Supporting Technical Education Teaching:

**Curriculum Resources**

Teaching Guide

Topic: Law and contracts in construction

Version information

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This resource is part of a series of materials to support technical education teaching. The approach to developing the materials draws from research led by Professor Kevin Orr that sets out a model for understanding of technical education pedagogy.

The curriculum development begins with the knowledge that students are working to learn and apply. Teachers draw from their subject and industry expertise, and their knowledge of their students, to make decisions about the core concepts the curriculum will focus on, how they will sequence these concepts, and the activities that are selected to support students’ learning. The decisions behind the resources suggested in this topic are the result of choices made by the curriculum development team, which will be reviewed and improved by teachers’ decision-making and ongoing reflection in their own circumstances.

The materials also seek to support teachers in bringing classroom and industry closer together, by providing assets that draw from authentic industry materials, and using opportunities to capture workplace practice that can be shared with students.

Materials for other topics are available at: [www.technicaleducationnetworks.org.uk](http://www.technicaleducationnetworks.org.uk)

HEALTH AND SAFETY

It is assumed that activities outlined in this Teaching Guide will be undertaken in suitable facilities or work areas and that good practices, appropriate use policies and procedures will be observed. Teachers should consult their employers’ risk assessments before use and consider whether any modification is necessary for the particular circumstances of their own class/institution.

Acknowledgements

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T Level Technical Qualification is a qualification approved by IfATE.

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Introduction

This document for teachers outlines both the topic area covered and the approach to using the suite of resources and assets for each lesson. Unless otherwise stated, definitions of key terms have been developed by the authoring team and reviewed in the context of the activities. Teachers may choose to revise definitions as necessary and should review the content in advance of delivery to check it is appropriate for learners.

# Topic purpose

This guide introduces the key principles of property ownership, legal processes and contractual obligations, providing a foundational understanding of how law operates in the construction industry.

There are also opportunities to develop essential skills during the course in general competencies for maths, English and digital. For example, the analysis of typical ground rent clauses will strengthen students’ maths skills, as they calculate financial obligations such as ground rents. Written tasks and case studies will bolster their English language and communication skills, supporting them to explain simple legal concepts relating to property clearly and concisely. Additionally, the use of digital tools for researching planning applications will enhance their digital literacy.

There are six lessons, and each lesson is assumed to be 1.5 hours. You can choose to deliver the lessons either individually or grouped together in thematic blocks, depending on your teaching approach. For example, a first block might include Lesson 1 and Lesson 2 focusing on property ownership and the role of the Land Registry in England and Wales. A second block could focus on Lesson 3 exploring the challenges faced by individuals who own their properties leasehold. A third might cover Lesson 4 considering the steps needed to make a planning application, and the fourth could include Lesson 5 and Lesson 6 introducing the importance of contracts in construction, how a contract is formed and the benefits of adopting the use of a standard contract. This approach allows flexibility in how the material is presented, enabling you to adjust the depth of coverage and even split the lessons into multiple shorter sessions if required, according to the needs of your students.

The content in the lessons can be reinforced throughout the course to support students' learning, particularly in the area of construction law. For example, when discussing contracts, land ownership or leasehold implications, students could explore how these legal aspects relate to real-world issues, such as planning consents and approvals, restrictive covenants on land and property, and neighbours’ rights regarding shared access or privacy concerns. Additionally, students could investigate topics like home ownership and funding, including shared ownership schemes and government incentives for developers and buyers, as well as the refurbishment of existing buildings and the regeneration of inner-city areas. Further exploration might include documentation for procurement and tendering, as well as project costs and financial controls. Through case studies or hypothetical scenarios, students can analyse these interconnected legal and practical aspects, discuss their implications with peers or instructors, and reflect on their understanding. This approach ensures that students can see the practical relevance of construction law and how it intersects with various facets of the construction industry, reinforcing their learning throughout the course.

# Industry importance

Studying the principles and implications of land law with respect to the built environment is crucial for students in construction. Much of the work in the construction industry involves delivering projects, where contracts play an important role in defining the relationships between different stakeholders and allocating risk among parties. Construction projects often require the development of a site or building that is owned by a client or another entity, making an understanding of land ownership and contract law essential. Failure to adhere to relevant laws, legislation or contracts can lead to severe financial repercussions and, in some cases, even fatal consequences. Therefore, a solid grasp of these legal principles is fundamental to ensuring the success and safety of projects in construction.

*The construction industry is under ever-more scrutiny, with increased regulation, an ambitious government development programme to address the perennial housing shortage and other projects. It is therefore all the more important for legal land ownership and contracts governing construction projects to be accurate and to be fully understood.*

*Mark Klimt, DWF Law LLP*

# Industry links

* The Society of Construction Law provides access to case studies and legal updates which can be used as real-world examples and to provide students with the latest industry insights: [www.scl.org.uk/index.php](https://www.scl.org.uk/index.php/)
* Out-Law, offered by the law firm Pinsent Mason, provides free articles, legal analysis and updates on construction law. This resource can be used to access current legal issues and case studies to be used as real-word examples and industry insights: [www.pinsentmasons.com/out-law](http://www.pinsentmasons.com/out-law)
* The legal section of Building.co.uk offers news articles, case studies and expert opinions on various aspects of construction law: [www.building.co.uk/comment/communities/legal](https://www.building.co.uk/comment/communities/legal)
* The UK Government Planning Portal provides information on planning permissions and building regulations: [www.planningportal.co.uk](https://www.planningportal.co.uk/)
* The Royal Institution of Chartered Surveyors (RICS) provides insights, reports and articles on topics including construction law, property and land management. These materials can be used to provide students with a professional perspective on legal issues in the built environment: [www.rics.org/news-insights/insights](https://www.rics.org/news-insights/insights)
* The Law Society of England and Wales provides accessible legal guides and a glossary of terms, which can be used to help students understand fundamental legal concepts and their practical implications in the construction industry: [www.lawsociety.org.uk/topics/property/](http://www.lawsociety.org.uk/topics/property/)
* Barratt Homes, one of the largest residential property development companies in the UK, known for building a wide range of homes, has prepared a useful guide to the legal steps involved in purchasing a home: [www.barratthomes.co.uk/the-buying-process/the-legal-steps-of-buying-a-new-home/](https://www.barratthomes.co.uk/the-buying-process/the-legal-steps-of-buying-a-new-home/)
* The Royal Institute of British Architects (RIBA) has a suite of standard contracts suitable for used by architects, contractors, consultants and clients: [www.architecture.com/digital-practice-tools/riba-contracts](https://www.architecture.com/digital-practice-tools/riba-contracts)

# Prior learning

Students do not require any specific prior knowledge before studying this topic. However, teachers will want to explore the depth of prior knowledge before commencing the programme of study to adapt teaching to meet the needs of their students.

# Accessibility

The teaching materials have been designed to provide teachers with a flexible framework, including different approaches to activities, suggested consolidation activities to further embed knowledge and adaptable study questions to assess learning. As with all resources, teachers will wish to consider the specific needs of their students when using the materials, including Special Educational Needs and Disabilities (SEND). Although content has been reviewed, accessibility in externally linked resources cannot be guaranteed.

Learning outcomes and specification coverage

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| **Lesson** | **Learning outcomes** | **Specification coverage** | **Skills and general competencies** | **Links to other specification content** |
| **1** | Students will be able to:   * describe the legal implications of owning property as joint tenants where two or more individuals hold property jointly with the right of survivorship; * describe the legal implications of owning property as tenants in common where two or more individuals hold property in specific shares, which may be equal or unequal; * explain what happens when the owner of a property dies. | **14.2.1** Different types of land ownership:   * sole proprietor/owner * government/council-owned * concurrent ownership, joint tenancy, joint mortgages, right of survivorship, the four unities (time, title, interest, possession), shared ownership, tenants in common | Skills:  Develop ability to appraise and form valid arguments from information given in a case study  Improve communication skills by creating reports and presentations for different audiences  Build teamwork and discussion skills by participating in group and class discussion to explore ideas  General competencies:  English:  **E2** Present information and ideas  **E3** Create texts for different purposes and audiences  **E5** Synthesise information  Digital:  **D1** Use digital technology and media effectively  **D3** Communicate and collaborate | **14.2.2** Features of leasehold and freehold ownership and the differences between them |
| **2** | Students will be able to:   * describe the Land Registry and its role in the property system in England and Wales; * explain the meaning of freehold and leasehold property ownership; * state the key parts of a title deed. | **14.2.2** Features of leasehold and freehold ownership and the difference between them | Skills:  Develop ability to appraise and form valid arguments from information given in a case study  Improve communication skills by creating reports and presentations for different audiences  Build teamwork and discussion skills by participating in group and class discussion to explore ideas  General competencies:  English:  **E2** Present information and ideas  **E5** Synthesise information  Digital:  **D3** Communicate and collaborate | **14.2.1** Different types of land ownership |
| **3** | Students will be able to:   * describe common problems between leaseholders and freeholders; * define how ground rent is calculated and what happens if it is not paid. | **14.2.2** Features of leasehold and freehold ownership and the difference between them | Skills:  Develop ability to appraise and form valid arguments from information given in a case study  Improve communication skills by creating reports and presentations for different audiences  Build teamwork and discussion skills by participating in group and class discussion to explore ideas  General competencies:  English:  **E2** Present information and ideas  **E5** Synthesise information  Digital:  **D3** Communicate and collaborate  Maths:  **M5** Process data | **14.2.1** Different types of land ownership |
| **4** | Students will be able to:   * describe the planning application process; * explain delegated and permitted permission; * explain the basic provisions of the Party Wall Act and when it applies. | **14.2.3** Legislation and regulations impacting on use of land and building:   * implications for construction where there are boundaries and party walls * planning regulations * easements and wayleaves   Building Safety Act | Skills:  Develop ability to appraise and form valid arguments from information given in a case study  Improve communication skills by creating reports and presentations for different audiences  Build teamwork and discussion skills by participating in group and class discussion to explore ideas  General competencies:  English:  **E2** Present information and ideas  **E5** Synthesise information  **E6** Take part in/lead discussions  Digital:  **D1** Use digital technology and media effectively  **D3** Communicate and collaborate | **14.2.1** Different types of land ownership |
| **5** | Students will be able to:   * explain why standard contracts are used in construction;   compare and contrast JCT and NEC contracts. | **14.4.1** Types of contract used in construction:   * Joint Contracts Tribunal (JCT) * Association of Consultant Architects (ACA) Building Agreement * ICE conditions of contract * International Federation of Consulting Engineers   New Engineering Contract (NEC) | Skills:  Develop ability to appraise and form valid arguments from information given in a case study  Improve communication skills by creating reports and presentations for different audiences  Build teamwork and discussion skills by participating in group and class discussion to explore ideas  General competencies:  English:  **E2** Present information and ideas  **E5** Synthesise information  Digital:  **D3** Communicate and collaborate | **14.4.2** Implications of law on contracts used in construction |
| **6** | Students will be able to:   * explain the basic elements needed to make a legal contract; * describe typical conditions of contract found in a construction contract. | **14.4.2.** Implications of law on contracts used in construction:   * rights and obligations under contracts * conditions of contract   variations in construction contracts | Skills:  Develop ability to appraise and form valid arguments from information given in a case study.  Improve communication skills by creating reports and presentations for different audiences.  Build teamwork and discussion skills by participating in group and class discussion to explore ideas.  General competencies:  English:  **E2** Present information and ideas.  **E5** Synthesise information.  **E6** Take part in/lead discussions.  Digital:  **D3** Communicate and collaborate | **14.4.1.** Types of contracts used in construction |

Lesson guidance

# Lesson 1: Is it mine? How to legally own land

This lesson introduces the key concept of land ownership and focuses on property co-ownership, namely joint tenants and tenants in common. It examines the legal implications of each, applying the concepts to real-world scenarios. These concepts are important as they affect how property is shared and inherited. Teachers are encouraged to edit and/or prioritise activities to suit the needs of their learners, particularly when there are time constraints.

## Preparation

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| **Resources provided** | * L1 Slide deck * L1 Introduction Information sheet * L1 Activity 1 Worksheet * L1 Activity 2 Worksheet * L1 Activity 3 Worksheet * L1 Activity 4 Worksheet * L1 Plenary Worksheet * L1 Plenary Worksheet answers |
| **Equipment needed** | Projector, whiteboard, worksheets, writing tools, A1 flipchart, internet access for research activity |
| **Safety factors** | None |
| **Prior learning** | No prior learning is necessary to study the materials presented in this lesson. |
| **Common misconceptions** | * Joint tenants do not own individual shares. They each own the whole property together. This is known as the ‘four unities’ principle (possession, interest, title and time). If one joint tenant dies, their interest automatically passes to the surviving joint tenants (the right of survivorship), not under their will. * The term ‘tenant’ can be misleading. Tenants in common are owners, not renters. This form of ownership means each person owns a defined share (which can be equal or unequal), and they can leave their share in a will or sell it independently. * While joint tenancy might suit some couples (e.g., those who want the survivor to inherit automatically), it’s not always the best legal or financial choice. For instance, if one person contributes significantly more to the purchase price or wants to pass their share to children from a previous relationship, a tenancy in common is often more appropriate. |
| **Accessibility** | * Seek to ensure wide representation for any speakers and case studies used. * Ensure groups are diverse and balanced and consider pairing students with peer buddies if needed. * Basic animation is used in the slides in this lesson to improve cognitive load, stagger information or present instructions. Teachers may wish to remove this feature if it is unsuitable for students. |

## Activity guide

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| **Introduction**  SUGGESTED TIME:  5 minutes  RESOURCES:   * L1 Slide deck – slides 2–3 * L1 Introduction Information sheet | * Go through the learning outcomes for this lesson with students on slide 2. * As an icebreaker activity, pose the question given on slide 3 to the class to gauge initial understanding: ‘What do you think are some ways people can own property together?’ Invite students to share their answers verbally with the class. Highlight the importance of building confidence to share ideas verbally and to articulate points clearly. * Discussion points could include:   + People can own property together by getting a mortgage, like when a couple buys a house.   + Sometimes families inherit a house together and all the siblings own it.   + Friends might buy a property together as an investment. * Depending on student responses, probe for deeper discussion by posing questions such as:   + Getting a mortgage together is a common way couples acquire finance to own a property together. What about the legal implications if one person wants to sell their share?   + Inheriting property together can lead to joint ownership, which can be as either tenants in common or joint tenancy. Does anyone know the difference? * After the icebreaker activity, explain why understanding property ownership approaches is important. Knowing how property can be owned helps individuals understand their rights, whether they are buying a home, sharing a property with family or involved in legal matters like wills. It can affect what happens if a co-owner of a property passes away, or if a party wants to sell their share in a property. In a legal context, understanding these concepts can prevent disputes. For example, if siblings inherit a house, they need to be clear on how they can manage or sell their share of the property. * Distribute L1 Introduction Information sheet for students to have as information on some of the key concepts to be covered in the lesson. Teachers could add a quick recap or matching exercise to reinforce key terms before progressing. * Teachers should encourage students to create and add to a glossary of key terms as they go through the lessons. Alternatively, a class glossary could be developed as lessons progress. |
| **Activity 1: Different types of land ownership**  SUGGESTED TIME:  20 minutes  RESOURCES:   * L1 Slide deck –  slides 4–5 * L1 Activity 1 Worksheet | * Distribute L1 Activity 1 Worksheet. Deliver slide 4 and Activity 1 Worksheet content on the three main types of land ownership and discuss some real-life examples of when each would apply. * Ask students to summarise the main features of each type of land ownership and examples of each in their worksheet. Some relevant examples might include:   + Concurrent ownership – tenants in common. Example: A group of three siblings inherits a family home. They decide to keep it as a rental property, forming a tenancy in common. Each sibling holds a different percentage of ownership based on their contributions. If one sibling wants to sell their share, they can do so independently, which provides flexibility that a joint tenancy does not offer.   + Also, shared ownership models. Example: Many housing associations in the UK offer shared ownership schemes. For instance, a young couple may buy a 50% share of a new apartment, with the option to purchase additional shares later. This model allows them to enter the property market at a lower cost while sharing ownership with the housing association, which retains the remaining share.   + Sole proprietor/owner – Example: A businessperson purchases the building and the land it sits on entirely in their name. As the sole proprietor, they have full control over the property, which allows them to make decisions about renovations, lease agreements or future sales without needing consent from others. This type of ownership enables them to build equity in the property as their business grows, and they can also benefit from any increase in the property's value over time. If they decide to sell the property or lease it to another business, they have the autonomy to do so as the sole owner.   + Local government/council. Example: In a city, the local council owns a large piece of land that was previously an industrial site. Recognising the need for green spaces and recreational areas, the council decides to transform this land into a public park. This scenario demonstrates how government or council ownership is used to create public spaces that benefit the community, reflecting the role of local authorities in land management and urban planning. * Introduce the questions on slide5 and ask students to make notes on paper while watching the video. Encourage them to jot down any other key terms or concepts they hear and to think about any misconceptions that might be addressed in the video. * Play the video on slide 5 from the start to 2 minutes 10 seconds – [www.youtube.com/watch?v=bbnseBDur6M](https://www.youtube.com/watch?v=bbnseBDur6M) (A few videos are available covering this content and teachers can choose which one to use, but the teaching advice given here is for the QLaw video.) * After watching the video, begin a full-class discussion of the questions on slide 5. Use these questions to check students’ understanding and address any misconceptions:   + **Right of survivorship:** This concept is often confused with inheritance through a will, but in joint tenancy, the property automatically goes to the surviving co-owner(s).   + **Ownership in joint tenancy:** Address the misconception that this arrangement is permanent by explaining that a joint tenancy can be severed.   + **Tenants in common:** Clarify the common misunderstanding that tenants in common must own equal shares.   + **Transfer of shares:** Address the misconception that tenants in common always need to act together.   + **Understanding probate:**Explain that probate is the legal process of administering the estate of a deceased person, which includes transferring ownership of property according to the will or law. * Pose the extension question about misconceptions for the class to discuss, clarifying any points. |
| **Activity 2: The pros and cons of different types of property ownership**  SUGGESTED TIME:  15 minutes  RESOURCES:   * L1 Slide deck –  slides 6–8 * L1 Activity 2 Worksheet | * The aim of this activity is to help students to synthesise and present information about the pros and cons of joint tenancy and tenancy in common. It also encourages critical thinking as students analyse and evaluate different aspects of property ownership. * Display slide 6. Play the video ([www.youtube.com/watch?v=bbnseBDur6M](https://www.youtube.com/watch?v=bbnseBDur6M)) from 2 minutes 10 seconds until the end. This is the second half of the video featured in Activity 1. * Divide the class into small groups of four to six students. Within each group, students can be assigned a role such as a notetaker, spokesperson or timekeeper to ensure everyone contributes and the discussion remains focused. * Students can use the table in the worksheet to help them organise their thoughts. Teachers might consider adding a partially completed example and prompts about challenges for further depth and engagement, depending on the ability of the group. Once they have finished filling in their table, each group shares and presents their findings to the class. Encourage students to listen actively and take notes on what other groups are sharing. Each group should feedback on one part of the table, to avoid repetition. * This activity can help students develop skills, such as synthesising information, presenting clearly and collaborating effectively together. * Slide 7 gives an example of what a completed table would look like. * If time allows, ask students to write some notes following the prompts on slide 8: Pose questions for students to consider, and instruct them to take time to think critically about these questions and write down their thoughts. Encourage them to consider how these ownership types might apply to their personal lives or the future situations they might encounter. |
| **Activity 3: Case study analysis**  SUGGESTED TIME:  20 minutes  RESOURCES:   * L1 Slide deck –  slides 9–17 * L1 Activity 3 Worksheet | * Display slide 9. Divide students into groups. Distribute Activity 3 Worksheet. There are five case studies in the worksheet and groups could be allocated one or two per group. Ensure students know that they are expected to justify their decision and that they will be reviewing specific answers afterwards. * Students read through the assigned case study(s) in their group. They discuss the scenario(s) and use the worksheet to write down their answers. The aim is to analyse the given scenario(s) to determine the best type of property ownership. * Monitor the groups as they discuss the case studies. Offer guidance as needed, especially if students struggle with the concepts. Teachers might consider adding a vocabulary column or hints for less confident students and encourage peer presentation for collaborative learning. * If groups finish their analysis early, direct them to another case study as a stretch-and-challenge activity. * After all the groups have completed their analysis, bring the class together for a full-class discussion. Start by asking each group to present their case study and answers. Use the case study answers provided on slides 10–17 to facilitate the discussion and clarify any discrepancies. |
| **Activity 4: Role play**  SUGGESTED TIME:  20 minutes  RESOURCES:   * L1 Slide deck –  slide 18 * L1 Activity 4 Worksheet | * Assign students to groups of three or four. Emphasise that this activity helps students practise important skills such as critical thinking and clear communication. * Depending on the confidence of the group, as an alternative activity, students could write a solicitor’s letter from Alice or Mateo describing their intentions for the business property and the type of ownership they would like. This will likely require more time than the ten minutes allocated in this activity so please plan accordingly. * Use slide 18 to help you introduce the scenario and question for consideration. Students need to determine which ownership type is more appropriate, considering factors like flexibility in ownership of shares and ability to independently sell or transfer shares, and the potential impact. * To prepare for the role play, have students discuss the scenario within their group to decide on the best ownership type for Alice and Mateo. Alice and Mateo are two friends and are considering buying a business together. Each group member should then be assigned a role – one student (or pair) will act as the advisor, while the others will play the roles of Alice and Mateo. Advisors need to prepare an explanation that includes the reasoning behind their recommendation and be ready to answer questions from Alice and Mateo. * During the role play, the advisor will meet with Alice and Mateo to discuss the property ownership options. They should recommend either joint tenancy or tenants in common and explain why this option suits their needs. Encourage Alice and Mateo to ask questions or raise concerns. The advisor responds to these questions, providing clear and concise explanation. * During the role play, move around the classroom, listening to the role plays and offering guidance where necessary. Ensure that advisors are providing accurate information and that all students are engaged in their roles. If a group is struggling, help to clarify key points, e.g. remind students that tenants in common allow for unequal ownership and independent transfer of ownership. * At the end of the role play, bring the class back together for a debriefing session. Ask the advisors to share what ownership type they recommended for Alice and Mateo and why. Encourage the class to discuss whether they agree with the recommendations and explore any different approaches that were suggested. * Use the Reflection and Discussion section at the end of the worksheet to reinforce learning. Teachers to provide prompt questions. |
| **Plenary**  SUGGESTED TIME:  10 minutes  RESOURCES:   * L1 Slide deck – slides 19–25 * L1 Plenary Worksheet * L1 Plenary Worksheet answers | * The plenary assessment practice activity outlined on slide 19 and in the Plenary Worksheet serves as a formative assessment to gauge students’ learning from the lesson. Students should complete it individually so that you can assess their understanding of the material. * Ensure that students understand that this assessment is designed to help identify areas where they might need further clarification. * Provide the correct answers after the plenary so that students can self-check and reinforce learning. These are provided on slides 20–24, as well as on a separate answer sheet. * Review students’ submissions to identify common misconceptions and areas where further explanation might be needed. Use this opportunity to offer targeted feedback and support. * Encourage students to complete the key terms section in the Plenary Worksheet. * Teachers could add a peer check prompt or short extension task for faster learners. * Should teachers run out of time at this stage of the lesson they could provide worksheet answers and ask students to review as part of their consolidation of learning from the lesson. * Conclude the lesson by reinforcing the achieved learning objectives on slide 25. |
| **Follow-up / consolidation**  (to be completed outside of lesson)  SUGGESTED TIME:  30 minutes  RESOURCES:   * L1 Slide deck – slides 26 | * Using slide 26, ask students to find a real-life example (news article, case or personal story) of a property dispute involving joint tenants or tenants in common. Students should prepare a 6–10-sentence summary for their revision notes that includes:   + what the dispute was about;   + the key details of the situation (e.g. the ownership type, the people involved);   + any important legal or financial issues;   + the outcome of the dispute (if known). * Encourage students to bring their findings and any questions they have to the next lesson. |

# Lesson 2: Whose is it? How to check the Land Registry

This lesson introduces the role of HM Land Registry in England and Wales. It examines the key concepts of freehold and leasehold property ownership. Key concepts such as freehold and leasehold ownership are explained in detail, with particular emphasis on understanding the difference between owning property and land outright (freehold) versus owning property for a limited time period (leasehold). The lesson also covers some of the financial implications of leaseholds, including common lease lengths and the payment of ground rents. Industry guest speakers, such as a conveyancer, could be invited to discuss the land registration process and how it affects the buying and selling of property.

This lesson contains reference to Grenfell Tower to contextualise learning so teachers should check this is appropriate for use with their students.

## Preparation

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| **Resources provided** | * L2 Slide deck * L2 Introduction Information sheet * L2 Activity 1 Worksheet * L2 Activity 1 Worksheet answers * L2 Activity 2 Worksheet * L2 Activity 3 Worksheet * L2 Activity 3 Worksheet answers * L2 Plenary Worksheet * L2 Plenary Worksheet answers |
| **Equipment needed** | Projector, whiteboard, worksheets, writing tools, A1 flipchart, personal computers (PCs), internet access for research activity |
| **Safety factors** | None |
| **Prior learning** | No prior learning is necessary to study the materials presented in this lesson. |
| **Common misconceptions** | * Most land is now registered with HM Land Registry — the electronic register is the legal record, not paper deeds. * The Land Registry only records ownership and doesn’t set property values or decide who owns property. * Leaseholders don’t own the land — they just have the right to occupy the property for a set term. * Ground rent is a fee paid by leaseholders — it doesn’t give any ownership rights over the land. * Ground rent = rent paid to the freeholder for the lease, whereas Service charge = covers maintenance of shared areas (e.g. lifts, gardens). * Leaseholders often pay service charges, which can include major repairs (e.g. roof or structural works). * Most flats are leasehold — the freeholder usually owns the building and land. Freeholders may still pay for local authority charges, insurance or communal upkeep in some estates. |
| **Accessibility** | * Seek to ensure wide representation for any speakers and case studies used. * Ensure groups are diverse and balanced, and consider pairing students with peer buddies, if needed. * Basic animation is used in the slides in this lesson to improve cognitive load, stagger information or present instructions. Teachers may wish to remove this feature if it is unsuitable for students. |

## Activity guide

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| **Introduction**  SUGGESTED TIME:  20 minutes  RESOURCES:   * L2 Slide deck – slides 2–9 * L2 Introduction Information sheet | * Start the lesson by introducing the lesson objectives using the slide deck Slide 2. * Using slide 3 as a bridge to the previous lesson’s learning, ask students if they have seen any media stories about property ownership and/or real-life examples of disputes involving joint tenants or tenants in common from the Lesson 1 consolidation task. Encourage them to use appropriate terminology relating to types of land ownership, joint tenants, tenants in common. Prepare some examples displayed on the board in case students don’t engage. This activity can be skipped if felt to be repetitive. * As a starter activity, display the Grenfell scenario on slide 4. * Pose the questions on slide 5 to encourage table group discussion. Circulate to assess level of prior knowledge and opinions about the questions. Encourage discussion: “Who holds responsibility?” For the first question, encourage discussions on the roles of leaseholders, freeholders, construction companies and government regulators. Teachers to make reference here to the Building Safety Act 2022 (though this is covered in Lesson 4). Key points are as follows. The Building Safety Act 2022 is a major piece of legislation introduced in response to the Grenfell Tower tragedy to improve safety in high-rise and residential buildings in England. It establishes a new regulatory framework focused on risk management, accountability, and oversight throughout the lifecycle of a building. Key features include the creation of the Building Safety Regulator, stricter duties for those responsible for design and construction, and the introduction of a new building control system for higher-risk buildings. The Act also enhances the rights of leaseholders. * Pose the question “What do you think the Land Registry does in the property system in England and Wales?” to the whole class to gauge initial understanding. Give students a few minutes to think about their answers. Then ask students to write down their thoughts on a piece of paper or in their notebooks. * After a few minutes, invite students to share their answers with the class. Use directed or open questioning to encourage participation. * Acknowledge each response and gently guide the discussion. For example, “Yes, the Land Registry does keep records of who owns property, but it doesn’t determine ownership – people need to register the ownership with them” or, “That’s right, having a central record helps reduce fraud in property transactions. How might it help someone buying a house?” * Explain that the Land Registry is a government department responsible for keeping official records of land and property ownership. It ensures the property’s legal status is clear, helping prevent disputes and fraud. Mention its importance when buying or selling a property and how it offers protection to both the buyer and seller. Ask: “Why do you think it's important to have an official record of who owns a property?” and discuss students’ responses. * Display slide 6 as the confirmed response, and explain why understanding property ownership approaches is important. For example, when someone buys or sells a property, it’s crucial to have an official record to prevent disputes. It helps ensure that everyone involved knows who legally owns the property. * Use slides 7–9 to differentiate between freehold and leasehold ownership along with ground rent. * Use slide 7 to explain that with freehold ownership, the buyer owns both the property and the land indefinitely. This is common with houses. Mention that there are fewer ongoing fees, and the owner has complete control over the land and property. Ask: “What do you think are the advantages of owning both the property and the land?” and discuss students’ responses. You might follow up by asking: “Does anyone know if their home is a freehold property?” * Use slide 8 to explain that leasehold ownership means owning the property for a fixed period (99 to 125 years is common) but not the land. The land is owned by a freeholder, and the leaseholder often pays ground rent to the freeholder. Give the example that most flats or apartments are sold as leasehold properties. Outline that shorter leases under 80 years can make a property harder to sell or mortgage. Ask: “Why might someone buy a property where they don’t own the land?” and discuss students’ responses. You might follow up by asking: “Does anyone know if leaseholders can renew their lease? What might happen if the lease runs out?” * Use slide 9 to explain that ground rent is a regular payment made by a leaseholder to the freeholder for using the land. Mention that ground rent can increase over time and that leaseholders may also pay service charges for maintenance. Mention that if ground rent isn’t paid, there could be legal consequences, like fines. Ask: “Why do you think ground rent might increase over time?” and discuss students’ responses. You might follow up by asking: “If you owned a leasehold flat, what might you need to budget for apart from the ground rent?” * Distribute the Introduction Information sheet as a summary of some of the main lesson concepts that will be covered and for students to keep as a lesson aid. |
| **Activity 1: HM Land Registry, freehold and leasehold property**  SUGGESTED TIME:  15 minutes  RESOURCES:   * L2 Slide deck – slides 10–19 * L2 Activity 1 Worksheet * L2 Activity 1 Worksheet answers | * The aim of this activity is to help students consider the implications of different types of property ownership. * Divide the students into groups of 4–5 and ask them to work collaboratively on one or two scenarios, using the Activity 1 Worksheet. Encourage students to conduct independent research to find the answers. * Circulate during the task to prompt and get students to consider relevant issues. Bring the class together after ten minutes and go through answers on slides 11–18, or hand out the answer sheet. * Use slide 19 to consider the issues in a real-world context for students to research further, if time allows. The example given is Citiscape in Croydon, which is a pertinent example, where leaseholders were issued high bills for replacing unsafe cladding post-Grenfell. * Explain to students that addressing the legal obligations of property management companies and the rights of leaseholders is crucial, particularly for high-rise developments or multi-unit properties. This case highlighted leaseholders’ limited control over management decisions and the importance of understanding rights under the Leasehold Reform Act 1967. * By examining this scenario, students can start to appreciate the complexities in property management and the legal options available to leaseholders to challenge excessive charges or request lease extensions. |
| **Activity 2: Title deeds**  SUGGESTED TIME:  20 minutes  RESOURCES:   * L2 Slide deck – slides 20–24 * L2 Activity 2 Worksheet | * The aim of this activity is to help students to understand the key parts of a title deed, an important document that proves property ownership. * Use slide 20 to explain that a title deed is a legal document proving ownership of a property. Go through each part of the title deed as outlined on the slide, explaining how the owner's details, property description, mortgage information and covenants help ensure clear and legal property ownership. * Explain to students that they will be reviewing case study examples of title deeds to better understand how ownership, mortgages and covenants are recorded. Highlight the importance of being familiar with these documents when dealing with property ownership. * Using slide 21, get students to scan the QR code and independently explore how to read a title deed. (<https://www.gov.uk/government/publications/how-to-read-a-title-register-and-title-plan/how-to-read-a-title-register>) * Using slide 22, consolidate learning with a summary of the key parts of a title deed, then show the example snip of a title deed on slide 23. Consolidate students’ understanding by asking them to answer Activity 2 ‘What is a title deed?’ on the worksheet. The answer is provided on slide 24. * For more challenge, add comparison tasks between title deeds or identify ambiguities in title deeds. |
| **Activity 3: Case study analysis**  SUGGESTED TIME:  15 minutes  RESOURCES:   * L2 Slide deck – slides 25–28 * L2 Activity 3 Worksheet * L2 Activity 3 Worksheet answers | * Distribute L2 Activity 3 Worksheet. Walk students through the key parts of the title deed for the first example covering owner’s details, property status (freehold or leasehold) and any charges or covenants. * Divide the class into small groups of four to six students. There are four case studies and each group can be assigned one. Students read through the assigned case study in their group, discuss the scenario and use the worksheet to write down their answers. * Monitor the groups as they discuss the case studies. Offer guidance as needed, especially if students struggle with the concepts. If groups finish their analysis early, direct them to complete a further case study. * After the groups have completed their analysis, bring the class together for a full-class discussion. Start by asking each group to present their case study and answers. Use the provided case study answers on slides 25–28 or the answer sheet to facilitate the discussion. * After the presentations, direct students to reflect more deeply on what they have learned by completing the ‘Reflection and discussion’ section of the worksheet. No suggested answers are provided for these questions as they are intended for students’ personal reflection. * Lesson suggestion – teachers to show an example of a real (redacted) title deed, where possible. |
| **Plenary**  SUGGESTED TIME:  20 minutes  RESOURCES:   * L2 Slide deck – slides 29–51 * L2 Plenary Worksheet * L2 Plenary Worksheet answers | * Multiple-choice quiz: Inform students they will be completing a quick multiple-choice quiz on slides 29–46. * Display each question and answer in turn. The questions in the Plenary Worksheet serve as a formative assessment to gauge students’ learning for the lesson on the property system in England and Wales. * Students should complete it individually so that you can assess their understanding of the material. * Ensure students understand that this assessment is designed to help identify areas where they might need further clarification. Provide the correct answers after the task so they can self-check and reinforce learning. These are on slides 48–50 and the answer sheet. * Review students’ submissions to identify common misconceptions and areas where further explanation might be needed. Use this opportunity to offer targeted feedback and support. * Finally, display achieved learning outcomes on slide 51 to reinforce what has been covered. |

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| **Follow-up / consolidation**  (to be completed outside of lesson)  SUGGESTED TIME:  30 minutes  RESOURCES:   * L2 Slide deck – slide 52 | * As an extension or homework task, students can be directed to the ‘explore further’ BBC report on Grenfell: [www.bbc.co.uk/news/articles/c049yvrd5qxo](https://www.bbc.co.uk/news/articles/c049yvrd5qxo) * Alternatively, ask students to find a real-life example (news article, case or personal story) of a property issue related to freehold or leasehold ownership, ground rent dispute or title deed-related matters. Students should prepare a summary for their revision notes that includes:   + what the dispute was about;   + the key details of the situation (e.g. the ownership type, the people involved);   + any important legal or financial issues;   + the outcome of the dispute (if known). * Extension task: Consider sharing the links below if students want to find out more about issues relating to this topic:   + Detailed guidance on building safety standards and material compliance following Grenfell: https://www.gov.uk/guidance/building-safety-programme)   + Relevant resources for construction safety and compliance, including case studies on standards and enforcement in the industry: [Health and Safety Executive (HSE)](https://www.hse.gov.uk/) |

# Lesson 3: Leasehold versus freehold property ownership

This lesson introduces students to the concept of leasehold ownership compared with freehold. It explores the typical challenges that leaseholders face, such as high ground rents, service charges and disputes over property maintenance and alterations. Students will learn about ground rent, including how it is calculated and the consequences of non-payment. This lesson could be enriched with case studies or discussions with industry experts who handle leasehold property disputes, offering students insight into the practical issues involved in property management.

## Preparation

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| **Resources provided** | * L3 Slide deck * L3 Introduction Information sheet * L3 Activity 1 Worksheet * L3 Activity 2 Worksheet * L3 Activity 3 Worksheet * L3 Consolidation Worksheet * L3 Consolidation Worksheet answers |
| **Equipment needed** | Projector, whiteboard, worksheets, writing tools, A1 flipchart, personal computers (PCs), internet access for research activity. |
| **Safety factors** | None |
| **Prior learning** | No prior learning is strictly necessary to study the materials presented in this lesson, but it would be beneficial to have studied Lesson 2, which introduces in detail the concepts of leasehold and freehold property. |
| **Common misconceptions** | * Leasehold ownership gives rights to the land itself, rather than just the property for a limited time. * Students often confuse ground rent with service charges or think paying ground rent gives them ownership of the land. * Ground rent is a fee paid by leaseholders — it doesn’t give any ownership rights over the land. * Ground rent = rent paid to the freeholder for the lease whereas Service charge = covers maintenance of shared areas (e.g. lifts, gardens). * Leaseholders often pay service charges, which can include major repairs (e.g. roof or structural works). * Most flats are leasehold — the freeholder usually owns the building and land. Freeholders may still pay for local authority charges, insurance, or communal upkeep in some estates. |
| **Accessibility** | * Seek to ensure wide representation for any speakers and case studies used. * Ensure groups are diverse and balanced, and consider pairing students with peer buddies, if needed. |

## Activity guide

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| **Introduction**  SUGGESTED TIME:  10 minutes  RESOURCES:   * L3 Slide deck – slides 2–6 * L3 Introduction Information sheet | * Use slide 2 to introduce the lesson objectives – to explore some of the common issues leaseholders face. * Pose the questions on slide 3 if land registry has been covered previously, as a recap of learning. This activity can be skipped if felt repetitive. * Introduce the starter activity ‘Think, pair, share’ on slide 4 to see what students already know about leasehold and freehold property, along with what problems leaseholders may face. Give students a few minutes to think about their answers. Then ask students to write down their thoughts on a piece of paper or in their notebooks. After a few minutes, invite students to share their answers with the class. Use directed or open questioning to encourage participation. * It is acceptable for students to have little knowledge of the problems facing leaseholders at this stage. If they have completed Lesson 2, they may have been asked as a follow-up/consolidation activity to research and find a real-life example (news article, case or personal story) of a freehold, leasehold or ground rent dispute, and these can be explored and discussed. Students who have completed research at the end of Lesson 2 might discuss high ground rent, service charges for maintenance, restrictions on making changes to the property or costs of extending a lease. * Acknowledge each response and gently guide the discussion. For example, “Yes, high ground rent is a common issue, but did you know that extending a lease can be costly, too,” or, “That’s right, disputes over maintenance are frequent. How might this affect the relationship between a leaseholder and freeholder?”. Some common problems for leaseholders include:   + high or increasing ground rent and service charges   + the need to extend leases and the associated costs   + difficulties leaseholders may encounter when trying to sell their properties   + common disputes between leaseholders and freeholders over maintenance responsibilities and property alterations. * Next, explain the key differences between **freehold** and **leasehold** on slide 5. Emphasise that the focus of today’s lesson is understanding the challenges faced by leaseholders, the complexities involved in leasehold ownership and the financial and legal responsibilities it carries. * Highlight that freehold means owning both the property and the land indefinitely, while leasehold refers to owning the property for a set period but not the land, requiring leaseholders to pay ground rent. * Clarify that leasehold issues are common, particularly in flats, and can lead to significant financial and legal problems. * Slide 6 briefly covers ground rent and gives some examples of cost. * Distribute the Introduction Information sheet which contains some of the main concepts that will be explored in the lesson. * Depending on the ability of the group, teachers could consider adding in a self-assessment quiz or mind map to summarise understanding of the concepts learned so far. |
| **Activity 1: Disadvantages of buying leasehold property**  SUGGESTED TIME:  20 minutes  RESOURCES:   * L3 Slide deck – slides 7–10 * L3 Activity 1 Worksheet | * Start by introducing the video on slide 7 (<https://www.youtube.com/watch?v=LTy-RqIs-ac>), which discusses some of the problems leaseholders might face. * Students use the Activity 1 Worksheet, which contains questions to consider while watching the video. * Instruct students to take notes during the video, specifically focusing on finding the answers to the questions in the Activity 1 Worksheet. As the video is only 2:55 minutes long, replay it after a pause to give students a second chance to answer the questions. * After watching the video, begin a full-class discussion by revisiting the questions. Use the questions to check students’ understanding and address any misinterpretations. * Ensure students appreciate the difference between leasehold and freehold and that they understand the gravity of leaseholder issues, such as the risk of forfeiting a property due to unpaid ground rent or service charges. Reinforce the importance of understanding lease terms when buying a property. * Display answers on slides 8–10 for clarity and allow students a few minutes to add to their responses, if needed. |
| **Activity 2: Group presentations**  SUGGESTED TIME:  30 minutes  RESOURCES:   * L3 Slide deck – slide 11 * L3 Activity 2 Worksheet | * The aim of this activity is to introduce students to the Leasehold and Freehold Reform Act (2024) and its potential to address some of the issues that leaseholders face. * Students will consider how the reforms could improve the leasehold system, discuss the benefits and limitations of these changes, and compare them with the existing leasehold framework. This activity will encourage students to think about the practical implications of these reforms in real-world situations. * Distribute Activity 2 Worksheet, containing some key provisions of the Leasehold and Freehold Reform Act (2024) along with space to make notes for the Activity 2 Group presentation. * Introduce the task on slide 11. Students will be preparing small group presentations on the problems faced by leaseholders, the advantages and disadvantages of leasehold properties, and how the Leasehold and Freehold Reform Act (2024) might help. * Display slide 11 and provide the instructions for the group task. Divide the students into small groups of 3–4. Groups have 15 minutes to prepare their presentation. * Monitor the groups as they put down their thoughts and prepare to present. Offer guidance as needed, especially if students struggle with the concepts. Encourage peer discussion. * Each group, in turn, delivers a presentation of 2–3 minutes. Ensure groups discuss reforms in relation to leaseholders but also freeholders to balance discussion. * After all presentations, highlight any common themes that emerged during the discussion, particularly around whether students feel the reforms go far enough. * Note that the reforms offer a positive step forward by simplifying legal challenges and increasing transparency around service charges, which are common complaints from leaseholders, but that some leaseholders and campaigners argue that the reforms do not go far enough, particularly because they do not cap service charges or abolish the leasehold system entirely. |
| **Activity 3: Ground rent clauses**  SUGGESTED TIME:  20 minutes  RESOURCES:   * L3 Slide deck – slides 12–13 * L3 Activity 3 Worksheet | * Begin by explaining what a ground rent clause is and why it’s important for leaseholders, using slide 12. * Distribute the Activity 3 Worksheet. Go through the example clause in the Activity 3 Worksheet. * Walk students through the key components of the example clause. Emphasise that even a small annual payment can add up over time, especially if subject to regular increases. Ensure students understand the purpose of rent reviews and why late payments incur penalties. * Walk the class through the first example calculation as a group. Using the example clause provided earlier, ask: “What would the ground rent be after ten years if the RPI increase is 3% per year?” Guide students through the step-by-step process, ensuring they understand how to apply the percentage increase each year.   + Ground rent starts at £250.   + Multiply £250 by the annual increase (e.g. 3% increase each year).   + By the tenth year, the ground rent would be approximately £328, using the formula for cumulative increase based on RPI or fixed percentages. * Make sure students understand that the ground rent increase is not a one-time increase but accumulates over the years. Emphasise that if leaseholders don’t stay on top of these payments, they can face substantial backdated costs or even risk losing their lease. * Now that students understand the process, have them complete the calculation questions on their own, using the additional ground rent clauses in the worksheet. They can work through the problems independently or in pairs, depending on their confidence levels. * Circulate and offer support, particularly with the maths or understanding how RPI and percentage increases are applied over time. * After students have completed the calculations, briefly review the answers as a class using slide 13. Correct any common errors and clarify concepts students may have struggled with, such as how to calculate penalties for late payments based on interest rates above the base rate. * After the activity, ensure students understand the practical implications of ground rent. This includes how leaseholders should plan for potential increases and the risks of missing payments. * Emphasise that it is important to know about ground rent clauses and the difference between service charges and group rent; however, the exam will not contain a question on ground rent specifically. |
| **Plenary**  SUGGESTED TIME:  5 minutes  RESOURCES:   * L3 Slide deck – slides 14-15 | * Summarise the key points of the lesson using slide 14. Ensure students leave with a clear understanding of leaseholder issues. Ensure they understand that while leasehold ownership has some benefits (e.g. lower initial costs), it can also present significant long-term challenges. Discuss the importance of being fully informed when purchasing a leasehold property. * Emphasise that ground rent is a significant ongoing cost that can increase over time, often outpacing inflation. Understanding lease terms is critical for leaseholders to avoid costly financial surprises. Failure to pay ground rent can result in significant financial penalties or, in extreme cases, loss of the lease. * If there is time, ask students to consider the questions on slide 15 in groups. Answers are provided in the Consolidation worksheet answers. |
| **Follow-up/ consolidation**  (to be completed outside of lesson)  SUGGESTED TIME:  30 minutes  RESOURCES:   * L3 Slide deck – slide 16 * L3 Consolidation Worksheet * L3 Consolidation Worksheet answers | * As a follow-up, distribute the L3 Consolidation Worksheet. Students can add in their answers to the slide 15 Plenary questions, and then conduct some research to complete the key terms. * Answers are provided in the L3 Consolidation Worksheet answer document. * Alternatively, students could read this article and consider the sort of problems that led to legislative change: [www.bbc.co.uk/news/business-56453678](https://www.bbc.co.uk/news/business-56453678). Ask students to write a short half-page reflection on whether they believe the Leasehold Reform Act (2024) goes far enough in addressing leaseholder problems, and what additional changes they would propose. |

# Lesson 4: I want to extend my house. What do I need to know?

This lesson will introduce the concept of planning applications, explain delegated permission for planning officers and outline what types of work can be done under permitted development. It will also cover the key steps of the planning process, including submission, consultation and decision-making. Finally, it will explore the basic provisions of the Party Wall Act and when it applies.

This lesson explores case studies of different types of planning applications handled through this process. A guest speaker, such as a planning officer, could provide valuable insights into the day-to-day responsibilities involved in this process and the practicalities of delegated authority to support the learning suggested in this lesson.

## Preparation

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| **Resources provided** | * L4 Slide deck * L4 Introduction Worksheet * L4 Introduction Information sheet * L4 Activity 1 Worksheet * L4 Activity 2 Worksheet * L4 Activity 3 Information Sheet * L4 Plenary Worksheet * L4 Plenary Worksheet answers |
| **Equipment needed** | Projector, whiteboard, worksheets, writing tools, A1 flipchart, personal computers (PCs), internet access for research activity |
| **Safety factors** | None |
| **Prior learning** | * No prior learning is necessary to study the materials presented in this lesson. * It would be helpful prior to this lesson to have studied Lesson 3. |
| **Common misconceptions** | * All planning permissions require a full-committee approval; not understanding that smaller projects can be handled by planning officers under delegated powers. * Planning permission is always required; not understanding that some small-scale development can be completed under permitted development. * The Party Wall Act applies only to new buildings; not understanding it applies to renovations or excavations near a shared boundary. |
| **Accessibility** | * Seek to ensure wide representation for any speakers and case studies used. * Ensure groups are diverse and balanced, and consider pairing students with peer buddies if needed. * Basic animation is used in the slides in this lesson to improve cognitive load, stagger information or present instructions. Teachers may wish to remove this feature if it is unsuitable for students. |

## Activity guide

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| **Introduction**  SUGGESTED TIME:  20 minutes  RESOURCES:   * L4 Slide deck – slides 2–5 * L4 Introduction Worksheet * L4 Introduction Information sheet | * Start the lesson by introducing the lesson objectives on slide 2. * As a brief knowledge recap and to bridge learning from the previous lesson, pose the questions on slide 3. This activity can be skipped if felt repetitive. * As an icebreaker activity, gauge prior knowledge by asking the scaffolding questions on slide 4. Give students a few minutes to think about their answers. * Students share their answers with the class. This will help to gauge initial understanding. Use directed or open questioning to encourage participation. * Acknowledge each response and gently guide the discussion. For example, “Yes, planning applications help ensure that development is controlled, but can anyone think of how they contribute to the overall planning strategy of a local council, like the local plan?” or, “That’s right, planning helps maintain the character of the area. How might this be helpful for a new housing development?” * Introduce the concept of the local plan for context. Explain that a local plan is a framework set by a local council to guide future development and land use in a specific area. Certain areas are designated for specific types of development, such as residential, commercial or industrial projects, to ensure that land is used efficiently and appropriately, based on community needs and environmental considerations. * After the icebreaker activity, explain the importance of understanding the planning process and how it ensures developments meet the objectives of the local plan, helping to create balanced, sustainable and well-planned communities. Highlight how planning prevents misuse of land and keeps development balanced for everyone. * In the next task, students watch a video that introduces some key concepts related to property ownership. In the video, Louise Walker, a property solicitor from DWP Law, talks through some of the key points related to planning applications and planning permission. * Before watching the video, use the Introduction Worksheet to present some questions for students to consider. Pause the video at various points and pose additional questions (e.g. ‘what if’) to deepen understanding. * Show the slide 5 video (<https://vimeo.com/1095618885/8872707b8f>). Students take notes during the video. As well as answering the questions, encourage students to jot down any other key terms or concepts they hear and to think about any misconceptions that might be addressed in the video. * After watching the video, begin a full-class discussion to check students’ understanding and address any misconceptions. Depending on the needs of the group, teachers might consider including practical examples or case studies to reinforce key points and enhance application to real-world scenarios. Teachers should emphasise that if there is any doubt as to whether planning is needed, a solicitor should be consulted. * Introduction Information sheet outlines key definitions covered by the video. Distribute these if additional support is needed to understand the terms. |
| **Activity 1: Case study analysis**  SUGGESTED TIME:  20 minutes  RESOURCES:   * L4 Slide deck – slides 6–13 * L4 Activity 1 Worksheet * Access to the interactive houses on UK Government planning portal | * The aim of this activity is to help students to understand the types of home improvement and development that typically require planning permission. Five case study examples are provided. * Using slide 6, explain to students that they will be using the UK Government’s interactive planning portal to explore if different case study examples of proposed home improvements require planning permission. Highlight the importance of understanding which types of developments might require planning permission, especially in relation to their impact on the local environment or neighbouring properties. * Access the interactive houses at: [interactive.planningportal.co.uk](https://interactive.planningportal.co.uk/) * Distribute Activity 1 Worksheet and look at Case study 1 together. This is also displayed on slide 6. * Display slide 7. Guide students through the process of using the interactive house on the planning portal to determine whether planning permission would be required for these improvements. * Explain that a conservation area is a designated location recognised for its special architectural or historic interest, where stricter planning controls are in place to preserve its character. A listed building is a structure deemed to be of national importance due to its historical or architectural significance, and it is protected by law, meaning any alterations or extensions require special permission. * Displaying slide 8, divide the class into small groups of 4–6 students. Each group will explore the planning portal, focusing on an assigned case study 2–5. They will navigate the interactive house and identify whether planning permission is necessary for the proposed improvements given in their case study. Groups have ten minutes to prepare. * Monitor the groups as they work with the interactive tool, offering guidance if students are unsure about planning requirements. If groups finish early, encourage them to explore additional scenarios using the interactive houses. * After all the groups have finished their case studies, bring the class together for a full discussion. Ask each group to present their findings and explain whether the improvements require planning permission. Facilitate the discussion by clarifying any misunderstandings or discrepancies in their conclusions. Display the answers on slides 9–10. * After the presentations, direct students to reflect more deeply on what they have learned about the types of developments that require planning permission and how these rules help protect the local community by answering the questions on slide 11 (answers provided on slides 12–13). |
| **Activity 2: Key steps in the planning application process**  SUGGESTED TIME:  15 minutes  RESOURCES:   * L4 Slide deck – slides 14–38 * L4 Activity 2 Worksheet | * Distribute the Activity 2 Worksheet. Use slide 14 and the worksheet to introduce the typical steps in a planning application process. Explain the steps given on the worksheet. If time allows, students could explore each stage further by going to: [www.planningportal.co.uk/planning/planning-applications/the-decision-making-process/introduction](https://www.planningportal.co.uk/planning/planning-applications/the-decision-making-process/introduction) * Once you have gone through the typical steps in the planning application, explain to students that they will be participating in a multiple-choice quiz. Teachers can adapt the multiple-choice quiz to meet the demands of their students/class. * The quiz (slides 15-38) consolidates understanding of the material covered in the lesson, particularly about the steps involved in making a planning application, delegated planning powers and permitted development. * Show each question one at a time. Students should read each question carefully and consider the possible answers before recording their response. Remind students that they may only choose one answer for each question. Reveal the answer after each question. * Bring the class back together for a debriefing session. Ask students to reflect on any areas where they may have struggled and encourage them to ask questions if anything remains unclear. |
| **Activity 3: The Party Wall Act**  SUGGESTED TIME:  15 minutes  RESOURCES:   * L4 Slide deck – slides 39–53 * L4 Activity 3 Information Sheet | * Introduce the lesson by explaining that sometimes work submitted to planning has the potential to impact on a neighbour, for example, you might want to build your extension right up to the boundary wall. To manage these situations, the UK Government has guidance which is included in the Party Wall Act 1996. * Distribute Activity 3 Information Sheet, which contains a summary of the main concepts. * Use slides 39–43 to introduce and explain the key provisions in the Party Wall Act, or allow students to read the worksheet independently, and answer any questions they may have. * Ensure that students understand the key terms: **party wall** (a wall shared by two properties), **building owner** (the person planning the work) and **adjoining owner** (the neighbour). Make sure students understand the importance of notifying their neighbours when planning work on or near a party wall. * Clarify that the surveyor’s role is to mediate and resolve disputes to ensure that the work is carried out fairly and safely for both sides. * Explain to students that they will now complete the final part of the multiple-choice quiz. The purpose of this part of the quiz is to consolidate their understanding of the Party Wall Act. * Show the questions using slides 44–53. Students should read each question carefully and consider the possible answers before recording their response. Remind students that they may only choose one answer for each question. Reveal the correct answer after each question. * Highlight any common misconceptions students may have had and clarify points to ensure everyone is on the same page. * Bring the class back together for a debriefing session. Ask students to reflect on any areas where they may have struggled and encourage them to ask questions if anything remains unclear. |
| **Plenary**  SUGGESTED TIME:  15–20 minutes  RESOURCES:   * L4 Slide deck – slides 54–60 * L4 Plenary Worksheet * L4 Plenary Worksheet answers | * The plenary activity serves as a formative assessment to gauge students’ learning on the planning application process and the Party Wall Act. * Using the Plenary Worksheet, students should complete the questions individually so that you can assess their understanding of the material. These questions can be displayed using slide 54. * Ensure that students understand that this assessment is designed to help identify areas where they might need further clarification. * Circulate during task and identify common misconceptions and areas where further explanation might be needed. Use this opportunity to offer targeted feedback and support. * After 15 minutes, display the correct answers on slides 55–59 and ask students to reflect on and correct their own answers. Alternatively, hand out the answer sheet. Ask students if they have any questions, and provide feedback where necessary. * Encourage students to complete the Key terms section in the Plenary Worksheet. * Display slide 60 and reinforce the learning objectives that have been achieved in the session. |
| **Follow-up / consolidation**  (to be completed outside of lesson)  SUGGESTED TIME:  30 minutes  RESOURCES:   * L4 Slide deck – slide 61 | * Using slide 61, ask students to visit the planning portal of their local planning authority and investigate one current planning application in their area. Students prepare a summary for their revision notes that includes:   + the type of development being proposed (e.g. home extension, new business or change of use);   + any feedback or concerns raised by the community, if available;   + the status of the planning application (e.g. under review, approved or refused). * Extension task: Consider sharing the links below if students want to find out more about issues relating to this topic:   + Detailed guidance on building safety standards and material compliance following Grenfell: [Building Safety Programme – GOV.UK (www.gov.uk)](https://www.gov.uk/guidance/building-safety-programme)   + Relevant resources for construction safety and compliance, including case studies on standards and enforcement in the industry: [Health and Safety Executive (HSE)](https://www.hse.gov.uk/) |

# Lesson 5: Why are standard forms of contract used in construction?

This lesson introduces the role of standard contracts in the construction industry. This includes the essential elements of a contract: offer, acceptance, intention to create legal relations, and consideration. Standard contracts provide a consistent and familiar framework that helps reduce misunderstandings, speeds up contract negotiations, and ensures efficient drafting. The lesson examines the key differences between NEC and JCT contracts. It introduces the aspects of each and explores their application to various types of construction projects. Through simple scenarios, students will explore how contracts form the backbone of legal agreements in property and construction. This foundational knowledge is useful for industry placements, where students may observe or discuss contract negotiations with employers or clients.

## Preparation

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| **Resources provided** | * L5 Slide deck * L5 Introduction Information sheet * L5 Activity 1 Worksheet * L5 Activity 1 Worksheet answers * L5 Activity 2 Worksheet * L5 Activity 2 Worksheet answers * L5 Plenary Worksheet * L5 Plenary Worksheet answers |
| **Equipment needed** | Projector, whiteboard, worksheets, writing tools, A1 flip chart, personal computers (PCs), internet access for research activity. |
| **Safety factors** | None |
| **Prior learning** | * It would be helpful prior to this lesson to have studied Lesson 4. |
| **Common misconceptions** | * Standard contracts provide a base structure but are commonly adapted with amendments to suit the needs of the project or client. * Standard contracts are not just used on big projects, they are used on projects of all sizes, from small renovations to major infrastructure — especially to ensure clarity and reduce risk. * While they help reduce misunderstandings, disputes can still happen. Contracts set out how disputes will be managed; they do not prevent them entirely. * Modern contracts like NEC and JCT aim to encourage collaboration, manage risks, and support efficient project delivery, not just resolve issues. * All standard contracts are not the same. NEC and JCT have different structures, principles, and terminology. For example, NEC promotes collaborative working and uses plain English, while JCT is more traditional in format. * Every party must read and understand the contract — even standard terms can have a big impact on responsibilities, payments and deadlines. * Not only lawyers need to understand the contract. Project managers, contractors and subcontractors must also understand key contract terms — it affects how they work and get paid. |
| **Accessibility** | * Seek to ensure wide representation for any speakers and case studies used. * Ensure groups are diverse and balanced, and consider pairing students with peer buddies if needed. * Basic animation is used in the slides in this lesson to improve cognitive load, stagger information or present instructions. Teachers may wish to remove this feature if it is unsuitable for students. |

## Activity guide

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| **Introduction**  SUGGESTED TIME:  15 minutes  RESOURCES:   * L5 Slide deck – slides 2–8 * L5 Introduction Information sheet | * Start the lesson by introducing the lesson objectives using slide 2. * Pose the knowledge recap questions on slide 3 to bridge learning. This activity can be skipped if felt repetitive. * As an icebreaker activity, pose the ‘Think, pair, share’ question given on slide 4 to gauge initial understanding of the class: “Can you think of an example where clear instructions or agreement helped avoid confusion or problems in your daily life?” Give students a few minutes to think. * Invite students to share their answers with the class. Use directed or open questioning to encourage participation. * The aim of the ‘Think, pair, share’ is to prompt students to think about the importance of clear agreement or instruction, which can then be linked to the concept of standard contracts in construction. For example, if a student and their friend agree on how to divide a task for a school project, and they write it down, it prevents arguments later on. That’s very similar to what standard contracts do in construction – they help everyone understand their role. If there is no clear agreement or contract outlining who is responsible for hiring subcontractors or managing a project programme so construction work is completed on time, there can be confusion, delays and potentially disputes. * Explain that standard contracts in the construction industry serve the same purpose as clear instructions in their examples: they set expectations and responsibilities, and provide a clear path to follow, which helps avoid misunderstandings. * Emphasise that in construction the stakes are higher due to the financial and safety implications, so clarity and agreements are even more important. * Use the slides to explain the usefulness of standard contracts in construction. * Use slide 5 to explain that standard contracts are pre-drafted ‘off the shelf’ legal agreements commonly used in the construction industry. These contracts provide a clear and well-understood format that covers the essential terms and conditions for any project. Explain that standard contracts are created by industry professionals and help to define and standardise roles, responsibilities and expectations for everyone involved in a construction project. This standardisation helps prevent confusion, disputes and mismanagement. Ask: “Why do you think it’s important to have clear and standardised contracts in a construction project?” and discuss students’ responses. * Use slide 6 to explain that standard contracts establish a formal agreement between the parties involved in a construction project. They clearly define the project’s scope, timeline, financial details and the specific responsibilities of each party. Explain how these contracts provide a clear framework that guides the project from start to finish. Ask: “Why do you think having a standard contract is essential for a large construction project?” and discuss students’ responses. * Use slide 7 to explain standard contracts are widely recognised and commonly used in the construction industry. Because all parties involved are familiar with these standard terms, it reduces the chances of misunderstandings and miscommunications. Emphasise how they save time and money by streamlining the contract negotiation process – there’s no need for a lawyer to draft new terms for every project, as the framework is already established. Explain that standard contracts also clearly outline how risks are shared between parties, which helps manage commercial risks and prevents unexpected costs. Additionally, highlight that these contracts provide well-defined procedures for resolving disputes, helping to avoid costly and time-consuming legal battles. Ask: “Why do you think it’s helpful to use a contract that everyone is familiar with?” and discuss students’ responses. You might follow up with: “How do you think standard contracts help resolve disputes quickly?” * Slide 8 introduces the 5 main contract types used in construction cases. Distribute the Introduction Information sheet, where the detail on each contract type is given. Direct students to read this. This lesson will focus mainly on JCT and NEC contracts. |
| **Activity 1: Why are standard forms of contract used in construction?**  SUGGESTED TIME:  30 minutes  RESOURCES:   * L5 Slide deck – slide 9 * L5 Activity 1 Worksheet * L5 Activity 1 Worksheet answers | * Start by introducing the video on slide 9 about ‘Standard contracts’. In this video, Mark Klimt, Solicitor at DWF Law, gives an overview of the NEC, JCT and RIBA construction contracts. (<https://vimeo.com/1095621465/cd37fbcdfb>) * Activity 1 Worksheet contains questions for students to consider while watching the video. It is suggested teachers pause and reflect on half of the video before moving on to the next half. In addition, teachers can pause the video at various points and pose additional questions (e.g. ‘what if’) to deepen understanding. * Instruct students to take notes while watching the video. Encourage them to jot down any other key terms of concepts they hear and to think about any misconceptions that might be addressed in the video. * After watching the video, begin a full-class discussion. Use the questions in Activity 1 Worksheet to check students’ understanding and address any misconceptions. * Hand out the answer sheet for students to check their answers. * To elucidate learning, teachers can use their contacts or their own sources to get examples of contracts to share with students. |
| **Activity 2: Case study analysis**  SUGGESTED TIME:  30 minutes  RESOURCES:   * L5 Slide deck – slides 10–11 * L5 Activity 2 Worksheet * L5 Activity 2 Worksheet answers | * The aim of this activity is to help students to understand the differences, benefits and challenges of using NEC and JCT. * Display slide 10. Explain to students that they will be researching case study examples of NEC and JCT contracts to better understand how these contracts apply to different types of projects, particularly in terms of risk management, flexibility and dispute resolution. Highlight the importance of choosing the right contract for the specific needs of a project. * Distribute the Activity 2 Worksheet to each group. Walk students through the key parts of the first case study, explaining the scope, budget, timeline and the potential risks involved. Discuss the role of the contracts in addressing these factors. * Divide the class into small groups of 4–6 students. Assign each group one case study (either NEC or JCT contract) – there are four case studies. Ask students to carefully read through the case study and research how the proposed contract applies. They should discuss the benefits and challenges of using the chosen contract, referring to the worksheet questions to guide their analysis. If required for the needs of the group, teachers to provide research guidance and presentation frameworks. * Monitor the groups as they discuss the case studies. Offer guidance as needed, especially if students struggle with concepts such as risk management or dispute resolution. If groups finish their analysis early, encourage them to reflect on additional scenarios in which the contract could be applied. * After all the groups have completed their analysis, bring the class together for a full-class discussion. Start by asking each group to present their case study and answers. Use Activity 2 Worksheet answers to facilitate the discussion and clarify any discrepancies. * After the presentations, direct students to reflect more deeply on what they have learned by addressing the following questions:   + How does the choice of contract affect project timelines and budget?   + What aspects of NEC or JCT contracts might be more suitable for different types of projects? * Display slide 11 which considers the relevance of the type of contract when making variations to the contract. Explain what a variation is and then the significance of choosing the right type of contract. Variation in contracts will be covered in more detail in the next lesson. |
| **Plenary**  SUGGESTED TIME:  15 minutes  RESOURCES:   * L5 Slide deck – slides 12–19 * L5 Plenary Worksheet * L5 Plenary Worksheet answers | * The plenary activity serves as a formative assessment to gauge students’ learning in the lesson on contracts used in construction. Students should complete it individually so that you can assess their understanding of the material. * Distribute the Plenary Worksheet, where the questions are contained. * Display slide 12 and ask students to answer the questions using the Plenary Worksheet. * Ensure that students understand that this assessment is designed to help identify areas where they might need further clarification. Circulate during the task and provide one-to-one support and feedback as needed. * Provide the correct answers on slides 13–18 so that students can self-check and reinforce learning. These are also given in the Plenary Worksheet answer document. * Review students’ submissions to identify common misconceptions and areas where further explanation might be needed. Use this opportunity to offer targeted feedback and support. * Display slide 19 to reinforce the learning objectives achieved during the session. |
| **Follow-up/ consolidation**  (to be completed outside of lesson)  SUGGESTED TIME:  30 minutes  RESOURCES:   * L5 Slide deck – slide 20 | * Using slide 20, ask students to find a real-life example (news article, case or personal story) related to the use of NEC or JCT contracts in construction projects, focusing on issues such as risk management, disputes, project delays or contract interpretation. Students prepare a two- or three-paragraph summary that includes:   + what the contract-related issue or challenge was about;   + the key details of the situation (e.g. the type of contract, the parties involved);   + any important legal, financial or project-related issues;   + the outcome of the issue (if known), and how it was resolved using the contract. * Students could visit: [www.constructionnews.co.uk](https://www.constructionnews.co.uk/) or <https://www.pbctoday.co.uk/news/> to research examples. |

# Lesson 6: What are the legalities of a contract?

This lesson covers the essential elements required to form a contract. It explains how an ‘offer’ is a clear statement of terms made by one party, such as a construction company offering to build a house for a set price, and how ‘acceptance’ is an unqualified agreement to these terms, like a homeowner agreeing to the builder’s proposal. We will also discuss the intention to create legal relations and ‘consideration’, which is the exchange of something of value, for example, payment for services rendered.

Additionally, it explores some of the basic conditions that are typically included in a construction contract. This will provide an overview of terms such as the scope of work, time and schedule, payment, quality, insurance and indemnifications, liquidated damages, force majeure, warranties and termination, and how they function to protect both parties involved in a project. Finally, the lesson introduces the variation that can happen in contracts when projects change.

## Preparation

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| **Resources provided** | * L6 Slide deck * L6 Introduction Information sheet * L6 Activity 1 Worksheet * L6 Activity 1 Worksheet answers * L6 Activity 2 Worksheet * L6 Activity 2 Review * L6 Activity 2 Review answers * L6 Activity 3 Worksheet * L6 Plenary Worksheet * L6 Plenary Worksheet answers * L6 Consolidation Worksheet * L6 Assessment Worksheet * L6 Assessment Worksheet answers |
| **Equipment needed** | Projector, whiteboard, worksheets, writing tools, A1 flipchart, personal computers (PCs), internet access for research activity |
| **Safety factors** | None |
| **Prior learning** | It would be helpful prior to this lesson to have studied Lesson 5. |
| **Common misconceptions** | * Students confuse an ‘offer’ with an ‘invitation to treat’. For example, they might think that displaying a price or advertisement is an offer, when it is actually just an invitation to negotiate, and ‘invitation to treat’. * Only written contracts are legally binding, while in reality, verbal contracts can be enforceable, though harder to prove. Usually there needs to be an ‘act of reliance’ – in construction some work might already have started, for example, a painter might have started painting a house. * Consideration always involves money, when in reality, consideration can be anything of value exchanged between parties, not just cash. * That the ‘scope of work’ in a contract must include all the minute detail. In reality, it typically outlines the overall task objectives, while detailed specifications are usually part of a specification document. * That force majeure covers any unforeseen event; however, it usually only applies to specific, extraordinary circumstances that prevent the contract being fulfilled. * Any changes to the construction project require a new contract, when in fact, many contracts include provisions for change orders to handle modifications. |
| **Accessibility** | * Seek to ensure wide representation for any speakers and case studies used. * Ensure groups are diverse and balanced; consider pairing students with peer buddies if needed. |

## Activity guide

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| **Introduction**  SUGGESTED TIME:  15 minutes  RESOURCES:   * L6 Slide deck – slides 2–6 * L6 Introduction Information sheet | * Start the lesson by introducing the lesson objectives on slide 2. * Pose the knowledge recap questions on slide 3 to bridge learning. Give students a few minutes to discuss their answers in their table groups. Then invite groups to share their answers with the class. Use directed or open questioning to encourage participation. This activity can be skipped if felt repetitive. * Display slide 4 as the starter activity and pose the questions to the group. Acknowledge each response and gently guide the discussion. For example, “Yes, having a contract ensures that both parties know what to expect, but can anyone think of specific elements that must be agreed on for the contract to be valid?” or, “That’s right, a contract protects both the homeowner and the builder. How might having a clear offer and acceptance prevent misunderstandings later on?” * Develop the starter activity for confident students by using slides 5–6 with four scenarios about missing contract elements. If students are not confident at this stage, this activity can be skipped or returned to at the end.   **Possible answers to the scenarios:**   * Scenario 1: The ambiguous offer   + Missing element: Offer clarity   + Explanation: In this scenario, the contractor’s offer lacks specificity about key terms, such as the materials and timeline. Without a clear offer, it’s difficult for both parties to understand the exact scope and expectations of the project.   + Implications: If the project proceeds based on this vague offer, disagreements might arise over what materials are acceptable or how long the project should take. This could lead to disputes, project delays and potential legal action if the client feels the contractor did not meet their expectations. To resolve this, the contractor should provide a clear, written offer detailing the materials, timeline and other relevant project specifics. * Scenario 2: The missing acceptance   + Missing element: Clear acceptance   + Explanation: In this scenario, the developer receives a modified version of the contract with different terms, but does not provide a formal response. Without a clear, unmodified acceptance, a contract is not legally binding.   + Implications: The lack of clear acceptance means there is no contract in place, leaving both parties unprotected. If either party proceeded with the project under the assumption that there was a contract, it could lead to financial loss or additional costs due to misunderstandings. Here, it is crucial for both parties to formally confirm acceptance, ideally in writing, to ensure a clear, mutual agreement on all contract terms. * Scenario 3: The no-consideration case   + Missing element: Consideration   + Explanation: In this case, the subcontractor agrees to provide additional work at no extra charge, hoping it will lead to future work with the contractor. However, without consideration (something of value exchanged between the parties), there is no binding contract for the extra work.   + Implications: Since no additional consideration was provided for the extra work, the subcontractor may not be legally entitled to any payment or compensation for it, even if it was completed. Additionally, the subcontractor may have no legal recourse if the contractor doesn’t provide future work as hoped. To prevent this, consideration (such as an agreed payment) should be established in writing for all additional work. * Scenario 4: Lack of intention to create legal relations   + Missing element: Intention to create legal relations   + Explanation: The informal setting of a coffee shop discussion with no written agreement or formal acknowledgment lacks the element of intention to create a legally binding agreement.   + Implications: If the client or contractor later disputes the terms discussed, there may be no way to enforce them in court, as informal discussions do not necessarily indicate an intention to create a legal relationship. For enforceability, both parties should formalise the agreement in writing, demonstrating a clear intent to be legally bound by the terms discussed. This helps protect both parties from later disputes over what was agreed upon. * Summary of key takeaways   + Each scenario illustrates why it’s essential to establish clear terms, formal acceptance, consideration and intent to create legal relations in any contract. These elements ensure that construction projects proceed smoothly and minimise the risk of disputes, cost overruns and delays. * After the starter activity, distribute the Introduction Information sheet and explain the importance of understanding the key elements of a construction contract. Explain that to achieve this, a contract must have certain elements, this being offer, acceptance, intention to create legal relations and consideration. Highlight how clear agreements help ensure that everyone understands their obligations and expectations, preventing disputes and delays. * Give students a few minutes to read through the Introduction Worksheet information on the elements of a contract. Highlight the relevance with the construction examples. |
| **Activity 1: Elements of a contract**  SUGGESTED TIME:  25 minutes  RESOURCES:   * L6 Slide deck – slides 7–12 * L6 Activity 1 Worksheet * L6 Activity 1 Worksheet answers | * Distribute Activity 1 Worksheet, which contains questions for students to consider while watching a video (on slide 7) about rights and obligations under contract law. The video is about the elements of a contract (<https://vimeo.com/1095612170/f63009c6a5>). It is suggested teachers pause and reflect on half of the video before moving on to the next half. * Instruct students to take notes during the video. As well as focusing on the questions, encourage them to jot down any other key terms of concepts they hear and to think about any misconceptions that might be addressed in the video. Pause the video at various points and pose additional questions (e.g. ‘what if’) to deepen understanding. * After watching the video, begin a full-class discussion by revisiting the questions in the worksheet. Use these questions to check students’ understanding and address any misconceptions. Students record answers on their worksheet. The answers are displayed on slides 9–12, as well as a separate answer sheet. Depending on the needs of the group, teachers could include a brief real-world scenario or example of what happens when contracts are absent, which would deepen learner understanding and engagement. |
| **Activity 2: Test your understanding**  SUGGESTED TIME:  20 minutes  RESOURCES:   * L6 Slide deck – slides 13–17 * L6 Activity 2 Worksheet * L6 Activity 2 Review * L6 Activity 2 Review answers | * The aim of this activity is to help students to understand the basic elements that are required to form a legally binding contract – offer, acceptance, intention to create legal relations and consideration. * Distribute Activity 2 Worksheet to the students. * Reinforce the earlier reading of basic concepts of a contract and why having one in place is important in the construction industry. Highlight how contracts protect both a homeowner and a builder by clearly outlining the terms or conditions of their agreement, such as payment, timelines and scope of the work. * Divide the class into small groups of 4–6 students. Each group will complete the cloze activity on the Activity 2 Worksheet. Prompt students to consider what each party is agreeing to in each situation. Instructions are provided on slide 13. Teachers could provide a list of words for students to select from if this is required for the needs of the class. * Clarify any misunderstandings, especially around the differences between a counter-offer and acceptance. * As an extension activity, ask students what type of contract the scenarios relate to, to retrieve knowledge from Lesson 5. * After all the groups have finished, bring the class together for a full discussion. Ask each group to present their findings for one of the scenarios. Provide feedback on each group’s response, reinforcing the correct identification of each contract element. If you notice any recurring misunderstandings (e.g. students confusing offer and acceptance), address these with the whole class.  Encourage further questions to ensure students are comfortable with the basic concepts. * Display the answers to each scenario on slide 14. * After the presentations, direct students to reflect more deeply on what they have learned. Hand out Activity 2 Review worksheet and ask students to answer the review questions, also displayed on slide 15. * Work through the review questions with the students in full class. Reiterate the importance of each element of a contract and how contracts help ensure both parties in a construction agreement know their rights and responsibilities. * Display the answers on slides 16–17 and allow a few minutes for students to reflect on their own answers. The answers are also provided on a separate answer sheet. |
| **Activity 3: What is a contract?**  SUGGESTED TIME:  20 minutes  RESOURCES:   * L6 Activity 3 worksheet * L6 Slide deck – slide 18 | * Display slide 18. Explain to the students that every construction contract includes key terms that define the responsibilities, expectations and protections for both the contractor and the client. Contract terms are the specific conditions and clauses agreed upon by both parties in a contract. They outline the scope of work, deadlines, payments, risks and possible consequences for failing to meet the agreed conditions. Health and safety requirements are also detailed. In construction, these terms are crucial because they ensure that all parties know what to expect and what is required for a project to be completed successfully. * Go through each term one by one and provide an explanation:   + **Scope of work:** Explains the specific tasks or work to be performed under the contract. It outlines what is included and, sometimes, what is not included.   + **Time and schedule:** Defines the timeline for project completion, including start and end dates, as well as key milestones along the way.   + **Payment:** Details how much will be paid, when the payments are due and under what conditions payments will be made.   + **Quality:** Outlines the standards that the project must meet in terms of materials and workmanship.   + **Insurance and indemnifications:** Specifies who is responsible for obtaining insurance and covers the liabilities of both parties in case of damages or losses.   + **Liquidated damages:** Defines penalties that will be imposed if the project is delayed beyond the agreed deadline.   + **Force majeure:** Refers to unexpected events (such as natural disasters) that are beyond the control of either party and may prevent the contract from being fulfilled as planned.   + **Warranties:** Assures the quality of work for a certain period after the project is completed, protecting the client from defects or issues that arise later.   + **Termination:** Outlines the conditions under which either party can end the contract before the project is complete. * Once you have gone through the terms, provide students with  L6 Activity 3 worksheet. Students match terms to definitions. The purpose of the exercise is to consolidate their understanding of the material covered in the lesson, particularly about the typical conditions found in a contract. * Allow the students 10 minutes to match each term with a definition to complete the exercise. Students do this individually or in pairs to encourage collaboration. Display slide 18 and, asking the group for contributions, complete the matching exercise correctly as a class. * Monitor their progress, and offer guidance where necessary. Encourage the students to discuss the terms with each other and explain why they think a specific definition matches a particular term. * Once the students have completed the exercise, go through the terms and definitions as a class. Correct any misunderstandings and provide further explanation where necessary. * At the end of the exercise, bring the class back together for a debriefing session. Ask students to reflect on any areas where they may have struggled and encourage them to ask questions if anything remains unclear. * To elucidate learning, teachers could use their contacts or their own sources to get examples of contracts to share with students. |
| **Plenary**  SUGGESTED TIME:  10 minutes  RESOURCES:   * L6 Slide deck – slides 19–22 * L6 Plenary Worksheet * L6 Plenary Worksheet answers | * The plenary activity serves as a formative assessment to gauge students’ learning of the elements of a contract and the typical conditions to be found in a contract. Students should complete it individually so that you can assess their understanding of the material. * Distribute the Plenary Worksheet. * The questions are displayed on slide 19. * Ensure that students understand that this assessment is designed to help identify areas where they might need further clarification. Provide the correct answers after the quiz so that students can self-check and reinforce learning. The answers are displayed on slides 20–21. * Review students’ submissions to identify common misconceptions and areas where further explanation might be needed. Use this opportunity to offer targeted feedback and support. Teachers to incorporate industry scenarios to elucidate learning and demonstrate practical application. * Display slide 22 to reinforce the learning objectives achieved during the session. |
| **Follow-up/ consolidation** (to be completed outside of lesson)  SUGGESTED TIME:  90 minutes (45 minutes for case studies, 45 minutes for questions)  RESOURCES:   * L6 Slide deck – slide 23 * L6 Consolidation Worksheet * L6 Assessment Worksheet * L6 Assessment Worksheet answers | * Distribute the Consolidation Worksheet. Students should complete the tasks during independent study time. The case studies are a consolidation of Lesson 6 content. * Distribute the Assessment Worksheet. Direct students to complete the Assessment Worksheet. Collect the worksheets for marking or use the L6 Assessment Worksheet Answers for students to peer/self mark and reflect on their performance. Emphasise that this assessment will help prepare them for their final exam and will encourage them to think critically about the legal framework, applying their understanding to realistic scenarios that they may encounter professionally. * Emphasise to students that the Assessment Worksheet questions cover material from all six lessons of this topic. |

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