1. **Title of the module**

Reproduction and the Beginnings of Life LAWS8670 (LW867)

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 7

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

20 credits (10 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**

None

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

LLM in (Specialisation); LLM in Law; PG Diploma in (Specialisation); PG Certificate in Law; MSc Reproductive Medicine

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Demonstrate a comprehensive understanding of the legal regulation of reproduction, gender and conception and the ethical principles upon which this is based.
   2. Demonstrate a critical awareness of the relationship between medical law and feminist and ethical concerns in relation to contraception, abortion and new reproductive technologies.
   3. Demonstrate systematic insight into the pragmatic, ethical and theoretical factors impacting on the regulation of assisted conception and collaborative reproduction.
   4. Demonstrate a comprehensive overview of the continuing debates over the appropriate limits upon reproductive autonomy in relation to notions such as dignity as these impact on the regulation of reproduction.
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Demonstrate critical analytical thought and writing: reflect upon complex ideas and arguments; digest, analyse and test scholarly views; relate scholarly ideas and arguments to contemporary issues and circumstances; summarise and analyse scholarly arguments in writing.
   2. Demonstrate advocacy and defence: formulate an opinion in response to an issue or question, construct coherent and persuasive arguments to advocate one’s view and defend that view against criticism.
   3. Problem solving by responding to questions and challenges making use of knowledge, analytic skills and perspectives acquired in the module.
3. **A synopsis of the curriculum**

The curriculum includes the overall ethical and regulatory framework within which a continuing societal debate over appropriate limits on reproductive autonomy takes place. Contextual ethical and legal concepts will be explored in relation to controversial topics such as ‘designer babies’, cloning and ‘unnatural’ motherhood. The role of regulatory oversight of reproduction and the fundamental assumptions upon which this is based, such as compulsory altruism, will be subjected to legal and ethical critique.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

* Ruth Deech and Anna Smajdor, From IVF to immortality: controversy in the era of reproductive technology (2007)
* Emily Jackson, Medical Law: Text and Materials (2016, 4th Edition).
* Emily Jackson, Regulating reproduction: law, technology and autonomy (2001)
* Robert Lee, Human fertilisation and embryology: regulating the reproductive revolution (2001)

1. **Learning and teaching methods**

Total study hours: 200

Contact hours: 18

Private study hours: 182

1. **Assessment methods.**

13.1 Main assessment methods

The module will be assessed by 100% coursework as follows:

Essay 5,000 words (100%)

13.2 Reassessment methods

100% coursework

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

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 |
| **Learning / teaching method** | |  |  |  |  |  |  |  |
| Lectures | | x | x | x | x | x |  | x |
| Seminars | | x | x | x | x | x | x | x |
| Private Study | |  |  |  | x | x |  |  |
| **Assessment method** | Specify word length, duration, individual or group work (as appropriate) |  |  |  |  |  |  |  |
| Essay (100%) | 5,000 words | x | x | x | x | x | x | x |

1. **Inclusive module design**

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, the lecture/seminars will not be recorded as they are heavily discussion-based and may contain sensitive material.

**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**

UK law in areas of wrongful life and pregnancy, abortion, assisted reproduction and surrogacy exist in reference to reproductive autonomy, law and regulation occurring elsewhere including Europe, North America, Asia and developing nations such as India. International reproduction concepts, laws and policies are introduced in the lectures, supported by readings and discussion is encouraged in the seminars. Students wishing to take a comparative study are encouraged to do so.

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

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| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6 & 7 cover sheet) |
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