



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Medicine and the Law				
Module Code	UJUTNB-30-3	Level	3	Version	7
Owning Faculty	FBL	Field	Law Undergraduate		
Contributes towards	LLB (Hons Law with Criminology, LLB (Hons Criminology with Law. Law Joint Awards, LLB(Hons) Law with Psychology; BSc (Hons) Psychology with Law				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	Law of Torts (Negligence, Vicarious Liability and Product Liability) UJUJA-15-2	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements			
Valid From	September 2012	Valid to			

CAP Approval Date	12/11/2012
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students student should have:</p> <ol style="list-style-type: none"> 1. Developed a fuller understanding of the application of Civil and Criminal law in the context of the practice of medicine and of the relationship between patients and health care providers (A & B) 2. Developed an appreciation of the social, economic, ethical and political contexts in which the law relating to medicine has developed and continues to develop (A & B) 3. Developed an ability to analyse critically proposals for reform in the law relating to medicine (A & B) 4. Developed an ability to deal with conceptual problems (A & B) 5. Acquired an ability to research the law and its background without supervision (A & B) 6. Acquired the ability to apply legal knowledge and analysis to factual situations (A & B) 7. Acquired the ability to communicate knowledge and understanding effectively in a clearly structured way both orally and in written form (A & B) 8. Developed the skill of synthesising & analysing primary & other source materials such as Green & White papers, statutes, cases, Reports & articles (A & B) 9. Demonstrated problem-solving skills, for example in practical scenario analysis requiring client advice (A & B) 10. Demonstrated the ability to undertake effective research using traditional library materials & information technology resources, such as finding & analysing Bills, Government papers & other primary sources (as above) via

	<p>the internet (A & B)</p> <p>"In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following"</p> <ul style="list-style-type: none"> • 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
Syllabus Outline	<p>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</p> <p>Two encapsulating perspectives are:</p> <p>What may and may not be done with a patient, who decides and how</p> <p>Medical practice set in the context of pre-birth, life and death.</p> <p>The course comprises a mix of straight law, ethics, issues & thoughts for reform. Current topic coverage includes</p> <p>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?</p> <p>Consent to medical treatment, for instance may a Jehovah's Witness refuse a life-saving blood transfusion for her 3-month old baby?</p> <p>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?</p> <p>Abortion, the law of this country & others, practice, ethics and rights</p> <p>Assisted reproduction including ethics of saviour siblings, surrogacy outsourcing, use of pre-implantation genetic diagnosis</p> <p>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?</p>
Contact Hours/Scheduled Hours	<ul style="list-style-type: none"> • 2 hour lecture per week plus 1 hour seminar every 2 weeks • Use of email, tutor availability hours, facebook, Blackboard <p>(Remember that there is a minimum average requirement of 36 hours per 15 credit module over the course of a module run).</p>
Teaching and Learning Methods	<p>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. 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.</p>

Reading Strategy	<p>All 'essential reading' is set from a choice of two staple texts so provided the student buys one of these or both, there is no issue of access</p> <p>Additional reading may be drawn from a variety of sources and is enable the student to strengthen understanding by depth, detail and variety of perspectives.</p> <p>A range of Articles is used, available on-line or otherwise via the library. Guidance will be given concerning accessing and using articles.</p> <p>Key web sites are provided and used or referred to regularly in Lectures.</p> <p>Essential reading Jackson Medical Law, <i>Texts, Cases and Materials</i>, Oxford, 2010 – students are expected to purchase this text</p> <p>Herring, <i>Medical Law and Ethics</i>, Oxford, 2009 – students may additionally purchase this text or it is suggested they buy one in a group</p> <p>Further reading McHale & Fox, <i>Health Care Law</i>, Sweet and Maxwell, 2007</p> <p>Mason and McCall, <i>Law and Medical Ethics</i>, Oxford, 2008</p> <p>- Students are expected to consult a wide range of journal articles available online such as in the Medical Law Review. Guidance is given throughout the course.</p>
Indicative Reading List	<p>Herring, <i>Medical Law and Ethics</i>, Oxford, 2009</p> <p>Students are expected to do their own further research for their assessments and are guided throughout the course.</p>

Part 3: Assessment

Assessment Strategy	<ul style="list-style-type: none"> • A combination of written and oral assessment has been chosen. The written assessment in semester 1 tests academic rigour and essay writing skills(including an Executive Summary and reflective log), the ability to self-reflect and learn from essay planning and individual tutor guidance. The executive summary tests the ability to set out a summary of the argument made as if in a business setting. The oral presentation and viva tests the ability to research and reason through a controversial ethical topic argument advocating whether law should or not be reformed. The oral presentation tests the ability to present the essential features of the argument and be persuasive, with the effective use of powerpoint as a visual aid.. • Formative assessment opportunities are provided by: the presentation of a group lecture where each student is given the opportunity to present before his/her peers and use powerpoint in that setting. Feedback is provided in groups and individually on performance. This is used as a 'dry run' for the oral assessment. • Students are given the opportunity of one to one guidance on an essay plan before the first coursework to get feedback on how the essay is structured and the sources used and planned for. <p>Component A</p> <p>Oral presentation and viva recorded session in summer term</p> <p>Component B</p> <p>Written coursework (92% of element mark) 2200 words and reflective log (3%) 300 words and Executive Summary 500 words (5%). Submission in</p>
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	Autumn term. Prior to submission students to engage in one to one guidance session bringing along a written essay plan. Reflective log 300 words on how the tutor feedback has been incorporated into the essay. . Student cannot gain the 3% if did not attend one to one session with tutor. Elements to be marked as 92%, 3% and 5% then weighted accordingly to 50% of the module
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	50%	50%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Oral presentation (15 minutes) and questions (10 minutes)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Written coursework (2200 words) and reflective log (300 words) and executive summary (500 words)	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Oral presentation (15 minutes) and questions (10 minutes)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Written coursework (2200 words) and reflective log 300 words and executive summary (500 words)	100%	
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.		