1. **Title of the module**

LAWS3240 (LW324) Introduction to Property Law (Certificate Programme)

1. **Division or partner institution which will be responsible for management of the module**

Division of Law, Society and Social Justice: Kent Law School

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 4

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Spring

1. **Prerequisite and co-requisite modules, and/or module restrictions**

None

1. **The programmes of study to which the module contributes**

Compulsory to the Certificate in Law, LLB Law (‘Certificate route’), and only available to those programmes

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
2. Demonstrate knowledge and understanding of the concepts, principles and rules of a range of property law topics.
3. Identify and explain property-related issues.
4. Appreciate the historical, cultural, political and economic contexts relevant to the discussion of ‘property’, and situate and discuss these elements through an examination of specific property law issues and case material
5. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
6. Read cases and statutory materials and understand their relevance to legal dilemmas.
7. Summarise and comment on material.
8. Apply knowledge to analyse issues of moderate complexity.
9. Present material with proper citations and use of references.
10. **A synopsis of the curriculum**

Following on from 'Introduction to Contract and Tort', 'Introduction to Property Law' continues the study of private law by introducing students to property law. ‘Property’ is something we tend to presume we know about, and rarely examine as an idea or practice closely. Most often we use it to connote an object or ‘thing’, and presume that it has something to do with ‘ownership’ of that object; we use expressions such as, 'This is mine,' and often do not examine the detail of what that really means.

This module begins to unpack and examine the ideas and practices of property more closely, looking in particular at land to ask questions such as: what do we mean by ‘ownership’? What happens when a number of competing ‘ownership claims’ in one object exist? What are the limits of 'ownership'? Does 'ownership' entail social obligation?

When preparing for the module it will be useful to think about (and collect material on) current debates over contested ownership (or use) of property and resources, especially in relation to land.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

1. **Contact hours**

Total contact hours: 40

Private study hours: 110

Total study hours: 150

1. **Assessment methods**
   1. Main assessment methods

* Essay 2000 words (50%)
* Exam 2 hours (50%)

13.2 Reassessment methods

Like for like

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning / teaching method** |  |  |  |  |  |  |  |
| Lectures |  | X | X |  | X | X |  |
| Seminars | X |  | X | X | X | X |  |
| Private Study | X | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |
| Essay (50%) | X | X | X | X | X | X | X |
| Exam (50%) | X | X | X | X | X | X | X |

1. **Inclusive module design**

The Division/School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

1. **Accessible resources and curriculum**

Absent for any pedagogical reason for doing so, this module will implement the following inclusive practices:

1. Preference given to electronic (‘born-digital’) resources that meet minimum accessibility standards and support the use of assistive technologies.
2. Module outlines made accessible at least four weeks before the module starts.
3. Prioritised reading lists made available sufficiently in advance (e.g. at least four weeks) to accommodate the provision of alternative formats and support those with a slow reading speed.
4. Lecture/seminar slides/outlines made available in electronic format in advance (e.g. at least 24 hours) to allow all students to prepare (particularly students with notetaking difficulties).
5. Lecture capture used to assist notetaking, ideally for everyone, but at least, for those students with Inclusive Learning Plans (ILPs).
6. **Learning, teaching and assessment methods**
7. Students who are deemed to be entitled to an alternative to an exam may be required to write an essay of suitable length (where this is consistent with learning outcomes).
8. Other appropriate adjustments will be made in response to student need. However, alternative assessments may not always be possible where they conflict with the learning outcome(s) of this module.
9. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Where appropriate, the module will examine conceptions of property in other jurisdictions. However, this module is intended to meet the requirements of property law for the purposes of qualification as a solicitor or barrister and, therefore, its content is determined by the requirements of the professional and statutory bodies for law.

**DIVISIONAL USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 11/03/16 | Major | September 2016 | 8,9,10,11,12,13,14,16 | Yes |
| 10/02/17 | Major | September 2017 | 8,9 | No |
| 10/03/21 | Major | September 2021 | 8,9,14 | No |
| Dec 2021 | Minor | September 2022 | 1,10 | No |

Revised FSO Jan 2018