1. **Title of the module**

The Regulation of Healthcare (LAWS9410 / LW941)

1. **School 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 7

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

20 credits (10 ECTS Credits)

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

Autumn or Spring

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

None

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

LLM in (Specialisation); PG Diploma in (Specialisation); PG Certificate in Law

1. **The intended subject specific learning outcomes.  
   On successfully completing the module, students will be able to:**
   1. demonstrate systematic knowledge of a range of legal issues within the regulation of healthcare practice;
   2. demonstrate a systematic understanding of the broad political contexts that impact on the regulation of health;
   3. demonstrate a systematic understanding of the different kinds of regulatory environment that impact on human health and how these intersect with axes of disadvantage and discrimination;
   4. critically engage with current broader academic debates regarding healthcare law in this area.
2. **The intended generic learning outcomes.  
   On successfully completing the module, students will be able to:**
   1. critically evaluate the application and practice of law within different contexts and from different perspectives;
   2. identify relevant issues from complex factual situations;
   3. undertake independent and original research;
   4. formulate reasoned, critical arguments – demonstrating originality in the application of knowledge;
   5. analyse complex problems from a range of different theoretical perspectives and disciplinary approaches.
3. **A synopsis of the curriculum**

The module will explore some of the most significant issues in the legal regulation of healthcare, including medical malpractice; duty of care; capacity; consent; best interests; refusal of treatment; public health; and resource allocation.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
   * + - Roger Brownsword Law, Technology and Society: Reimagining the Regulatory Environment (2019)
       - Emily Jackson, Text and Materials in Medical Law (5th edition, 2019).
       - Alasdair Maclean, Autonomy, Informed Consent and Medical Law: A Relational Challenge (2013)
       - Linda Mulcahy, Regulating Medical Work (1997).
       - Oliver Quick *Regulating Patient Safety. An End to Professional Dominance?* (2017).
2. **Learning and teaching methods**

Contact Hours: 18

Private Study Hours: 182

Total Study Hours: 200

1. **Assessment methods.**

13.1 Main assessment methods

Essay (5,000 words) – 100%

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)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning / teaching method** |  |  |  |  |  |  |  |  |  |
| Seminars | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Private Study | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essay (100%) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

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, seminars will not be recorded as they are heavily discussion based and may contain sensitive material.

**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**

While the focus of this module is on English law, students wishing to undertake a comparative study are encouraged to do so in their general reading and in the assessment.

**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) |
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