

University of the West of Scotland

Module Descriptor

Session: 2023-2024

Title of Module: Medical Law and Ethics			
Code: LAWW10019	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	Clive Mitchell		
Summary of Module			
<p>The module examines topical issues in medical law and ethics, specifically we will be considering issues such as the human rights aspects of medical treatment and ownership of the body; the doctor/patient relationship including confidentiality and medical negligence; resource allocation and various models for determining the best distribution of limited funds in light of the patient's human rights; informed consent including children, mature minors and the mentally incapable; assisted conception; pregnancy and abortion, including the maternal/foetal conflict; sibling relationships; the right to die with dignity including advance directives, euthanasia and physician assisted suicide; the role of law and morality in developing bioethics; and medical research including genetic research and finally organ donation.</p> <p>Understanding the role of law and ethics in contemporary UK health care;</p> <p>Using knowledge and understanding of medical law and ethics and legal skills to critically evaluate and formulate evidence-based arguments and identify solutions to problems; Undertaking independent and group research in medical law and ethics starting from standard legal information sources; Explaining complex medical law issues both orally and in writing.</p> <p>Bringing together information from a variety of sources, including academic research publications; Making critical judgments of the merits of particular arguments, presenting and making a reasoned choice between alternative solutions.</p> <p>Communicating effectively and appropriately in speech and writing. Interpreting complex primary materials. Making effective use of information retrieval systems and use information technology applications to present documents in an appropriate form.</p> <p>Working effectively, together with others in groups or teams; Identifying and addressing their own learning needs and undertaking independent learning with limited guidance.</p>			
Module Delivery Method			

Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See Guidance Note for details.					

Campus(es) for Module Delivery						
The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	Participate in critical debate on topical legal and ethical aspects of health care
L2	Analyse problems in terms of legal and ethical concepts and apply legal and ethical principles to propose solutions
L3	Communicate complex legal analysis in both written format and orally
L4	Demonstrate ability to critically reflect on one's own learning and development needs and put in place strategies to address any areas of concern
L5	Click or tap here to enter text.
Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 10 Understanding the role of law and ethics in contemporary UK health care;

Practice: Applied Knowledge and Understanding	<p>SCQF Level 10</p> <p>Using knowledge and understanding of medical law and ethics and legal skills to critically evaluate and formulate evidence-based arguments and identify solutions to problems;</p> <p>Undertaking independent and group research in medical law and ethics starting from standard legal information sources;</p> <p>Explaining complex medical law issues both orally and in writing.</p>	
Generic Cognitive skills	<p>SCQF Level 10</p> <p>Bringing together information from a variety of sources, including academic research publications;</p> <p>Making critical judgments of the merits of particular arguments, presenting and making a reasoned choice between alternative solutions.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 10</p> <p>Communicating effectively and appropriately in speech and writing. Interpreting complex primary materials.</p> <p>Making effective use of information retrieval systems and use information technology applications to present documents in an appropriate form.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 10</p> <p>Working effectively, together with others in groups or teams;</p> <p>Identifying and addressing their own learning needs and undertaking independent learning with limited guidance.</p>	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

Learning and Teaching

In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.

<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture/Core Content Delivery	12
Tutorial/Synchronous Support Activity	24
Asynchronous Class Activity	30
Independent Study	134
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	200 Hours Total
<p>**Indicative Resources: (eg. Core text, journals, internet access)</p>	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Mason and McCall Smith's Law and Medical Ethics 11th Ed. (2019) Oxford</p> <p>Emily Jackson, Medical Law: Text, Cases and Materials 4th Ed.(2016) Oxford.</p> <p>Medical Law Review</p> <p>Journal of Law, Medicine and Ethics</p> <p>Issues in Law & Medicine</p> <p>Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.</p> <p>Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.</p>	

(*N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](#): Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

Free Text – to add detail

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Accounting, Finance and Law
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Accounting, Finance and Law
Moderator	DrCarolynn Gray
External Examiner	To be confirmed
Accreditation Details	Not applicable
Changes/Version Number	1.02

Assessment: (also refer to Assessment Outcomes Grids below)

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).

Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).

NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.

Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than “essay” / presentation, etc) and keep the detail for the module handbook. [Click or tap here to enter text.](#)

Assessment 1 – Individual written assignment worth 60% which will examine a topical issue in medical law

Assessment 2 – A case analysis group presentation worth 20%

Assessment 3 – An individual written reflective report worth 20% reflecting on the group work process, the student's own strengths and weaknesses, and a critical appraisal of the student's own part in the group work process

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay	✓	✓	✓			60	0

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Presentation	✓	✓	✓			20	0

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay				✓		20	0
Combined Total for All Components						100%	0 hours

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)