



## **Module Specification**

### **Medical Law**

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## Part 1: Information

**Module title:** Medical Law

**Module code:** UJUJLY-30-3

**Level:** Level 6

**For implementation from:** 2025-26

**UWE credit rating:** 30

**ECTS credit rating:** 15

**Faculty:** Faculty of Business & Law

**Department:** FBL Dept of Law

**Partner institutions:** None

**Delivery locations:** Frenchay Campus

**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:** The study of medical law is actually the study of several areas of law and ethics that operate in the field of clinical and medical practice and research. We will see interconnected elements of criminal law, human rights law, tort law, public law, and legal and philosophical ethics in our module.

Medical ethics has existed since the origin of the Hippocratic Oath in the fifth century BC (and possibly earlier) and helps us to make decisions concerning the law and

clinical and medical practice by reference to wider, socially accepted norms, principles, and values. Ethics is relevant when we can see more than one justifiable course of action and we need to decide between them. These courses of action could concern birth, life, and death and any form of clinical practice or research, making it a varied field of study and practice. Medical ethics helps practitioners and lawyer to decide on a course of action in situations which can be sensitive and emotive.

**Features:** Not applicable

**Educational aims:** 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.

In addition to the Learning Outcomes, the educational experience may explore, develop, and practise but not formally discretely assess the following:

Working as a team member in order to present a lecture as a group.

Oral presentation skills in practice for the oral assessment.

Ability to engage peers and think on the spot through debate sessions in lectures.

**Outline syllabus:** The following is indicative content, not all topics will necessarily be covered and the content may vary over time as current medico-legal issues develop.

Two encapsulating perspectives are:

What may and may not be done with a patient, who decides and how.

Medical practice set in the context of pre-birth, life and death.

The course comprises a mix of law, ethics, and critical arguments for reform.

Current topic coverage includes:

Rationing health-care, such as should a cancer patient receive a new drug free on the NHS? May a life-support machine be switched off because of cost?

Consent to medical treatment, for instance may a Jehovah's Witness refuse a life-

saving blood transfusion for her 3-month old baby?

Confidentiality, for instance may (or must) a parent be told that his 13-year-old daughter is seeking contraception or an abortion? May the police or social services be told of abuse? Can the fact that a doctor has AIDS be kept from patients?

Abortion, the law of this country and others, practice, ethics and rights.

Assisted reproduction including ethics of saviour siblings, surrogacy outsourcing, use of pre-implantation genetic diagnosis.

Euthanasia, withholding and withdrawing life-sustaining treatment: should a terminal ill baby suffering chronic disability and extreme pain be kept alive? Should conjoined twins be separated where the death of one is the certain outcome? Should the law be changed to allow a loved one to help their partner die?

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** The emphasis for this module is to provide students with the opportunity to gain knowledge and understanding while also questioning, analysing and evaluating the law and ethics.

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 that emphasizes the two-way flow of information and criticism.

The module is accompanied by a module handbook, which contains module information such as module team information, structure, syllabus, assessment, good academic practice advice, reading and resources indicators, how to access further advice and support.

Scheduled learning includes in-class taught sessions that are based on and build

further independent learning such as engagement with essential reading, case study preparation, assignment preparation and completion etc.

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

**MO1** Demonstrate a systematic and critical understanding of key aspects of contemporary issues in medical law and ethics.

**MO2** Demonstrate an ability to devise, sustain, and critically evaluate arguments, assumptions, abstract concepts to make judgements, critical arguments or solve problems in medical law or medical ethics.

**MO3** Demonstrate an ability to communicate information, ideas, problems, and solutions in medical law and medical ethics, to both specialist and non-specialist audiences.

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 234 hours

Face-to-face learning = 66 hours

Total = 300

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](http://readinglists.uwe.ac.uk) via the following link

## Part 4: Assessment

**Assessment strategy:** A combination of written and oral assessment has been chosen. The written assessment tests academic rigour, critical thinking, and essay writing skills. The oral presentation and viva tests the ability to research and reason through an ethical topic. The oral presentation tests the ability to present complex information to both specialist and non-specialist people in an accessible manner.

Formative assessment opportunities are provided in two ways: first, by the presentation of a group lecture where each student is given the opportunity to

present before their peers. Second, a short essay to be handed in during a workshop. In addition to this, there are additional opportunities for formative work and feedback during workshops.

Oral presentation (10mins) and viva (15mins) recorded session (50% of module).

Written coursework 3000-words (50% of the module).

### **Assessment components:**

#### **Presentation (First Sit)**

Description: Oral presentation (15 minutes) and questions (10 minutes)

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3

#### **Written Assignment (First Sit)**

Description: Written coursework

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3

#### **Presentation (Resit)**

Description: Oral presentation (15 minutes) and questions (10 minutes)

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3

#### **Written Assignment (Resit)**

Description: Written coursework

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3

## **Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Law [Frenchay] LLB (Hons) 2023-24

Law [Villa] LLB (Hons) 2023-24

Law {Foundation} [Frenchay] LLB (Hons) 2023-24