



PART 1 – PROGRAMME SPECIFICATION		
1	Awarding institution	St Mary's University, Twickenham
2	Partner institution and location of teaching (if applicable)	N/A
3	Type of collaborative arrangement (if applicable)	N/A
4	Award title	Bioethics and Medical Law
5	Final award	MA
6	Interim award(s) with award titles (if specific titles have been designated)	Postgraduate Certificate (PGCert) Postgraduate Diploma (PGDip)
7	School with responsibility for the programme	Education, Theology and Leadership
8	Language of study	English
9	Joint Honours combinations	N/A
10	UCAS code	N/A
11	JACS code	M260 (Medical Law) V520 (Moral philosophy)
12	Professional, Statutory or Regulatory Body (PSRB) accreditation / recognition	N/A
13	QAA subject benchmark or other relevant external reference point	<p>A QAA benchmark statement for bioethics does not currently exist. The closest statements that have relevance and application to bioethics is a) philosophy and b) theology and religious studies. In the philosophy statement it makes clear that the nature and extent of philosophy includes applied ethics, of which bioethics is a part (2015: 8).</p> <p>The QAA benchmark for Theology and Religious Studies makes reference to the subjects from which theology and religious studies draws and to which it relates, which include ethics and philosophy (2014: 9).</p> <p>In addition, the QAA Master's Degree Characteristics Statement and Descriptors for a higher education qualification at level 7 on the FHEQ and SCQF level 11 on the FQHEIS: master's degree (UK Quality Code, Part A) have both been consulted and referred to.</p>



14	Normal completion time	Normal completion time: <ul style="list-style-type: none"> • Full-time study – 1 year pathway • Part-time study – 2-year pathway or a 3-year pathway. This is dependent on whether a full year is taken to write the dissertation or completed within year 2 (four or six semesters).
15	Mode of study	Full time or part time
16	Mode of delivery	Two modes of delivery: <ol style="list-style-type: none"> a) Face to face at St Mary's University b) Blended learning (with 8 Saturday attendances across the programme of study)
17	Date approved and name of authorised body	12.07.2017, TLQEC
18	Applies to students commencing study in (month/year)	September 2017
PART 2 – CURRICULUM SPECIFIC DETAILS		
19	Summary of the programme	An established MA programme equipping students with the skills to assess and critique ethical issues related to medicine, life sciences and associated technologies principally (but not exclusively) as applied to human beings, taking into account their social, legal, environmental and spiritual dimensions.
20	Aims of the programme	<ul style="list-style-type: none"> • To promote respect for human dignity and the life of human beings, as understood in the Hippocratic / Judeo-Christian tradition, through the provision of a thorough academic understanding of the major issues and competing schools of contemporary bioethics. • To contribute significantly to St Mary's University's mission to seek to develop the whole person and empower its community to have a positive impact on the world. • To familiarise its students with the plurality of academic and practical approaches to bioethical issues and encourage them to study all approaches with academic rigour and sensitivity. • To promote academic enquiry into Bioethics within a Hippocratic/Judeo-Christian context with awareness of the ecumenical and inter-faith significance of cooperation in matters of justice. • To provide healthcare professionals and those who teach ethical subjects with the intellectual resources to reflect critically on the ethical issues of modern medicine. • To develop as a centre for dialogue and reflection for those within the Catholic Church, those of other Christian traditions and of other faiths or none, in order to explore the theme of common humanity, and hence to promote the culture of life.
21	Criteria for admission	Candidates must satisfy the general admission requirements of St Mary's University.



		<p>To qualify for entry, students are normally required to have a 2:1 degree from a UK university or equivalent, in a relevant subject at honours level, or a professional qualification in teaching, medicine or law.</p> <p>Medical students can also take the full-time MA programme as an intercalated option during their studies usually in their third or fourth year of training.</p> <p>Students without such qualifications may be admitted to the programme provided that they can satisfy the Programme Director that they have sufficient experience of academic study for Master's level, and that they have relevant prior learning experience. Such applicants will generally be required to produce evidence of having obtained a relevant diploma and provide a portfolio of relevant experience.</p> <p>For applicants wishing to use an Accreditation of Prior (Experiential) Learning AP(E)L route of entry, a typical portfolio will be required to include items such as:</p> <ol style="list-style-type: none"> i. a range of independent work; ii. evidence of achievements and experience appropriate for admission to iii. the Postgraduate Certificate, Postgraduate Diploma, or MA in Bioethics and Medical Law; iv. formal or informal reports about their work; v. copies of any publications for which they were responsible; vi. copies of curriculum materials produced by the applicant; vii. a supporting statement by the applicant to indicate the relevance of the portfolio. <p>Where necessary, the team will suggest ways of accessing the MA programme, either through structured reading or auditing BA modules. In some cases a qualifying essay may be set. Applications will be subject to the current University Academic Regulation relating to credit transfer.</p> <p>Students whose first language is not English are required to satisfy the English Language Requirements of the UKVI and the University. Students are required to achieve an IELTS score of 6.0 overall with no less than 5.5 in any section. Those students who are just below IELTS 6.0 are strongly encouraged to take advantage of a pre-sessional English language programme run by the International Department and the Learning Development team. An in-sessional English Language Programme is also available those who meet the IELTS level but want to develop their English further. Further detail on these and other accepted English language qualifications are available on the St Mary's website here: https://www.stmarys.ac.uk/international/english-language/overview.aspx.</p>						
22	<p>Scheduled learning time <i>(the number of guided learning</i></p>	<table border="1"> <thead> <tr> <th data-bbox="448 1921 791 1991">Type of learning time</th> <th data-bbox="791 1921 1031 1991">Number of hours</th> <th data-bbox="1031 1921 1315 1991">Expressed as %</th> </tr> </thead> <tbody> <tr> <td data-bbox="448 1991 791 2022">Contact time</td> <td data-bbox="791 1991 1031 2022">257</td> <td data-bbox="1031 1991 1315 2022">14%</td> </tr> </tbody> </table>	Type of learning time	Number of hours	Expressed as %	Contact time	257	14%
Type of learning time	Number of hours	Expressed as %						
Contact time	257	14%						



	<p>hours (GLH) is 10 hours per 1 credit http://www.qaa.ac.uk/en/Publications/Documents/contact-hours-student.pdf</p>	<p>Placement/work-based learning hours</p>	<p>0</p>	<p>0%</p>
		<p>Guided learning hours</p>	<p>432</p>	<p>24%</p>
		<p>Independent study time</p>	<p>1,111</p>	<p>62%</p>
		<p>TOTAL*</p>	<p>1800</p>	<p>100%</p>
<p>23</p>	<p>Programme learning outcomes</p>	<p>On successful completion of this programme, students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate a systematic understanding of knowledge and a critical awareness of current problems and/or new insights and issues concerning ethical principles, and contemporary schools of bioethics; 2. Demonstrate a conceptual understanding that enables them to evaluate critically current research and advanced scholarship in bioethics and medical law; to evaluate methodologies and develop critiques of them and where appropriate, to propose new hypotheses and confidently come to ethical conclusions. 3. Engage in reflective philosophical and/or theological analysis and in particular demonstrate a philosophical and/or theological understanding of the human person; 4. Demonstrate a comprehensive understanding of key concepts and cases of medical law; 5. Demonstrate an awareness of the practical implications of ethical dilemmas and of the importance of establishing careful, co-operative and morally sound approaches to their resolution; 6. Show a high proficiency in being an independent, self-aware and reflective practitioner as part of their professional identity. 7. Complete a substantial piece of research in bioethics by identifying, delineating, researching and writing on a topic of their choice within the field of bioethics. 8. Demonstrate a capacity for autonomously planning and implementing study tasks (and the use of resources for learning) at a professional or equivalent level; 9. Take a pro-active attitude to publication of original work in peer-reviewed and other academic journals; 10. Demonstrate the ability to engage confidently in academic and professional communication with others in the field. 		
<p>24</p>	<p>Programme structure and module requirements</p>	<p>To gain the MA in Bioethics and Medical Law, students must pass modules totalling 180 credits, which must include BML7014: Human Beings and Human Action, BML7017: Bioethics and Medical Law and BML7020: Research Methods and Dissertation.</p> <p>Face to face full time programme structure</p> <p><u>FHEQ Level 7 modules</u></p> <p>BML7018 and BML7019 are run on alternate years. Therefore students study</p>		



the three option modules delivered that year. In 2017-18 BML7019 will run and students will be notified of this when they apply and details will be communicated on the programme webpages.

Code	Title	No. of credits	Sem of delivery	Module status
BML7014	Human Beings and Human Action	30	1	Core
BML7015	Ethical issues at the beginning of life	20	1	Core
BML7016	Ethical issues at the end of life	20	1	Core
BML7017	Bioethics and Medical Law	30	2	Core
BML7018	Patients, Professionals and Society	20	2	Option
BML7019	Religious Bioethics and Faith in the Public Square	20	2	Option
BML7020	Research Methods and Dissertation	60	2	Core

Face to face part time programme structure – Three year pathway

FHEQ Level 7 modules

BML7018 and BML7019 are run on alternate years. Therefore students study the three option modules delivered that year. In 2017-18 BML7019 will run and students will be notified of this when they apply and details will be communicated on the programme webpages.

Code	Title	No. of credits	Sem of delivery	Module status
Year 1				
BML7014	Human Beings and Human Action	30	1	Core
BML7017	Bioethics and Medical Law	30	2	Core
Year 2				
BML7015	Ethical issues at the beginning of life	20	1	Core
BML7016	Ethical issues at the end of life	20	1	Core
BML7018	Patients, Professionals and Society	20	2	Option
BML7019	Religious Bioethics and Faith in the Public Square	20	2	Option
Year 3				
BML7020	Research Methods and Dissertation	60	2	Core

Face to face part time programme structure – Two year pathway

FHEQ Level 7 modules

BML7018 and BML7019 are run on alternate years. Therefore students study the three option modules delivered that year. In 2017-18 BML7019 will run and



students will be notified of this when they apply and details will be communicated on the programme webpages.

Code	Title	No. of credits	Sem of delivery	Module status
Year 1				
BML7014	Human Beings and Human Action	30	1	Core
BML7017	Bioethics and Medical Law	30	2	Core
Year 2				
BML7015	Ethical issues at the beginning of life	20	1	Core
BML7016	Ethical issues at the end of life	20	1	Core
BML7018	Patients, Professionals and Society	20	2	Option
BML7019	Religious Bioethics and Faith in the Public Square	20	2	Option
BML7020	Research Methods and Dissertation	60	2	Core

Blended learning programme structure - Full time structure

FHEQ Level 7 modules

BML7018 and BML7019 are run on alternate years. Therefore students study three option modules delivered that year.

Code	Title	No. of credits	Sem of delivery	Module status
BML7014	Human Beings and Human Action	30	1	Core
BML7015	Ethical issues at the beginning of life	20	1	Core
BML7016	Ethical issues at the end of life	20	1	Core
BML7017	Bioethics and Medical Law	30	2	Core
BML7018	Patients, Professionals and Society	20	2	Option
BML7019	Religious Bioethics and Faith in the Public Square	20	2	Option
BML7020	Research Methods and Dissertation	60	2	Core

Blended learning programme structure – Three year pathway

FHEQ Level 7 modules

BML7018 and BML7019 are run on alternate years. Therefore students study the three option modules delivered that year. In 2017-18 BML7019 will run and students will be notified of this when they apply and details will be communicated on the programme webpages.

Code	Title	No. of credits	Sem of delivery	Module status
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Year 1				
BML7014	Human Beings and Human Action	30	1	Core
BML7017	Bioethics and Medical Law	30	2	Core
Year 2				
BML7015	Ethical issues at the beginning of life	20	1	Core
BML7016	Ethical issues at the end of life	20	1	Core
BML7018	Patients, Professionals and Society	20	2	Option
BML7019	Religious Bioethics and Faith in the Public Square	20	2	Option
Year 3				
BML7020	Research Methods and Dissertation	60	2	Core

Blended learning programme structure – Two year pathway

FHEQ Level 7 modules

BML7018 and BML7019 are run on alternate years. Students studying part time can choose three of the four option modules they wish to study as the pathway spans 2 years.

Code	Title	No. of credits	Sem of delivery	Module status
Year 1				
BML7014	Human Beings and Human Action	30	1	Core
BML7017	Bioethics and Medical Law	30	2	Core
Year 2				
BML7015	Ethical issues at the beginning of life	20	1	Core
BML7016	Ethical issues at the end of life	20	1	Core
BML7018	Patients, Professionals and Society	20	2	Option
BML7019	Religious Bioethics and Faith in the Public Square	20	2	Option
BML7020	Research Methods and Dissertation	60	2	Core

To gain the Postgraduate Diploma in Bioethics and Medical Law, students must pass modules totalling 120 credits, which must include BML7014: Human Beings and Human Action and BML7017: Bioethics and Medical Law.

Code	Title	No. of credits	Sem of delivery	Module status
BML7014	Human Beings and Human Action	30	1	Core
BML7015	Ethical issues at the beginning of life	20	1	Core
BML7016	Ethical issues at the end of life	20	1	Core
BML7017	Bioethics and Medical Law	30	2	Core
BML7018	Patients, Professionals and Society	20	2	Option



		<table border="1"> <tr> <td>BML7019</td> <td>Religious Bioethics and Faith in the Public Square</td> <td>20</td> <td>2</td> <td>Option</td> </tr> </table> <p>To gain the Postgraduate Certificate in Bioethics and Medical Law, students must pass modules totalling 60 credits: modules BML7014: Human Beings and Human Action and BML7017: Bioethics and Medical Law.</p> <table border="1"> <thead> <tr> <th>Code</th> <th>Title</th> <th>No. of credits</th> <th>Sem of delivery</th> <th>Module status</th> </tr> </thead> <tbody> <tr> <td>BML7014</td> <td>Human Beings and Human Action</td> <td>30</td> <td>1</td> <td>Core Option</td> </tr> <tr> <td>BML7015</td> <td>Ethical issues at the beginning of life</td> <td>20</td> <td>1</td> <td>Option</td> </tr> <tr> <td>BML7016</td> <td>Ethical issues at the end of life</td> <td>20</td> <td>1</td> <td>Option</td> </tr> <tr> <td>BML7017</td> <td>Bioethics and Medical Law</td> <td>30</td> <td>2</td> <td>Core Option</td> </tr> <tr> <td>BML7018</td> <td>Patients, Professionals and Society</td> <td>20</td> <td>2</td> <td>Option</td> </tr> <tr> <td>BML7019</td> <td>Religious Bioethics and Faith in the Public Square</td> <td>20</td> <td>2</td> <td>Option</td> </tr> </tbody> </table>	BML7019	Religious Bioethics and Faith in the Public Square	20	2	Option	Code	Title	No. of credits	Sem of delivery	Module status	BML7014	Human Beings and Human Action	30	1	Core Option	BML7015	Ethical issues at the beginning of life	20	1	Option	BML7016	Ethical issues at the end of life	20	1	Option	BML7017	Bioethics and Medical Law	30	2	Core Option	BML7018	Patients, Professionals and Society	20	2	Option	BML7019	Religious Bioethics and Faith in the Public Square	20	2	Option
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BML7015	Ethical issues at the beginning of life	20	1	Option																																						
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25	Work placements or study abroad	There will be no work placements or study abroad opportunities on this programme.																																								
26	Links to industry and employability	<p>Graduates of the programme have found it not only interesting in itself, but also a unique distinguishing asset when applying for jobs in medicine, nursing and allied health care professions as well as in education and law.</p> <p>The study of a contemporary and universally relevant subject such as medical ethics and law is an excellent preparation for any profession that requires graduates with high levels of human understanding, critical skills and knowledge of current affairs.</p> <p>The programme also provides strong foundation for those wishing to pursue further postgraduate research at PhD level. Previous MA graduates have gone on to study for doctorates at St Mary's University and other universities in the UK and internationally. Several past students are currently on the national bioethics bodies for their home countries.</p> <p>Guest lectures from professionals involved in the fields of medicine and biomedical technologies feature across the programme. This not only helps to present research-enriched content but also allows students to identify potential career opportunities. Through personal tutorial sessions, interaction with MA graduates and a careers workshop held in conjunction with St Mary's University Careers Service, students are supported in exploring the full range of opportunities that are available to them once they have graduated.</p>																																								
27	Programme awards	This programme conforms to the University Academic Regulations .																																								



		In order to qualify for the award of MA students must have successfully achieved 180 credits.
PART 3 – TEACHING, LEARNING & ASSESSMENT		
28	Programme teaching and learning strategies	<p>A range of successful forms of teaching and learning are employed in order to facilitate student learning and allow students to demonstrate a systematic understanding of knowledge and a critical awareness of current problems and/or new insights (QAA FHEQ descriptors for M level, 4.17; QAA Philosophy Subject Benchmark Statement, 5:1; Theology & Religious Studies Benchmarking Statement, 4:11).</p> <p>A) Lectures Each individual lecture will introduce pertinent themes appropriate to each module's key focus and learning outcomes. This is achieved by:</p> <ul style="list-style-type: none"> • Defining key advances and developments in the fields of medicine, life sciences and associated biotechnologies; • Identifying a range of key principles, concepts and theory relevant to the module; • Recognising the salient ethical, social and legal issues and their relevance to the bioethics conversation. <p>PowerPoint slide decks, further reading and other recommended resources are made available to students through the MyModules virtual learning environment (VLE).</p> <p>An audio recording is also made of the lecture and uploaded to the VLE for those on the blended learning mode of delivery to access and for on-site students to listen to again if needed. Extensive use of film clips and current news items are incorporated into the taught programme and a drama presentation in BML7016 is one of the highlights of the programme each year.</p> <p>B) Set weekly readings</p> <p>Between 2-3 readings are set each week with copies of each reading provided in the module reader. This facilitates the ongoing acquisition of skills in analysis and synthesis through:</p> <ul style="list-style-type: none"> • A comprehensive understanding of techniques applicable to their own research or advanced scholarship; • Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline; • Evaluating critically current research and methodologies, in terms of the ethical implications of new advances in relation to medicine, life sciences and associated biotechnologies principally (but not exclusively); • Applying original thinking, reflection and critique to an academic paper on a relevant theme. <p>C) Seminar</p> <p>In acknowledging student experience, staff and students work in partnership (QAA Code B3, p. 5), seminars provide the primary context for a community of learning to be formed between students and lecturers, allowing students to develop their analytical skills and progress incrementally in the development of</p>



		<p>their ethical and philosophical understanding and capacities. Seminars consolidate student learning by helping students to:</p> <ul style="list-style-type: none"> • Evaluate critically current research and advanced scholarship in the discipline; • Evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses; • Integrate critiques of different ethical, philosophical and theological perspectives into their reflections on contemporary bioethics scenarios. <p>D) Online discussion forum</p> <p>The online forum provides opportunity for all students to continue discussion of the subject material. Students have the opportunity to develop the skills necessary to communicate their conclusions clearly to specialist and non-specialist audiences and critically engage with contemporary bioethics issues.</p> <p>E) One day conferences</p> <p>The programme aims to link theoretical perspectives to developments in contemporary bioethics. All modules include at least one-day conference normally held on a Saturday. These conferences allow for guest speakers and seasoned practitioners to speak to students on relevant topics and allows for greater time for students to engage in debate and dialogue.</p> <p>Personal tutor system</p> <p>All students are assigned a personal tutor for the duration of his or her studies. The personal tutor is the first point of contact for any concerns or queries the student has about the programme and their studies. Students are clearly informed that the personal tutor helps to:</p> <ul style="list-style-type: none"> • Monitor student's academic progression, pastoral care and professional development; • Support students' knowledge and understanding of feedback on formative and summative assessment; • Signpost students to relevant support and advisory services; • Track and report academic progression and module failure to the Programme Director; • Follow up and reports on non-attendance and lack of communication to the Programme Director. <p>Face-to-face meetings to discuss progress are arranged for at least once a semester. If a face-to-face meeting is not possible alternative arrangements are pursued such as a Skype conference call. The personal tutor-student relationship is very much built on the basis of a two-way relationship and students are actively encouraged to make contact with their tutor at any point.</p>
29	Programme assessment	Details on the various forms of assessment applied for each module are presented to students in the module handbook and discussed regularly during



<p>strategy</p>	<p>seminars. Clear marking criteria for assessment is given in the programme handbook and regularly referred to by module convenors. Pre-assessment exercises to help familiarise students to the criteria are employed at the start of BML7014 and then again at the start of BML7015.</p> <p>All assessed work is submitted to the Turnitin online facility. Students can expect to receive feedback within three weeks. Feedback is provided online through tracked comments on Turnitin and via mark sheets. Students may request a meeting with their module convenor to discuss their work. The Programme Director is available to see students who have extra concerns over and above those dealt with by the module convenors.</p> <p>The assessment strategy includes:</p> <ul style="list-style-type: none">• Essays which will help students to synthesise and apply their knowledge in response to a specific question. This will involve engaging in critical analysis of competing theories, practice and concepts and applying reflective practice to problem solving and hypothesizing. A short list of essay titles is given in the module handbook for students to choose from. However, students are actively encouraged to choose their own title on any area covered by the module, given the prior approval of the module convenor.• Discussion papers which help students to consolidate their comprehension and knowledge of academic papers, news media and thought leader pieces, whilst appraising and evaluating the truth claims presented.• Collaborative based assessment (i.e. writing a wiki) which will help students to reflect on the ethical, legal and social implications of a particular bioethics story or theme in the writing of a group wiki, whilst negotiating and appreciating differences in opinion. This encourages self-directed learning with students contributing their own thoughts, experiences and ideas, as well as consolidating student learning over the course of the module (BML7015).• Short oral dialogue to enhance the student learning in considering and evaluating faith based perspectives to bioethics issues in the public square (BML7019).• Short oral presentation allowing students to deal with complex issues both systematically and creatively, demonstrating self-direction and originality in tackling and solving problems in response to a specific research question and communicating these findings clearly. Most of these presentations are formatively assessed, with one summative assessment as part of BML7020.• Online fora which will help students to hone their communication skills in debating issues, constructing arguments and exercising problem solving skills. Online contributions are formatively assessed.• Medical law exam which will help students to memorise and marshal a substantial body of medical case law and apply it to a set of unseen questions. <p>As part of formative learning, particular attention is paid to referencing and</p>
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		enabling students to become confident in recognising and applying good academic practice. Acknowledging the ideas of others through consistent referencing of all sources of information, meeting expectations about ethical behaviour, and especially the demands of confidentiality are regarded as key (QAA Code B6, pp. 14-15).
PART 4 – UNIVERSITY SUPPORT		
30	Student support and guidance	<p>We have a dedicated Student Centre in the heart of the University. Our aim is to assist, guide and support students throughout their period of study. The Student Wellbeing Service provides personal 1-1 Counselling in addition to group workshops such as mindfulness. The Disability Service includes both physical disabilities and learning support such as Dyslexia. Mental Health Advisors and Mentors together with an on-site Health Centre. Our Student Life and Guidance Team includes; the Accommodation Services, Student Funding, Pastoral Care & Advice & Guidance. Each student is allocated a Personal Tutor who can assist with any academic advice and support with any pastoral issues, including extenuating circumstance or leave of absence requests.</p> <p>An academic liaison librarian is assigned to the programme who acts as a lead contact between the library and the programme. The librarian acts as the lead in convening induction and other training sessions so that access to the library's various resources and databases can be maximised by all students. The academic liaison librarian is also invited to attend all programme board meetings, which allows for the effective exchange of information between library staff and the student cohort. Students should direct queries to the Programme Director in the first instance who will then liaise with the academic liaison librarian.</p>
31	Quality management arrangements	<p>This programme aligns with the quality assurance requirements of St Mary's University through the following processes:</p> <ul style="list-style-type: none"> • Five yearly cycle of revalidation • Ongoing monitoring through the Programme Review process • Programme Boards • Consideration of marks and graduate profiles at Exam Boards • Engagement with programme student representatives • Engagement with approved external examiners