Title of Module: Legislative Framework in Practice			
Code: BIOL08024	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Jan Miller		

Summary of Module
This module will enable the students to develop an understanding of health and safety law and environmental law in practice. The module will examine the role, functions and responsibilities of health and safety advisors / managers and the regulators, such as the Health and Safety Executive (HSE) and Local Authorities (LA). The module will introduce the students to legal system within the workplace and how to identify breaches of the legislation that may prove costly to the organisation. The module will allow students to identify, investigate and report any failings to management and where necessary, prepare a case to defend a court action. It will encompass the various sources of health and safety and environmental law by recapping on previous modules in health, safety and environmental law and utilizing site walkround photographs, and if available, site visits and/or Virtual Reality (VR) headsets, to investigate specific workplaces to identify possible breaches of the legislative requirements.   This module is developed in accordance with the UWS Graduate Attributes and helps students to develop the range of skills, qualities and abilities which will prepare them for success both out with university and beyond their period of study at UWS. This module will help the student develop academic skills such as gaining knowledge, being a critical thinker, being analytical, being a problem solver, being digitally literate and being an autonomous learner. The module also helps to develop many of the personal and professional attributes found at https://www.uws.ac.uk/current-students/your-graduate-attributes/

Module Delivery Method					
Face-ToFace	Blended	Fully Online	HybridC	HybridO	Work-based Learning
			✓		

Face-To-Face
Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision. **Blended**
A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations
Fully Online
Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.
HybridC
Online with mandatory face-to-face learning on Campus **HybridO**
Online with optional face-to-face learning on Campus **Work-based**
Learning
Learning activities where the main location for the learning experience is in the workplace.

Campus(es) for Module Delivery						
The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
			✓			
Term(s) for Module Delivery						
(Provided viable student numbers permit).						
Term 1		Term 2	✓	Term 3		

Learning Outcomes: (maximum of 5 statements)
On successful completion of this module the student will be able to: L1. Explain the powers, duties and functions of regulators; L2. Describe the principles of Health and Safety Law and Environmental Law in the workplace; L3. Analyse workplace scenarios to identify and report on legislative failings to management; L4. Using the information from the scenarios relating to safety and health, provide a legal defence to the problems encountered.
Employability Skills and Personal Development Planning (PDP) Skills

SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:

Knowledge and Understanding (K and U)	SCQF Level 8. Understanding of legislation as it applies to the workplace. Critically review specific current legislation and putting into context current legal issues applicable to the workplace.
Practice: Applied Knowledge and Understanding	SCQF Level 8. Identify legislative concerns in specified workplace scenarios. Synthesis information from a number of sources in order to gain a coherent understanding of theory and practice in health, safety and the environment, as it applies to the workplace.
Generic Cognitive skills	SCQF Level 8. Apply strategies for the appropriate selection of relevant legislation from a wide source and large body of knowledge to give reasoned opinions; Collating relevent information from a variety of sources to gain an understanding of the subject area.
Communication, ICT and Numeracy Skills	SCQF Level 8. Deliver complex information to a range of audiences for a range of purposes;
	Effective use of information systems and using information technology to present documents in an appropriate form.
Autonomy, Accountability and Working with others	SCQF Level 8. Work in support of current professional practice under guidance Work as part of a group to analyse information and manage the outcome

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code: CEWM08006	**Module Title:** Legislative Framework
	Other:	Appropriate knowledge and experience equivalent to SCQF level 7
Co-requisites	**Module Code:**	**Module Title:**

* Indicates that module descriptor is not published.

Learning and Teaching	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	12
Laboratory/Practical Demonstration/Workshop	8
Practice Based Learning	12
Laboratory/Practical Demonstration/Workshop	4
Independent Study	164
	200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:
Moodle: Essential resources, including textbooks, journals and online resources will be identified at the beginning of each delivery in the module handbook and made available via Moodle.

Channing, J, Safety at Work (8th edn,Routledge 2013, ISBN 978 0 415 65696 2)

Bell, S. and McGillivray, D., Environmental Law (9th edn, Oxford University Press 2017)

www.netregs.gov.uk

www.defra.gov.uk

www.iosh.co.uk

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

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:

Attendance at synchronous sessions (lectures, workshops, and tutorials), completion of asynchronous activities, and submission of assessments to meet the learning outcomes of the module.

Supplemental Information

Programme Board	Biological Sciences and Health
Assessment Results (Pass/Fail)	No
Subject Panel	Biology L7-11
Moderator	Gary Boyd
External Examiner	S Boyd
Accreditation Details	This module is accredited by Institution of Occupational Safety and Health (IOSH) if taken as part of the BSc (Hons) in Occupational Safety and Health programme.
Version Number	1.06 Changed from Blended to Hybrid C

Assessment: (also refer to Assessment Outcomes Grids below)
One assignment focusing on the application of the Health and Safety at Work Act 1974, and associated legislation in the workplace, worth 30% of the final mark
One assignment focusing on the application of Environmental legislation in the workplace, worth 20% of the final mark
A report on a workplace legislative audit detailing any breaches of legislation and what defence the organisation could use in court, worth 50% of the final mark
(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.
(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours	
Essay	✓		✓		30	0	

Component 2

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

Component 3

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours	
Report of practical/ field/ clinical work	✓	✓	✓	✓	50	0	
Combined Total For All Components					100%	0 hours	

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
   This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity
In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment
required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper. Please refer to the UWS Equality and Diversity Policy at the following link: UWS Equality and Diversity Policy
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)