

### Merger with City, University of London

City, University of London and St George's, University of London have signed an agreement to merge. Subject to the necessary regulatory approvals, the merged institution will be called City St George's, University of London and will begin operating from 1 August 2024.

For students joining in 2024, there will be no change to the delivery, content and structure of the course. St George's will be going through the process to enable it to offer students the choice to still graduate with a St George's Hospital Medical School degree certificate or choose to graduate with a degree certificate from City St George's.

Further information, including frequently asked questions and contact details to submit further questions, are available on our website: <https://www.sgul.ac.uk/study/prospective-students/merger>



# Programme Specification

## Section A – the nature of the award

1	Programme title	Medical Ethics, Law and Humanities
2	Final award	MA
3	Intermediate awards	PgDip, PgCert
4	Awarding institution/body	St George's Hospital Medical School, University of London.
5	Teaching institution	St George's, University of London
6	Programme accredited by	Not applicable
7	UCAS/JACS code	Not applicable
8	<u>QAA benchmark statements</u>	Not applicable
9	Level	FHEQ level 7.
10	Date specification produced	May 2022
11	Student cohorts covered by the specification	2024 onwards

## Section B – features of the programme

1	Mode of study	Full-time, part-time
2	Usual length of programme	1 year
3	Other features of the programme	Ability to exit with PgDip in Medical Ethics, Law and Humanities and PgCert in Medical Ethics, Law and Humanities

## Section C – brief description of the programme and programme aims

1	Brief description	<p>Ethics, professionalism and law strongly impact the practice medicine, and ethical, regulatory and legal matters permeate modern scientific practice. MELH Postgraduate programme introduces students to key perspectives in medical ethics, law and humanities to those problems. Students will learn and apply humanities, ethics and legal analysis methods to address the challenges in medical and scientific practice.</p>
2	Programme aims	<p>The programme will:</p> <ul style="list-style-type: none"> <li>• Enable students learn about core ethical and legal concepts, theories and facts [<i>Knowledge</i>]</li> <li>• Empower students to analyse and solve problems in ethical, legal and social aspects of medicine and biomedical research [<i>Application</i>]</li> <li>• Inspire students to address current societal challenges [<i>Engagement and Activism</i>]</li> <li>• Provide the foundations for lifetime training and education in medical ethics, law and the humanities which will enable students to pursue a clinical or non-clinical career in the area [<i>Career</i>]</li> </ul> <p>More specifically, the Medical Ethics, Law and Ethics Programme aims are as follows:</p> <p><b>MA</b></p> <p>Provides a critical overview of the current ethical, legal and humanities perspectives on the implications of science and medicine and a stimulating environment to systematically explore them</p> <p>Provides high quality training in biomedical ethics, global health ethics, and medical humanities drawing on the considerable teaching and research strengths of St George’s and its history as a long-standing medical training institution</p>

		<p>Offers students the opportunity to build an in-depth knowledge of contemporary ethical, legal and humanities approaches to science and medicine</p> <p>Aims to empower candidates to analyse, appraise and address ethical, legal and social challenges in medicine and research</p> <p>Supports students in pursuing their intellectual and professional interests and developing their critical thinking and analytical skills</p> <p>Covers a wide range of topics within applied ethics, including both core issues and emerging areas of research such as neuroethics, future of medicine and AI, global health ethics, humanitarian action ethics</p> <p>Is flexible, allowing students to focus on particular areas of interest modules (for example global health, medical humanities, research ethics and ethics of new medical technologies) through a choice from a range of optional modules</p> <p>Encourages engagement with systematic inquiry into biomedical practice to help programme members evaluate and develop societal and professional practices</p> <p><b>PgDip</b></p> <p>Provides a critical overview of the current ethical, legal and humanities perspectives on the implications of science and medicine</p> <p>Provides high quality training in biomedical ethics, global health ethics, and medical humanities drawing on the considerable teaching and research strengths of St George's and its history as a long standing medical training institution</p> <p>Offers students the opportunity to build an in-depth knowledge of contemporary ethical, legal and humanities approaches to science and medicine, and to develop their critical thinking and analytical skills</p> <p>Aims to empower candidates to analyse, appraise and address ethical, legal and social challenges in medicine and research</p>
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		<p>Supports students in pursuing their intellectual and professional interests and developing their critical thinking and analytical skills</p> <p>Gives a range of choice of modules covering a wide range of topics within applied ethics, including both core issues and emerging areas of research such as neuroethics, future of medicine and AI, humanitarian action ethics and global health</p> <p><b>PgCert</b></p> <p>Provides a critical overview of some of the current ethical, legal and humanities perspectives on the implications of science and medicine</p> <p>Provides high quality training in biomedical ethics, global health ethics, and medical humanities drawing on the considerable teaching and research strengths of St George's and its history as a long standing medical training institution</p> <p>Offers students the opportunity to build a systematic knowledge of contemporary ethical, legal and humanities approaches to science and medicine, and to develop their critical thinking and analytical skills</p> <p>Aims to empower candidates to analyse, appraise and address ethical, legal and social challenges in medicine and research</p> <p>Aims to equip individuals in tools needed to analyse ethical challenges faced by clinicians, researchers and the public across the sphere of medical and scientific activity</p> <p>Supports students in pursuing their intellectual and professional interests and developing their critical thinking and analytical skills</p>

#### Section D – Intended learning outcomes of the programme

1	Intended Learning outcomes	<p><u>By the end of the course, students should be able to:</u></p> <p><b>MA</b></p>
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		<p><b>Apply</b> concepts and terminology from the fields of medical ethics, biomedical ethics, medical law and medical humanities relating to key ethical, legal and social issues surrounding healthcare provision.</p> <p><b>Analyse</b> ethical and legal challenges currently facing clinicians and researchers across the sphere of medical and scientific activity aided by critical evaluation of research, scholarship and methodologies within medical ethics and humanities.</p> <p><b>Evaluate</b> policies and practices designed to improve health and well-being using ethics, law and humanities approaches systematically and creatively.</p> <p><b>Defend</b> solutions to ethical, legal and social challenges linked to medicine and biomedical research demonstrating originality and practical understanding of established methods within medical ethics, law and humanities.</p> <p><b>Critically reflect</b> on the importance of ethically sensitive medical and scientific practice based in systematic understanding of knowledge at the forefront of medical ethics and medical humanities.</p> <p><b>Collaborate</b> with others to deepen responses to social challenges and discourses around science and medicine showing initiative and personal responsibility</p> <p><b>Communicate</b> complex issues and solutions clearly to specialist and non-specialist audiences.</p> <p><b>Produce</b> a research project that makes an original and independent response to an ethical problem at an advanced level of scholarship showing a comprehensive understanding of methods applicable to their own research.</p> <p><b>PgDip</b></p> <p><b>Apply</b> concepts and terminology from the fields of medical ethics and law, medical history and medical humanities to defend positions on ethical, legal and social issues surrounding healthcare provision.</p>
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		<p><b>Analyse</b> ethical and legal challenges currently facing clinicians and/or researchers across the sphere of medical and/or scientific activity aided by critical awareness research, scholarship and methodologies within medical ethics, history and humanities</p> <p><b>Evaluate</b> policies and practices designed to improve health and well-being using established ethics, law and humanities approaches systematically and creatively, demonstrating originality and practical understanding of established disciplinary methods</p> <p><b>Critically reflect</b> on the importance of ethically sensitive medical and scientific practice based in systematic understanding of knowledge at the forefront of medical ethics, medical history and medical humanities.</p> <p><b>Collaborate</b> with others to deepen responses to social challenges and discourses around science and medicine showing initiative and personal responsibility.</p> <p><b>Communicate</b> complex issues clearly to specialist and non-specialist audiences.</p> <p><b>PgCert</b></p> <p><b>Apply</b> concepts and terminology from the fields of medical ethics, biomedical ethics, medical law and medical humanities relating to key ethical, legal and social issues surrounding healthcare provision.</p> <p><b>Analyse</b> ethical challenges currently facing clinicians and researchers across the sphere of medical and scientific activity aided by critical evaluation of research, scholarship and methodologies within medical ethics, law and humanities.</p> <p><b>Evaluate</b> policies and practices designed to improve health and well-being using ethics, law and humanities approaches systematically and creatively.</p> <p><b>Defend</b> solutions to ethical, legal and social challenges linked to medicine and biomedical research demonstrating originality and practical understanding</p>
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		<p>of established methods within medical ethics, law and humanities.</p> <p><b>Critically reflect</b> on the importance of ethically sensitive medical and scientific practice based in systematic understanding of knowledge at the forefront of medical ethics and medical humanities.</p>
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### Section E – Programme structure and features

1	<p>There will be three semesters in the one-year, fulltime, Masters, in which students will complete a total of 180 credits (Figure 1). During the induction week students will be introduced to philosophical, legal and humanities terminology, introduction to ethical reasoning skills, outlines of optional modules and other student-centred-activities. This will ensure that all students, regardless of their experience, will have a baseline level of ethical reasoning skills to progress. A Masters level student will study the core modules in Medical Ethics and Law and core Introduction to Medical Humanities in Semester 1, and History of Medicine and Future of Medicine Ethics in Semester 2. A supported Research Project will take place across three semesters, with bulk of the research to be completed in Semester 3. Students will be able to choose further 60 credits out of available other optional modules, with options available in each semester (Figure 1). The Research Project will be focussed on a subject of the students' choice and will be assessed by a dissertation and a mark supplied by the supervisor for student engagement.</p> <p>A balanced offering of core and optional modules is aimed to optimise the balance between gaining of core skills and knowledge (60 credits of core modules), independent work (60 credits gained through Research Project) while enabling significant degree of student choice (60 credits). In order to ensure that programme learning outcomes are assessed, student will need to select from a specific combination of optional module for both the MA and the PgDip as follows:</p> <p>o MA</p> <ul style="list-style-type: none"> <li>• At least 30 credits of humanities-focussed module(s)</li> <li>• At least 30 credits of module(s) primarily focussed on ethics and law (i.e. from this selection of modules: CEL; REL; GHSL; HAE)</li> </ul> <p>o PgDip:</p> <ul style="list-style-type: none"> <li>• At least 15 credits of module(s) primarily focussed on the humanities (i.e. from this selection of modules: GHH; CMH; ITO; FALTSO, NE)</li> </ul>
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- At least 15 credits of module(s) primarily focussed on ethics and law (i.e. from this selection of modules: CEL; REL; GHEL; HAE)

Access to common learning resources will be maintained throughout the extended period of study, and include specific sessions on structured and disciplinary reading, academic writing and presentation skills.

A part-time (2-year) option will also be made available. Part time MA students would need to complete 90 credits in each year. The core taught modules would need to be completed in the first year and the research project module in the second year).

MA in Medical Ethics, Law and Humanities (MELH)		
Semester 1 (Sep - Dec)	Semester 2 (Jan - March)	Semester 3 (April - Sept)
Core modules		
Research Project (60)		
Medical Ethics and Law (15)	History of Medicine (15)	
Introduction to Medical Humanities (15)	Future of Medicine Ethics (15)	
Optional modules (60 credits)		
Clinical Ethics and Law (15)	Neuroethics (15)	
Research Ethics and Law (15)	Culture and Mental Health (15)	
Global Health Ethics and Law (30)	Global Health Humanities (15)	



Humanitarian Action Ethics (15)	Imagining the Other (15)	
Finding a Leg to Stand On (30)		

Figure 1. The Student Journey of Masters in Medical Ethics, Law and Humanities.

PG Diploma (120 credits) and PG Certificate (60 credits) will also be offered, with student journeys outlined in Figure 2 and Figure 3 (below).

PG Diploma in Medical Ethics, Law and Humanities (MELH)		
Semester 1 (Sep - Dec)	Semester 2 (Jan - March)	Semester 3 (April - Sept)
Core modules		
Medical Ethics and Law (15)	History of Medicine (15)	
Introduction to Medical Humanities (15)	Future of Medicine Ethics (15)	
Optional modules (60 credits)		
Clinical Ethics and Law (15)	Neuroethics (15)	
Research Ethics and Law (15)	Culture and Mental Health (15)	

Global Health Ethics and Law (30)	Global Health Humanities (15)	
Humanitarian Action Ethics (15)	Imagining the Other (15)	
Finding a Leg to Stand On (30)		

Figure 2. The Student Journey of PG Diploma in Medical Ethics, Law and Humanities.

PG Certificate in Medical Ethics, Law and Humanities (MELH)		
Semester 1 (Sep - Dec)	Semester 2 (Jan - March)	Semester 3 (April - Sept)
Core modules		
Medical Ethics and Law (15)	History of Medicine (15)	
Introduction to Medical Humanities (15)	Future of Medicine Ethics (15)	

Figure 3. The Student Journey of PG Certificate in Medical Ethics, Law and Humanities.

#### Exit points

The Diploma and the Certificate will be available as exit qualifications for those initially enrolled in MA in Medical Ethics, Law and Humanities. The Certificate will be available as an exit qualification for those initially enrolled in the Diploma.

#### The Masters will reflect the following points of reference:

- 1) QAA Framework
- (2) The University's Learning and Teaching Strategy

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**Section F - General teaching and learning strategies**

1	<p>General teaching and learning strategies:</p> <p>The Masters programme aims to empower candidates to analyse, appraise and address ELSI challenges, using humanities and ethico-legal methods. Building on core skills, key theoretical approaches and knowledge of foundational debates in core modules, the Masters will also offer a range of optional modules, enabling students to tailor their degree to suite their individual career needs, interests and aspirations.</p> <p>The objective of the MSc in Healthcare Ethics, Law and Humanities is to produce students who can analyse the ethical challenges facing clinicians and researchers across the sphere of medical and scientific activity. This includes long standing controversial topics as well as new challenges that arise from newly invented therapies and health technologies. Graduates will develop a detailed understanding of the major moral philosophy approaches and concepts that underpin controversies and potential solutions. Students will possess problem solving skills to address, in depth, questions and issues of medical ethics and law, and contribute to the evaluation and development of policies and practices designed to improve health and well-being, including incorporating humanities approaches to deepen understanding of areas of challenge.</p> <p>Students will be encouraged to collaborate and critically reflect on the importance of reflective and ethically sensitive medical and scientific practice. Weekly seminars on key topics will be led by experts in the fields of ethics and law. The workshops will encourage critical analysis of relevant ethico-legal literature, in addition students will contribute towards broader discussions on social challenges and discourses around science and medicine.</p> <p>Tailored modules offering a substantial degree of choice will encourage students to apply their ethical knowledge and dive deeper into relevant areas of their interest. Across all modules, learning activities and assessments will be curated to ensure that students develop essential transferable skills, such as the ability to communicate their ideas and knowledge with confidence to different target audiences (disciplinary journals, conferences, the publics) and to approach critical situations with a collaborative, yet reflective and independent spirit.</p> <p>Students will complete an individual research project in their final semester where they will gain experience in ethico-legal, policy analysis and humanities methods. Supervisors will offer a broad range of projects, reflecting the diversity of research excellence at St George’s. For example, projects utilising literary analysis and humanities methods, will be used alongside ethical analysis of philosophical, regulatory</p>
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and legal landscape. Throughout discussion seminars and independent research, students will become familiar with ethico-legal and humanities literature and will learn to write high quality academic and public engagement content.

It will be assumed that students are able to engage with academic literature, presenting and academic writing considering entry requirements, although support will be available both through Study Support services and via gradual development of skills within the modules. Interactive lectures will be complemented with seminar-style discussions, with increasing learner independence as the programme progresses (for example, first semester modules Clinical Ethics and Law and Research Ethics and Law give students a choice of assigned summative questions, while Future of Medicine and Neuroethics modules allows students to shape their own area of enquiry for summative assessment).

Modules will be developed with openness to, and utilisation of, blended learning, while recognising that aspects of teaching methods might be more suitable for in person delivery (e.g. Socratic dialogue methods in ethics or aspects of learning in arts and humanities modules). While weekly interactive lectures and discussion seminars provide scaffold for learning, there is a considerable self-managed study time aimed at preparing for sessions and working towards summative assessments, with increased self-managed study time towards the end of the modules. Structuring the course to provide increasing degrees of freedom provides a scaffold for gradual development of independent learning skills. Structured group work opportunities, and a variety of group-based learning, will capitalise on varied student backgrounds.

### **Teaching strategy**

The course follows St George's strategic approach to education. Learners are likely to be a heterogeneous group of graduates and professionals, which allows building on a diverse background, experience and strengths of the group. As such, the student experience will be at the forefront of our curriculum design. We will aim for students to undergo a transformative educational experience, and to prepare them for their future careers.

We will do this by ensuring the following:

1. Learning outcomes of the course and learning objectives of the modules will be explicitly stated and constructively aligned with course content and assessments. They will be written to encourage higher order thinking capabilities according to Bloom's taxonomy. Care will be taken to ensure that these learning outcomes will allow students to demonstrate the level 7 (Master's degree) descriptors as outlined by the FHEQ.

2. We will encourage all module coordinators to liaise with CIDE when designing and writing learning objectives. Where possible, we will aim to empower students by giving them control over their learning.
3. The content of the course will be designed and approved by experts in the fields of medical ethics, biomedical ethics, medical law and medical humanities, thus knowledge learnt will be relevant and useful to the future careers of our graduates. The volume of content will be realistic and scaffolded to past knowledge and experiences through both references to personal experience, previous study and drawing on diverse experience and emotions of learners (Young 1990; Arends 2014; Dirkx, 2006). Peer collaboration and informal learning will be encouraged, as well as reflection on the import of the content for moral development as a professional (Gordjin, 2015). An online resource stimulating reflective approach to continuous professional development will be provided to all students, and reinforced by critical reflection on the changing nature and context of scientific and medical practice in the course content. Care will be taken to ensure the timetable is balanced and allows time for commuters, breaks and independent study (the coordinators of each module will be encouraged to have completed a workshop in 'What makes a good timetable?').
4. The adoption of a student-centred approach to the delivery of the content will encourage proactive, deep and transformative learning. We aim to minimise didactic teaching and to build on excellent practices in interactive, discursive and Socratic methods of teaching used in medical and biomedical ethics (Sorvatzioti, 2012), encourage active participation and interaction between students and to facilitate a continuous dialogue with academics. Educators will act as facilitators and adopt a range of engaging teaching pedagogies to meet the individual needs of the student. For example:
  - a. Small group (2-4) activities focused on preparing various materials that will then be presented to the group (e.g. abstract, policy proposal, blog or vlog, journal article review, argument summary, critical evaluation of ethical argument).
  - b. Activities will be first modelled by an academic at the start (e.g. stakeholder analysis presented by the instructor), then guided by an academic (stakeholder analysis done by students in groups, feedback provided) and gradually evolve into independent, student-led and peer-assessed work (independent analysis presented on a discussion board and peer assessed).
  - c. Weekly seminars will be facilitated by a tutor, who will activity encourage discussion and debate based student work/ weekly theme / questions identified by students and pre-published on discussion board (Kedra and Kourkoutas, 2018).

	<p>5. Technology will be implemented where appropriate to enhance understanding.</p> <ol style="list-style-type: none"> <li>a. An online platform (Canvas) will be used for publishing weekly self directed tasks (abstract, argument analysis, response to objection, patient narrative reflection etc), peer-feedback and group work.</li> <li>b. An online platform will (Canvas) will be used for sharing consolidation and revision material (videos, lectures, literature, model essay).</li> <li>c. A blended approach to teaching will be utilised throughout the modules, making use of the online resources/skills developed during the pandemic.</li> </ol> <p>6. Small group work/teaching will allow students to learn from each other, develop teamwork and essential communication skills. The small group activities will include, but not be limited to:</p> <ol style="list-style-type: none"> <li>a. Group presentations, group journal club</li> <li>b. Group online and face to face discussion and peer assessment throughout the modules.</li> </ol> <p>7. Assessments will be both formative and summative in nature. A feedforward approach to feedback will be taken and thus delivered in a timely fashion. We will encourage and develop critical thinking and analytical skills, by encouraging peer and self-assessment, as this contextualises learning faced in life and work. We appreciate that students adopt different learning approaches and styles (section 2.7 for details). This will be reflected in our assessment approach and where possible we allow students to decide between a range of assessment options, as discussed previously.</p> <p>8. These courses take inspiration from good practice developed by the postgraduate suite of Global Health courses in that it aims to best utilise and build on resources of undergraduate modules in the same subject, while providing substantial separate activities for postgraduate students. The iBSc/BSc course pathway has been running for two years now and having received very positive student feedback, and having further developed Canvas resources due to Covid-19, it is pertinent to best utilise the opportunities this presents. Joining UG sessions attended by traditionally highly capable students (3<sup>rd</sup> year biomed, intercalating medics) for the first part of postgraduate session will allow postgraduate students from varied backgrounds to establish solid and systematic foundations, give further opportunity for peer communication (Vygotski, 1978, Hilsdon 2014) and allow building wider connections than what would be otherwise allowed by a small cohort size of the programme.</p> <p>However, postgraduate students' journey will clearly reflect learning at level 7. For joined UG and PG sessions, this will be facilitated by complementary reading of appropriate for level 7 complexity and theoretical depth, as well as increased choice and independence in learning about sub-topics for post-session reflection. Moreover, joint sessions will be followed by a separate and theoretically deepening</p>
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seminar with associated resources. Groupwork and tasks designed to realise level 7 ILOs will also promote strong PG cohort identity. (Dr Pacholczyk has witnessed similar creation of learning community to happen very successfully during her doctoral study at Manchester, where students at all levels would contribute to the learning community – with postdoctoral researchers and earlier career teaching staff informally guiding PhD students also informally, PhD students guiding MA students, MA students helping UG students and UG students explaining issues to some guest UG attendees from other disciplines). While we do not have ethics postdocs at SGUL (yet), we believe that creating ethics and humanities learning community with varied levels is extremely beneficial and promotes disciplinary learning and identity as well as providing opportunity to form lasting connections.

The student journey will be facilitated by supporting it with materials designed consistently with Online Education Framework, and the concept of learning design utilising the Arena Blended Connected (ABC) curriculum design method. Teaching strategies will utilise learning technologies including Panopto, Canvas and Mentimeter, and build on good practice supported by CIDE and Centre for Technology in Education.

#### **Inclusive design**

Inclusive design and regular self-monitoring of module leads and instructors will be encouraged. Postgraduate students are a diverse group, with varied academic ability and skill, in addition to having different priorities, backgrounds, employability and/or caring responsibilities. We expect the students of the masters in Medical Ethics, Law and Humanities to be heterogeneous. There will be demand from students who have just graduated from biomedical degrees, intercalating medical students who are in the middle of their academic journeys, medical professionals and those working within biomedical sciences who are taking a career break to deepen their knowledge of a specific area and mature students who want to expand their knowledge and skills in this field. This means that for all students to succeed, we will have to ensure an initial baseline understanding of 'Key concepts in medical ethics and law' (discussed further in Key Concepts, section 2.10). This will be achieved by providing key foundational content in the first two weeks of teaching, as well as incorporating 'Core Concepts' teaching throughout the year.

In addition, students may have different learning needs, including learning disabilities or physical impairments (Morgan and Houghton, 2011). These students may need extra-support or a specific adaptation of their learning environment. Academic disciplinary research in medical and biomedical ethics and law requires substantial written communication proficiency. Thus, particular attention will be paid to supporting students with visible and invisible disabilities to identify support requirements and access support resources. This will be done by liaising with

Disability Officer at SGUL, Learning and Development Team as well as signposting to, and integrating into the module itself, relevant Study+ and Academic Success Centre resources.

It is therefore imperative to ensure that this diverse group has equal opportunity to demonstrate the Level 7 (master's degree) descriptors as outlined by the Framework for Higher Education Qualifications of Degree-Awarding Bodies in England, Wales and Northern Ireland (FHEQ), as described by the Quality Assurance Agency (QAA).

The masters in Medical Ethics, Law and Humanities is committed to ensuring inclusivity, specifically:

- Images utilised in the course will incorporate different ethnicities and disabilities to reflect the wider population.
- Gender inclusive terminology will be adopted when discussing gender
- The teaching staff will adopt an inclusive approach to assessment in which a flexible range of assessment modalities will be punctuated by choice and available to all, regardless of needs. This should reduce the need for reasonable adjustment (see Assessment and Feedback, section 2.7).
- All teaching resources will be uploaded to the virtual learning environment (Canvas). Subtitles for recordings will be incorporated.
- The course will be designed in accordance with the Universal Design for Learning Guidelines (Meyer et al., 2014).

As a legal requirement the Masters will anticipate the need for reasonable adjustments to include the following:

- Physical disabilities: we will adjust teaching rooms, if necessary, to ensure all students can have an easy access. All teaching rooms are wheelchair accessible.
- Visual impairments: we will adapt our teaching material if necessary e.g. increasing font and images sizes /liaise with the library to source audio textbooks.
- Sensory disabilities: we will ensure that AV system and recordings are setup appropriately. Staff will be mindful of possibility of use of additional supportive equipment (such as separate microphone)

Moreover, adjustments are anticipated in the realm of mental health and learning difference:

- Mental health: we will ensure that potentially distressing content has trigger warnings. Module Leads will be encouraged to consider Curriculum infusion method related to mental wellbeing, with the explicit aim of raising student reflection on wellness and mental health issues 'in a way that enhances and reinforces the intellectual content of their courses' (Olson and Riley, 2009; Houghton and Anderson, 2017)



	<p>Invisible disabilities (such as dyslexia, ADHD, Autism Spectrum Disorder): the course will include adjustments for neurodiversity by delivering material through variety of sources and modes (individual work, group work and in-class, audio-visual and written) and explicitly discussing neurodiversity as part of the content of the programme (Clouder et al 2020). Module Leads will be encouraged to pursue further training in this area, and use methods that make the material and learning environment more accessible (such as clear scheduling, weekly email with task reminders, clear and concise instructions, following linear presentation of information and avoiding too many hyperlinks on the course websites (Meyers et al 2015)). Module Leads will be encouraged to liaise with Disability Support Office, and refer students to Academic Success Centre at SGUL for further support with preparing assessment.</p>
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## Section G Assessment

1	<p>We understand that assessments are among the main influencers on students and that assessments can drive learning. It is therefore imperative that we take care to design assessments in a way that fosters deep learning approaches and reflects practice of key skills for real life situations to ensure authenticity and development of transferable skills. This will aid development of attributes associated with Masters degree graduates, including professionalism, autonomy, the ability to deal with complexity and communication to a variety of audiences. We will do this by following the UK Quality Assurance Agency's 10 guiding principles for effective assessment, to ensure that students can demonstrate the Level 7 (Master's degree) descriptors as outlined by the FHEQ.</p> <p>Assessments in all core and optional modules will be:</p> <ol style="list-style-type: none"> <li>1) Constructively aligned to the learning outcomes and activities: <ul style="list-style-type: none"> <li>• Learning outcomes will reflect the course and module aims and outcomes.</li> </ul> </li> <li>2) Reliable, consistent, fair and valid: <ul style="list-style-type: none"> <li>• Detailed rubrics will be given to students and assessors to ensure robustness and reduce ambiguity for assessors.</li> <li>• Exemplar summative assignments will be given to students to encourage meta-cognition and student's ability to self-regulate.</li> <li>• Borderline marks will be moderated in a consistent fashion.</li> <li>• Reviews of assessment will be periodic and supported by appropriate external examiners.</li> </ul> </li> </ol>
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	<p>3) Designed holistically:</p> <ul style="list-style-type: none"> <li>• We will consider the volume of assessments on the course to ensure balance</li> <li>• A variety of assessment modalities will help to develop skills associated with level 7 students</li> </ul> <p>4) Inclusive and equitable:</p> <ul style="list-style-type: none"> <li>• Choice of assessment modality where possible</li> <li>• Flexible arrangements for students with disabilities or learning difficulties.</li> </ul> <p>5) Explicit and transparent:</p> <ul style="list-style-type: none"> <li>• Students will be informed of purpose, requirements and standards of each assessment.</li> <li>• Feedback will be related to student outcomes.</li> </ul> <p>6) Purposeful and support the learning process:</p> <ul style="list-style-type: none"> <li>• Assessments will relate directly to the course aims and learning objectives.</li> <li>• Assessments will be fit-for-purpose and valid. For example, we aim to tailor bi-weekly short coursework to benefit students in the 'real-world'. For example, we will critique journals, practice writing abstracts, align the research project assessment to the requirements of key journals and use short policy proposal/recommendation section used in professional reports and practice-oriented bioethics writing.</li> <li>• We will ensure assessment literacy to ensure students can regulate their own learning. For example, there will be assessment briefing and integrated links to Study+ and Academic Success Centre.</li> </ul> <p>7) Timely:</p> <ul style="list-style-type: none"> <li>• Students will be given timely feedback. This will ensure students can 'feed-forward' their feedback to improve their assessment results.</li> <li>• Bi-weekly short individual, longer cohort and peer feedback on coursework will support learning of each skill.</li> </ul> <p>8) Efficient and manageable:</p> <ul style="list-style-type: none"> <li>• We will ensure that students and staff will not become overburdened with assessment deadlines.</li> </ul> <p>9) Designed to support and prepare students:</p> <ul style="list-style-type: none"> <li>• Formative assessments will ensure that students have the ability to understand expectations and develop assessment literacy. For example, independent summative written report will be preceded short coursework allowing students to get feedback on their approach to short literature review, normative argument and policy proposal.</li> </ul> <p>10) Designed to encourage academic integrity:</p> <ul style="list-style-type: none"> <li>• Academic integrity policies and procedures will be explicitly stated. Separately, the importance of academic integrity will be discussed in the</li> </ul>
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	<p>context of publication ethics and science publishing as part of one of the seminars.</p> <ul style="list-style-type: none"> <li>• Written submissions will be validated by Turnitin.</li> </ul> <p>We aim to provide students with a variety of assessment modalities, in which the diverse range of students can demonstrate their understanding of the learning outcomes of the course. Traditional methods of assessment in biomedical ethics, such as presentations and essays will be utilised, alongside other forms of assessment such as group work, discussion board analysis, blogposts, short policy proposals, analysis of a narrative. The variety of assessments will also help to refine and develop transferable skills, essential for employment, such as communication, creativity, reliability, working in teams, producing a written analysis or summary, and time management skills.</p> <p>Throughout the course we will take a feed-forward approach to delivering feedback. This will mean that feedback will be delivered in a timely fashion to promote students' learning and facilitate improvement. The implementation of low stakes and formative assessment, for and as learning tasks, will serve as a vehicle for motivation and ultimately improve assessment literacy. A feed-forward approach will allow for a continuous dialogue between student and teacher, ensuring students know what is expected of them and how they can improve.</p> <p>In addition, we will design assessments in which students peer-assess, prior to summative tasks. At Masters level, peer assessment can reflect and contextualise learning faced in life and work. In addition, peer-assessment can allow students to benchmark their own work in relation to their peers.</p>
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### Section H Support for students and their learning

1	<p>Students will have access to university-, programme- and module-level support as well as pastoral care.</p> <p>University level: Students will be signposted to relevant University-level support, which will be integrated into key points in students' journey within modules (Introduction week, setting assessment, formative assessment submission and feedback, run up to summative assessment). Those include signposting to:</p> <ul style="list-style-type: none"> <li>• Counselling and other student support services [Discussed in the Induction Week, signposted on Canvas and in student handbooks, and further mentioned during typically more busy times of the academic year]</li> </ul>
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- Support for students with disabilities [Links will be made with Disability Services in the Induction week and contact encouraged if needed later in the year]
- Learner development [Signposting to Academic Services, and other resources such as Voluntary opportunities will be made during Induction, with links on Canvas, and signposting as appropriate]
- Library and other learning resources [Clear links will be made with subject librarian]
- The Students' Union [Students will be directed to both support and activities available through SU]
- Careers support [Appropriate discussion early in the course might be appropriate to fully utilise optional module choices]

Programme level:

- Clear contacts with Programme Team (incl. Programme Lead and Administrator) will be encouraged by clear contacts, building communication links with the cohort during Induction and first weeks of contact time.
- Year representatives for the cohort will be encouraged to approach the Programme Team with programme related queries, and cohort WhatsApp group will be encouraged. Those informal means of peer support often result in better student engagement with Programme Team. All students should be encouraged to join this informal group, and this ought to be announced at programme level (e.g. via email and verbal reminders).
- Arrangements for academic advice at the programme level (through course directors, module leads etc) for students requiring programme level advice will be made formally (e.g. 'Choosing your optional modules' Q&A session)
- Personal tutor support will be provided and encouraged, with two meetings a year as a minimum.
- Student handbook, in addition to information on Canvas, will serve as a repository of information about a programme and SGUL.

Module level:

- Support by module leads will be encouraged, and will be actioned through adequate signposting to sources of academic and pastoral support. Some of the needs of learners might be uncovered by programme characteristics - for example at UG level study in ethics a small minority of students experience difficulty with comparatively higher requirement for academic reading and writing of this humanities argument-focused discipline. It is important for module leads to continue to signpost students to relevant support (Study+, Library, Disability Services) and assure that reasonable adjustments as well as individually tailored learning strategies can be implemented.
- Module Leads will be encouraged to signpost to additional resources on Canvas, and to direct students to relevant links.

	<ul style="list-style-type: none"> <li>• Module leads will be encouraged to hold clear times for 1:1 engagement with students where possible, either formally (office hours) or informally (designated brief informal contact time after teaching session)</li> <li>• Students with certain mental health conditions might be sensitive to some types of information, and thus trigger warning should be included where appropriate.</li> </ul>
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### Section I – Criteria of admissions

1	<p>The entry requirements for the programme:</p> <p>It will be necessary to possess a UK 2.2 honours degree (or higher), or its international equivalent, in any subject.</p> <p>We also accept medical students who wish to intercalate. Applicants must have completed at least three years of study prior to applying and they must be in the top three deciles of their medical school cohort.</p> <p>Applicants must demonstrate a level of English language competency that will enable them to succeed in your studies, regardless of their nationality or country of residence.</p> <ul style="list-style-type: none"> <li>• All English language tests (including <u>IELTS</u>, <u>TOEFL</u> and <u>PTE</u>) or bachelor’s degrees must be completed within the two years before students start the degree. This is a group 1 course, and therefore they must have scored at least 7.0 in IELTS. <ul style="list-style-type: none"> <li>○ <a href="https://www.ielts.org/">https://www.ielts.org/</a></li> <li>○ <a href="https://www.ets.org/toefl">https://www.ets.org/toefl</a></li> <li>○ <a href="https://pearsonpte.com/">https://pearsonpte.com/</a></li> </ul> </li> <li>• If applicants have completed English language tests or qualifications more than two years ago they will need to demonstrate that you have maintained or improved their English in that time by studying and/or working in the UK (or a majority English-speaking country). If they are unable to do so, they may need to take a suitable English language test.</li> </ul> <p>We will accept applications via the St. George’s university postgraduate online system.</p>
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### Section J –Employability and employment

1	<p><b>Graduate attributes</b></p> <p>The postgraduate suite of MELH courses will empower students to have a positive global and local impact. Graduates of the programme will have an advanced knowledge of the discipline, with the ability to analyse, synthesise and critically evaluate new information as well as ethical challenges raised by medicine and science. The critical awareness of current issues and developments in the subject and discipline will be informed by current practice, scholarship and research. They will be able to effectively communicate through a range of mediums, use a range of sources to inform their analysis, and share their ideas with both specialist and non specialist audiences. Students will have a reflective knowledge of professional responsibility, integrity and ethical aspects of their practice as HCPs and scholars. They will have passion and curiosity for new knowledge, tolerance for ambiguity and complexity coupled with strong analytical skills, and a commitment to personal development, through reflection, research and academic writing. The course will – in systematic and designed-in ways – encourage originality and independence of thought.</p> <p>The career and/or further learning opportunities would depend on the background of the students and their own aims. A postgraduate qualification healthcare ethics and law is often used to compliment postgraduate medical training. Clinicians with postgraduate medical law and ethics training often are to be found leading ethics education in many medical schools across the country. Clinicians completing an MA might also utilise this qualification to gain training places in their chosen fields. International clinicians may benefit too. Some of these clinicians may also use the MA as a stepping stone to completing an MD/PhD and a growing number of trainee doctors in the UK complete a PhD before taking up a consultancy post.</p> <p>Non-clinicians represent a broader group and their career and learning opportunities may vary. Students who complete the course might use their qualification to assist with applications for a PhD. Others might wish to work for policy forums, third sector employers (e.g. Wellcome Trust, Mind UK) or any number of other roles such as science journalism or public engagement roles in research and educational institutions.</p>
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### Section K - Methods for evaluating and improving the quality of teaching and learning

1	<p>A strategy will be created to evaluate and improve the quality and standards of teaching and learning on the course. The key sources of feedback will include:</p> <ul style="list-style-type: none"> <li>● Module reports – based on student evaluation questionnaires and staff reports. Those will include ‘closing the feedback loop’ annual review activities.</li> <li>● Course committees (and staff – student consultative committees)</li> <li>● Reports from External Examiners</li> <li>● Course reps</li> <li>● Periodic review</li> </ul>
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	<ul style="list-style-type: none"> <li>• Teaching observation</li> <li>• Staff appraisal and development</li> <li>• Boards of examiners</li> <li>• Research and other professional activities of staff</li> </ul>
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1	<p>The key principles underlying the regulations for the programme are as follows:</p> <ul style="list-style-type: none"> <li>• Each component of an assessment within a module must be passed in order to pass the module. The pass mark for modules is &gt;50% with no compensation allowed between assessments within a module</li> <li>• There are no progression requirements for full time students, but part-time MA students must complete 90 credits in year 1 in order to progress into year 2.</li> <li>• Students who fail an assessment will have one reassessment opportunity as per SGUL General Regulations paragraph 10.9. Reassessments will normally be provided about one month after results have been ratified by the Board of Examiners</li> <li>• Mitigating circumstances will be considered by the Board of Examiners as per SGUL general regulations sections 10 and 11.</li> <li>• For the MA, candidates who achieve a final degree mark of 49.5-59.4% and pass the required combination of core and optional modules and pass the Research Project will pass the degree. Candidates who achieve a final degree mark of 59.5-69.4% and pass the required combination of core and optional modules and pass the Research Project will pass the degree with merit. Candidates who achieve a final degree mark of <math>\geq 69.5\%</math> and pass the required combination of core and core modules and pass the Research Project will pass the degree with distinction.</li> <li>• The Board of Examiners will include at least three internal examiners from SGUL and at least one external examiner who will serve for no more than 4 consecutive years. Assessors (e.g. examination paper markers) who are not Examiners will be able to attend Board meetings but not vote.</li> </ul>
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<p>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 he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the course handbook and, where they are produced, separate module guides.</p> <p>Key sources of information are:  The <a href="#">SGUL internet site</a>  <a href="#">General Regulations for students and programmes of study</a></p>
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