

MODULE SPECIFICATION

1. **Title of the module**

Land Law

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

Pearson Business School

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

Level 6

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

15 (7.5 ECTS)

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

The module will always be taught in the first term of a student's studies at level 6(H) (whether or not they start in September or January)

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

ELS I and II

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

Certificate of Higher Education

Diploma of Higher Education

LLB (Honours)

LLB Law with Accountancy

LLB Law with Business Management

MLaw Legal Professional Practice (Exempting)

8. **The intended subject specific learning outcomes.**

On successfully completing the module students will be able to demonstrate:

Subject Specific Knowledge and Skills

1. A detailed and systematic understanding of key aspects of Land Law, including: the legal definition of land; estates and interests that may be held in land (as well as their creation and protection); the steps involved in transferring freehold land; leases, the important leasehold covenants in a business context and the steps needed to create new leases or transfer existing leases; and the law of mortgages, easements and freehold covenants.

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2. An ability to apply the methods and techniques that they have learned in Land Law with a degree of originality, to review, consolidate, extend and apply their knowledge and understanding of this area to complex practical legal problems; and to recognise and devise potential alternative outcomes and solutions to them in the context of reasoned analysis.
3. An ability to devise and sustain arguments based on critical evaluation of data, assumptions and reasoning, utilising ideas and techniques, some of which are at the forefront of Land Law.
4. An ability to use complex legal terminology in this area correctly and utilise accepted methods of referencing and citation.

Transferable Skills

1. An ability to use the English language accurately and reliably.
2. An ability to communicate the results of their study/work accurately effectively, with structured and coherent arguments, to specialist and non-specialist audiences.

9. **A synopsis of the curriculum**

The aim of this module is to give students a practical introduction to land law. It introduces the key concepts of land law, the different estates and interests which may be acquired in land and the key considerations involved when purchasing or leasing land in a commercial context. By the end of the module, learners should have a solid grounding in the essential principles of land law and a clear and detailed appreciation of how to apply these to complex practical business situations.

In the course of studying this module, students will cover the following key areas:

Outline Syllabus

1. The legal definition of land – understanding the nature of ‘proprietary’ rights in land - what is meant by ownership of land and what is included within the term ‘land’ – together with a brief contextualisation within the English court system and the preliminary practicalities of litigation.
2. Freehold and leasehold land – examining the basic steps of transferring freehold land in practice and creating different types of leases.
3. Interests in land – an overview of the principal interests in land (such as mortgages, easements, freehold covenants and options) and how to create them in practice.
4. Registered and unregistered land – looking at how the ownership of land is transferred under both the old and new systems.
5. Leases I – looking in detail at the essential elements needed for a valid lease and examining the most important leasehold covenants in a business context.

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6. Leases II – looking at how to purchase a lease from, or transfer a lease to, another organisation, a review of the statutory protections offered to business tenants, and how to bring a lease to an end in practice.
7. Mortgages – how mortgages are created and understanding the roles of the borrower and the lender.
8. Easements – looking at the nature of easements, how to acquire them and how to enforce them against the land – all in a practical business context.
9. Freehold covenants – examining the covenants to which freehold land may be subject and whether they remain binding and enforceable when land is transferred.

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

All textbooks and practitioner materials will be updated annually. Textbooks will be held in the latest edition and older editions will be withdrawn.

	<ul style="list-style-type: none"> • Title, author, publisher
Core Text	<ul style="list-style-type: none"> • Textbook on Land Law, Mackenzie, Judith-Anne & Phillips, M, OUP
Essential Reading	<ul style="list-style-type: none"> • Maudsley & Burns Land Law Cases and Materials, Burn, E, & Cartwright, J, OUP
Recommended Reading	<ul style="list-style-type: none"> • Land law, Pearce, R & Stevens, J, Sweet & Maxwell • Beginning land law, King, S, Routledge

11. Learning and Teaching methods

This module *will be taught by means of a 1 hour lecture and 2 hour seminar for ten weeks.*

The lecture is designed to: provide an overall context and explanation of the particular topic within contract law, drawing out links to past and future areas of study and explaining how the law developed and evolved to its present state.

Lectures may be viewed live or online. Students may ask questions, in real time if attending live or via electronic means if listening and watching online. It is envisaged that students will have completed introductory reading prior to experiencing the lecture.

The seminar is the forum in which students will typically contextualise their independent reading and study, alongside their learning from the lecture, in the context of realistic problem scenarios requiring the application of relevant law to factual disputes. Tutors will use a variety of techniques and pedagogic approaches in seminar delivery, including: tutor led discussion; group / team work; targeted and open questions; moots; debates; presentations (individual and group).

Activity	Notional Hours of Study
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Lectures	12 (10+2 revision lectures)
Independent lecture preparation	20
Seminars	20
Independent seminar preparation	50
Group preparation (including use of online discussion forum)	10
Assessment preparation and completion	38 (35 + 3 CBT and exam)
Total	150

12. Assessment methods.

This module will be assessed in two parts comprising:

Part A - objective testing of 1.5 hour's duration (30%);

Part B - coursework (5000 words) (70%).

Since the learning outcomes tested by each part overlap (see further detail below) an overall pass of 40% will be sufficient to pass the assessment.

Rationale

This methodology reflects two key objectives: firstly, and most importantly, to assess that the learning outcomes set out above have been achieved by the students. Secondly, to align our assessment regime with that proposed by the Solicitors Regulation Authority for the new Solicitors Qualifying Exam.

According to the SRA's recent consultation paper, this assessment will use "Objective testing" to assess "Functioning legal knowledge", with the former defined as requiring "... a candidate to choose or provide a response to questions whose correct answer is predetermined. This might include multiple choice questions, matching questions, assertion/ reason questions or single best answer." They further state that "All assessments will be computer-based and will take place in timed conditions at secure assessment centres."¹

It is clear that the SRA does not intend objective testing to be a matter of mere recall, noting that the aim is to assess "candidates' ability to draw on sufficient knowledge to practise effectively" and "the application of knowledge and legal processes...Questions will require candidates to identify relevant legal principles and apply them to factual issues to produce a solution which addresses a client's needs."²

¹ Consultation, Training for Tomorrow: assessing competence 7 December 2015 at page 58, available at: <http://www.sra.org.uk/sra/consultations/t4t-assessing-competence.page#download>

² Ibid.

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The proposed assessment methodology combining objective testing with coursework, we feel will combine an assessment of the outcomes of the SQE test with the broader skills outcomes for the module.

13. *Map of Module Learning Outcomes to Learning and Teaching Methods and methods of Assessment*

Module learning outcome		SS1	SS2	SS3	SS4	GTS1	GTS2
Learning/teaching method	Hours allocated		S	S			
Private Study	108	X			X		X
Group Study	10				X		
Lecture	12	X					
Seminar	20	X	X	X	X	X	X
Assessment method							
Objective testing		X	X		X		
Coursework		X	X	X	X	X	X

14. **The Collaborative Partner recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the Collaborative Partner's disability/dyslexia student support service, and specialist support will be provided where needed.**

15. **Centre where module will be delivered:**

Pearson College London

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If the module is part of a programme in a Partner College or Validated Institution, please complete sections 17 and 18. If the module is not part of a programme in a Partner College or Validated Institution these sections can be deleted.

16. Partner College/Validated Institution:

Pearson Business School, part of Pearson College

17. University School responsible for the programme:

Kent Law School

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)