



**ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Land Law				
Module Code	UJUUKT-30-2	Level	2	Version	1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	FBL	Field	Law Undergraduate		
Department	Law	Module Type	Standard		
Contributes towards	LLB (Hons); LLB (Hons) Commercial Law); LLB (Hons) European and International Law; LLB (Hons) Law with Criminology; BA (Hons) Criminology and Law; BA (Hons) Criminology with Law; LLB (Hons) Law with Business; BA (Hons) Business and Law; BA (Hons) Business Management with Law; LLB (Hons) Law with Psychology				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	UJUTA3-30-1 Foundations of Legal Knowledge <i>plus</i> a further 60 credits at level 1 acceptable to programme		
First CAP Approval Date	3 June 2015	Valid from	September 2016		
Revision CAP Approval Date		Revised with effect from			

<b>Review Date</b>	September 2021
--------------------	----------------

Part 2: Learning and Teaching	
Learning Outcomes	<p>At the end of this module the student should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>critically appreciate the wide range of different forms of property. Assessed at A (below);</li> <li>understand the main principles of Land Law. Assessed at A (below);</li> <li>critically appreciate the relationship of Land Law to certain areas of Trust Law. Assessed at A (below);</li> <li>give a critical overview of the social, economic and historical development of Land Law. Assessed at A (below);</li> <li>apply the knowledge acquired to both essay-type and problem type questions. Assessed at A (below);</li> <li>critically analyse problem areas. Assessed at A (below);</li> </ul>

	<ul style="list-style-type: none"> <li>• expand his/her knowledge to areas of specific interest in Land Law through independent thought, reasoning and research. Assessed at A (below);</li> <li>• critically evaluate and communicate the knowledge acquired in an effective and structured manner. Assessed at A (below);</li> </ul>
Syllabus Outline	<p>(1)                    <b><u>Introduction</u></b> The concept of real property as opposed to personal property. Doctrine of Tenures. Doctrine of Estates. Legal rights and Equitable rights. The nature of absolute and limited rights in property, and the possibility of different rights existing over the same property. Ownership, management, possession and enjoyment; the legal significance and scope of these.</p> <p>(2)                    <b><u>Unregistered Land and Registered Land</u></b> Registration of Title to Land. The Protection of Legal and Equitable Interests in Unregistered and Registered Land. Introduction to Conveyancing.</p> <p>(3)                    <b><u>Adverse Possession</u></b> The Limitation Act 1980. Adverse Possession in Unregistered/Registered Land The Requirement of Factual Possession and Animus Possidendi</p> <p>(4)                    <b><u>Implied Trusts</u></b> General Introduction to Trusts Implied Trusts</p> <p>(5)                    <b><u>Trusts of Land and co-ownership</u></b> The pre 1997 setting – Trusts for Sale The Trusts of Land and Appointment of Trustees Act 1996. Creation of Trusts. Powers of the Trustees and Rights of Beneficiaries. Joint – Tenancies and Tenancies-in-Common. Severance of Joint Tenancy. Resolution of Disputes (eg Disputes as to Sale).</p> <p>(6)                    <b><u>Leases</u></b> Essential Elements. Comparison with Licences. Types of Leases. Covenants in Leases. Statutory Protection for Tenants. Methods of Termination</p> <p>(7)                    <b><u>Easements</u></b> Essential elements. Methods of Acquisition. Methods of Extinguishment.</p> <p>(8)                    <b><u>Freehold Covenants</u></b> The running of Covenants with the Land – Benefits and Burdens. Modification and Discharge.</p> <p>(9)                    <b><u>Mortgages</u></b> Creation. Powers of Mortgagees. Protection for the Mortgagors. Undue Influence and Mortgages</p>
Contact Hours	<p>Lectures:        2 hours per week. Workshops:    2 hour workshops per fortnight</p>
Teaching and Learning	<b><i>Student preparation:</i></b>

Methods	<p><b>Lectures:</b> In most cases there is no expectation of preliminary work. However, students may be given directed preliminary reading from recommended texts. Occasionally material may also be given out in advance so as to provide the basis for practical exercises or for more detailed discussion of topics to be conducted within the lecture.</p> <p><b>Workshops:</b> The Programme estimates a preparation time of 10 hours per seminar. Workshop preparation tasks can include working individually, in pairs or in small groups. Students will be given workshop sheets in advance of their workshops which will be centred on the analysis of cases, statutes, European and Human Rights' material as appropriate. The material will usually be problem or discussion title-based. Supplementary material (usually of a problem-solving nature) may be provided in the seminar. Directed reading will be suggested along with internet sources and video material as appropriate. Students are expected to make full use of their independent learning time to reflect critically upon the subject and to develop their own ideas.</p> <p><b>Operation and purpose:</b></p> <p><b>Lectures:</b> On most topics covered, outline learning materials will be supplied to students during or in advance of the lectures. Lectures are generally designed to:</p> <ul style="list-style-type: none"> <li>(a) communicate the principal features of a topic, including its major principles, rules, concepts, relationships and values;</li> <li>(b) to stimulate interest in the topic and provide alternative views; and</li> <li>(c) to provide other information necessary to facilitate its further study, including updating.</li> </ul> <p><b>Workshops:</b> Workshops will involve problem-solving and the analysis and synthesis of conceptual and contextual issues, through plenary discussion and presentations by individual students or groups of students. Students are expected to fully participate in seminar discussions, which will cover the controversial and difficult areas of the subject.</p> <p>We see the function of seminars to be:</p> <ul style="list-style-type: none"> <li>(a) to monitor the acquisition by students of the knowledge, understanding and skills mentioned under the <i>Learning Outcomes</i>; and</li> <li>(b) to facilitate and enhance the acquisition of that knowledge, understanding and skills and to foster deeper learning.</li> <li>(c) to allow students to evaluate, analyse and synthesise legal materials in an interactive environment and to facilitate their appreciation of the levels of variation of opinion which may be generated in legal discussion.</li> </ul> <p><b>Other learning activities:</b> Students will be expected to pursue independent and directed study between class contact sessions. Students will be encouraged to engage in extra-curricula activities such as debating and mooting.</p> <p><b>Scheduled learning</b> includes lectures, and workshops</p> <p><b>Independent learning</b> includes hours engaged with essential reading, case study preparation, assessment preparation etc. These sessions constitute an average time per level as indicated in the table below.</p>
	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are</p>

comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

Key Information Set - Module data				
Number of credits for this module				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	72	228	0	300

The table below indicates as a percentage the total assessment of the module which constitutes a -

**Written Exams:** 2 x unseen written exam. One exam at the conclusion of semester 1, in the January assessment period and the second at the conclusion of semester 2 in the summer assessment period. Each exam to include a section of multiple choice questions (for breadth of coverage) and a section of essay and problem based questions (for appropriate depth of coverage).

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Written exam assessment percentage	100%
Coursework assessment percentage	N/A
Practical exam assessment percentage	N/A
	100%

Reading Strategy	<p><b>Reading Strategy</b></p> <p>Primarily, students will be relying upon both lecture notes and recommended textbooks in order to understand the module. The land law team have recommended that students buy one textbook, (either Sexton &amp; Bogusz or MacKenzie &amp; Phillips) and a statute book. In addition, in order to gain a deeper and more critical understanding, students are expected to undertake further reading in the form of primary sources, which may be obtained in the library or on legal databases such as Westlaw. We will also be referring students to relevant articles and government publications which are also readily available online or in the library.</p>
Indicative Reading List	<p>Dixon M (2014) <i>Modern Land Law</i>. London: Routledge            Gray K &amp; Gray SF (2008) <i>Elements of Land Law</i>. Oxford: OUP            MacKenzie, J &amp; Phillips, M. (2014) <i>Textbook on Land Law</i>. Oxford: OUP            Harpum, C Bridge, S Dixon, M. (2012) <i>Megarry &amp; Wade The Law of Real Property</i>. London: Sweet and Maxwell            Rainey P, Harrison P, Dover D and Walsh M (eds) (2014) <i>Megarry's Manual of the Law of Real Property</i>. London. Sweet and Maxwell.            Sexton, R &amp; Bogusz, B. (2013) <i>Complete Land Law: Texts, Cases and Materials</i>. Oxford: OUP</p>

Assessment Strategy	The aims of the assessment strategy are to ensure an appropriate breadth and depth of assessment coverage without exposing the student cohort to an undue assessment burden. In order to achieve this there will be two assessment points; one at the end of each semester. This will ensure that students are not faced with an excessive revision burden and (having already been assessed on the first semester's topics) can focus properly on the matters covered in the second semester. Each exam will contain both a compulsory element of multiple choice questions (to ensure appropriate breadth of coverage across the learning outcomes) and a selection of essay and problem based questions (to ensure an adequate depth of coverage) of which the student may select any two.
---------------------	---

Identify final assessment component and element	<b>Component A2</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b> 100%	<b>B:</b> N/A
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Exam 1: One hour.	40%	
2. Exam 2: Two hours.	60%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
N/A		

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Exam (3 hours) One x 3 hour exam covering work undertaken in both semesters. Format as per earlier assessment opportunities, but with a selection of three problem/essay questions as opposed to two.	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
na		
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.		