



Module Specification

Understanding Legal and Regulatory Aspects of Healthcare Practice

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Part 1: Information

Module title: Understanding Legal and Regulatory Aspects of Healthcare Practice

Module code: UZTY7U-15-3

Level: Level 6

For implementation from: 2023-24

UWE credit rating: 15

ECTS credit rating: 7.5

Faculty: Faculty of Health & Applied Sciences

Department: HAS School of Health and Social Wellbeing

Partner institutions: None

Field: Continuing Care Adult Nursing

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: Not applicable

Educational aims: See Learning Outcomes

Outline syllabus: This module will introduce you to the underpinning legal basis for the regulation of healthcare practitioners and the implementation of those laws through the orders of your respective regulator that governs the process of

practitioner fitness to practice proceedings and associated decisions. You will critically explore fundamental concepts associated with fitness to practice including, but not limited to misconduct, competence, impairment and dishonesty and apply these concepts to fitness to practice 'cases' arising from a variety of practice contexts. You will critically examine codes of conduct and professional standards to relate and contextualise the legal positions to professional ethics and public expectations of professional healthcare practitioners.

You will explore the functioning of regulatory bodies in relation to the English and Welsh legal system and examine how these two systems interact and the role of the Professional Standards Authority (PSA) oversee the functioning and actions of the regulator and the legal devices that can be used to review decisions of the regulator.

Through your work on a specific case brought before a fitness to practice panel, you will assume a role of a registrant, panel chair, registrant panel member, lay panel member or witness at a hearing and alongside students from the bar professional training course (who will submit the case on behalf of the regulator or the registrant or act to advise the panel on matters of law) progress a case through a hearing at the 'courts' on Frenchay campus.

The assignment for the module draws on this hearing experience and consists of each healthcare student reflecting on their experiences of undertaking their role and how the knowledge of the regulatory process, relevant statutory and case law impacted on the execution of their role and on their decision making within it.

Part 3: Teaching and learning methods

Teaching and learning methods: A specific feature of this module is the interdisciplinary working and the opportunity to work with practitioners from outside healthcare to support and broaden the student's understanding of the context within which they work.

The last day of the module consists of a mock trial undertaken by the students in

order for them to apply the learning to complex life situations and further deepen their knowledge and understanding of their professional obligations and the complexity they and their regulators work in. This experience is crucial in the module to enable students to generate depth and authenticity in their written work.

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

MO1 Apply the fundamental principles of regulation in determining a fitness to practice case.

MO2 Formulate a clear and concise case theory of a fitness to practice case and make a determination on the facts and any impairment and sanction within it.

MO3 Describe the processes and principles of professional and relate this to underpinning law.

MO4 Analyse their own decision making in relation to fitness to practice, and provide a clear rationale for their decisions.

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 113 hours

Face-to-face learning = 37 hours

Total = 150

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uzty7u-15-3.html) via the following link <https://uwe.rl.talis.com/modules/uzty7u-15-3.html>

Part 4: Assessment

Assessment strategy: The formative assessment for this module aims at engaging students in the application of the knowledge and cognitive skills that they will be developing throughout the module:

Students are required to undertake their designated role within the fitness to practice hearing.

The students will receive feedback from each participant actively engaged in their pre-determined group work (fitness to practice case). Written feedback will be given by the students who are involved in the role play including the law students.

The mock fitness to practice hearing will be scheduled to last three hours and held during class time.

The summative component of the assessment is a 2000 word reflective essay that requires the students to:

Apply a reflective model to explore the student experience of undertaking their role within the hearing, developing depth to this understanding of the regulatory process and underlying principles associated with it.

Use the reflection on their experiential learning and the feedback they have received from their fellow students to develop an action plan for further learning (included as an appendix).

Integrate the statutory and case law relevant to their experience, along with their regulators' orders and sanctions guidance to critically analyse their thinking and decision making within the mock hearing.

The design of this assessment minimises the possibility of plagiarism by ensuring the focus of the assessment is the student's own performance. The process of which is highly likely to contain individual specific learning points or characteristics that would need to be incorporated into the assignment.

Students will have the opportunity to complete online class tests to check their understanding of the content of the module at the end of each days teaching. The assessment will be multiple choice and will not contribute to the grade of the module,

but aimed at stage testing the students understanding of the content with the feedback highlighting the correct choice from the options and a rationale for the correct answer.

The reflective essay is 2000 words maximum in length.

Assessment tasks:

Written Assignment (First Sit)

Description: 2000 word essay

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Written Assignment (Resit)

Description: 2000 word essay

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study: