

## Programme Specification for MSc Law and Ethics for Health and Social Care

1.	<b>Awarding institution/body</b>	University of Worcester
2.	<b>Teaching institution</b>	University of Worcester
3.	<b>Programme accredited by</b>	N/A
4.	<b>Final awards</b>	Master of Science, Postgraduate Diploma, Postgraduate Certificate
5.	<b>Programme title</b>	MSc Law and Ethics for Health and Social Care
6.	<b>Pathways available</b>	NA
7.	<b>Mode and/or site of delivery</b>	This programme adopts a variety of approaches to learning and teaching, incorporating both standard block delivery at the University of Worcester, and on-line learning with tutorial support.
8.	<b>Mode of attendance</b>	The programme is available for completion on both a full-time and a part-time basis.
9.	<b>UCAS Code</b>	N/A
10.	<b>Subject Benchmark statement and/or professional body statement</b>	Whilst there is no QAA Subject Benchmark Statement for Law at Master's level, this Programme Specification has taken into account subject specific criteria given in the <a href="#">QAA Undergraduate Subject Benchmark Statement: Law (2015)</a> , within the context of the <a href="#">QAA Characteristics Statement: Master's Degree (2015)</a> and the <a href="#">Framework for Higher Education (2008)</a> Qualification Descriptors for Level 7
11.	<b>Date of Programme Specification preparation/ revision</b>	December 2015 August 2016 (Regulations amended - Section 20)

### 12. Educational aims of the programme

There is growing recognition of the significance of the impact of law and ethics on health and social care practice; practitioners of health and social care are required to work within a complex and responsive legal, ethical and professional regulatory framework. As medical and other care interventions become ever more sophisticated, so too do the decisions faced by those delivering the care. This has implications for both legislators and those applying the law (both in legal, and health and social care practice), as society addresses the challenges encountered when balancing individual rights and freedoms, with an escalating demand on services imposed both by advances in healthcare, and an ageing, and expanding population.

This programme will be relevant to anyone with experience, or an interest in contemporary health and social care practice. It will facilitate development of the skills necessary to acquire and apply knowledge and understanding of the legal and ethical framework within which care is delivered. The taught modules within this programme have been designed to enable students to:

1. Develop competence as an independent learner able to define and fulfil their individual learning needs
2. Develop a critical understanding of the concepts of individual autonomy, liberty and dignity within the context of legal and ethical theory and critically evaluate their role as determinants of quality, person-centred care.

3. Focus on law and ethics for health and social care in greater depth than they may have encountered during the course of their previous study or professional experience.
4. Evaluate critically current research and advanced scholarship relevant to law and ethics for health and social care.
5. Demonstrate the ability to systematically and creatively manage complex issues, even in the absence of complete data.
6. Demonstrate a systematic understanding of, and a critical awareness of current issues relating to law and ethics in health and social care.
7. Evaluate potential conflicts arising from professional obligations to entities such as service users, service commissioners, regulatory bodies and the State.
8. Demonstrate critical awareness of how law is both shaped by, and impacts on social, political, ethical, economic and environmental norms of the English and Welsh jurisdiction.
9. Communicate their understanding of law and ethics for health and social care to both specialist and non-specialist audiences.
10. Critically apply information from diverse sources to complex issues arising within the context of the professional practice of health and social care.

### **13. Intended learning outcomes and learning, teaching and assessment methods**

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#### **Knowledge and understanding:**

##### ***On successful completion of the Postgraduate Certificate students will be able to:***

- 1 Demonstrate a systematic knowledge, and a critical awareness of the diverse legal framework within which contemporary health and social care is delivered, informed by critical consideration of a range of evidence relative to the disciplines of law and health and social care practice.
- 2 Demonstrate a systematic knowledge, and a critical awareness of the diverse ethical framework within which contemporary health and social care is delivered, informed by critical consideration of a range of evidence relative to the disciplines of ethics, and health and social care practice.
- 3 Critically analyse and explore professional roles in health and social care relative to the legal and ethical framework within which health and social care is delivered, reflecting on current evidence based practice, demonstrating the ability to appraise and apply knowledge from diverse sources.
- 4 Debate and critically analyse how principles of legal, ethical and professional governance may be applied to promote the primacy of service user interests.

##### ***On successful completion of the Postgraduate Diploma students will also be able to:***

5. Demonstrate a comprehensive understanding of a range of techniques relevant to the scholarship of law and ethics and their application to the practice of health and social care.

6. Critically explore, appraise and apply complex legal and ethical theory to a range of complex issues relevant to health and social care practice.

***On successful completion of the MSc students will also be able to:***

7. Demonstrate an in-depth understanding of research methods and the philosophical basis of the legal and ethical basis of practice in health and social care, and the ability to apply this to a substantive and original advanced enquiry into a defined aspect of the legal and ethical context of health and social care.
8. Draw conclusions and make recommendations from advanced scholarship and research for future practice, research and/or policy reform.

**Cognitive and intellectual skills:**

***On successful completion of the Postgraduate Certificate students will be able to:***

9. Critically evaluate legal and ethical theory from a range of sources and its actual and potential impact on the organisation, structure and delivery of health and social care.
10. Critically explore and evaluate the concepts of individual autonomy, liberty and dignity within the context of both the law and ethical theory.

***On successful completion of the Postgraduate Diploma students will also be able to:***

11. Critically appraise the role of professionals working within the multi-disciplinary team in promoting the primacy of service user interests.

***On successful completion of the MSc students will also be able to:***

12. Critically evaluate and synthesise evidence from both theory and practice, and apply this to an identified area of enquiry.
13. Critically reflect on professional practice, professional judgements and decision making whilst demonstrating regard for professional autonomy and leadership of others.

**Practical skills relevant to employment:**

***On successful completion of the Postgraduate Certificate students will be able to:***

14. Demonstrate a critical understanding of the legal and ethical imperatives for person centred care, and strategies for identifying and addressing potential barriers to this in practice.

***On successful completion of the Postgraduate Diploma students will also be able to:***

15. Demonstrate the ability to justify and define an area warranting further investigation, and an understanding of selecting and applying research methods appropriate to the disciplines of law and ethics.
16. Demonstrate a critical application of a wide and expert knowledge base which generates new insight to inform and enhance professional practice.
17. Communicate their understanding of law and ethics to both specialist and non-specialist audiences.

**On successful completion of the MSc students will also be able to:**

18. Undertake a research project on a topic with a focus on law and ethics for health and social care, that defines the award of the MSc Law and Ethics for Health and Social Care.
19. Develop a unique specialist perspective of the legal and ethical framework within which contemporary health and social care is delivered.

**Transferable/key skills:**

**On successful completion of the Postgraduate Certificate students will be able to:**

20. Competently define an area of enquiry, and locate evidence using a range search strategies and data sources.
21. Demonstrate the ability to retrieve, evaluate and communicate information coherently, clearly and effectively.

**On successful completion of the Postgraduate Diploma students will also be able to:**

- 22 Demonstrate the knowledge and skills required to plan, and justify an original and feasible enquiry

**On successful completion of the MSc students will also be able to:**

- 23 Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at an advanced level.

**Modules mapped against the intended Learning Outcomes:**

Module	Intended Learning Outcomes																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
LEHS4001	X	X	X	X					X	X	X			X						X	X		
LEHS4002		X	X	X					X	X	X			X						X	X		
LEHS4003		X	X	X	X	X			X	X	X			X	X	X	X			X	X	X	
LEHS4004	X	X	X	X	X	X			X	X	X			X		X				X	X		
LEHS4005	X	X	X	X	X	X			X	X	X			X		X				X	X		
LEHS4006	X	X	X	X	X	X			X	X	X			X		X				X	X		
LEHS4007	X	X	X	X	X	X			X	X	X			X		X				X	X		
LEHS4008	X		X		X	X										X				X	X		
LEHS4009	To be agreed by the student, Module Lead and External Examiner																						
LEHS4010	X	X	X	X	X	X	X	X	X			X	X		X	X	X	X	X	X	X	X	X

**Examples of learning, teaching and assessment methods used:**

In accordance with the [QAA \(2008: p.21\) Descriptors for Master's level study](#), the learning and teaching methods employed in this module will provide students with a range of opportunities to develop the skills necessary “*demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level*”. The learning and teaching strategy also supports the Master's Level student's development of the ability to make decisions in “*complex and unpredictable situations*” inherent to their on-going ability to act as independent learners in both the identification and fulfilment of their CPD needs. Students will approach this suite of awards with a range of professional and academic experience, therefore learning opportunities will be developed to capture this richness of experience and allow students to learn from, and with each other. In accordance with the [QAA \(2008\) Descriptors for Master's level study](#), the learning and teaching methods employed within the Postgraduate Diploma and the MSc will provide students with a range of opportunities to develop the skills necessary to identify a feasible topic for a research project on a topic that is of

interest to them; justify an appropriate methodological approach; define suitable data collection methods and apply a critical understanding of the impact of ethical issues and research governance processes on which impinge on enquiry relevant to legal and ethical issues in health and social care (in accordance with the [QAA \(2015\) Characteristics Statement for Master's Degree](#)).

**Learning and teaching methods used will include:**

Tutor led direct contact University based teaching days, including such methods as seminar discussions; case reviews; service-user led sessions; key-note lectures; mock trials; advocacy sessions; critical incident reviews and tutorials. This university based teaching will be complemented by a range of on-line provision, such as on-line quizzes; guided reading, and consideration of clinical vignettes and facilitation of on-line discussion of key issues arising during the course of the module. Online learning (making use of the University of Worcester's Blackboard Virtual Learning Environment), and other independent study activities are an important part of this Programme, but this does not mean that students learn in isolation. The use of technology will allow for collaborative activities with peers and for online tutorials to take place between students and academic staff. The table below details the number of direct contact, university based days, and expected hours of independent study for each module.

Module code	Hours university based sessions	Hours of specified directed study	Independent study	Total hours for the module
LEHS4001	6 x 6 hours		264	300
LEHS4002	6 x 6 hours		264	300
LEHS4003	6 x 6 hours	4 x 6 hours	90	150
LEHS4004	3 x 6 hours		132	150
LEHS4005	3 x 6 hours		132	150
LEHS4006	2 x 6 hours		138	150
LEHS4007	4 x 6 hours		276	300
LEHS4008	4 x 7 hours		272	300
LEHS4009	4 hours supervision		146	150
LEHS4010	1 x 6 hours 8 hours supervision		586	600

The table below shows the range of assessment items used within the MSc Law and Ethics for Health and Social Care by module, and the relative weightings of each assessment item.

Module	Dissertation	Essay	Unseen written open book exam	MCQ exam	Research proposal	Written open book exam – report critique	Open book exam – statement writing	Critique of court room performance and written statement	Assessed court room skills – cross examination
LEHS4001		60%	40%						
LEHS4002		100%							
LEHS4003					100%				
LEHS4004			100%						
LEHS4005		100%							
LEHS4006		100%							
LEHS4007		100%							
LEHS4008						40%	P/F	30%	30%
LEHS4009	To be agreed by the student, Module Lead and External Examiner								
LEHS4010	100%								

### **Programme delivery**

The MSc Law and Ethics for Health and Social Care may be studied on either a full-time or a part-time basis. Full-time students may complete the degree over a period of three semesters – 3 years, whilst part-time students have a maximum of 6 years to complete their studies. The Programme Handbook provides a detailed schedule of module delivery over the course of the academic year, and also specifies the number of university based taught sessions for each module.

Each module is taught through a combination of University based sessions and a range of on-line learning delivered through the Blackboard VLE in recognition of the benefits of flexible learning, and these elements of the Programme have been developed in accordance with the [University of Worcester Quality Standards for Flexible and Distributed Learning](#).

### **14. Assessment Strategy**

The Assessment Strategy for this suite of awards has been designed in accordance with the [University of Worcester Assessment Policy](#), and the [Taught Courses Regulatory Framework](#), and enables students to acquire the knowledge and skills required at Master's Level. Specifically:

- As a collective, the Learning Outcomes for each module enable students to fulfil the overall learning outcomes for their award.
- The Learning Outcomes for each module have been constitutively aligned with the Learning Outcomes for the relevant award.
- The assessments for individual modules enable students to demonstrate fulfilment of the module Learning Outcomes, and as a collective, the Learning Outcomes for their award.
- Assessment items have been designed to reflect the progressive development of academic competence as the student progresses from the Postgraduate Certificate to Postgraduate Diploma, before culminating in the final dissertation stage of the MSc.
- Students are supported through the use of the University of Worcester grade descriptors for level 7. These form the basis of module assessment, and are provided in each of the module outlines.
- Whilst presenting a range of assessment methods (including open book unseen examinations, essays, research proposals and the dissertation), the Assessment Strategy has been designed not only to facilitate the development of advanced skills and knowledge, but to enable progressive development of the skills necessary to demonstrate good academic practice.
- Students will receive detailed written guidance to support the completion of both formative and summative assessments. Students will be clearly directed to a range of relevant guidance, including the Oxford University Standards for the Citation of Legal Authorities (OSCOLA); the [University of Worcester Assessment Policy](#); the [Taught Courses Regulatory Framework](#) and the MSc Programme Handbook containing the Institute of Health and Society Confidentiality Policy and Word Limit Policy.
- Each module will present students with an opportunity to submit a formative assessment item. Formative assessment is key to the student's learning and development, and students are therefore expected to engage with the formative assessment process. Students will receive detailed, written feedback from the Module Lead for both formative and summative assessments. In addition to this, tutor and peer feedback in a range of formats will be on-going throughout each module. Feedback strategies are constructively aligned with both [the University of Worcester Assessment Policy](#), and the [University of Worcester Student Feedback Charter](#).
- The Assessment Strategy has taken a strategic overview of the assessments at each stage of the Master's degree to ensure that students have an opportunity to receive, and reflect on assessment feedback before progressing to the next stage.

15. Programme structures and requirements

Module Code	Module Title	Credits at Level 7	Status Mandatory (M) Optional (O)	Exclusions
<b>Postgraduate Award Professional Development Expert Witness</b>				
LEHS4008	The Expert and Professional Witness	30	M	None

Module Code	Module Title	Credits at Level 7	Status Mandatory (M) Optional (O)	Exclusions
<b>Postgraduate Certificate Law and Ethics for Health and Social Care</b>				
LEHS4001	Principles of Law for Health and Social Care	30	M	None
LEHS4002	The Ethical Context of Health and Social Care	30	M	None
In order to be eligible for the award, students must successfully complete both modules.				

Module Code	Module Title	Credits at Level 7	Status Mandatory (M) Optional (O)	Exclusions
<b>Postgraduate Diploma Law and Ethics for Health and Social Care</b>				
LEHS4001	Principles of Law for Health and Social Care	30	M	None
LEHS4002	The Ethical Context of Health and Social Care	30	M	None
LEHS4003	Research Skills	15	M	None
LEHS4004	Law and Ethics at the Beginning of Life	15	O	None
LEHS4005	Law and Ethics at the End of Life	15	O	None
LEHS4006	Assisted Living	15	O	None
LEHS4007	Mental Health and Mental Capacity	15	O	None
LEHS4008	The Expert and Professional Witness	30	O	None
LEHS4009	Negotiated Learning	15	O	None
In order to be eligible for this award, students must successfully complete 120 credits, including either LEHS4001 AND LEHS4002 AND LEHS4003, together with a further 45 credits selected from the optional modules.				

Module Code	Module Title	Credits at Level 7	Status Mandatory (M) Optional (O)	Exclusions
<b>MSc Law and Ethics for Health and Social Care</b>				
LEHS4001	Principles of Law for Health and Social Care	30	M	None
LEHS4002	The Ethical Context of Health and Social Care	30	M	None
LEHS4003	Research Skills	15	M	None
LEHS4004	Law and Ethics at the Beginning of Life	15	O	None
LEHS4005	Law and Ethics at the End of Life	15	O	None
LEHS4006	Assisted Living	15	O	None
LEHS4007	Mental Health and Mental Capacity	15	O	None
LEHS4008	The Expert and Professional Witness	30	O	None
LEHS4009	Negotiated Learning	15	O	None
LEHS4010	The Dissertation: Legal and Ethical Enquiry for Health and Social Care	60	M	None
In order to be eligible for the award, students must successfully complete 180 credits, including LEHS4001, LEHS4002, LEHS4003 and LEHS4010.				

Students are expected to complete the MSc Law and Ethics for Health and Social Care in sequential order, and must usually complete LEHS4001 and LEHS2 before progressing to LEHS4003 and their selected optional modules before concluding the MSc through successful completion of the dissertation (LEHS4010).

#### 16. **QAA and Professional Academic Standards and Quality**

This award is located at level 7 of the FHEQ, and is part of the University of Worcester Taught Courses Regulatory Framework (TCRF). This Programme has been developed to reflect the QAA (2015) Characteristics Statement: Master's Degree, taking into account subject specific criteria given in the QAA Undergraduate Subject Benchmark Statement: Law (2015). The Learning Outcomes for the Programme and its constituent modules have been constructed in accordance with the QAA Framework for Higher Education (2008) Qualification Descriptors for Level 7

#### 17. **Support for students**

Student support is a central component of the MSc Law and Ethics for Health and Social Care and is available from within the Academic Unit of Applied Professional Studies, the Institute of Health and Society and from the wider University.



Students registering for the MSc Law and Ethics for Health and Social Care will be engaging in either full-time study over a period of 3 semesters – 3 years, or part-time over a period of up to six years. The Programme team recognises that regardless of their full or part-time status, students will be confronted with a range of personal, professional and academic challenges during the course of their study, and believe that the [Personal Academic Tutor](#) system is fundamental to student success. The Personal Academic Tutor plays a significant role in enhancing the students' academic and personal experience of studying at the University of Worcester. In addition to supporting the students' academic development, the Personal Academic Tutor may also act as the students' first contact point for any other difficulties they may be experiencing during their time as students. Not only will the Personal Academic Tutor help the students make the transition into Masters level study, but they will also help the students to understand how the MSc Law and Ethics for Health and Social Care approaches learning, skills development and assessment.

The focus of the tutorials will be on personal Professional Development Planning and reviewing progress and achievement.

Students are advised to maintain regular contact with their Personal Academic Tutor, with email being the communication tool of choice. All tutorial contact is recorded in writing, with a copy made available for the student. While it is unlikely; a student may request a change of Personal Academic Tutor (or vice versa).

All students will have the usual access to UW on line services, library and other support, including:

<http://www.worcester.ac.uk/student-services/index.htm>

<http://www.worcester.ac.uk/student-services/disability-and-dyslexia.htm>

### **Induction**

The Programme team offer an induction programme for all new students. The induction programme is normally positioned at the start of each semester for new entrants to the Programme, and provides students with the opportunity to meet with members of the teaching team. Students will have the opportunity to attend sessions introducing them to the principles of learning and teaching in higher education; access to learning and teaching resources (including Virtual Learning Environments for example Blackboard and library resources, and specialist legal databases such as LexisNexis® and Westlaw), and referencing using the Oxford University Standards for the Citation of Legal Authorities ([OSCOLA, 2012 4<sup>th</sup> edn](#)). There will also be presentations from registry services, student services and the student union.

Given the value the programme team place on the induction programme, there is an expectation that all students will attend. An exception may be made if the student has been an undergraduate within the Institute of Health and Society at the University of Worcester in the two years prior to their registration for the current module. Students should contact the Programme Lead for further advice.

### **Disability and dyslexia support**

The University has a Diversity and Equality Policy and does not discriminate directly or indirectly in the admission, progress and assessment of students. The Disability and Dyslexia Service within Student Services provides specialist support on a one to one basis. Additionally the University's Assessment arrangements for disabled students sets out policy, procedures <http://www.worcester.ac.uk/your-home/disability-and-dyslexia-support.html>

### **Additional course information**

All students are provided with a comprehensive Programme Handbook. Module Outlines and assessment guidelines are provided for all modules of study and assessments. All students have access to a personal SOLE page, with a single sign-on to an email account, learning support, course information, life support, recreation and living. This includes links

to Blackboard where there are dedicated pages for each module. These are the main way in which both staff and students communicate with each other. A wide range of information and learning services are available to students including e-learning platforms including Blackboard. Additionally students have access to IT, Media and library resources, including dedicated subject librarians for health and law.

Further specific Programme information can be found in the following:

- Induction arrangements and/or academic induction day
- Programme Handbook
- Module Outlines
- Study skills support through the personal academic tutoring system
- Online support
- Subject specific Library Services support through IHS Academic Liaison Librarian
- Student Services Support: <http://www.worcester.ac.uk/student-services/index.htm>
- ICT support: ICT Help Guides: <http://www.worc.ac.uk/ict/guides/>

## 18. Admissions

### Admissions Policy

Entry to the MSc Law and Ethics for Health and Social Care is governed by [The University of Worcester Admissions Policy](#).

This award is open to health and/or social care practitioners or academics, or individuals with a demonstrable interest or experience in law and ethics for health and social care.

Admission is via the University of Worcester Registry Services. Applications forms can be downloaded from the [University of Worcester website](#), or by contacting [Registry Services](#).

### Entry requirements

- An honours degree at 2:2 level or above in a relevant subject, or equivalent professional qualifications, experience and evidence of continuing professional development in appropriate areas.
- Students whose first language is not English will be expected to have reached a sufficient standard on admission to the programme (e.g. First degree awarded by an English medium school, or IELTS - 7.5 or higher required). Please note that IELTS exams must be no more than two years old at the start of the course.
- International students must hold a qualification equivalent to a UK first or second class honours degree from a school where English was the language of instruction. Students can check their qualification with the International Recruitment Team at: [international@worc.ac.uk](mailto:international@worc.ac.uk)
- UK students being sponsored by their employer must provide evidence of employer approval and payment agreement

### Recognition of Prior Learning

Students with relevant previous study at postgraduate level or with extensive experience may be considered eligible for recognition of prior learning. Please contact the Registry Admissions Office for further information or guidance on 01905 855111.

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

### **Admissions/selection criteria**

All applicants will be assessed by the Programme lead on their eligibility to access the programme. Applications are scrutinised and short listed against set criteria which include both educational and professional requirements:

- The applicant meets/working towards academic entry requirements.
- The personal statement has a clear law and ethics for health and social care focus.
- The applicant has articulated a coherent and logical expression of ideas.
- The reference provides evidence to support the student's eligibility to access the course.
- Residency visa expiry dates would be checked and recorded for international students.

### **19. Methods for evaluating and improving the quality and standards of teaching and learning**

An integrated range of strategies are used by the Programme team to monitor, evaluate and improve the quality and standards of learning and teaching:

- Informal midpoint and formal, anonymous end of module evaluation by students. Module leaders provide a formal response and action plan which is available for current and future students to access via Blackboard.
- The programme team are responsive to feedback given within external examiner reports, and use this to inform both modifications to processes where necessary, and enable continuance of good practice.
- The Programme leader presents the overall evaluation of the programme through the Programme Annual Evaluation Report which is presented at the Institute's Quality Committee.
- All assessment items are marked and moderated in accordance with the [University of Worcester Assessment Policy](#).
- A sample of all assessments (as specified by the [University of Worcester Assessment Policy](#)) are sent to the External Examiner and a Post Examination Board Moderation committee is held to address, consider and manage any identified issues.
- The programme team are actively involved in staff development activities to enhance the learning and teaching experiences of the students on this programme.
- Scholarly activity for staff is actively encouraged to enhance the learning and teaching experience for students with an emphasis on research activity; conference presentation; writing for publication; doctoral level study and post-doctoral enquiry.
- [Peer Supported Review of Teaching](#) provides space and structure for professional reflection and dialogue to enhance teaching practice for the benefit of individual staff, their peers and the learning experiences of students.
- A Student Academic Representative (StAR) will be elected for the Programme, and provided with training for the role by the Student Union. This is available via distance learning.
- Course Management Committee meetings every semester, facilitated by the Programme Lead, involving StAR's, academic and practice colleagues to allow ongoing monitoring and evaluation of the programme.
- Proposals for modifications to modules including assessment strategies are reviewed by students and the External Examiner for the programme, before being presented for approval at the Institute of Health and Society's Institute Quality Committee.
- The Institute of Health and Society student forum provides further opportunities for students to inform good practice..

- Staff can also apply for monies to facilitate the completion of Learning and Teaching Projects e.g. Students as Academic Partner (SAP) projects and through the Institute's Learning and Teaching Committee.
- A Higher Education Academy (HEA) teacher-accredited course for new staff and promotion of membership of the HEA.
- Several members of the academic team are external examiners and one member of the academic unit is a reviewer for the Nursing and Midwifery Council (NMC) and another is a reviewer for the Health and Care Professions Council (HCPC). The team includes Fellows of the HEA.

## 20. Regulation of assessment

### The course operates under the University's Taught Courses Regulatory Framework

#### Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

#### Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

#### Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student who fails 60 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.

#### Requirements for Awards

Award	Requirement
Postgraduate Award Professional Development Expert Witness	Passed a minimum of 30 credits at level 7, including: LEHS4008
PG Certificate Law and Ethics for Health and Social Care	Passed a minimum of 60 credits at level 7, including: LEHS4001 and LEHS4002.
PG Diploma Law and Ethics for Health and Social Care	Passed a minimum of 120 credits at level 7, including: LEHS4001, LEHS4002 and LEHS4003.

MSc Law and Ethics for Health and Social Care	Passed a minimum of 180 credits at level 7, including: LEHS4001, LEHS4002, LEHS4003 and LEHS4010
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PG Cert and PG Dip awards are unclassified. The awards of Masters may be made with Pass, Merit or Distinction.

## 21. Indicators of quality and standards

### **Achievements of Staff**

The Programme Leader is a Fellow of the Higher Education Academy; a Registered Nurse; a barrister, and is the author of a range of publications relating to Law and Ethics in Health and Social Care. The Programme team offers a range of professional, academic and research expertise in law and ethics relevant to health and social care, including social work, nursing, midwifery, medicine, policing, emergency and pre-hospital care, solicitors and the Bar. The involvement of teaching staff in teaching, research and publishing in the field ensures students are well supported by active, knowledgeable teachers.

### **QAA Institutional Audit**

The MSc Law and Ethics for Health and Social Care Programme team is delivered within the context of the wider University of Worcester academic quality framework. An Institutional Audit was conducted by the QAA in March 2011 which confirmed that students can place confidence in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to them. The MSc Law and Ethics for Health and Social Care Programme is delivered in accordance with wider University methods which have been identified by the audit team as indicators of good practice, including: the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

### **Research Excellence Framework 2014**

The MSc Law and Ethics for Health and Social Care will be delivered by colleagues working within the Institute of Health and Society, and the wider University of Worcester academic community. The results of the Research Excellence Framework 2014 (REF 2014) were published in December 2014 and showed that the University was among the most improved Universities for research in the United Kingdom. The University submitted 112 staff (over 4 times as many as in RAE 2008) to 11 subject areas (compared to just 4 in RAE 2008) and saw a third of its research classified as "world-leading" or "internationally excellent", with just under three quarters of its research identified as at least "internationally recognised". Academic staff involved with the delivery of this Programme are active in scholarly activity in the field of Law and Ethics for Health and Social Care. This is reflected in a range of publications in peer-reviewed outlets, as well as engagement and contribution to external activities.

### **Working with Practice Partners**

The Institute of Health and Society has excellent working relationships with its practice partners, which have been commended by a number of organisations including the NMC, HCPC, Health Education West Midlands and external examiner reports.

## 22. Graduate destinations, employability and links with employers

### **Graduate destinations**

Successful completion of the MSc Law and Ethics for Health and Social Care will provide health and social care academics and practitioners, the opportunity to engage in Continuing Professional Development that will broaden career opportunities in practice,

research and academia. Graduates will also be well placed to progress to other opportunities offered by the University of Worcester, which, depending on their individual profile, may include the Doctor of Education or the Doctor of Health Sciences. Students may also wish to consider registering for an MPhil or PhD. Whilst this degree does not constitute part of the academic or vocational training for practitioners of law, graduates may also wish to explore the possibility of undertaking additional training with the aim of becoming a para-legal, solicitor or barrister.

### **Student employability**

It is expected that the majority of students will study for this degree on a part-time basis, and continue with their existing career professional role in health and social care. They will either remain in this role on graduation (albeit with an enhanced profile of experience, knowledge and skills), or choose to branch into a more specialised area of practice or leadership role. Alternatively, graduates may opt to pursue a career in education or research. The knowledge students will develop and the training they will receive will provide a solid foundation for leadership roles within health and social care. The programme provides students with the opportunity to develop transferrable skills in time management, intellectual leadership, organisation, academic writing, and the use of information technology. The University of Worcester also provides careers education and support opportunities. Subsequently, graduates will be well placed to explore a variety of onward employment options. They will acquire the skills on this programme to become leaders in health and social care, and policy makers of the future, including higher scholarly skills necessary for the advancement of the discipline and to act as role models for practitioners, educators and leaders of tomorrow.

### **Links with employers**

This Programme was developed in consultation with local practitioners of health, social care and law. The Programme was developed in close collaboration with the Worcestershire Medico-Legal Society, a local forum for practitioners of medicine, healthcare and law, and has been designed to enable students to tailor their degree to meet their own professional and/or academic needs.

**Please note:** This specification provides a concise summary of the main features of the Programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods can be found in the module outlines and the Programme handbook provided to all students at the start of the Programme.