1. **Title of the module**

LAWS5910 (LW591) Family Law

1. **School or partner institution which will be responsible for management of the module**

Kent Law School

1. **The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS Credits)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

Previous or concurrent study of LAWS5880 Public Law 1/ LAWS6130 Public Law 1 (Certificate).

1. **The programmes of study to which the module contributes**

All KLS undergraduate programmes

1. **The intended subject specific learning outcomes.
On successfully completing the module, students will be able to:**
2. Demonstrate a critical knowledge of the concepts, principles, policies, issues, debates and legal doctrine associated with various areas of family law
3. Critically identify the ideological and policy underpinnings of the legal rules relating to families
4. Critically evaluate how well the policies and law work in practice.
5. **The intended generic learning outcomes.
On successfully completing the module, students will be able to:**
6. Demonstrate critical thinking when discussing and applying the law
7. Critically evaluate conflicting decisions and viewpoints
8. Present observations, ideas and opinions persuasively
9. **A synopsis of the curriculum**

This module will focus on the way in which the law defines and constructs the family, and the way in which it regulates family breakdown. The module will examine, broadly, the institution of marriage and relations between partners, which might include definitions of the family, marriage, civil partnerships and cohabitation, domestic violence, divorce and family dispute resolution. The module will also examine the relationship between parents, children and the state, which might include reproductive technology, parenthood, children’s rights, and private law disputes over post-separation arrangements for children.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* Diduck and F. Kaganas, Family Law, Gender and the State, 3rd edition (2012).
* S. Harris-Short, J. Miles, and R. George. *Family Law: Text, Cases and Materials,* 3rd edition (2015)
* J. Herring, Family Law, 8th edition (2017).
* R. Lamont (ed) *Family Law* (2018).
1. **Learning and teaching methods**

Total study hours: 150

Contact hours: 20

Private study hours: 130

1. **Assessment methods.**

13.1 Main assessment methods

This module will be assessed by coursework worth 50% and a final examination worth 50%:

Essay (2,000 words) – 50%

Examination (2 hrs) – 50%

13.2 Reassessment methods

The module will be reassessed by like-for-like reassessment of failed individual component(s) of assessment.

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 9.1 | 9.2 | 9.3 |
| **Learning / teaching method** |  |  |  |  |  |  |
| Lectures | x | x | x | x | x | x |
| Seminars | x | x | x | x | x | x |
| Private Study | x | x | x | x | x | x |
| **Assessment method** |  |  |  |  |  |  |
| Essay (50%) | x | x | x | x | x | x |
| Exam (50%) | x | x | x | x | x | x |

1. The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

**a) Accessible resources and curriculum**

1. Preference will be given to electronic resources that meet minimum accessibility standards and support the use of assistive technologies.
2. Module outlines will be made accessible at least four weeks before the module starts.
3. Prioritised reading lists will be made available sufficiently in advance to accommodate the provision of alternative formats and support those with a slow reading speed.
4. Lecture/seminar slides/outlines will be made available in electronic format in advance to allow all students to prepare (particularly students with notetaking difficulties).
5. In accordance with the KLS school-level statement on Lecture Capture, lectures will be recorded to assist notetaking unless one or more of the lectures contains sensitive material. The module convenor will notify students in advance of any lectures that will not be recorded.

**b) Learning, teaching and assessment methods**

The inclusive practices in the guidance (Annex B Appendix A, section b (1) and (2)) have all been considered in order to support all students in their assessments on this module.

1. **Campus(es) or centre(s) where module will be delivered:**

Canterbury

1. **Internationalisation**

This module engages with international aspects of family law throughout. Judgments in English courts and UK academic research in family law draw regularly on international examples, including in relation to conceptions of child welfare, approaches to shared parenting and questions about sharing assets. Furthermore, in many aspects of the law, developments in English family law have had a global influence, including in relation to recognition of same sex relationships. As such, the course highlights the global relevance of English family law, and interweaves domestic law, other national jurisdictions and international rules in relation to our study of the law.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs(Q6 & 7 cover sheet) |
| 22/01/2019 | Major | September 2019 | 6, 8-14, 17 | No |
|  |  |  |  |  |