

Land Law

Module title			
Land Law			
Module NFQ level (only if an NFQ level can be demonstrated)	Module number / reference	ECTS Value	Duration
Level 8 NFQ	LLBH - LL	15 ECTS	24 weeks.
Parent programme(s). Principal programme title, and embedded(s) if relevant		Stage of parent programme	Semester No.
Bachelor of Laws (Honours)		2	1 and 2
Bachelor of Laws (Honours) in Criminal Justice		2	1 and 2
Bachelor of Laws (Honours) in Commercial Law		2	1 and 2
Teaching and Learning modes	Proportion (% of Total Directed Learning)		
Classroom / Face to Face	26%		
Workplace			
Online			
Other (Identify)			
Entry requirements (statement of knowledge, skill and competence)			
Please see section 4.2 for full details of entry requirements.			
Maximum number of learners per instance of the module	Sixty (60)		
Average (over the duration of the module) of the contact hours¹ per week	4		
Pre-requisite module title(s) (if any)	None		
Co-requisite module title(s) (if any)	No		
Is this a capstone module? (Yes or No)	No		
Module-specific physical resources and support required per centre (or instance of the module)			

¹ Effort while in contact with staff

Requirements are for the lecturer to utilise a PC with Microsoft Office, Zoom and access to the internet through which an individual can gain access to the Griffith College student intranet: Moodle. There are no further software requirements for this module. In relation to Microsoft Office the lecturer will require to use PowerPoint or Word to present the information to the learners. Zoom will be required in conjunction with Microsoft Office in order to record the lectures when the module is being delivered for block release or for the Blended Programme when organised in advance. Zoom will also be required for the seminars through which the module will be taught (block release).

Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.

Role e.g. Tutor, Mentor etc	Qualifications & experience required:	# of Staff with this profile (WTEs²)
Lecturer	Lecturers expected to hold at least a level 8 legal qualification, preferably with a professional legal qualification. It is an advantage to have completed the Certificate in Training and Education provided by Griffith College.	0.25 WTE

Analysis of required learning effort

*Effort while in contact with staff	Minimum ratio teacher / learner	Hours
Classroom and demonstrations	1:20	96
Mentoring and small-group teaching	-	-
Other (specify)	-	-
Independent Learning		
Directed e-learning (hours)		-
Independent Learning (hours)		279
Other hours (specify)		-
Work-based learning hours of learning effort		-
Total Effort (hours)		375

Allocation of Marks

² WTE is the whole-time equivalent number. The number 1 indicates a fulltime person fully dedicated to the programme. 0.5 indicates a part-time person available to this programme half of the time.

	Continuous Assessment	Supervised Project	Proctored Practical Exam.	Proctored Written Exam	Total
Percentage Contribution	30			70	100%

6.6.1 Module aims and objectives

The Module aims to provide the learner with a detailed knowledge of the rules of land law, both statutory and common law. It aims to develop, in the learner, an understanding of legal and equitable interests in property and how they developed over time. It aims to provide the learner with an understanding of legal and equitable interests in property. It aims to provide the learner with knowledge of the rights and liabilities that arise within property law. The Module aims to illustrate to the learner the legislative developments and assist them in getting a firm understanding of how these have impacted the field of Land Law. Finally, it aims to provide the learner with an understanding of the practical operation of land law.

6.6.2 Minimum intended module learning outcomes

On successful completion of this module, learners are able to:

- (i) Demonstrate a clear understanding of Land Law and how it operates in both an historical and modern context;
- (ii) Discuss the rules of Land Law, including engaging in an analysis of these rules and proposals for reform, where applicable;
- (iii) Demonstrate a distinct understanding of the rights that attach to land and how they operate in both a historical and modern context;
- (iv) Assess equitable doctrines as they apply to Irish Land Law;
- (v) Employ research skills and communicate effectively in relation to Land Law;
- (vi) Interpret and apply the various Land Law concepts, rules, principles and techniques; and
- (vii) Analyse factual legal problems in light of the principles and rules of land law.

6.6.3 Rationale for inclusion of the module in the programme and its contribution to the overall MIPLOs

Land Law is a core module where learners become familiar with the principles, legislation and case law relating to the area of Land Law within the Irish legal system. The module learning outcomes are aligned to a number of the Programme Learning Outcomes including to critically analyse the theoretical and philosophical underpinnings of the law and to

effectively employ advanced research skills, including use of legal databases, to investigate, interrogate and critique the law.

The Module serves to directly underpin programme-learning outcomes (i) apply specialised knowledge of core areas of Irish and E.U. law and the key skills required for writing in a legal and business environment, including problem solving, communication skills, research, professional writing and I.T. skills. This module re-enforces the module learning outcomes (iv) critically analysing the theoretical and philosophical underpinnings of the law and (vi) effectively employ advanced research skills, including use of legal databases, to investigate, interrogate and critique the law. This module also directly underpins the Programme Minimum Learning Outcomes (iii), (v), (ix) and (xi).

6.6.4 Information provided to learners about the module

The learners will have in their possession their Faculty Handbooks from their previous year. The Faculty Handbook provides general information about the faculty, its staffing, resources, and operation. Detailed programme information is supplied through Moodle, including copies of the approved module descriptors from the accredited programme (detailing related teaching, learning and assessment) along with a programme timetable. Another copy will be provided to the learners upon their request.

During the first class of the Module, learners are given a detailed outline of the Module showing the schedule of delivery and the dates when assignments are released and due for submission.

Moodle is used to provide learners with ongoing access to module related information, from the handbooks and module outlines provided in advance of the module commencement, the lecture material and links to related resources provided on a scheduled basis in line with the module delivery.

6.6.5 Module content, organisation and structure

Land Law is a 15 ECTS credit module taught and assessed over one academic year. The module is delivered over 24 lecture sessions of 4 hours duration for Full Time learners, 2 hours duration for Part Time learners and weekly pre-recorded lectures that will be supplemented with evening seminars and Live Days for the Blended learners.

The Learning Outcomes for this programme have been aligned with the knowledge, skills and competencies indicated as appropriate for Level 8 on the NFQ. They have been explicitly articulated using the Quality and Qualifications Ireland (QQI) Generic Awards Standards.

The module curriculum is as follows:

- Introduction to Irish Land Law
- Estates
- Equity and the Doctrine of Notice
- Registration systems
- Settlements of land and trusts of land
- Co-ownership
- Adverse possession
- Succession law
- Family and civil partnership property
- Easements
- Covenants
- Mortgages
- Rights of residence and licences
- Landlord and tenant law

A large emphasis will be placed on the Land and Conveyancing Law Reform Act due to the impact it had on the area of Land Law.

6.6.6 Module teaching and learning (including formative assessment) strategy

This module is delivered by means of participative lectures which consist of tutorial-style discussions, group work sessions and exercises. Formative assessment is provided through tutorial-style discussions, group work and exercises focus on specific case law and problem based learning requiring the learner to analyse the law and apply it to practical disputes or issues. The lectures are supplemented by structured on-line resources and reading.

In order to support learners through the exam process they engage in the answering of sample exam questions thereby familiarising themselves with the module learning outcomes and marking criteria. Learners also engage in activities whereby they consider individually and in groups specific short questions related to the topics addressed to formatively assess progress, and allow greater understanding and consolidation of learning.

Learners undertaking the course via blended learning benefit from varied and additional options for engagement to compensate their reduced attendance of campus. These include webinars, screencasts (recorded lectures), discussion fora, and increased use of the College's VLE (Virtual Learning Environment), Moodle.

In addition to what has been stated, classroom assessment and benchmarking techniques are deployed to encourage learners to develop more agency in terms of their own learning including in-class presentations, group work, peer-review exercises and reflective practice. The variety of teaching, learning and assessment techniques reflect an enhanced emphasis on skills acquisition to deepen practical knowledge. Finally, the attention of learners is drawn to current industry practice and technology used in the specific area of law to add a further dimension to learning, tracking the actual practice of legal professionals.

6.6.7 Work-based learning and practice-placement

Land Law is a class based 15 ECTS credit module and does not require work-based learning and practice placement. The Learning Outcomes are articulated using the *Quality and Qualifications Ireland (QQI) Awards Standards for Honours Bachelor of Laws and Master of Laws (July 2014) and for Generic Higher Education and Training (July 2014)*.

6.6.8 E-learning

Moodle, the College Virtual Learning Environment is used to disseminate notes, advice, and online resources to support the learners. E-learning activities include learner feedback, forums where learners contribute, formative quizzes and video links. The learners will also have access to a number of other online resources through the library such as access to databases and research tools (Westlaw.ie, Westlaw.uk, JustisOne (vLex) and Hein Online) as well as access to online copies of books published from Bloomsbury Online.

6.6.9 Module physical resource requirements

Requirements are for the lecturer to utilise a PC with Microsoft Office, Zoom and access to the internet through which an individual can gain access to the Griffith College student intranet: Moodle. There are no further software requirements for this module. In relation to Microsoft Office the lecturer will require to use PowerPoint or Word to present the information to the learners. Zoom will be required in conjunction with Microsoft Office in order to record the lectures when the module is being delivered for block release or for the Blended Programme when organised in advance. Zoom will also be required for the seminars through which the module will be taught (block release).

6.6.10 Reading lists and other information resources

Primary reading

- *De Londras, F. (2011) Principles of Irish Property Law. Dublin: Clarus Press*
- *Howlin, N. & McGrath, N. (2023) Lyall on Land Law. Dublin: Roundhall*
- *Wylie, J.C.W. (2020) Irish Land Law. Dublin: Bloomsbury*

Secondary reading

- *Bland, B. (2015) Easements. Dublin : Roundhall,*
- *Conway,H. (2012) Co-Ownership of Land. London: Bloomsbury Professional*
- *Coughlan, P. (1998) Property Law. Dublin: Gill and MacMillan*
- *Courtney, P. (2018) Wills Probates and Estates. Dublin: Law Society of Ireland*
- *Fitzgerald, B. (1995) Land Registry Practice. Dublin: Round Hall*
- *Keating, A. (2017) The Construction of Wills. Dublin: Round Hall*
- *Maddox,N (2017) Mortgages Law and Practice. Dublin: Roundhall.*
- *McFarlan, B., Hopkins, N. & Nield, S. (2021) Land Law: Text, Cases, and Materials. Oxford: OUP*
- *Pearce, J. & Mee, R.A. (2011) Land Law. Dublin: Roundhall*
- *Wylie, J.C.W. (2023) The Land and Conveyancing Law Reform Act 2009: Annotations and Commentary. London: Bloombury Professional*

e-Resources

- *Bloomsbury Professional Online*
- *JustisOne – Vlex*
- *Westlaw.ie*
- *Westlaw UK*
- *Heinonline*
- *Griffith College Library Website*
- *All Aboard - Digital Skills in Higher Education. Available at: <http://www.allaboardhe.ie/>*
- *AHEAD - Association for Higher Education Access and Disability. Available at: <https://www.ahead.ie/>*

6.6.11 Specifications for module staffing requirements

Lecturers qualified to at least a Level 8 legal qualification (LLB (Honours), preferably with a professional legal qualification and a third level teaching qualification (e.g. Certificate in Teaching and Learning offered by Griffith College). Learners also benefit from the support of the Programme Director, Faculty Administrators, a dedicated Learning Technologist Office, the Learning Supports Office, at least one Learner Representative for each Stage, the Students' Union and a free (off campus) Counselling Service.

6.6.12 Module summative assessment strategy

Theoretical knowledge will be assessed by both continuous assessment (30%) and a summative end of year examination (70%). The continuous assessment shall consist of a written assignment (30%). In line with ongoing developments to protect the academic integrity of the course, the assignment shall take the form of a problem question heavily embedded in the application of Land Law principles to relatively unique, and domestically tailored, factual circumstances. The examination will consist of both essay and problem style questions. Essay style questions will place emphasis on the demonstration of understanding pertaining to Land Law. Problem Style questions will enable learners to apply the principles of Land Law to a factual scenario.

The assessed work breakdown can be seen in the table below.

No.	Description	MIMLOs	Weighting
1	Assignment (3,000 words)	viii	30%
2	Exam	i-vii	70%

Reassessment/Repeat assessment strategy: Griffith College regulations state that learners must pass all component elements of the module to be deemed to have passed the module.

- In the event of a learner failing components of / this module, they will be required to submit a new individual repeat assignment which will be made available on Moodle to learners, and which must be submitted as per faculty instructions.
- In the event of a learner failing the group assessment element of this module, a new individual repeat assignment will be made available on Moodle to learners which must be submitted as per faculty instructions.
- In the event of the learner failing the exam, learners will take the re-sit exam at the next available sitting, details of which will be made available to learners via Moodle.

6.6.13 Sample assessment materials

Please see sample assessment supplementary document.