

University of the West of Scotland

Module Descriptor

Session: 2023/24

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Status: Published

Title of Module: Legislative Framework

Code: CEWM08006	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

The module is a core part of the BSc Hons in Occupational Safety and Health and Environmental Health. The module starts with the origins and principles of the legal framework the from Anglo-Saxon times right up to the present day. This includes the influence of the European Union and its effect on UK legislation. The judicial systems within Scotland and the UK are discussed and the relationship between statute law and common law clarified. Criminal liability will be explored. Civil liabilities are addressed using a variety of case studies such as *Donoghue v Stevenson* (1938), which established the neighbour test.

In addition, the module will enable the student to develop an understanding of environmental health law and to facilitate critical evaluation of the development of public health legislation and case law using the jurisdictions of Scotland and England and Wales as exemplars. The module will also examine the role, functions and responsibilities of public health regulators. The module also identifies the key health, safety and environmental health legislation used within the workplace.

This module equips the student with the statutory framework for further health, safety and environmental studies and will help to develop a range of **'I am UWS'** Graduate Attributes.

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-To-Face	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. Identify and describe the nature and development of health, safety and environmental legislation.
- L2. Gain a detailed understanding of the legislation in the UK and the EU, as it pertains to health and safety and environmental health law.
- L3. Demonstrate a working knowledge of the enforcement of legislation and the functions of regulatory agencies.
- L4. Analyse the development of legislation and case law relating to health and safety and environmental health.
- L5. Provide legal solutions to scenarios relating to health and safety and environmental health.

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)	<p>SCQF Level 8.</p> <p>Develop a broad knowledge of legislation as it applies to the workplace.</p> <p>Understanding the main principles of health and safety and environmental health law;</p>

	Critically review specific current health and safety and environmental health legislation.
Practice: Applied Knowledge and Understanding	SCQF Level 8. Identify legal 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 and safety and environmental health as it applies to the workplace. Retrieving, interpreting and manipulating primary and secondary information from a variety of sources including electronic sources.
Generic Cognitive skills	SCQF Level 8. Giving reasoned opinions, identifying flaws in arguments and discriminating between the legally relevant and irrelevant. Bringing together information from a variety of primary and secondary legal sources.
Communication, ICT and Numeracy Skills	SCQF Level 8. Deliver complex information to a range of audiences for a range of purposes. Interpreting complex primary legal materials. Making effective use of information retrieval systems and using information technology applications 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:	Module Title:
	Other:	Or appropriate knowledge and experience in the subject area.
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching	
This module will be delivered in a number of ways: lectures, tutorials, group work and some computer lab work	
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	24
Tutorial/Synchronous Support Activity	24
Independent Study	152
	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:

Virtual Learning Environment: Timetables, lecture summaries, seminar, assignments, staff contact information and other information associated with the running of the Module.

Bassett, W.H. and Deveaux, T., Bassett's Environmental Health Procedures (8th edn, Routledge 2014)

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

Channing, J., Safety at Work (8th Edition, Taylor and Francis Ltd 2013)

Encyclopaedia of Environmental Health Law and Practice (Sweet and Maxwell)

Fisher, E. at al, Environmental Law Text, Cases and Materials (Oxford University Press 2013)

Holder, J., and Lee, M., Environmental Protection, Law and Policy: Text and Materials (2nd edn, Cambridge University Press 2007)

Wolf, S. and Stanley, N., Wolf and Stanley on Environmental Law (6th edn, Routledge 2013)

McManus, F., Environmental Law in Scotland: An Introduction and Guide (Edinburgh University Press 2016)*

Stranks, J., Health and Safety at Work (10th Edition, Jellyfish 2016)

Referencing: Pears, R. and Shields, G. (2019) Cite them right: the essential referencing guide. 11th rev. edn. London: Red Globe Press. Print and electronic copies are available from UWS Library.

Useful web sites:
www.iosh.co.uk; www.netregs.gov.uk; www.defra.gov.uk; www.rehis.com

(**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 part of the BSc (Hons) Environmental Health with Professional Practice programme; accredited by The Royal Environmental Health Institute of Scotland (REHIS). 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.
Changes/Version Number	1.08 Changed to HydribC, in addition removed the pre-requisite.

Assessment: (also refer to Assessment Outcomes Grids below)

One assignment focusing on UK law worth 40% of the final mark.

One assignment worth 40% of the overall mark relating to aspects of Environmental Health Law

A class test worth 20% of the final mark. The class test will encompass all the material taught within the module.

(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)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay	✓	✓	✓			40	0

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay			✓	✓	✓	40	0

Component 3

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Class test (written)	✓	✓	✓	✓	✓	20	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)