

# Unit 25: Property Law in Construction

<b>Unit code:</b>	<b>H/600/0442</b>
<b>QCF Level 3:</b>	<b>BTEC Nationals</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

This unit enables learners to develop an understanding of how property law has developed, the rights of freeholders, the conveyance of property and how the law is used to resolve disputes between neighbours.

## ● Unit introduction

Property value is affected by the law, so knowledge of property law in construction is a requirement of many careers including estate agent or estate manager, surveyor, conveyance and working for builders and developers, local authorities, housing associations and other social landlords.

The unit looks at the development of property law, the current legal framework and its application. It traces the development of law from the original system based on feudal law to the current system of freehold, leasehold and commonhold ownership.

Learners will examine freehold aspects including land ownership and relevant restrictions, the role of Her Majesty's Land Registry (HMLR) and the legal requirements for conveyance. The processes of conveyance will be covered and learners will study the practical aspects involved in surveys, mortgage applications and the exchange and completion of a property sale transaction by means of the standard forms used by property law practitioners.

Leasehold is investigated in terms of the relationship between owners and tenants, both residential and in business. A study of contracts and the relevance of conditions and covenants will supplement the overview of the various types of lease. Aspects such as insurance, fixtures, eviction, renewal and repairs are fundamental to understanding the work involved.

The unit explores tenures, including commonhold ownership, as introduced by the Commonhold and Leasehold Reform Act. Learners will examine how this allows freehold ownership of individual flats, houses and business units within a building or on an estate. Learners will study various aspects of commonhold ownership such as ownership not being limited by time, as it is with a lease, and the ownership and management of the remainder of the building or estate being held jointly by the flat or unit-holders through a commonhold association.

Learners will examine how disputes with neighbours can arise and how they can be avoided and resolved. The use of experts in the resolution of disputes will be studied together with ways of solving disputes by mediation, as well as by reverting to the law through litigation.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Understand the development of land law and the current system of land ownership
- 2 Understand the rights of freeholders and their interests in landed property
- 3 Know the function of Her Majesty's Land Registry (HMLR) and local authorities in property ownership
- 4 Understand the system of conveyancing of property in England and Wales
- 5 Understand the legal positions of landlords, tenants and neighbours.

# Unit content

---

## 1 Understand the development of land law and the current system of land ownership

*Land law:* property; ownership; possession; occupation

*Development of land law:* the feudal system; common law; Law of Property Acts; land registration

*Land ownership:* fee simple absolute in possession; term of years; Equitable interests; fee tails; the crown estates; licenses

## 2 Understand the rights of freeholders and their interests in landed property

*Rights of freeholders:* forms of freehold; restrictions on ownership; servitudes; occupier liability

*Forms of freehold:* title deeds; fee simple absolute in possession; Commonhold and Leasehold Reform Act

*Restrictions on ownership:* Town and Country Planning Acts; Civil Aviation Acts; mineral and coal deposits; treasure trove; wild animals and endangered species; third party rights; overriding interests; mortgages; chancel repair liabilities

*Servitudes:* Profits a Prendre; Easements; Dominant and Serviant; rights of light; rights of way; wayleaves

*Occupier liability:* negligence; nuisance

## 3 Know the function of Her Majesty's Land Registry (HMLR) and local authorities in property ownership

*Functions of HMLR:* process of land registration; the Land Certificate; property description; proprietor; charges register; map; offices eg contact details, structure; progress of registration of all UK properties; how to register, open register in terms of advantages, computerisation, how to obtain information from the register and costs involved

*Functions of local authorities:* Town and Country Planning Acts; Building Regulations; Offices, Shops and Railway Premises Act; Fire Precautions Act; Housing Act; health and safety legislation

## 4 Understand the system of conveyancing of property in England and Wales

*Conveyance:* essentials of a contract; conditions of a contract; contract procedures; searches

*Essentials of a contract:* offer and acceptance; intention to create legal relations; consent must be genuine; capacity; consideration; legality; possibility; applied to buying and selling property

*Conditions of a contract:* standard conditions; express and implied conditions; small print; remedies for breach of contract

*Contract procedures:* Law Society protocol/process and TransAction forms; termination of a contract; exchanging; deposits; signing

*Searches:* local authority; Preliminary Enquiries of Vendor; Land Registry; Energy Performance Certificates (EPCs)

## 5 Understand the legal positions of landlords, tenants and neighbours

*Legal position:* relating to leasehold; types of lease; statutory requirements of lease: obligations of landlord and tenant; boundary issues; disputes between landlords, tenants and neighbours

*Leasehold:* terms of years absolute; tenancy agreements

*Types of lease:* long lease (over 21 years); shorthold lease; periodic leases; residential leases; social housing leases; business leases

*Obligations of landlord and tenant:* contracts for leases; implied and express covenants; breach of covenant; rent, repairs and other obligations; service charges

*Statutory requirements:* Rent Acts; Landlord and Tenant Acts; Housing Acts; Tenant's Charter; Right to Buy; enfranchisement; fixtures and improvements

*Boundaries:* definitions; fixed and general cadastral systems; party walls; trees and hedges

*Disputes:* procedures; mediation; use of expert witnesses; the requirement for accurate surveys; case studies; legal requirements; litigation

## Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> explain the historical development of land law [IE1]		
<b>P2</b> explain the current legal system concerning property and ownership [IE1, CT1]		
<b>P3</b> explain the freeholder's rights and interests in land [IE1, CT1]		
<b>P4</b> describe the contents of HMLR Land Certificates [IE1, CT1]	<b>M1</b> compile necessary documentation concerning land registration and searches	<b>D1</b> evaluate an energy performance certificate or equivalent
<b>P5</b> describe the type of data obtained through local authority searches [IE1, CT1]		
<b>P6</b> explain the sequence required to complete a conveyance [IE1, CT1, TW1, TW2, RL4, SM1]	<b>M2</b> evaluate the application of contract law to conveyance and leases	<b>D2</b> justify the outcomes of disputes between neighbours.
<b>P7</b> explain the rights and obligations of landlords and tenants [IE1, CT1, RL4, TW1, TW4, SM1, EPI]	<b>M3</b> compile a lease document with relevant conditions and covenants	
<b>P8</b> explain the procedures used to resolve disputes between neighbours. [IE1, CT1, RL4, TW1, TW4, SM1, EPI]	<b>M4</b> evaluate possible remedies for disputes between neighbours.	

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

<b>Key</b>	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

# Essential guidance for tutors

## Delivery

The purpose of this unit is for learners to develop understanding of the concepts of property law and apply this to the processes that take place in the property market. Delivery strategies should reflect the nature of the work carried out within the property market (by developers, estate agents, surveyors and lawyers), using an assignment and/or portfolio building approach with learners taking responsibility for and ownership of their own learning. This is a specialist unit and should be delivered at a later stage in any programme.

For delivery, it will be necessary to use up-to-date information from property professionals and lawyers, as well as obtaining information from the internet or from the learner's place of work, if relevant.

Group activities are permissible, but tutors will need to ensure that individual learners have equal experiential and assessment opportunities. Group activities might involve onsite investigation of local property/developments (houses and other property on the market for sale/rent) and role play of a dispute between neighbours.

Visiting speakers from the property and legal professions or visits/placements to professional offices would be useful to place concepts in a vocational setting. Examples of useful speakers are local lawyers, surveyors and developers. They could talk about the general nature of their work and/or particular local projects such as a new housing development or shopping centre. Centres will need to contact local estate agents/surveyors to be able to arrange access to properties suitable for use as case studies and sources of specific reference.

**When visiting parcels of land and properties, health, safety and welfare issues are paramount and should be reinforced through close supervision of all workshops and activity areas, and risk assessments must be undertaken before practical activities are taken. Centres are advised to read the *Delivery approach* section in the specification, and *Annexe H: Provision and Use of Work Equipment Regulations 1998 (PUWER)*.**

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

### Topic and suggested assignments/activities and/assessment

Introduction to unit content

Whole-group teaching: the concept of land law – ownership, possession and occupation, the history of land law from the feudal system to present times, legal interests in property, report writing; professional standards – setting out and coverage, sources of information for the property lawyer Land Registry, journals, on the web; presentation techniques relevant to assignment tasks; importance of sound communication of property law, reasons for and uses of property law

Group practises researching in textbooks, journals and websites legal cases and legislation

Group work investigating government initiatives and their effects on property law – regulation arising from legislation

Group work investigating local factors – reference to actual land/property

Learners practise report writing, preparation and delivery of presentations

## Topic and suggested assignments/activities and/assessment

Whole-group teaching: introduction to land/property ownership – rights, interests, benefits and liabilities, different titles freehold and commonhold, restrictions on ownership – planning, acts, third parties, interests of mortgagors and other liabilities of ownership, easements, rights and wayleaves, occupier's liabilities

Group work investigating conditions that mortgagors place on their offers to borrowers – practise using various local properties

Group work investigating typical easements, rights and wayleaves affecting house building developments and the way these are passed on to house buyers in the purchasing process – practise using a local development

Learner activity in investigating a case study housing development

Learners practise preparing reports and presentations

### **Assignment 1: The Legal System Relating to Property, Owning Land and Property, Rights, Interests, Benefits and Liabilities**

Whole-group teaching: role, purpose and use of HMLR, charges register and the role of local authorities, registering properties – process, purpose and use of planning controls, Building Regulations and other acts – roles of local authorities

Visit to a professional office/guest speaker – insight into professional practice and the roles of property lawyers in construction

Group work investigating local situations

Learner activity investigating roles, training and qualifications of professionals

### **Assignment 2: Information for Purchasers**

Whole-group teaching: essentials of a contract – offer and acceptance, intent, consent, capacity, legality, possibility, conditions of contract for property conveyance, contracts using Law Society protocol – TransAction forms, process of exchange and completion, searches – local authority and other sources, vendor enquiries

Visits to local properties of various kinds – onsite observation and taking notes of relevant property particulars in readiness for starting the conveyance processes

Group work investigating practical situations to problems in conveyance, with reference to local properties

Learner activity investigating professional standards and resolution of problems

Learners practise carrying out searches and report writing with appropriate caveats

Whole-group teaching: leasehold tenure and types of leases – purpose and use, landlord and tenant obligations – contracts, covenants, repairing leased property, service charges, statutory requirements and acts, boundaries – identification, implications and controls, potential for disputes between landlords and tenants

Group work investigating actual leased properties, their lease conditions, service charges and repair obligations

Group work identifying and analysing the implications of boundaries, with on-site examination of various types of boundaries

Learners practise compiling property leases from local properties; involving property viewings and measurements/records taken 'on site'

Learners practise considering party walls, including those of actual local properties

Learners practise calculating service charges for an actual local property

Whole-group teaching: dispute potentials, procedures and legal requirements, use of experts, investigative surveys, report writing of experts

Group work investigating a range of disputes actual or imagined

Group work role-play exercise involving a dispute scenario – mediation

Learners practise investigating disputes and reporting findings

### **Assignment 3: Conveyancing Process; Landlords and Tenants; Disputes**

Review of unit and assignment feedback

## Assessment

The assessment strategies used in this unit need to reflect the evidence required to meet the grading criteria and may include well-planned investigative assignments, case studies, simulated legal process exercises and the compilation of legal documents using standard methods and practices.

The assessment strategies used in learning outcomes 1 and 2 address the need for learners to develop practical and enquiry skills and use reference resources to explain the theory of the law of property ownership. Learning outcome 3 addresses the functions of Her Majesty's Land Registry (HMLR) and associated issues. The application of conveyance processes is assessed in learning outcome 4, and an understanding of the rights and obligations of landlords, and how disputes between neighbours might arise and how they can be resolved, is assessed in learning outcome 5.

Pass grade learners may need significant tutor assistance to achieve all the learning outcomes. Evidence of achievement will necessitate explanation of the legal system where it concerns property and ownership. This could be, for example, in the form of a report and presentation produced from consideration of a scenario.

Learners must be able to describe the contents of the HMLR register and the type of data obtained through local authority searches. Learners must also be able to explain the sequence required to complete a conveyance, from the initial survey, to exchange and completion of contracts. Evidence should take the form of a report that includes details of the process, sequence and timing.

Identification of landlord and tenant rights and obligations, as indicated in the implied covenants from various items of legislation is required. Learners will be able to identify causes of disputes between neighbours and resolve the disputes in various ways.

Merit grade learners will work with more independence. Learners will carry out research with little guidance and will be able to plan and carry out practical work to solve complex problems. They will refer to appropriate cases reported in textbooks and other resources in their evidence.

Merit grade learners will be able to link concepts from different areas and discuss the impact of a variety of factors on an issue, such as the effect of case law on leases. Evidence could take the form of learner work supported by articles from newspapers, journals and websites and relevant legal cases. Learners achieving the merit grade must also show the ability to compile necessary documentation concerning land registration and searches. These must include the HMLR Land Certificate and a set of local authority searches and questions to vendor.

Merit grade learners must also examine how contract law applies to conveyance and leases. This can be achieved by applying aspects of conveyance to each of the essentials of a contract, the contract documents, and the standard conditions of contract and methods of termination. A lease document will be compiled with conditions and covenants relevant to a study of an actual commercial property (either as a lessee or lessor). In identifying the causes of disputes between neighbours, learners will suggest possible remedies.

Distinction grade learners will work with greater autonomy, using the tutor as a resource when necessary. Learners will use a wide range of resources and analyse the information from these to produce fluent explanations and discussions, using the correct, vocational legal language and property law terms. Practical work will be planned, carried out and evaluated with minimum support, and to a level that shows an appreciation of the necessary professionalism.

Work will be detailed and comprehensive. Distinction grade learners will present reasoned discussions of issues, showing consideration of conflicting viewpoints, for example case studies to evaluate possible outcomes of scenario disputes. Assignment scenarios may be hypothetical but the evidence for a merit grade should be submitted on the appropriate forms, and also for a distinction grade to a professional standard.

For P1, learners must explain the historical development of land law. This should refer to the origins of property law in the feudal system and the impact of the 1925 legislation. Evidence could be in the form of a presentation, a report or through oral questioning.

For P2, learners must explain the current legal system concerning property and ownership. There is no requirement for a detailed understanding of each piece of legislation at this stage, but learners must address a comprehensive range of legislation and how each piece of legislation relates to the others.

For P3, learners must explain the freeholder's rights and interests in land. This should include as a minimum rights, restrictions and easements.

For P4, learners must describe the contents of HMLR Land Certificates. The evidence should include example certificates and a description of the purpose of each part.

For P5, learners must describe the type of data obtained through local authority searches. This must include as a minimum preliminary vendor enquiries and EPCs.

For P6, learners must be able to understand the sequence required to complete a conveyance, from the initial survey, through EPCs, to exchange and completion of contracts. Examples of suitable evidencing approaches are as for P5 and P6.

For P7, learners must explain the rights and obligations of landlords and tenants. This is as indicated in the implied covenants from the various legislation. Examples of suitable evidence approaches are as for P1.

For P8, learners must explain the procedures used to resolve disputes between neighbours.

For M1, learners must compile the necessary documentation concerning land registration and searches. These must include the HMLR Land Certificate and a set of each local authority searches and questions to vendor. The scenario may be hypothetical but evidence should be submitted on the appropriate forms.

For M2, learners must evaluate how contract law applies to conveyances and leases. This can be achieved by applying aspects of conveyances to each of the essentials of a contract, the contract documents, the standard conditions of contract and methods of termination.

For M3, learners must compile a lease document with relevant conditions and covenants. These must be relevant to their property (either as a lessee or lessor). The scenario may be hypothetical but evidence should be submitted on the appropriate forms.

For M4, learners must evaluate possible remedies for disputes between neighbours. The evidence for this criterion should build on P8.

For D1, learners must evaluate an EPC, provided by the tutor, in terms of the information provided and how this compares with the evidence provided for P6 and M1.

For D2, learners must justify possible outcomes of disputes between neighbours. These must be based on breaches of covenant. Examples of suitable evidencing approaches are as for P1 and M4.

## Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading criteria. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3	The Legal System Relating to Property, Owning Land and Property, Rights, Interests, Benefits and Liabilities	A house developer asks you, as a training manager, to train a sales team on the legal system in relation to property and ownership and asks you to prepare a handbook for prospective home buyers.	Prepare a report and make a presentation to a new homes sales team. Prepare a booklet of information to be given to potential home buyers.
P4, P5, M1, D1	Information for Purchasers	Acting as a solicitor's clerk, you are given the task of producing the types of documents that might be included in a conveyancing pack and describing its contents to a client.	Collect data including HMLR evidence of title, searches and other information for a conveyance pack, produce the pack and describe the contents to an imagined client.
P6, P7, P8, M2, M3, M4, D2	Conveyancing Process; Landlords and Tenants; Disputes	As an estate agent, you are asked by a first time buyer for an explanation of the conveyance process.  As a solicitor's clerk you are instructed to advise a client about a lease for rental of a commercial property.  Neighbours in dispute ask you, as a property professional, to help them resolve their problem.	Present the process, for a case study property, in a report to the prospective purchaser.  Conduct a workshop to consider a lease, supported by a lease document with conditions and covenants.  Report on potential disputes and the possible outcomes of these.  Group role-play exercise on the resolution of the dispute.

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Construction and the Built Environment sector suite. This unit has particular links with the following unit titles in the Construction and the Built Environment suite:

Level 1	Level 2	Level 3
	Structure of the Construction Industry	Property Valuation in Construction
		Planning Procedures in Construction

### Essential resources

Learners can find information using local and national newspapers, websites of estate agents, banks and building societies and journals. Newspapers contain useful weekly property supplements.

### Employer engagement and vocational contexts

Visits to companies and from employees are useful for delivery of this unit. The use of vocational contexts is essential in the delivery and assessment of this unit. Many property sector businesses apply the concepts covered in this unit in the conveyance of property and the management of property.

Support to enable centres to initiate and establish links to industry, and to networks arranging visits to industry and from property law practitioners is given below:

- Council for Licensed Conveyancers – [www.conveyance.org.uk](http://www.conveyance.org.uk)
- The Law Society – [www.lawsociety.org.uk](http://www.lawsociety.org.uk)
- Learning and Skills Network – [www.vocationallearning.org.uk](http://www.vocationallearning.org.uk)
- National Education and Business Partnership Network – [www.nebpn.org](http://www.nebpn.org)
- The Royal Institution of Chartered Surveyors – [www.rics.org](http://www.rics.org)
- Work Experience/Workplace learning frameworks – Centre for Education and Industry (CEI University of Warwick) – [www.warwick.ac.uk/wie/cei/](http://www.warwick.ac.uk/wie/cei/)

### Indicative reading for learners

#### Textbooks

Barker D – *Law Made Simple, 12th Edition* (Elsevier Science, 2007) ISBN 9781405846189

Card R, Murdoch J and Murdoch S – *Estate Management Law, 6th Edition* (Oxford University Press, 2003) ISBN 9780406963758

Cowen G, Driscoll J and Target L – *Commonhold Law and Practice* (Law Society Publishing, 2005) ISBN 9781853288678

Davey F and Smith D – *The Housing Act 2004 and Residential Lettings – A Practical Guide* (RICS Books, 2008) ISBN 9781842194058

Garner S and Frith A – *A Practical Approach to Landlord and Tenant, 5th Edition* (Oxford University Press, 2008) ISBN 9780199535118

Isaac N and Walsh M – *Easements and Other Rights* (RICS Books, 2008) ISBN 9781842193761  
 Keenan D – *Smith and Keenan's English Law, 15th Edition* (Longman, 2007) ISBN 9781405846189  
 Male J M – *Landlord and Tenant, 4th Edition* (Prentice Hall, 1998) ISBN 9780273634379  
 Olins A – *Covenants Affecting Land – A Practical Guide* (RICS Books, 2008) ISBN 9781842194096  
 Smith R – *Property Law, 6th Edition* (Longman, 2008) ISBN 9781405858663  
 The Academy of Experts – *Model Form of Expert's Report* (The Academy of Experts, 2008)  
 The Academy of Experts – *Resolving your Dispute by Mediation, 2nd Edition* (The Academy of Experts, 2008)  
 The Law Society – *A Guide to the National Conveyance Protocol, 5th Edition* (Law Society Publishing, 2005)  
 ISBN 9781853289972  
 Wilkie M, Luxton P, Morgan J and Cole G – *Landlord and Tenant Law, 5th Edition* (Palgrave Macmillan, 2006)  
 ISBN 9781403917546

### Journals

*Business* – the magazine of the Royal Institution of Chartered Surveyors (RICS)  
*Estates Gazette* – Estates Gazette Group  
*Property Law Journal* – Legalease Publications  
*Property Week* – CMP  
*RICS Commercial Property* – RICS  
*RICS Residential Property* – RICS  
*Solicitors Journal* – Waterlow Legal and Regulatory Ltd

### Websites

<a href="http://www.academy-experts.org">www.academy-experts.org</a>	Dispute resolution
<a href="http://www.adviceguide.org.uk">www.adviceguide.org.uk</a>	National Association of Citizens Advice Bureaux downloadable guide Neighbour disputes
<a href="http://www.chancel.org.uk">www.chancel.org.uk</a>	Chancel land and chancel repair liabilities
<a href="http://www.communities.gov.uk/partywall-1996">www.communities.gov.uk/partywall-1996</a>	Department for Communities and Local Government explanatory booklet The Party Wall etc Act 1996
<a href="http://www.conveyancer.org.uk">www.conveyancer.org.uk</a>	Lawyers specialising in conveyance services and useful links
<a href="http://www.cml.org.uk">www.cml.org.uk</a>	The Council of Mortgage Lenders downloadable publications including The CML guide to home-buying and selling in England and Wales
<a href="http://www.home.co.uk">www.home.co.uk</a>	Conveyance guide and useful links
<a href="http://www.landregistry.gov.uk">www.landregistry.gov.uk</a>	Copies of title plans can be downloaded for a fee
<a href="http://www.lawsociety.org.uk">www.lawsociety.org.uk</a>	Professional body of solicitors in England and Wales
<a href="http://www.lease-advice.org/commain.htm">www.lease-advice.org/commain.htm</a>	Commonhold – What it is and how it works
<a href="http://www.ops.gov.uk/acts.htm">www.ops.gov.uk/acts.htm</a>	Office of Public Sector Information – part of The National Archives. Acts of the UK Parliament and explanatory notes for download

[www.ordnancesurvey.co.uk](http://www.ordnancesurvey.co.uk)

Boundary dispute information – Joint Statement by Ordnance Survey and Land Registry

[www.propertyweek.com](http://www.propertyweek.com)

Online edition of Property Week

[www.rics.org](http://www.rics.org)

RICS property profession resource, including podcasts

[www.rightmove.co.uk](http://www.rightmove.co.uk)

Rightmove House Price Index, links to estate agent sales particulars

[www.solicitorsjournal.com](http://www.solicitorsjournal.com)

Solicitor's Journal

## Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS that have been included within the assessment criteria of this unit:

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Independent enquirers</b>	identifying questions to answer and problems to resolve in the consideration of particular properties
<b>Creative thinkers</b>	creating ideas and exploring possibilities that arise in the investigation of property
<b>Reflective learners</b>	inviting feedback and dealing positively with praise, setbacks and criticism in the assessment of their work
<b>Team workers</b>	working together in teams to carry out practical work in group assignments and role-play scenarios showing fairness and consideration to others when reporting their property law findings to others in a professional manner
<b>Self-managers</b>	taking personal responsibility and showing, initiative, creativity and enterprise in professionally approaching the work of property law
<b>Effective participators</b>	playing a full part in the preparation and delivery of group presentations proposing practical approaches to the vocational tasks of dealing with aspects of property law communicating with integrity.

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	using the internet to search for information using software applications
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	using software applications to plan work activities when undertaking assignments
Manage information storage to enable efficient retrieval	managing files and folders in assignment work to enable efficient information management
Follow and understand the need for safety and security practices	storing and backing up information in an orderly and safe manner
Troubleshoot	responding appropriately to system errors and various problems in using word processing, web search and printing applications
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	selecting and using information from the web and from software applications in research for assignment tasks recognising copyright and other constraints on the use of information, acknowledging sources and avoiding plagiarism
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	using internet sources of information purposefully and effectively recognising the intention and authority of the provider, currency of the information, relevance and bias
<b>ICT – Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>	using ICT for presentation applications in compiling reports to satisfy assignment tasks
Bring together information to suit content and purpose	organising information from different forms or from different sources to achieve various purposes, including presentations
Present information in ways that are fit for purpose and audience	working accurately and proofreading, using software facilities, where appropriate and ensuring clear meaning seeking views of others, checking spelling, ensuring consistent layout and previewing printouts using appropriate conventions for letters, memoranda, reports etc in assignment tasks
Evaluate the selection and use of ICT tools and facilities used to present information	reviewing and modifying work as it progresses to ensure the results are fit for purpose and audience, and in informing future judgements checking draft presentations, reports etc with intended professional audiences

Skill	When learners are ...
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	using email messaging in communicating internally and externally when carrying out study, research and assignment work adapting a vocational style to suit a professional audience
<b>Mathematics</b>	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	
Identify the situation or problem and the mathematical methods needed to tackle it	
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
Draw conclusions and provide mathematical justifications	
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	presenting information and ideas clearly and persuasively to others adapting contributions in discussions to suit a professional audience, purpose and situation using a professional vocabulary in a responsible and ethical context
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	undertaking research activities by selecting and using different types of texts to obtain relevant information reading and summarising information succinctly from different sources identifying the purpose of texts and commenting on how effectively meaning is conveyed when detecting points of view, implicit meaning and bias
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	presenting information on complex matters such as reporting on research of legal cases concisely, clearly, logically and persuasively to a professional audience using a range of different styles of writing for different purposes using a range of sentence structures, including complex sentences, with accurate punctuation, grammar, spelling and meaning using a professional vocabulary in a responsible and ethical context.