

# Programme Specification: Post Graduate Taught

## For Academic Year 2025/26

### 1. Course Summary

<b>Names of programme and award title(s)</b>	MA In Medical Ethics and Law
<b>Award type</b>	Taught Masters
<b>Mode of study</b>	Full-time Modular Part-time
<b>Framework of Higher Education Qualification (FHEQ) level of final award</b>	Level 7
<b>Normal length of the programme</b>	1 year full-time or 2 years part-time Up to 5 years modular
<b>Maximum period of registration</b>	The normal length as specified above plus 3 years
<b>Location of study</b>	Keele University, Greece - University Legal Entity Metropolitan College, Greece
<b>Accreditation (if applicable)</b>	n/a
<b>Regulator</b>	Office for Students (OfS)
<b>Tuition Fees</b>	Please refer to the Keele University, Greece - University Legal Entity and Metropolitan College, Greece webpages for information in relation to Tuition Fees

**How this information might change:** Please read the important information at <http://www.keele.ac.uk/student-agreement/>. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.

### 2. Overview of the Programme

Advances in biomedical technology, changing moral attitudes, and developments in law, combine to generate difficult ethical, legal, policy challenges for those involved in the delivery of healthcare. This programme provides an opportunity to gain a deeper and more systematic understanding of these issues and to explore the moral problems faced by healthcare professionals and those involved in healthcare management and policy. It also aims to provide a foundation for pursuing further study at doctoral level for those interested in doing so.

Applications are welcome from people with a professional or other serious interest in Medical Ethics and Law, including (but not limited to) doctors, nurses, health care managers, intercalating medical students, radiographers, chaplains, charity and voluntary workers, social workers, hospice directors, medical and pharmaceutical researchers, dentists, veterinary practitioners and health care educators. While the programme is primarily aimed at healthcare professionals, it is open to anyone who is suitably qualified and who can demonstrate sufficient academic aptitude. The programme has increasingly attracted recent graduates who wish either to build on previous study in law or ethics or to develop their studies in a new direction.

MA in Medical Ethics and Law is run by the School of Law at Keele University and delivered and assessed in Greek by the Keele University, Greece - University Legal Entity, in Greece. It is one of England's longest established master's programmes in this subject area, having first been presented in 1987.

### 3. Aims of the programme

The broad aims of the programme are to enable you to:

- Provide students with a high quality education in medical ethics and law
- Provide students with an adequate basis in both knowledge and skills for further work in the subject
- Provide students with knowledge, or the means to acquire knowledge and critical abilities
- Provide students with the skills and knowledge they will need in order to deal adequately with the ethical problems and dilemmas which they may face in their day-to-day professional work
- Provide students with awareness and understanding of the main contemporary issues in the academic literature on medical ethics and law.

### 4. What you will learn

The intended learning outcomes of the programme (what students should know, understand and be able to do at the end of the programme), can be described under the following headings:

- Subject knowledge and understanding
- Subject specific skills
- Key or transferable skills (including employability skills)

#### Subject knowledge and understanding

Successful students will be able to:

- describe, analyse and evaluate important theories and arguments in applied ethics, and of their relevance to healthcare policy and practice;
- describe, analyse and evaluate selected key arguments and issues in medical ethics;

#### Subject specific skills

Successful students will be able to:

- critically evaluate complex ethical and medical legal texts, including contemporary research-based materials, and primary legal materials (e.g. cases and statutes);
- apply ethical theories and arguments to practical problems in medical ethics and law, construct ethical and legal arguments in written form and defend those arguments against criticism;

#### Key or transferable skills (including employability skills)

Successful students will be able to:

- conduct a detailed and systematic investigation of an ethical and/or legal problem and reach conclusions based on sound argument and understanding of relevant research-based literature.

#### [Keele Graduate attributes](#)

The Keele Graduate Attributes are the qualities (skills, values and mindsets) which you will have the opportunity to develop during your time at Keele through both the formal curriculum and also through co- and extra-curricular activities (e.g., work experience, and engagement with the wider University community such as acting as ambassadors, volunteering, peer mentoring, student representation, membership and leadership of clubs and societies). Our Graduate Attributes consist of four themes: **academic expertise, professional skills, personal effectiveness, and social and ethical responsibility**. You will have opportunities to engage actively with the range of attributes throughout your time studying this programme: through your academic studies, through self-assessing your own strengths, weaknesses, and development needs, and by setting personal development goals. You will have opportunities to discuss your progress in developing graduate attributes with, for example, Academic Mentors, to prepare for your future career and lives beyond Keele.

### 5. How is the programme taught?

The MA in Medical Ethics and Law involves both taught modules and a chance for students to write a dissertation on a topic of their choosing related to the course. Teaching occurs in four three-day blocks that run between September and May. This structure has proved particularly popular with healthcare professionals in full-time employment, as it allows them to combine study with full-time work, and with family and other commitments. It also enables students who are based in all areas of the UK and beyond to attend. Contact between students and staff, and between students, is facilitated between blocks to create a distinctive student community.

The programme is divided into two parts. Part 1 is a taught component that makes up the PGDip element of the course. Part 2 is the MA dissertation component.

Teaching for Part 1 of the programme is delivered in short intense blocks, enabling those in full-time employment to do the course part-time and to fit it around the demands of their work wherever they are based. Each student is assigned an Academic Mentor, whom they can contact for help or advice at any time during the course.

We regard high levels of student participation in discussion as particularly important for teaching and learning in this area, and employ teaching techniques which encourage this wherever possible. Students come from a wide range of backgrounds within health care (and beyond) and from many diverse geographical locations. Past and current students have reported that meeting and exchanging ideas with others who work in different fields and in different parts of the country is one of the major benefits of the course.

Part 2 of the programme requires students to undertake their own (library-based) research and write a dissertation on a topic of their choosing of between 15-20,000 words. Each student is allocated a supervisor for their dissertation who will help them with advice over topic choice and carrying out research. They will also comment on draft work in accordance with a prescribed service level and timetable. Part 2 also includes two study days at which students are provided with training on how to research and write the dissertation, and have opportunities to discuss their plans and work in progress with the programme team and their peers.

## **6. Teaching Staff**

The programme is taught by academic staff employed by and based at Keele University, Greece - University Legal Entity, who are overseen by academic ethicists and lawyers from Keele's Centre for Professional Ethics and School of Law. Most members of the teaching team based at Keele University in the UK have extensive experience of teaching postgraduate applied ethics and law courses. They are well aware of the special challenges that may face mature students and those combining study with full-time work; and working with staff at Keele University, Greece - University Legal Entity we do our utmost to offer a supportive and stimulating environment for learning.

Keele, working with Keele University, Greece - University Legal Entity will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme's content. Keele, working with Keele University, Greece - University Legal Entity will endeavour to ensure that any impact on students is limited if such changes occur.

## **7. What is the structure of the programme?**

The MA programme consists of four 30-credit taught modules and a 60-credit dissertation. The MA may be taken by part-time, full-time or modular study.

The Keele University, Greece - University Legal Entity Programme Leader, in liaison with the Keele University Programme Director in the UK may exceptionally permit students to substitute suitable alternative modules to those listed in this document, subject to the Intended Learning Outcomes of the programme being satisfied.

### **Part-time MA**

When taken part-time the four taught modules are completed in the first year, with the dissertation being completed in the second year. At the discretion of the Programme Director, students may exceptionally be permitted to defer the third or fourth module to their second year.

The part-time mode of study is designed to meet the needs of healthcare practitioners and others who wish to combine study for the MA with full-time employment. The part time programme requires only 13 days attendance in year 1 and two days (a Research Methods study day in Semester 1 and a Presentation Day in Semester 2) in year 2. Many second year students find it useful to come to Keele more frequently, to meet their supervisors, attend talks by visiting speakers, and use other university facilities. Others, especially those who live some distance away, prefer to keep in touch via email, phone or video call, or use a combination of methods.

### **Full-time MA**

The full-time MA is completed in one year. Students begin work on the dissertation alongside the taught modules and submit it at the start of September.

### **MA by modular study**

Students taking the MA by modular study may take one or more taught modules per year for a period of up to four years, followed by the dissertation in the subsequent year. (Maximum five years in total.) The Semester 1

modules must normally be completed before the Semester 2 modules.

### **Intercalated MA**

Medical students are sometimes allowed to take a year out of their undergraduate studies in order to study a subject area in greater depth, before returning to complete their medical degree. Intercalating students take the full-time MA in Medical Ethics and Law to ensure that the course is completed within one year.

### **Postgraduate Diploma and Postgraduate Certificate**

Some students may not want to do the entire MA Programme or may be prevented by personal circumstances from progressing to year 2 of the part time course. These students may exit the programme after completing the taught modules. Successful completion of all four taught modules (120 credits) leads to the award of a Postgraduate Diploma in Medical Ethics and Law; while successful completion any two taught modules (60 credits) leads to the award of a Postgraduate Certificate in Medical Ethics and Law. Credits cannot be awarded for the dissertation if the four taught modules are not successfully completed.

<b>Year</b>	<b>Compulsory</b>	<b>Optional</b>	
		<b>Min</b>	<b>Max</b>
Level 7	180	0	0

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## **Module Lists**

### ***Level 7***

<b>Compulsory modules</b>	<b>Module Code</b>	<b>Credits</b>	<b>Period</b>
Moral Theory and Medical Ethics	ETH-40044	30	Semester 1
Principles of Medical Law	ETH-40045	30	Semester 1
Medical Ethics and Law Dissertation	ETH-40041	60	Semester 1-3
Life, Death and the Human Body	ETH-40040	30	Semester 2
Healthcare, Justice and Society	ETH-40042	30	Semester 2

### **Level 7 Module Rules**

ETH-40044 and ETH-40045 must normally be taken before ETH-40040 and ETH-40042. Exceptionally, the Keele University, Greece - University Legal Entity Programme Leader, in liaison with the Keele University Programme Director in the UK may waive this requirement where a student has previously studied medical ethics and/or law at an appropriate level.

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## **Learning Outcomes**

The table below sets out what students learn in the programme and the modules in which that learning takes place. Details of how learning outcomes are assessed through these modules can be found in module specifications.

### ***Level 7***

<b>Subject Knowledge and Understanding</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Describe, analyse and evaluate important theories and arguments in applied ethics and/or law, and of their relevance to healthcare practice and policy	Taught modules, dissertation
Describe, analyse and evaluate selected key arguments and issues in healthcare ethics and/or law	Taught modules, dissertation

<b>Subject Specific Skills</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Critically evaluate complex ethical and legal texts, including contemporary research-based materials, and primary legal materials (e.g. cases and statutes)	Taught modules, dissertation
Apply ethical and/or legal theories and arguments to practical problems in healthcare practice and policy, construct ethical and/or legal arguments in written form and defend those arguments against criticism	Taught modules, dissertation

<b>Key or Transferable Skills (graduate attributes)</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Conduct a detailed and systematic investigation of an ethical and/or legal problem and reach conclusions based on sound argument and understanding of relevant research-based literature	Taught modules, dissertation

## 8. Final and intermediate awards

<b>Master's Degree</b>	180 credits	You will require at least 150 credits at Level 7
<b>Postgraduate Diploma</b>	120 credits	You will require at least 90 credits at Level 7
<b>Postgraduate Certificate</b>	60 credits	You will require at least 45 credits at Level 7

## 9. How is the Programme Assessed?

Teaching staff pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify things you did not understand and helps you to improve your performance.

Each of the four taught modules is assessed through a 5,000-word essay. The essay question is chosen from a list reflecting the main themes of the module, enabling students to focus on the issues that are most interesting to them or relevant to their work. For each essay, students have the opportunity to submit a plan on which written comments will be provided by a member of the teaching team. In addition, students receive written feedback on each of their essays, aimed at helping them to improve their performance as they progress through the programme, and have the opportunity to discuss the feedback with their Academic Mentor.

The dissertation gives students a chance to undertake a more extended piece of work (between 15,000 and 20,000 words) on an approved topic of their choice in any area of medical ethics and/or law. Students are not permitted to undertake primary empirical research involving human subjects as part of this programme. Students are supported by a supervisor who will provide feedback on a plan and draft chapter and offer general

advice on researching and writing the dissertation.

Marks are awarded for summative assessments designed to assess your achievement of learning outcomes. You will also receive feedback on formative work (essay and dissertation plans, draft dissertation chapter) to enable you to monitor your own progress and to assist staff in identifying and addressing any specific learning needs. Feedback, including guidance on how you can improve the quality of your work, is also provided on all summative assessments within three working weeks of submission, unless there are compelling circumstances that make this impossible, and more informally in the course of tutorial and seminar discussions.

## 10. Accreditation

This programme does not have accreditation from an external body.

## 11. University Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at:

<http://www.keele.ac.uk/student-agreement/>

If this programme has any exemptions, variations or additions to the University Regulations these will be detailed in an Annex at the end of this document titled 'Programme-specific regulations'.

## 12. What are the typical admission requirements for the Programme?

See the relevant course page on the Keele University, Greece - University Legal Entity or Metropolitan College websites for the admission requirements relevant to this programme.

**Recognition of Prior Learning (RPL)** is considered on a case-by-case basis and those interested should contact the Programme Director. The University's guidelines on this can be found here:

<https://www.keele.ac.uk/qa/programmesandmodules/recognitionofpriorlearning/>

## 13. How are students supported on the programme?

Each student is allocated an Academic Mentor from the programme team, whose role is to help students to reflect on their progress through the programme, including reflection on the written feedback that will be provided for each assignment, and to provide general academic advice and support. The Academic Mentor is the 'first contact' for all academic matters and can direct students to more specialist support services; they are the student's most important source of information and advice, and are likely to be the person that they have most contact with. During the taught part of the programme students normally meet with their supervisor during each of the teaching blocks. Contact is also maintained via electronic tools, and additional meetings can be arranged as appropriate. During the dissertation stage the supervisor will provide advice and feedback on dissertation plans and draft chapters. The Programme Leader based at Keele University, Greece - University Legal Entity is available to give advice if a student has a problem that cannot be resolved by the Academic Mentor or supervisor.

Students receive guidance during the first teaching block on how to identify, locate and use materials (including electronic resources) available in the Keele University, Greece - University Legal Entity library and digital materials accessible via the Keele University library and elsewhere in the UK, and additional information sources published. A dedicated Law Librarian at Keele University in the UK is also available to assist students with access to many of these resources.

Guidelines are provided for the production of coursework assignments and dissertations and these are reinforced by assignment guidance and feedback sessions in each teaching block, the Research Methods study day at the start of the dissertation stage, and by Academic Mentors and supervisors.

The student support services based at the Keele University, Greece - University Legal Entity campus can provide pastoral support locally in Greece with students also able to access Keele in the UK online available to all students including counselling services, disability and dyslexia support, international student support and careers and employability. Students will also be able to contact the Student Experience and Support Officer based in the Keele School of Law for further confidential pastoral support and signposting to wider student support services offered by Keele University in the UK.

## 14. Learning Resources

### The Keele Learning Environment (KLE)

This is an online resource that is used to host programme and university resources and for electronic submission of assignments and dissertations. The relevant Programme Handbook will provide you with key information and guidance on structure, content and assessment

## Microsoft Teams

This online platform is used as the primary repository for programme handbooks and guides, timetables, handouts, slides, and other course materials. It is also used for announcements, video calls, and text-based discussion to allow conversations between staff and students to continue between teaching blocks.

## Libraries and Electronic Resources

Keele University Library has many resources for your subject. Further information about the library can be found at: <http://www.keele.ac.uk/library/>. We endeavour, as far as possible, to recommend reading materials available in the library's e-journal and e-book collections, which can be accessed using a Keele student username and password. The library also operates a postal lending service for a fee. In addition to Keele's library, students can also make use of more than 170 libraries of other higher education institutions in the UK and Ireland via the SCONUL Access scheme and will have access to physical resources via the Keele University, Greece - University Legal Entity campus.

## 15. Additional Costs

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation. We do not anticipate any further costs for this programme.

## 16. Quality management and enhancement

The quality and standards of learning in this programme are subject to a continuous process of monitoring, review and enhancement.

- The School Education Committee is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the Keele School of Law.
- Individual modules and the programme and its delivery through the partnership between Keele and the Keele University, Greece - University Legal Entity as a whole are reviewed and enhanced every year in the annual programme review and annual partnership review which takes place at the end of the academic year.
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Revalidation process.
- The partnership between Keele University and Metropolitan College and the Keele University, Greece - University Legal Entity, in Greece is subject to Keele's [Educational Partnerships Code of Practice](#), which sets out how Keele works with its partners and manages the quality and standards of its provision and that of the student experience.

Student evaluation of, and feedback on, the quality of learning on every module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of annual programme review.
- Findings related to the programme from the annual Postgraduate Taught Experience Survey (PTES), and from regular surveys of the student experience conducted by Keele, are subjected to careful analysis and a planned response at programme level and at partnership level between Keele, Keele's School of Law and Faculty of Humanities and Social Sciences, and with the Keele University, Greece - University Legal Entity.
- Feedback received from representatives of students on the programme is considered and acted on at regular meetings of the Student Staff Voice Committee.

Keele appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- Approving examination questions
- Confirming all marks which contribute to a student's degree
- Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found here:

<http://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/>

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Keele also appoints bilingual internal moderators who will ensure the proper application of the Keele Marking and Moderation Policy and Generic Assessment Criteria in relation to marked and second marked student assessed work carried out by approved module tutors at the Keele University, Greece - University Legal Entity.

## 17. The principles of programme design

Important principles of design for this programme include: (a) research-led teaching; (b) interactivity where

practicable; (c) interdisciplinarity (especially with respect to ethics, law, and medicine).

The programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

**a.** UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education:

<http://www.qaa.ac.uk/quality-code>

**b.** Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>

## Version History

### This document

**Date Approved:** 18 June 2025

### Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
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