



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Medicine and the Law				
Module Code	UJUTNB-30-3	Level	3	Version	7.1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	FBL	Field	Law Undergraduate		
Department	Law	Module Type	Standard		
Contributes towards	LLB(Hons); LLB (Hons Law with Criminology; BA(Hons) Criminology with Law. LLB(Hons) Law with Psychology; BSc (Hons) Psychology with Law				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements			
First CAP Approval Date	12/11/2012	Valid from	September 2012		
Revision CAP Approval Date	18 November 2015	Revised with effect from	September 2015		

<b>Review Date</b>	September 2018
--------------------	----------------

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"> <li>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 &amp; B)</li> <li>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 &amp; B)</li> <li>3. Developed an ability to analyse critically proposals for reform in the law relating to medicine (A &amp; B)</li> <li>4. Developed an ability to deal with conceptual problems (A &amp; B)</li> <li>5. Acquired an ability to research the law and its background without supervision (A &amp; B)</li> <li>6. Acquired the ability to apply legal knowledge and analysis to factual situations (A &amp; B)</li> <li>7. Acquired the ability to communicate knowledge and understanding effectively in a clearly structured way both orally and in written form (A &amp; B)</li> <li>8. Developed the skill of synthesising &amp; analysing primary &amp; other source materials such as Green &amp; White papers, statutes, cases, Reports &amp; articles (A &amp; B)</li> <li>9. Demonstrated problem-solving skills, for example in practical scenario analysis requiring client advice (A &amp; B)</li> <li>10. Demonstrated the ability to undertake effective research using traditional library materials &amp; information technology resources, such as finding &amp;</li> </ol>

	<p>analysing Bills, Government papers &amp; other primary sources (as above) via the internet (A &amp; 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"> <li>• Working as a team member in order to present a lecture as a group</li> <li>• Oral presentation skills in practice for the oral assessment</li> <li>• Ability to engage peers and think on the spot through debate sessions in lectures</li> </ul>
Syllabus Outline	<p><b>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</b></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 &amp; 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 &amp; 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"> <li>• 2 hour lecture per week plus 1 hour seminar every 2 weeks</li> <li>• Use of email, tutor availability hours, Facebook, Blackboard</li> </ul>
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>

Key Information Sets Information

<b>Key Information Set - Module data</b>				
Number of credits for this module				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	60	240	0	300

The table below indicates as a percentage the total assessment of the module which constitutes a -

**Written Exam:** Unseen written exam, open book written exam, In-class test  
**Coursework:** Written assignment or essay, report, dissertation, portfolio, project  
**Practical Exam:** Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:	
Written exam assessment percentage	0%
Coursework assessment percentage	50%
Practical exam assessment percentage	50%
	100%

Reading Strategy

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

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.

A range of Articles is used, available on-line or otherwise via the library. Guidance will be given concerning accessing and using articles.  
 Key web sites are provided and used or referred to regularly in Lectures.

**Essential reading**  
 Jackson Medical Law, *Texts, Cases and Materials*, Oxford, 2010 – students are expected to purchase this text.

Herring, *Medical Law and Ethics*, Oxford, 2009 – students may additionally purchase this text or it is suggested they buy one in a group

**Further reading**  
 McHale & Fox, *Health Care Law*, Sweet and Maxwell, 2007  
 Mason and McCall, *Law and Medical Ethics*, Oxford, 2008

- 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.

Indicative Reading List

Herring, *Medical Law and Ethics*, Oxford, 2009  
 Students are expected to do their own further research for their assessments and are guided throughout the course.

### Part 3: Assessment

Assessment Strategy	<ul style="list-style-type: none"> <li>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). The Executive Summary tests the ability to set out a summary of the argument made as if in a business setting (B). The oral presentation and viva (A) 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.</li> <li>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 (A)</li> <li>Students participate in a lecture with all tutors present to look at essay writing skills, essay structures and how to conduct relevant research.</li> </ul> <p>Component A</p> <p>Oral presentation and viva recorded session in summer term (50% of module)</p> <p>Component B</p> <p>Written coursework (95% of element mark) 2600 words and Executive Summary 400 words (5%). Submission in January. Elements to be marked as 95% and 5% then weighted accordingly to 50% of the module</p>		
Identify final assessment component and element	<b>Component A</b>		
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>	
	<b>50%</b>	<b>50%</b>	
<b>First Sit</b>			
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)		
1. Oral presentation (15 minutes) and questions (10 minutes)	100%		
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)		
1. Written coursework (2600 words) and executive summary (400 words)	100%		
<b>Resit (further attendance at taught classes is not required)</b>			
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)		
1. Oral presentation (15 minutes) and questions (10 minutes)	100%		
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)		
1. Written coursework (2600 words) and executive summary (400 words)	100%		
If a student is permitted an <b>RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.			