1. **Title of the module**

SOCI5950 (SO595) Reproductive Health Policy in Britain

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

School of Social Policy, Sociology and Social Research

1. **The level of the module (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)

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

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

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

None

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

Optional module for

BA Social Policy and joint honours Social Policy programmes

BA Health and Social care

Available as a wild module.

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

8.1 Possess an understanding of competing explanations about how health policies emerge and are made.

8.2 Identify the main policy developments in Britain about contraception, abortion, teenage sex and pregnancy, and assisted conception.

8.3 Discuss the origins of these policy developments, drawing on relevant social scientific literature and empirical evidence.

8.4 Identify areas of current concern and debate their validity for the future development of reproductive health policy

8.5 Possess experience of doing research using library and on-line resources

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

9.1 Conduct research, by using library e-journal and other on-line resources.

9.2 Organise and communicate information and arguments in a clear and coherent manner, through essay writing, and seminar-based group discussion of completed essays.

9.3 Apply social science theory and research evidence to understandings of social problems and policy responses.

1. **A synopsis of the curriculum**

Contraception, abortion, and teenage pregnancy are the subjects of public controversy in Britain. This module takes these aspects of ‘reproductive health’ as its main examples. We will consider why contraception, abortion and teenage pregnancy became the subject of policy-making, and look at how policy about them has changed over time. Attention will be drawn to areas of debate that are currently particularly controversial, to encourage students to consider the ways in which policy could develop.

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

Luker K (2006) *When Sex Goes to School, Warring Views on Sex - and Sex Education - since the 1960s,* New York/London, W.W. Norton and Co.  
McLaren A (1990) *A History of Contraception, From Antiquity to the Present Day*, Oxford, B Blackwell  
Sheldon S (1997) *Beyond Control: Medical Power & Abortion Law,* London, Pluto  
Lee E (2003) *Abortion, Motherhood and Mental Health, The Medicalisation of Reproduction in the US and Britain*, New York, De Gruyter  
Arai L (2009) *Teenage Pregnancy, the Making & Unmaking of a Problem*, Bristol, Policy Press

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

1. **Assessment methods**
   1. Main assessment methods

Coursework - Essay (2500 words) - 50%

Examination - (2 hours) - 50%

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 | 8.5 | 9.1 | 9.2 | 9.3 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | X |  | X | X | X | X | X | X |
| Lectures | X | X | X | X |  |  | X | X |
| Seminars | X | X | X | X |  |  | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Essay - 2500 words | X |  | X | X | X | X | X | X |
| Examination - 2 hours |  |  | 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

b) Learning, teaching and assessment methods

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

Canterbury

1. **Internationalisation**

The discussion and application of the module topics is relate specifically to the UK. However the range of generic skills which will be developed are applicable to international contexts and the specific skills have potential international relevance.

**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.**

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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) |
| 14/01/20 | Minor | September 2020 | 5,7,8,9,11,13,14 | No |
|  |  |  |  |  |

Revised FSO Jan 2018