1. **Title of the module**

LAWS6020 (LW602): Law and Medical Ethics

1. **Division and School 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)

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**

15 credits (7.5 ECTS Credits)

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**

Only available in Stage 3.

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

 Compulsory to the following courses: None

 Optional to the following courses: All single and joint-honours law courses

 Availability as an elective module: Not available to non Law students.

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
2. Demonstrate a systematic understanding of concepts, principles and rules that apply within medical ethics and the law and are at the forefront of the subject.
3. Critically analyse and evaluate contemporary issues in medical law and ethics.
4. Apply a conceptual understanding of medico-legal issues through the construction of detailed and coherent arguments.
5. Critically evaluate current research in the field of law and medical ethics.
6. Demonstrate an appreciation of the conflicts within medical law and ethics, such as areas of uncertainty, ambiguity and the limits of current medical knowledge.
7. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
8. Effectively locate and use primary and secondary sources both paper and electronic.
9. Apply knowledge to analyse complex case studies and problems.
10. Critically evaluate arguments, assumptions and abstract concepts.
11. Identify a range of solutions to a medico-legal scenarios.
12. **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 the major western traditions of ethical theory and the major principles of medical law. They will then pass on to their incorporation in medical negligence, confidentiality, consent and competence, and medical research. They will then draw upon these to engage in critical legal analysis of major areas of medical ethics and law.

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

## 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).

The core text for this module will be the latest edition of

E. Jackson,’ Medical Law: Text, Cases and Materials’

Other indicative readings:

 J. Herring, ‘Medical Law and Ethics’ (2022)

G. T. Laurie, S. H. E. Harman and G. Porter, ‘Mason & McCall-Smith’s Law and Medical Ethics’ (2020)

 Blackstone’s Statutes on Medical Law (2022)

1. **Learning and teaching methods**

Private study hours: 130

Contact Hours: 20

Total Study Hours: 150

1. **Assessment methods.**

13.1 Main assessment methods\*

Coursework – essay (2000 words) - 50%

Examination (2 hours) - 50%

**\* Students must achieve an overall mark of 40% in order to pass this module.**

13.2 Reassessment methods

Reassessment instrument: 100% examination

**Students must achieve a mark of 40% in the exam in order to pass this 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 outcomes against learning and teaching methods:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 |
| Lectures | x | x | x | x | x |  |  |  |  |
| Seminars |  | x |  | x | x | x | x | x | x |
| Private Study |  |  | x | x | x | x | x | x | x |

 **Module learning outcomes against assessment methods:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 |
| Essay (2000 words) | x | x | x | x | x | x | x | x | x |
| Exam (2 hours) | x | x | x | x | x | x | x | x | x |

1. 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**

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**

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.

**DIVSIONAL 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) |
| 25/01/2018 | Major | September 2018 | 8-17 | No |
| 02/12/19 | Minor | September 2020 | 13 | No |
| 11/11/2022 | Major  | September 2023 | 13.1 | No |