Towards global curricula – the case of land administration

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iBEE CHOBE RICS Conference, 10 September 2026

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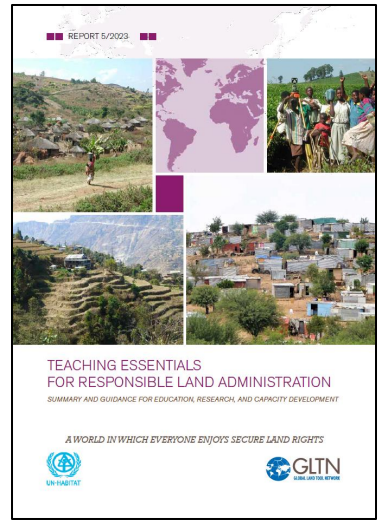
Background and aims

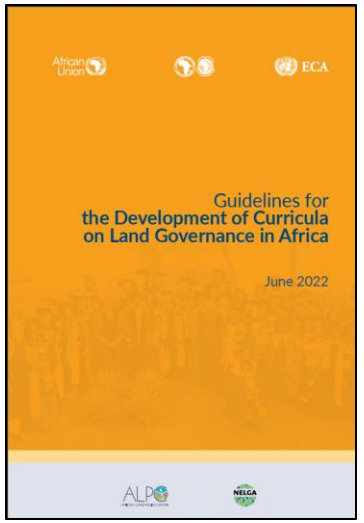
FIG observations:

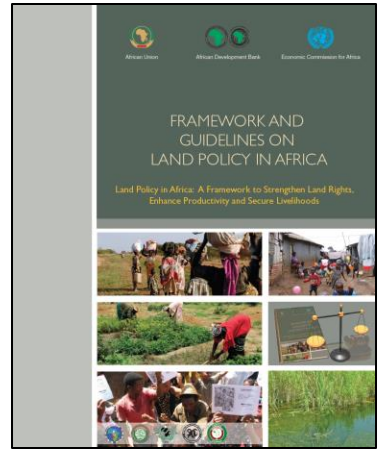
- Land-related conflicts, challenges to public trust, sustainability, climate emergency, economic prosperity, inequality
- Many efforts, many tools, loads of donor money spent
- Inconsistencies in teaching => low graduate mobility

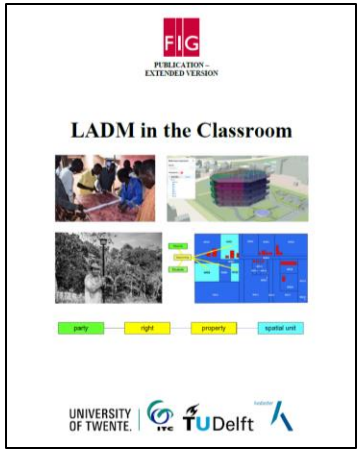
What can we do about this?

- Assess global and regional uptake of land administration curriculum development guidelines
- Understand how such guidelines have been / are being used in the development of land administration curricula



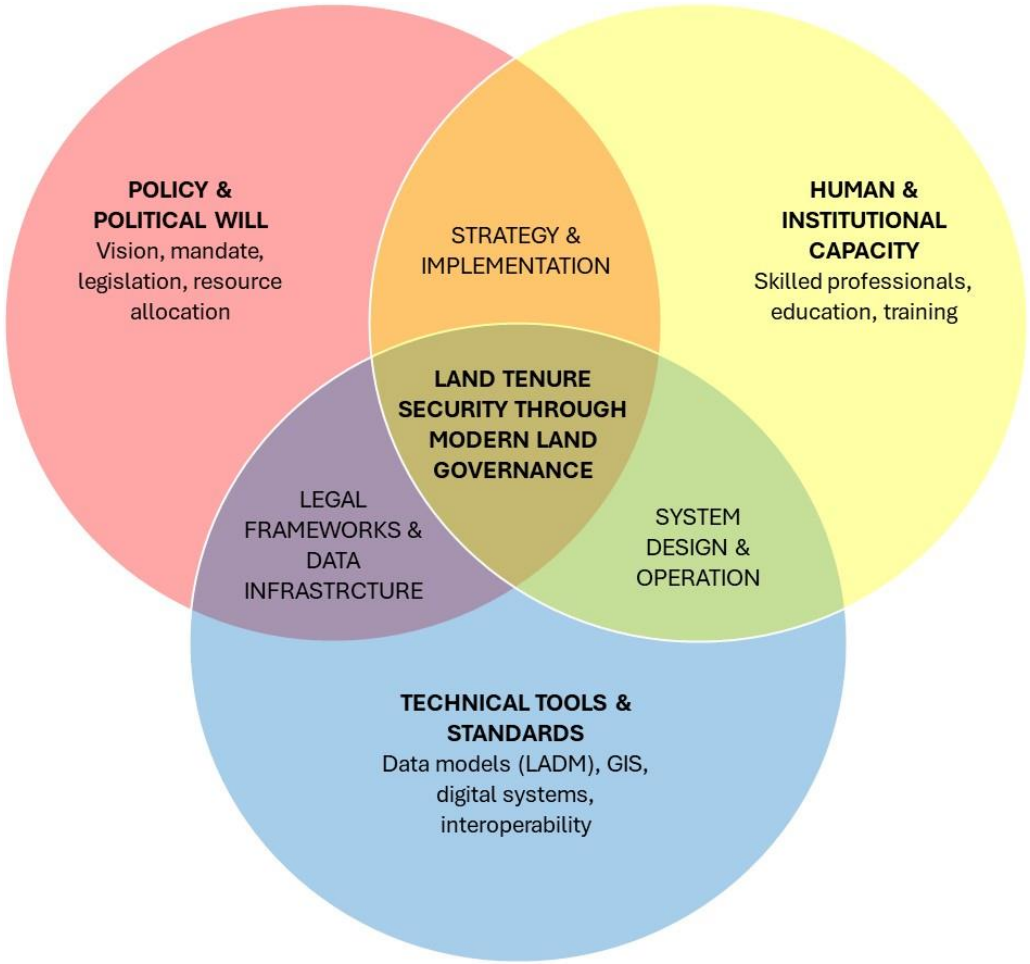






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Synergies

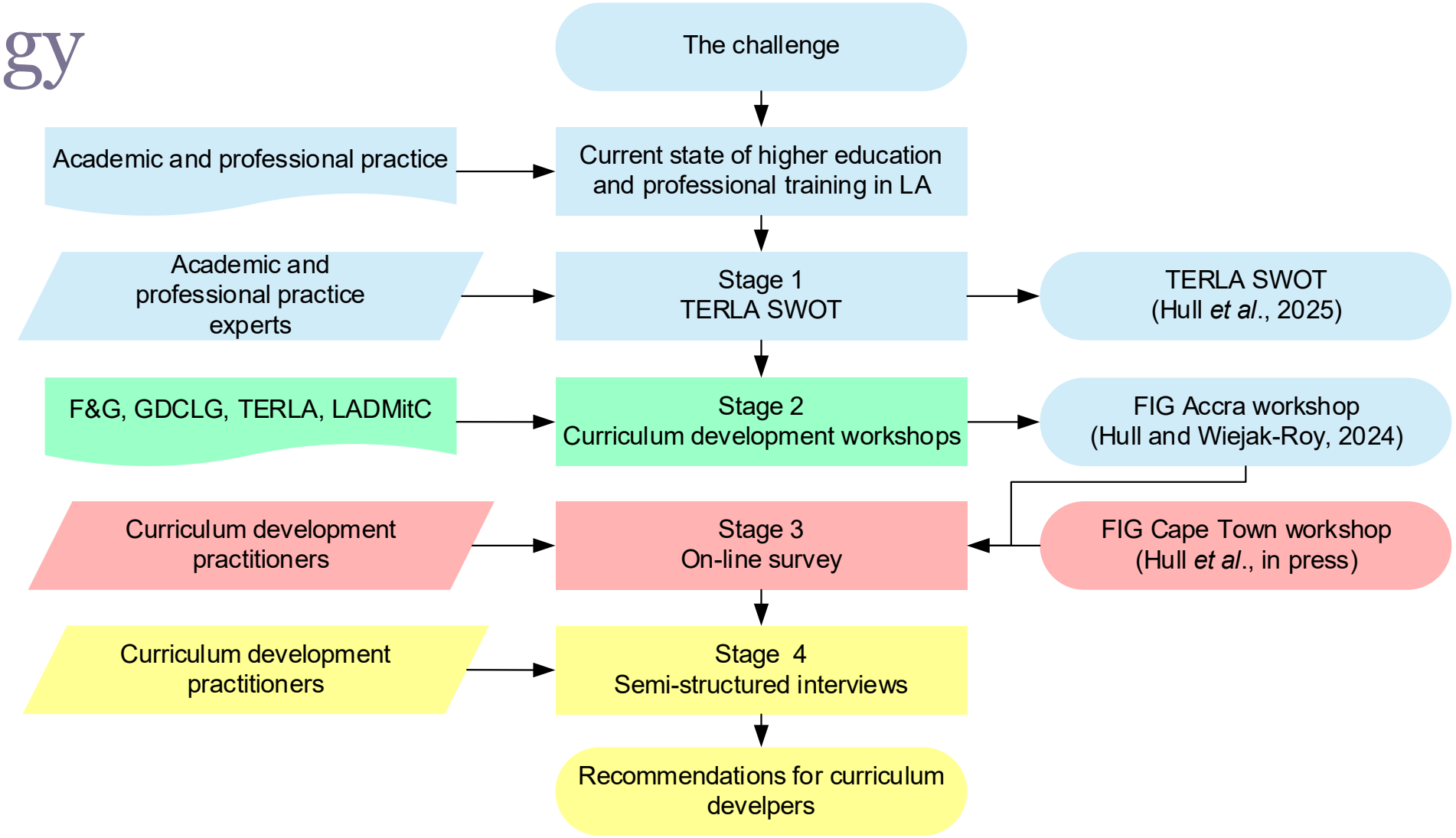


Shared overarching goal:
Land tenure security through modern land governance

- **Policy and Political Will:** Prioritize land governance reform
- **Human and Institutional Capacity:** Skilled professionals to design and execute reforms (curriculum design)
- **Technical Tools and Standards:** Systems required to record, manage, and protect land rights

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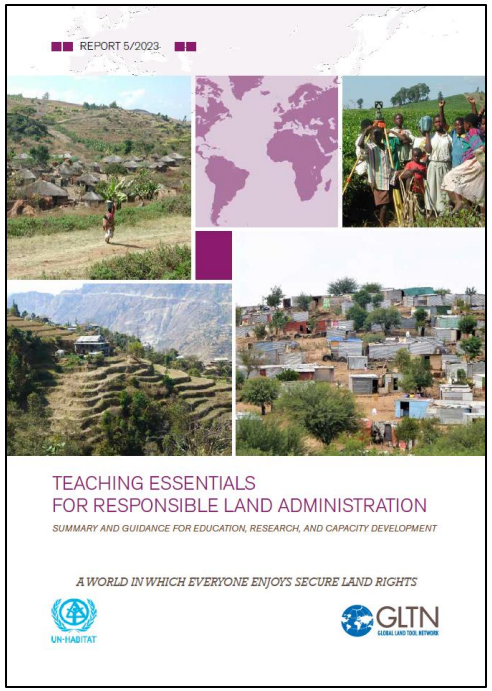
Methodology



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Stage 1 – TERLA

- Strengths: broad coverage, sensitivity to a wide range of tenures, clear links to publications
- **Weaknesses: lack of definitional and conceptual clarity around some concepts, outdated sources, missing case studies, geographically restricted focus**
- Opportunities: Updates to expand conceptual basis, add current references, case studies and examples of assessments, basis for tutors to adapt material to local contexts
- Threat: Not addressing weaknesses => fall into disuse (outdated)
- **Needs wider distribution and implementation**



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Hull, S., Mabakeng, R., Rugema, M., Wiejak-Roy, G., Kingwill, R., and Chigbu, E.U., 2024. *Teaching Essentials for Responsible Land Administration: Considerations for future education and training*. Copenhagen, Denmark. https://www.fig.net/resources/monthly_articles/2025/March_2025/TERLA-SWOT-PositionPaper-final.pdf

Stage 2 – Curriculum design workshops - FIG2024

World Café approach (*n*=30) - industry practitioners, educators and policy-makers

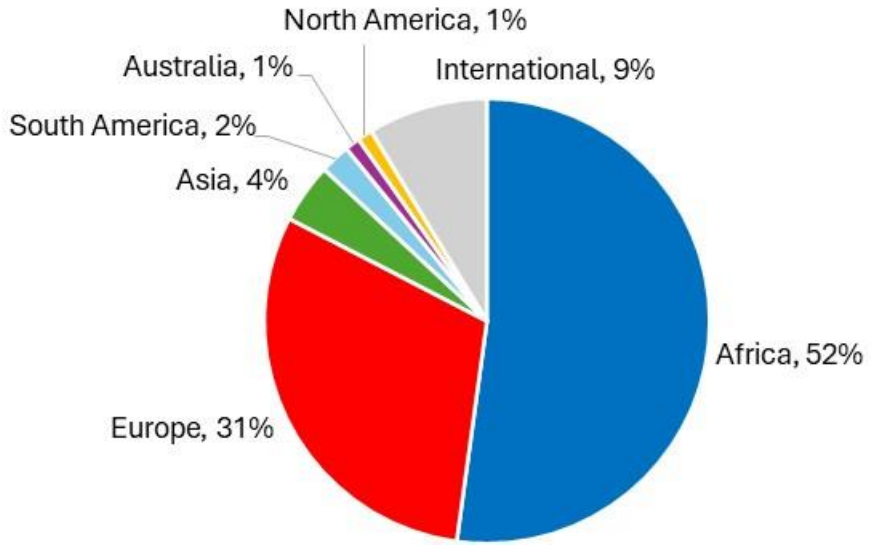
- What is a land administration graduate expected to do in the workplace?
- What are the desired knowledge areas for land administration?
- What are the desired core skills and technical competencies for land administration?
- What are the gaps between graduate knowledge / skills and the needs of professionals in the workplace?
- At what educational level should land administration programmes be taught?
- Should land administration programmes be professionally accredited and if so by whom and for what purpose?

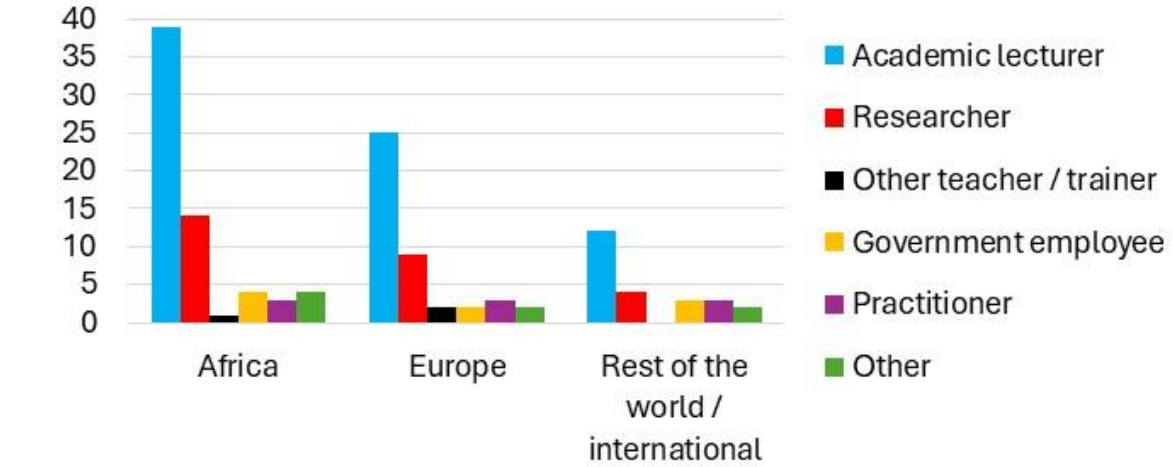
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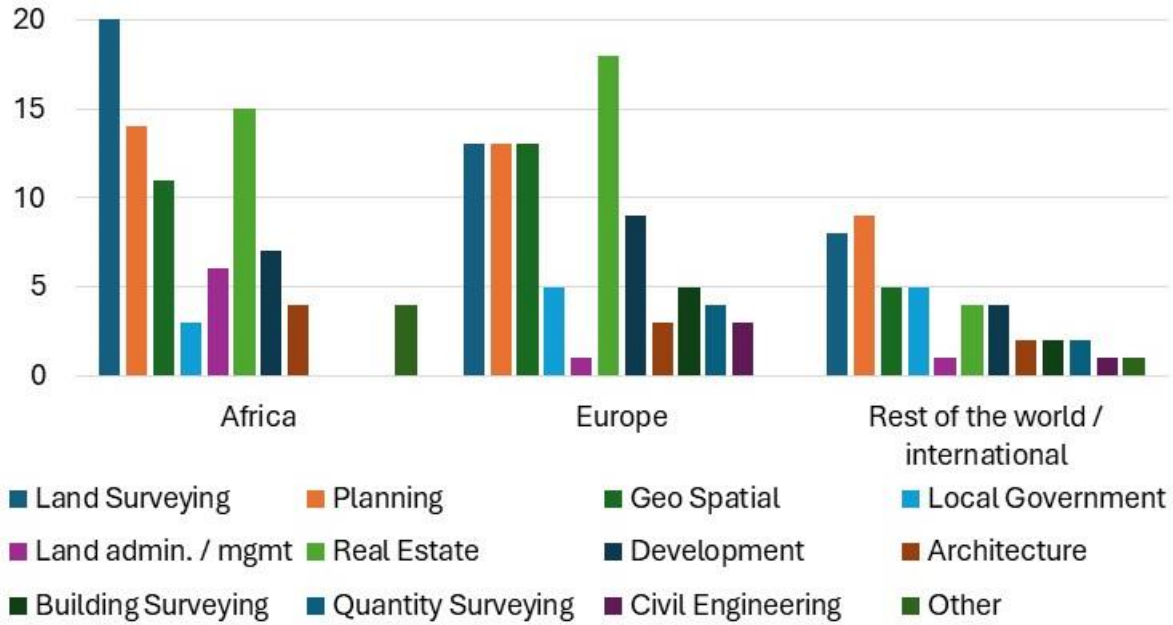
Hull, S. and Wiejak-Roy, G., 2024. TS05H: Land Administration Education Workshop. FIG 2024 Working Week Conference, 19-24 May, Accra, Ghana. https://www.fig.net/resources/proceedings/fig_proceedings/fig2024/ppt/ts05h/TS05H-LAEd-report.pdf

Stage 3 - Survey

n = 92 (30 countries)



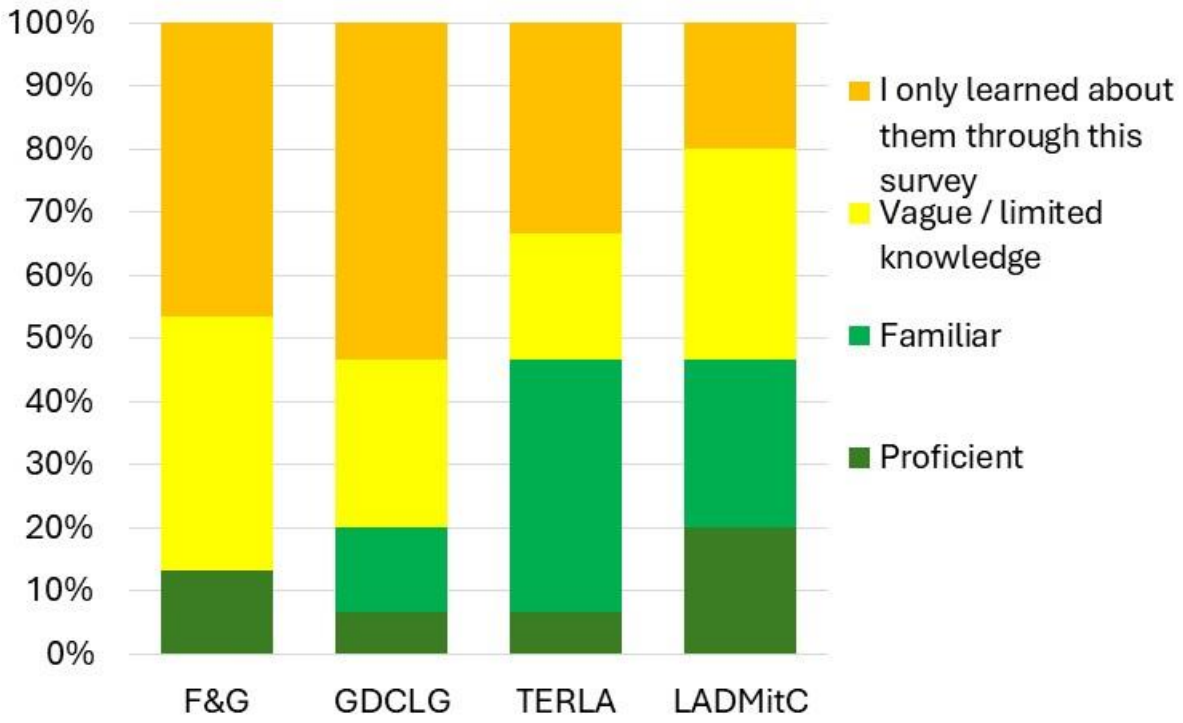




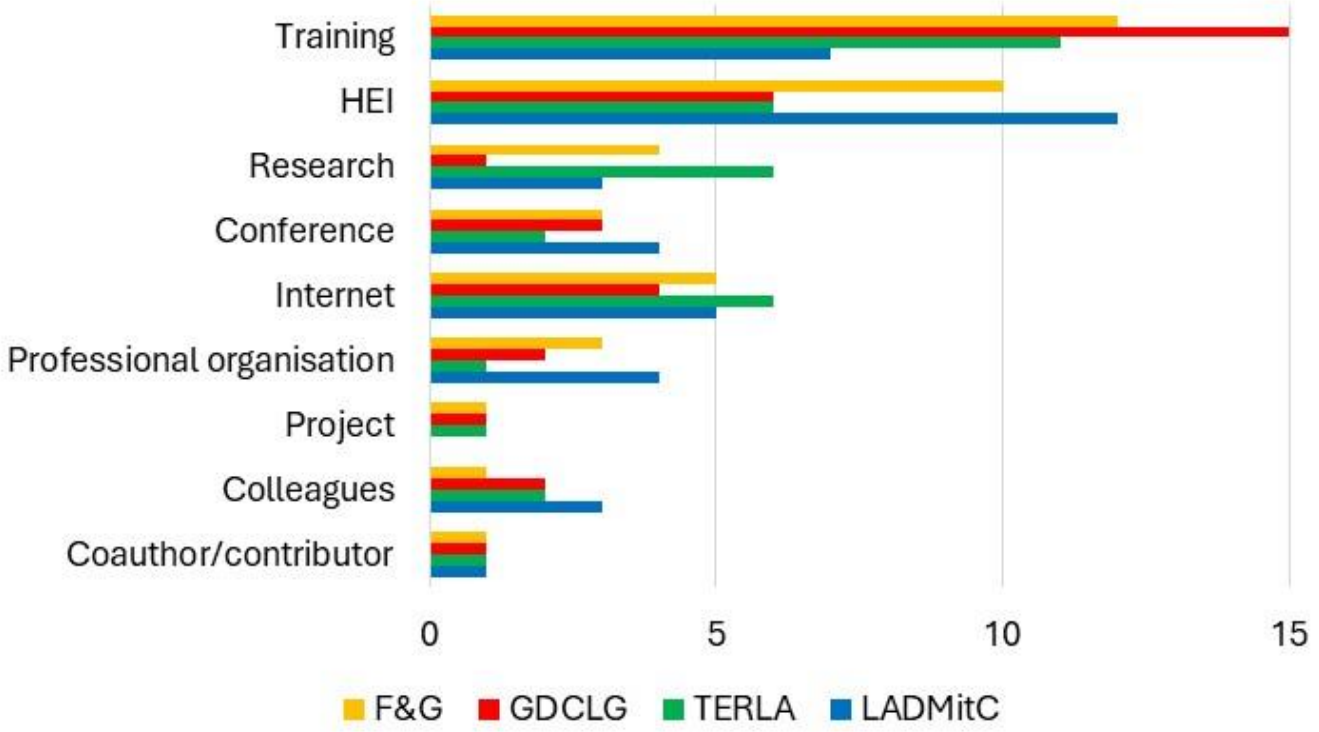
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Results – Familiarity

Familiarity



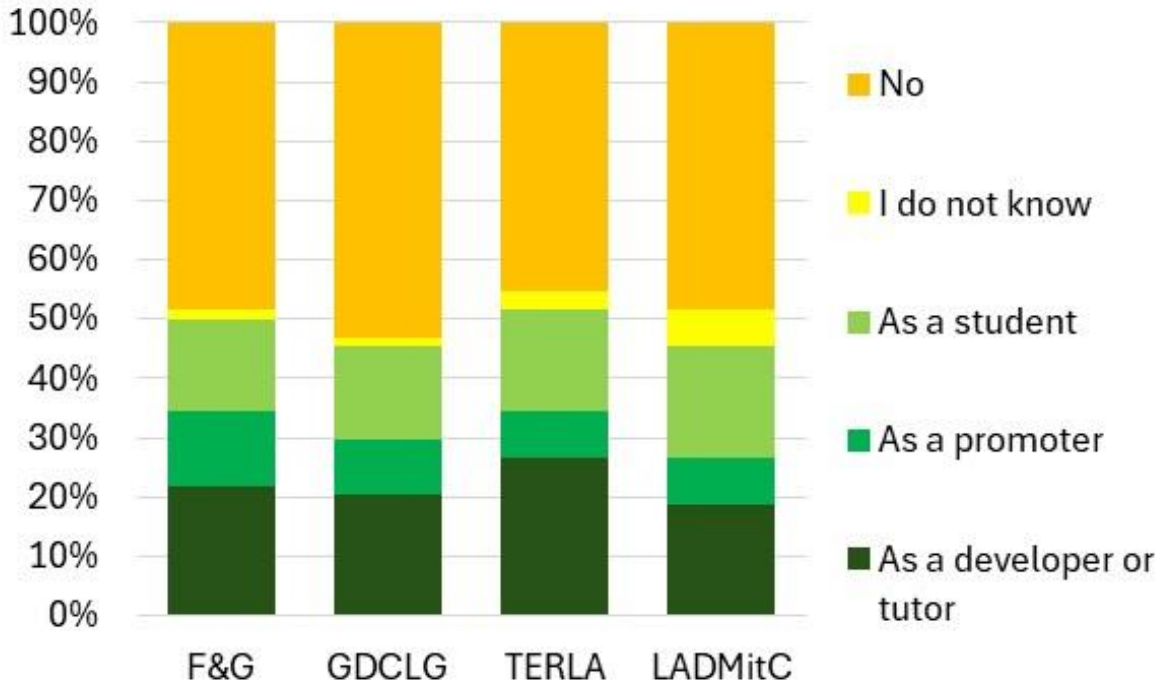
Source of familiarity



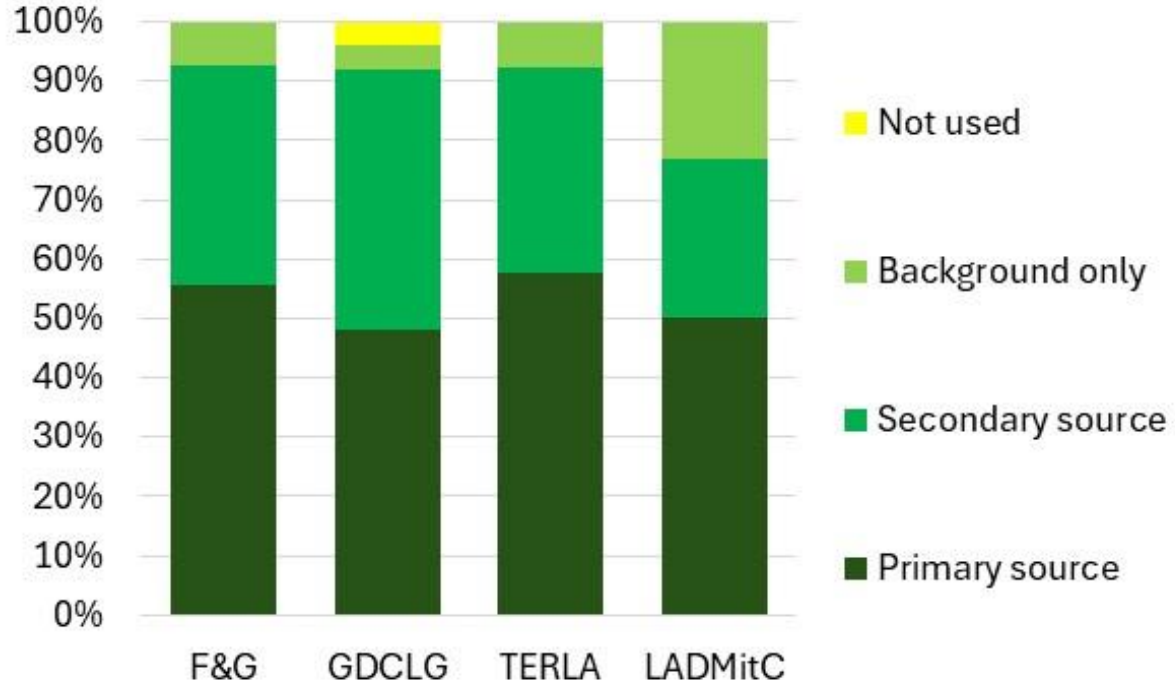
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Results - Usage

Involvement in courses using analysed guidelines



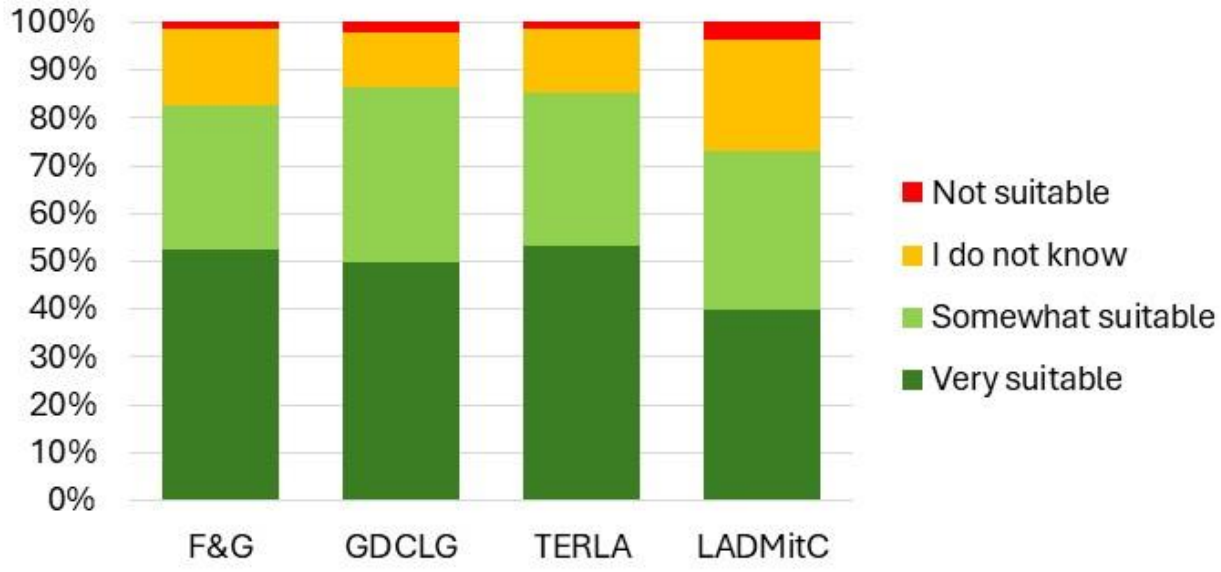
Usage



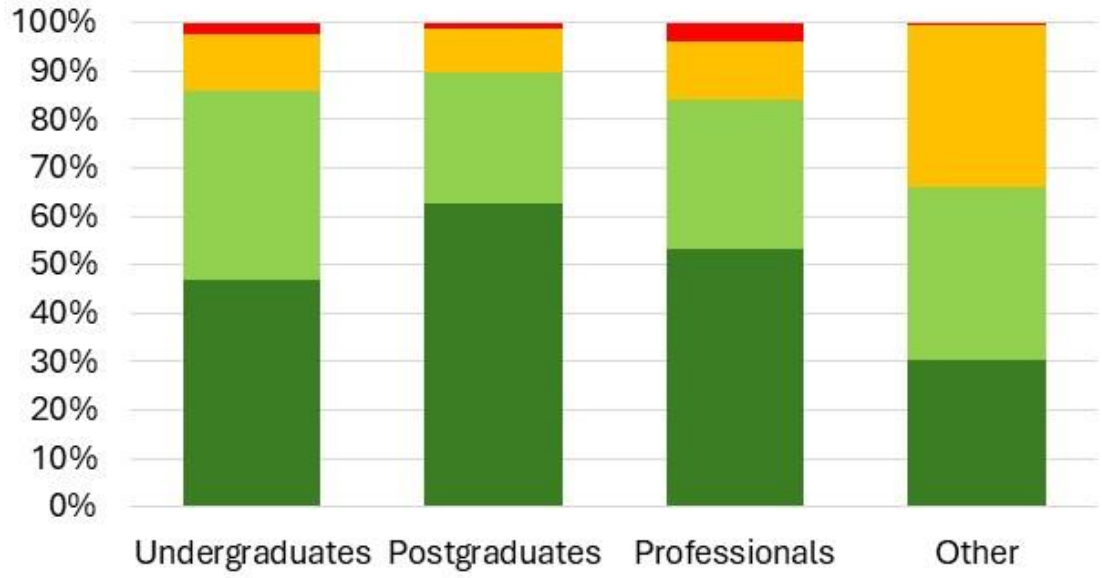
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Results - Suitability

Suitability by resource

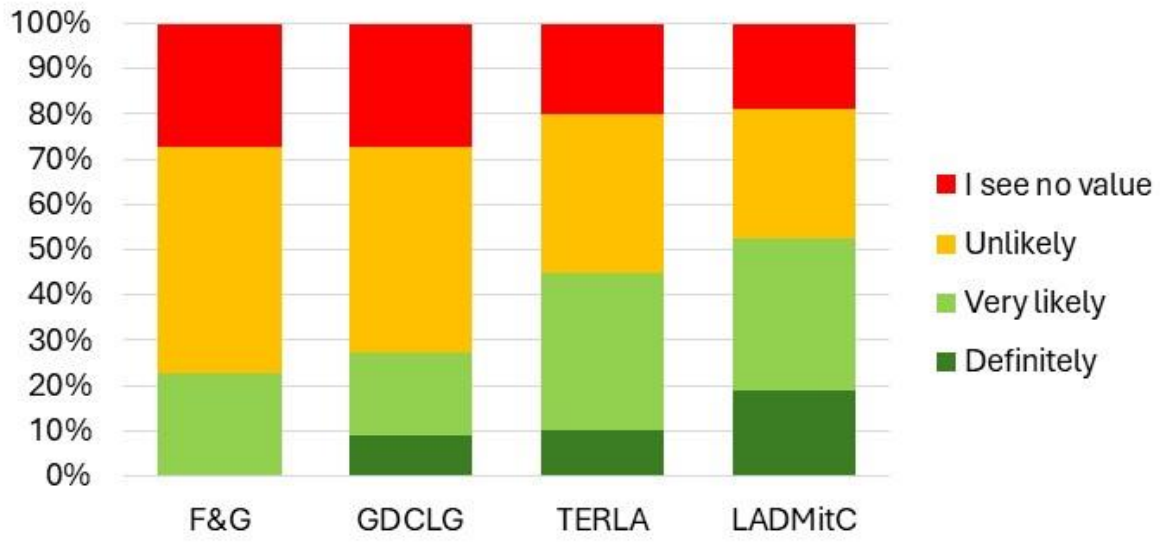


Suitability by level



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Results - Potential use for curriculum development



Results – Alternative resources

	UK context
National quality assurance guidelines	Real estate, rural land, planning and development, geospatial surveying (QAA, 2024)
Internal HEI requirements	Credits, LOs, assessments, hours, class size vs *visions and strategies*
FIG, RICS, national professional associations	RICS entry and assessment review
Peer-review and academic research	
Land Administration for Sustainable Development (Williamson *et al*., 2010)	
FAO, World Bank, International Land Coalition, UN GGIM, UN SDGs, GLTN and EU	

QAA, 2024. *Subject Benchmark Statement Land, Construction, Real Estate and Surveying*. https://www.qaa.ac.uk/docs/qaa/sbs/sbs-land-construction-real-estate-and-surveying-24.pdf?sfvrsn=bc02b481_4

Stage 2 – Curriculum design workshops - FIG2026

World café approach (*n*=8) - industry practitioners, educators and policy-makers

- Core body of knowledge
  -  data governance
  -  resilience
  -  socio-cultural competencies
- Integrating technologies and real-world challenges
  -  land
  -  data
  -  social outcomes
- Expanding beyond mainstream perspectives
  -  flexible pathways
  -  problem-solving pedagogies
- Regional and global networks
  -  knowledge exchange
  -  innovation
  -  integration across networks

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Next steps



Interviews



Publication

Thank you

Stay in touch:
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