:** Although the Rector was undoubtedly the owner of the freehold it was subject to many restrictions which it was not practically possible for him to remove, and while that restriction lasted it rendered the value of the property little or nothing. The Metropolitan Board were empowered by the Act to purchase the land and to make compensation to them for that of which they had deprived the Rector. Accordingly they had to make compensation to the Rector for the freehold, subject to the restrictions which diminishes the value. When the Metropolitan Board purchase the land the land will be free from the restriction to which it was subject at the hands of the Rector, but that does not increase the value for which the Rector had to sell, it only increases the value when the Metropolitan board possess it. For this reason the judgement goes in favour of the defendants, the Metropolitan Board of Works.

# - THE HARESIGN APPROACH -

## 1. WHAT IS ENFRANCHISEMENT?

- A measure under the Leasehold Reform Act 1967 to protect occupiers of houses, and now flats, on long leases at low rents where the lease is close to expiry
- Allows leaseholders the right to acquire the freehold interest in the premises
- OR to have an extended lease of the premises

## 2. THE THEORY

Basic of valuation is the amount, if sold on the open market, the house and premises would receive  
Where the tenant is acquiring the freehold the valuation splits the freeholder's interest into three elements

1. The right to receive the current ground rent until the original lease terminates
2. The right to receive a modern ground rent for 50 years thereafter (with a review after 25 years)
3. The right to the freehold vacant possession value

## 3. HARESIGN V ST. JOHN THE BAPTIST'S COLLEGE 1980

- An exception to the approach
- The Leasehold Valuation Tribunal said:
- an **ALLOWANCE FOR THE REVERSION** would be made due to the fact that the original lease had only three years to run

## 4. VALUATION USING THE HARESIGN APPROACH

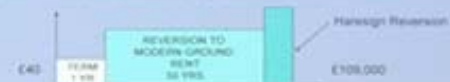
### Information

- 38 year old year old house with 1 year unexpired term
- Ground rent £40 per annum
- Lessee had the interest for past 10 years

Term (1 year)			
Ground rent reserved		£40pa	
x YP 1 year at 7% (1)		0.933	£37.40
Reversion to section 15 rent (2)	13.8	7.728	
YP 50 years at 7%	0.933	12.80	£105,821
PV of £1 in 51 years at 7%			
Reversion to standing house Value in 51 years		£200,000	
PV of £1 in 51 years at 7%		0.032	£6,400
Value for enfranchisement			£109,291
Buy,			£109,000

(1) 7% is usually adopted. In the Hare sign case 6% was adopted in discounting term rent for 3 years and reversion to section 15 rent. Other cases since have used 7% such as *Speedwell Estates Ltd (1998)* and *Griffith v Allen (1993)*. The figure used depends on the strength of supportive evidence

(2) SECTION 15 RENT is what the tenant would pay under terms if the lease was EXTENDED



The **HARESIGN APPROACH** changed Leasehold Enfranchisement Valuations to **ALLOW FOR A REVERSION** where the unexpired term is **SMALL** and/or where the house is **SUBSTANTIAL**



## Appendix 2

### Extract from poster marking sheet

	Objectives clear and met	Knowledge and understanding of the topic	Critical examination with appropriate analysis and interpretation	Overall quality	Total
<b>Group One</b>					
<b>73%</b>					
	20 Marks	30 Marks	30 Marks	20 Marks	100
<b>Staff</b>					
Tutor One	18%	25%	22%	18%	83%
Tutor Two	14%	18%	15%	13%	60%
					72%
<b>Student Group Name</b>					
Group One					
My Group	18%	28%	28%	18%	92%
TOD	18%	28%	25%	17%	88%
BOSS	13%	20%	17%	17%	67%
OCTOPUSSY	15%	20%	20%	16%	71%
JJL	15%	23%	23%	14%	75%
Our Poster Group	15%	22%	27%	11%	75%
My Poster Group	15%	23%	24%	13%	75%
KLE	12%	26%	22%	17%	77%
My Valuation Group	12%	19%	20%	13%	64%
The Group	14%	20%	24%	15%	73%
BRAVO	15%	17%	22%	16%	70%
DELTA	14%	19%	20%	14%	67%
LIMA	13%	20%	19%	15%	67%
PAPA	17%	22%	25%	18%	82%
CHARLIE	18%	22%	23%	17%	80%
HOTEL	15%	20%	18%	18%	71%
KILO	16%	20%	18%	15%	69%
MIKE	16%	25%	21%	15%	77%
					74%