University of the West of Scotland

Module Descriptor

Session: 2023 - 2024

Title of Module: Scots Private Law 3 : Property			
Code: LAWW08013	**SCQF Level: 8 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of Business & Creative Industries		
Module Co-ordinator:	Colin McFadyen		

Summary of Module
This module introduces the Law of Property in Scotland, dealing initially with an introduction to the classifications of property and their importance, followed by a consideration of the acquisition and transfer of ownership in relation to both moveable and heritable property.
The system of landownership and the restrictions placed on it in Scotland will be considered and thereafter there will be a detailed examination of the system of the purchase of heritable property in Scotland, including the process of offering for heritable property, the main principles in relation to examination of a property title, a consideration of the documentation utilised in a property transaction, including methods of electronic transfer and an overview of the system of land registration.

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**Hybrid 0**	**Work-Based Learning**
☐	☒	☐	☐	☐	☐
See Guidance Note for details.					

Campus(es) for Module Delivery						
The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☒	☐	☐	☐	☐	☐	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	☒	Term 2	☐	Term 3	☐

Learning Outcomes: (maximum of 5 statements)
These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.
At the end of this module the student will be able to:

L1	Understand the legal principles pertaining to the ownership of, and transmission of ownership of both heritable and moveable property and be able to apply this knowledge in case studies.
L2	Be familiar with the current system of landownership in Scotland and the restrictions placed on such ownership.
L3	Have an understanding of the system of purchasing heritable property and its constituent elements
L4	Utilise learning resources, including electronic resources, to acquire knowledge and understanding of the law
L5	Click or tap here to enter text.

Employability Skills and Personal Development Planning (PDP) Skills

SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level **8** Demonstrating a broad knowledge and understanding of the transmission of and ownership of both heritable and moveable property, and of the system of landownership in Scotland. Additionally demonstrating a more specific understanding of some of the major issues in relation to the system of property ownership, including concluding missives for the purchase of heritable property and examination of title.
Practice: Applied Knowledge and Understanding	SCQF Level **8** Carrying out routine lines of enquiry, or investigation into professional level problems, using primary and secondary legal sources. Applying knowledge and understanding of legal principles to practical situations to draw reasoned conclusions.
Generic Cognitive skills	SCQF Level **8** Undertaking critical analysis and evaluation of ideas, concepts, information, and issues which are within the common understandings of the subject.

Communication, ICT and Numeracy Skills	SCQF Level **8** Using a range of routine skills, including the use of information and communications technology, for the gathering, basic analysis and presentation of routine legal information, ideas, and concepts to convey complex information to a range of audiences and for a range of purposes in a well-structured and coherent form.	
Autonomy, Accountability and Working with others	SCQF Level **8** Exercising autonomy and initiative in some activities at a professional level. Managing resources within defined areas of work. Identifying, reflecting upon, and addressing personal learning needs.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

*Indicates that module descriptor is not published.

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	12
Tutorial/Synchronous Support Activity	24
Independent Study	134
Asynchronous Class Activity	20
Personal Development Plan	10
Choose an item.	
Choose an item.	

Choose an item.	
Choose an item.	
	200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Brand, D, Property Law (Law Basics), W Green, (latest edition)

Gretton & Steven, Property Trusts and Succession, Bloomsbury Professional, (latest edition)

Gordon & Wortley, Scottish Land Law, Vol 1, W Green, (latest edition)

Rennie, R, Land Tenure in Scotland, W Green, (latest edition)

Sinclair & Stewart, Conveyancing Practice in Scotland, Bloomsbury, (latest

edition)

Website resources :

Scottish Law Commission - http://scotlawcom.gov.uk

Registers of Scotland - http://ros.gov.uk

Scottish Courts - http://www.scotcourts.gov.uk

 Law Society of Scotland - http://www.lawscot.org.uk

Click or tap here to enter text.

Click or tap here to enter text.

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure: Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

Attending timetabled teaching sessions, accessing course-related learning resources and complete and submit assessments on time.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Accounting, Finance & Law
Assessment Results (Pass/Fail)	Yes ☐No ☒
School Assessment Board	Accounting, Finance & Law
Moderator	Clive Mitchell
External Examiner	M Hussain
Accreditation Details	e.g. ACCA Click or tap here to enter text.
Changes/Version Number	3

Assessment: (also refer to Assessment Outcomes Grids below)

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).
Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).
NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.
Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but

do state assessment type (e.g. written assignment rather than "essay" / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.

Assessment 1 Coursework - weighted at 50%.

The coursework could take a number of forms including, but not restricted to, an academic essay discussing a topic of current academic or professional interest and debate, or a practical exercise in relation to conveyancing practice.

Assessment 2 - Problem-solving exercise based on conveyancing practice weighted at 50%. is required.

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.
(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay	✓			✓		50	0

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Problem Solving Exercise	✓	✓	✓			50	0

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Combined Total for All Components						100%	XX hours

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections. .	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)