1. **Title of the module**

LAWS5990 (LW599) – Land Law

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

Kent Law School

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

Level 5

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)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

Prerequisite: LAWS3160 Foundations of Property or LAWS5316 Foundations of Property (Senior Status)

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

All single and joint honours Law 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 principal concepts of land registration and of property rights in English land law, together with key cases and statutory provisions.
3. Demonstrate knowledge and understanding of the particular conceptions of Property immanent in the concepts of English land law – possession-based title; title by registration; property as a right binding various categories of people outside of a contractual or other personal relationship.
4. Demonstrate a contextual and critical understanding of relevant issues, particularly the ‘culture of registration’ and title by registration; squatting; family property and housing finance issues.
5. Demonstrate problem-avoidance – an ability to recognise potential land law issues and use appropriate drafting and planning to avoid things going wrong for a hypothetical client.
6. Demonstrate problem-solving – an ability to recognise land law issues in a factual situation where things have gone wrong for a hypothetical client.
7. Demonstrate an ability to analyse English land law contextually and critically.
8. Demonstrate a conceptual understanding of English private and public law. Consideration of English land law is building on concepts and issues about property introduced in Foundations of Property. Property rights are contrasted with contractual and other personal rights highlighted in Introduction to Obligations. Private rights over land are contrasted with public rights.
9. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
10. Demonstrate a contextual and critical understanding of English law.
11. Demonstrate knowledge and critical understanding of legal problem-solving.
12. Demonstrate appropriate legal research.
13. Demonstrate a contextual and critical analysis.
14. **A synopsis of the curriculum**

The focus of the module is private property in English land: title by registration; squatting; owner-occupation; leases; covenants and land development. It builds on the Foundations of Property module to develop an in-depth understanding of English land law, its conception of property and its politics and effects. And it gives experience in how to advise clients on land law problems – and on how to avoid problems for clients.

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

* S Bright and J Dewar (eds) *Land Law; Themes and Perspectives* (Oxford University Press, 1998)
* Cowan, D.et al, *Great Debates in Property Law*, 2nd ed.(London: Palgrave MacMillan, 2016)
* Gray, K. and Gray, S., *Land Law 7th ed.*, (Oxford: Oxford University Press, 2011)
* Lim, H. and Bottomley, A. (eds), *Feminist Perspectives on Land Law*, (London: Routledge, 2007)
* Murphy, T. & Flessas, T. et al, (eds), *Understanding Property Law*, (London: Sweet and Maxwell, 2004)

1. **Learning and teaching methods**

Total contact hours: 30

Private study hours: 120

Total study hours: 150

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

* Problem Question 2000 words (50%) \*
* Exam 2 hours (50%)

**\* Students must achieve a mark of 40% in the problem question to pass the module**

13.2 Reassessment methods

Like for like, where undertaken, students must achieve a mark of 40% in the problem question to pass the module on reassessment.

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 | 8.4 | 8.5 | 8.6 | 8.7 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning / teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Lectures | X | X | X |  |  |  |  | X |  |  |  |
| Seminars | X |  | X | X | X | X | X | X | X | X | X |
| Private Study | X |  |  | X | X |  | X |  | X |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Problem question | X | X | X | X | X | X | X | X | X | X | X |
| Exam | X | X | X | X | X | X | X | X |  |  | X |

1. **Inclusive module design**

The 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**
2. Electronic resources that meet minimum accessibility standards will be provided to support the use of assistive technologies.
3. Module outlines will be made accessible before the module starts.
4. Prioritised reading will be specified by the convenor sufficiently in advance to accommodate the provision of alternative formats and support those with a slow reading speed.
5. Lecture/seminar slides/outlines will be made available in electronic format in advance to allow all students to prepare (particularly students with notetaking difficulties).
6. Lecture capture will be used to assist notetaking.
7. **Learning, teaching and assessment methods**

The inclusive practices in the guidance (Annex B Appendix A, section b (1) and (2)) have all been considered in order to support all students in their assessments on this module.

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The module forms part of the Foundations of Legal Knowledge for the purposes of qualifying as a solicitor or barrister, as such, its content is prescribed by the Professional Bodies for Law.

**FACULTIES SUPPORT OFFICE USE ONLY**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 12/02/16 | Minor | September 2016 | 12,13 | No |
| 13/12/16 | Minor | September 2017 | 6,13,14,15,17 | No |
| 02/12/19 | Minor | September 2020 | 13 | No |