1. **Title of the module**

LAWS5190 (LW519) Law and Medical Ethics

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 6

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

30 credits (15 ECTS Credits)

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

Autumn and Spring

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

None. However, students must meet specific academic requirements in order to undertake the dissertation pathway in this module. These requirements can be found in the module catalogue entry for this module.

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

All single and joint-honours law programmes.

1. **The intended subject specific learning outcomes.  
   On successfully completing the module, students will be able to:**
   1. Demonstrate a systematic understanding of a range of factual circumstances governed by medical ethics and the law.
   2. Demonstrate detailed knowledge of the concepts, principles, policies and rules applicable in such circumstances.
   3. Situate the regulation of medical practice within its ethical, socio-economic and historical contexts.
   4. Critically analyse the regulation of medical practice from a diverse range of perspectives (including historical, political, scientific and religious).
   5. Critically evaluate the ethical, ideological and policy underpinnings of this area of the law.
   6. Critically evaluate the efficacy of the regulation of medical practice (including its social, legal and economic consequences).
2. **The intended generic learning outcomes.  
   On successfully completing the module, students will be able to:**
   1. Conduct complex research, and make appropriate use of both primary and secondary legal and non-legal sources.
   2. Present relevant knowledge and understanding, including in the form of a reasoned argument.
   3. Identify and evaluate ethical problems, and apply ethical perspectives, in the context of non-legal situations.
   4. Use the English language with care, accuracy and effectiveness.
   5. Properly present material with correct citation and use of references.
3. **A synopsis of the curriculum**

This module considers the legal regulation of medical practice in its ethical, socio-economic and historical context, drawing on a range of critical, contextual and interdisciplinary perspectives. Students will be introduced to fundamental principles of medical ethics and the law, before moving on to discuss the wider aspects of ethical theory within selected topics. We concentrate on issues at the beginning of life (including abortion, surrogacy, assisted conception, genetics and embryo research) and at its end (euthanasia, futility and withdrawal of treatment), as well as body ownership, transplantation and organ donation.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
   * + - T. Beauchamp and L. Walters, ‘Ethical Theory in Bioethics in Contemporary Issues in Bioethics’ (1994)
       - E. Jackson, ‘Medical Law: Text, Cases and Materials’ (2016)
       - J. Herring, ‘Medical Law and Ethics’ (2018)
       - G. T. Laurie, S. H. E. Harman and G. Porter, ‘Mason & McCall-Smith’s Law and Medical Ethics’ (2016)
       - Blackstone’s Statutes on Medical Law (2017)
2. **Learning and teaching methods**

Total study hours: 300

Contact hours: 39

Private study hours: 261

1. **Assessment methods.**

13.1 Main assessment methods

**Pattern A (100% coursework)**

Multiple-choice test (10%)

Multiple-choice test (10%)

Two 1,000-1,250-word short essays / briefing notes (one per term – 20% each)

Essay (2,500 words) – 40%

**Pattern B (20% coursework, 80% project / dissertation)**

Multiple-choice test (10%)

Multiple-choice test (10%)

Dissertation (80%) – 7,000 - 8,000 words

\* Students must achieve a mark of 40% in the dissertation to pass the module overall.

Unless permission has been granted for assessment through dissertation, students will be assessed by coursework. Permission will only be granted for assessment through dissertation if a student meets the Law School requirements for this method of assessment (published in the module catalogue entry for this module), and has satisfied the module convenor that the proposed dissertation is a viable project.

13.2 Reassessment methods

Like-for-like: where undertaken, students must achieve a mark of 40% the dissertation to pass the module on reassessment.

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 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning / teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Lectures | X | X | X | X | X | X |  |  |  |  |  |
| Seminars |  |  | X | X | X | X | X | X |  |  |  |
| Private Study | X | X | X | X | X | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Patterns A and B |  |  |  |  |  |  |  |  |  |  |  |
| MCT (10%) | X | X | X |  |  |  |  | X |  |  |  |
| MCT (10%) | X | X | X |  |  |  |  | X |  |  |  |
| Pattern A |  |  |  |  |  |  |  |  |  |  |  |
| Short essay 1 (20%) | X | X | X | X | X | X | X | X | X | X | X |
| Short essay 2 (20%) | X | X | X | X | X | X | X | X | X | X | X |
| Essay (40%) | X | X | X | X | X | X | X | X | X | X | X |
| Pattern B |  |  |  |  |  |  |  |  |  |  |  |
| Dissertation (80%) | X | X | X | X | X | X | X | X | X | X | X |

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, lectures will be recorded to assist notetaking unless one or more of the lectures contains sensitive material. The module convenor will notify students in advance of any lectures that will not be recorded.

**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**

Though intended to address the legal regulation of medical practice in the context of the Law of England and Wales, some aspects of the module will be examined comparatively. This module allows students to familiarise and reflect upon specific medico-legal topics and concepts from developed and developing countries. In addition, the module allows students to interact with each other to take advantage of the diversity and interpretations of social, legal and ethical issues that stem from growing up in different contexts.

**DIVISION USE ONLY**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6 & 7 cover sheet) |
| 22/01/2019 | Major | September 2019 | 6, 8-13, 15 | No |
| 02/12/19 | Minor | September 2020 | 13 | No |
| EAP | Major | September 2021 | 13, 14 | No |