1. **Title of the module**

Reproductive Justice (LAWS9420 / LW942)

1. **Division 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 - Optional

MSc Reproductive Medicine - Compulsory

1. **The intended subject specific learning outcomes.  
   On successfully completing the module, students will be able to:**
   1. Demonstrate a systematic understanding of the legal regulation of reproduction and the ethical principles upon which this regulation is based.
   2. Demonstrate a systematic understanding of human rights law as it applies to the legal regulation of reproduction.
   3. Demonstrate critical insight into the broader social, political and economic factors that impact on the legal regulation of reproduction.
   4. Demonstrate a systematic understanding of current and continuing debates over the appropriate limits upon reproductive autonomy.
2. **The intended generic learning outcomes.  
   On successfully completing the module, students will be able to:**
   1. Critically evaluate the application and practice of law within different contexts and from different perspectives;
   2. Identify relevant issues from complex factual situations;
   3. Undertake independent and original research;
   4. Formulate reasoned, critical arguments – demonstrating originality in the application of knowledge;
   5. Analyse complex problems from a range of different theoretical perspectives and disciplinary approaches.
3. **A synopsis of the curriculum**

The curriculum will focus on the issues of reproductive rights, reproductive justice and the appropriate limits on reproductive autonomy. Topics covered will include moral and legal status of the embryo and fetus and the ‘right to life’ as it applies in this context; the regulation of embryo research and assisted reproductive technologies; surrogacy; contraception, abortion, sterilisation and the legal regulation of pregnancy.

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

* Rebecca J Cook, Bernard Dickens and Mahmoud F Fathalla, *Reproductive Health and Human Rights* (2003)
* Ruth Deech and Anna Smajdor, *From IVF to immortality: controversy in the era of reproductive technology* (2007)
* Emily Jackson, *Text and Materials in Medical Law* (5th edition, 2019).
* Emily Jackson, *Regulating reproduction: law, technology and autonomy* (2001)
* Loretta Ross, Rickie Solinger, *Reproductive Justice: An Introduction* (2017)
* Deborah Rhode, ‘Reproductive Justice’ 13 Stan. J. C.R. & C.L. 29 (2017)
* Dorothy Roberts ‘Reproductive Justice, Not Just Rights’ 62 *Dissent* (2015)

1. **Learning and teaching methods**

Contact Hours: 18

Private Study Hours: 182

Total Study Hours: 200

1. **Assessment methods.**

13.1 Main assessment methods

Option 1:

Assessment 5,000 words (100%)

Option 2:

Blog/Briefing Note assessment: 1,000 words (20%)

Essay: 4,000 words (80%)

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)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning / teaching method** |  |  |  |  |  |  |  |  |  |
| Seminars | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Private Study | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| **EITHER:** |  |  |  |  |  |  |  |  |  |
| Essay (100%) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| **OR:** |  |  |  |  |  |  |  |  |  |
| Blog/Briefing Note (20%) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Essay (80%) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

1. The Division 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, 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**

The module locates the study of law within an international human rights frame. Healthcare increasingly occurs across national boundaries, raising thorny regulatory issues (such as where people travel to access the services of surrogates in other countries, or where women buy abortion pills online). Students wishing to undertake a comparative study are encouraged to do so.

**DIVISIONAL USE ONLY**

**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) |
| 12/11/2020 | Minor | September 2021 | 13, 14 | No |
|  |  |  |  |  |