



Module Specification

Gender and the Law

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Contents

Module Specification	1
Part 1: Information	2
Part 2: Description	2
Part 3: Teaching and learning methods	4
Part 4: Assessment.....	7
Part 5: Contributes towards	9

Part 1: Information

Module title: Gender and the Law

Module code: UJUTA9-30-3

Level: Level 6

For implementation from: 2023-24

UWE credit rating: 30

ECTS credit rating: 15

Faculty: Faculty of Business & Law

Department: FBL Dept of Law

Partner institutions: None

Delivery locations: Not in use for Modules

Field: Law Undergraduate (Programmes)

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Not applicable

Features: Module Entry Requirements: 120 credits acceptable to the award on which the student is registered of which at least 60 credits must be credits from law modules.

Educational aims: See Learning Outcomes.

Outline syllabus: An introduction to the area of laws and theoretical basis of the course will be followed by study of a number of topics within the themes identified below:

Introduction: An historical overview concentrating on feminist campaigns around law. An introduction to feminist writing and critique which brings out the diversity of feminist models and draws on work from the fields of political theory, sociology and socio-legal studies.

Equality: The concept of equality. Equality and neutrality - is the law gender blind? The approach of Sex Discrimination Acts. Alternative approaches.

Work: Labour law; the limitations of model building around waged full-time work.

Equality in the workplace - the concept of 'equal value' and the law relating to sexual harassment.

Women's experiences in the legal profession.

Sexuality: The attitude of the law to men's sexuality and to women's sexuality.

Marriage law.

The law and homosexuality and transsexuality.

The law and prostitution.

The legal treatment of pornography and feminist responses to it.

Violence: The criminal law and procedures relating to rape and domestic violence.

Motherhood: The legal treatment of motherhood, moving from conception to birth, including analysis of the legal position in relation to abortion and assisted pregnancies, for example through surrogacy and IVF.

Part 3: Teaching and learning methods

Teaching and learning methods: The emphasis throughout will be on providing the student the opportunity and facilities to question, understand, analyse and evaluate the law in its historical, practical, academic and social context. The learning context is student-centred and utilizes a variety of techniques to encourage independent thought and constructive criticism. Dialogue is promoted between student and lecturer in an inter-active relationship which emphasizes the two-way flow of information and criticism.

Subject to the requirements of the Professional Bodies, it is not necessarily envisaged that every topic in the syllabus will be covered in any one academic year. Areas which have topical significance could, therefore, be developed at greater length and less important areas delineated in outline only.

Students will be expected to conduct research with both traditional and electronic sources. Training on the proper use of these resources is available within the degree programme as a whole. However, this is supplemented by additional training and guidance through tutorial exercises and guidance provided electronically on Blackboard.

Student preparation:

Lectures:

In most cases there is no expectation of preliminary work. However, students may be given directed preliminary reading from recommended texts. Occasionally material may be also given out in advance so as to provide the basis for practical exercises or for more detailed discussion of topics to be conducted within the lecture. The extent to which it is possible to fully utilise such approaches will be dependent on the number of students enrolled on the course each year.

Guest speakers will be utilised when possible to help students to understand the practical implications of legal issues studied.

Seminars:

The seminar programme anticipates that students will spend ten hours in preparation for each session. As a Level 3 module, this preparation time may increase, reflecting students' interest and ability to conduct further independent research into topics which interest them. Students are provided with seminar sheets in advance of each session, which will provide them with clear guidance as to the essential reading required to complete the tasks set out on the sheet. These tasks will be centred on the analysis of cases, statutes, European and Human Rights material and social policy, as appropriate. The tasks on this course will be primarily discussion title based, although some use will be made of problem-solving tasks. Supplementary material will be provided, as appropriate. Seminar preparation tasks include working individually, in pairs or in small groups.

In addition to the directed reading, further sources of information, such as internet sources and video materials, will be suggested when it is appropriate to do so. Students will also be encouraged to conduct independent research throughout the course. Students are expected to make full use of their independent learning time to reflect critically upon the subject and to develop their own ideas.

Operation and purpose:

Lectures:

Outline learning materials will be supplied to students during or in advance of the lectures. Lectures are generally designed to:

Communicate the principal features of a topic, including its major principles, rules, concepts, relationships and values;

To stimulate interest in the topic and provide alternative views; and to provide other

information necessary to facilitate its further study, including updating.

Seminars:

Seminars will involve problem-solving and the analysis and synthesis of conceptual and contextual issues, through plenary discussion and presentations by individual students or groups of students. Students are expected to fully participate in seminar discussions, which will cover the controversial and difficult areas of the subject.

The function of seminars is:

To monitor the acquisition by students of the knowledge, understanding and skills mentioned under the Learning Outcomes; and

To facilitate and enhance the acquisition of that knowledge, understanding and skills and to foster deeper learning.

To allow students to evaluate, analyse and synthesise legal materials in an interactive environment and to facilitate their appreciation of the levels of variation of opinion which may be generated in legal discussion.

Other learning activities:

Students will be expected to pursue independent and directed study between class contact sessions.

Students will be encouraged to engage in extra-curricular activities such as debating and mooting.

Contact hours: 72 hours. A mix of lectures, seminars and tutorials.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Demonstrate knowledge and understanding of the substantive legal topics and the theoretical concepts studied

MO2 Demonstrate an understanding of the distinction between law in books and law in action in dealing with issues relating to sex, gender and sexuality in the legal process

MO3 Demonstrate the ability to analyse the complex legal and social issues raised by the attempt to incorporate all individuals in society and/or law (Assessment components)

MO4 Use analytical techniques in order to discuss and apply the laws and policies to problems and issues arising from the study of Gender and the Law undertaken throughout the duration of the module

MO5 Develop ideas, evaluate concepts and formulate reasoned opinions

MO6 Display critical thinking, through the reflective consideration of a range of different perspectives, in the examination of problems and issues

MO7 Demonstrate an ability to synthesise relevant ideas and materials to formulate original responses to contemporary issues relating to gender and law

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Total = 300

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/ujuta9-30-3.html) via the following link <https://uwe.rl.talis.com/modules/ujuta9-30-3.html>

Part 4: Assessment

Assessment strategy: Students are assessed by a mixture of coursework and online examination. These methods test a range of key legal skills, such as the

critical analysis of legal and socio-legal sources, the ability to effectively communicate and précis complex legal concepts and arguments, effective research skills and the ability to respond appropriately and efficiently to unseen questions.

Assessments also test time management and encourage students to engage with contemporary and topical materials, resources and events.

Summative assessment takes place through one 3000 word essay and an online examination requiring two responses (2500 words) to be completed within a 24 hour window.

Seminars provide students with an ongoing opportunity to practice their legal skills and receive feedback on their progress. The teaching team are also going to be available to provide students with feedback on essay preparation.

Assessment Task 1:(50% of module mark) Online examination (2500 words) to be completed within a 24 hour window.

Assessment Task 2:(50% of module mark). Written coursework contributing to the summative assessment of students. The coursework is 3000 words.

Assessment criteria are standardised across the Department and are printed on every feedback sheet.

Assessment components:

Examination (Online) (First Sit)

Description: Online examination (2500 words)

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7

Written Assignment (First Sit)

Description: 3000 word essay

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7

Examination (Online) (Resit)

Description: Online examination (2500 words)

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested:

Written Assignment (Resit)

Description: 3000 word essay

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested:

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Law with Psychology [Sep][FT][Frenchay][3yrs] LLB (Hons) 2021-22

Law [Sep][FT][Frenchay][3yrs] LLB (Hons) 2021-22

Criminology and Law [Sep][FT][Frenchay][3yrs] BA (Hons) 2021-22

Criminology with Law [Sep][FT][Frenchay][3yrs] BA (Hons) 2021-22

Law with Criminology [Sep][FT][Frenchay][3yrs] LLB (Hons) 2021-22

Law with Psychology [Sep][SW][Frenchay][4yrs] LLB (Hons) 2020-21

Law [Sep][SW][UCW][4yrs] LLB (Hons) 2020-21

Law [Sep][SW][Frenchay][4yrs] LLB (Hons) 2020-21

Law {Foundation} [Sep][FT][Frenchay][4yrs] LLB (Hons) 2020-21

Criminology with Law [Sep][SW][Frenchay][4yrs] BA (Hons) 2020-21

Law with Criminology [Sep][SW][Frenchay][4yrs] LLB (Hons) 2020-21

Criminology and Law [Sep][SW][Frenchay][4yrs] BA (Hons) 2020-21

Criminology and Law {Foundation} [Sep][FT][Frenchay][4yrs] BA (Hons) 2020-21

Law with Criminology {Foundation} [Sep][FT][Frenchay][4yrs] LLB (Hons) 2020-21

Criminology with Law {Foundation} [Sep][FT][Frenchay][4yrs] BA (Hons) 2020-21

Criminology with Law {Foundation} [Sep][SW][Frenchay][5yrs] BA (Hons) 2019-20

Law with Criminology {Foundation} [Sep][SW][Frenchay][5yrs] LLB (Hons) 2019-20

Law {Foundation} [Sep][SW][Frenchay][5yrs] LLB (Hons) 2019-20