1. KentVision Code and title of the module

LAWS9480 Assisted Dying

## Division and School/Department or partner institution which will be responsible for management of the module

Division for the Study of Law, Society and Social Justice (Kent Law School)

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 7

## The number of credits and the ECTS value which the module represents

20 Credits (10 ECTS Credits)

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

Autumn term (term 1) or Spring term (term 2)

## Prerequisite and co-requisite modules and/or any module restrictions

None

## The course(s) of study to which the module contributes

Optional to the following courses: LLM in (Specialisation); LLM in Law; PG Diploma in (Specialisation); PG Certificate in Law.

Also available as an elective module:- Available to other PGT students on a case-by-case basis (permission of the module convenor and Division/School in which the student is registered)

## The intended subject specific learning outcomes. On successfully completing the module students will be able to:

8.1 Demonstrate a systematic understanding of the legal regulation of death and dying and the ethical principles upon which this regulation is based.

8.2 Demonstrate a systematic understanding of human rights law as it applies to the legal regulation of death and dying, including euthanasia and palliative care.

8.3 Demonstrate critical insight into the broader social, political and economic factors that impact on the legal regulation of death and dying and palliative care.

8.4 Demonstrate a systematic understanding of current and continuing debates over the appropriate limits upon regulation of euthanasia, death and dying and assisted dying autonomy

## The intended generic learning outcomes. On successfully completing the module students will be able to:

9.1 Critically evaluate the application and practice of law within different contexts and from different perspectives

9.2 Identify relevant issues from complex factual situations

9.3 Undertake independent and original research

9.4 Formulate reasoned, critical arguments – demonstrating originality in the application of knowledge

9.5 Analyse complex issues from a range of different theoretical perspectives and disciplinary approaches

## A synopsis of the curriculum

The curriculum will focus on the ethical and legal issues of organ donation, assisted dying, autonomy at the end of life, euthanasia, withdrawal of treatment, medical futility, palliative care, advance decision-making and appropriate limits of end of life care and medical assistance in dying. Topics covered will include contested definitions of death (brain death, cardiac death) and somatic treatment; dignity in life and death; regulation of Do Not resuscitate orders and Advance Directives; withdrawal of end-of-life treatments; best interests of the braindead patient, minimally conscious and patient in a permanent vegetative state; UK and international regulation of euthanasia, assisted suicide, medical assistance in dying and palliative care

## Reading list

Jackson E., *Text and Materials in Medical Law* (5th edition, 2019) OUP.

Huxtable R., *Euthanasia, Ethics and the Law: From Conflict to Compromise* (2007) Routledge Cavendish.

Lewis P., *Assisted Dying and Legal Change* (2007) OUP.

Andrews J., ‘Keeping older women safe from harm’ 25(1) *Feminism & Psychology* (2015).

Gold I., Herring J. and Auckland C (2019)*., Parental Rights, Best Interests and Significant Harms*, Hart.

Pope T., Medical Aid in Dying and Dementia Directives 4 *Canadian Journal of Bioethics* 2021.

White B., Willmott L., Downie J.& Close E.‘Withholding and Withdrawing Potentially Life-Sustaining Treatment: Who Should Decide?’ in Ian Freckelton I.(ed) (2017), *Tensions and Traumas in Health law* (Leichardt, Australia: Federation Press.

## The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

## The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

## Contact Hours

Private Study: 182

Contact Hours: 18

Total: 200

## Assessment methods

* 1. Main assessment methods

**Option 1**

Coursework - Literature Review (1000 words) – 20%

Coursework - Essay (4000 words) – 80%

**Option 2**

Coursework - Essay (5000 words) - 100%

* 1. Reassessment methods

Like for Like

## Map of module learning outcomes (sections 8 & 19) to learning and teaching methods (section 13) and methods of assessment (section 14)

**Module learning outcomes against learning and teaching methods:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.4 |
| **Learning / teaching method** |  |  |  |  |  |  |  |  |  |  |
| Lecture/seminars | X | X | X | X | X | X | X |  |  |  |
| Private Study | X | X | X | X | X | X | X | X | X | X |

**Module learning outcomes against assessment methods:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.4 |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| EITHER: |  |  |  |  |  |  |  |  |  |  |
| Essay (5000 words) - 100% | X | X | X | X | X | X | X | X | X | X |
| OR: |  |  |  |  |  |  |  |  |  |  |
| Literature Review (1000 words) - 20% | X | X | X | X | X | X | X | X | X | X |
| Essay (4000 words) - 80% | X | X | X | X | X | X | X | X | X | X |

## Inclusive module design

The Division/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

b) Learning, teaching and assessment methods

## Campus(es) or centre(s) where module will be delivered

Canterbury

## Internationalisation

International comparisons and analysis are integral aspects of the module

**DIVISIONAL USE ONLY**

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

| Date approved | New/Major/minor revision | Start date of delivery of (revised) version | Section revised  (if applicable) | Impacts PLOs (Q6&7 cover sheet) |
| --- | --- | --- | --- | --- |
|  | New | 2022-2023 | N/A (new module) | None |
|  |  |  |  |  |