



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Public and Environmental Health Law				
Module Code	UZVSL5-15-1	Level	1	Version	1.1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	Faculty of Health and Applied Sciences	Field	Health, community and policy studies		
Department	Department of Health and Social Sciences	Module Type	Standard		
Contributes towards	FdSc Public and Environmental Health MSci Environmental Health and Practice				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
First CAP Approval Date	4/5/2012	Valid from	September 2012		
Revision CAP Approval Date	01/02/2017	Valid from	September 2017		

Review Date	
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate appropriate understanding of the various mechanisms for securing compliance with legislative provisions and alternative compliance strategies and methodologies (Component B, Element 1) • Comprehend public and environmental health legislation, guidance and code of practice which support public and environmental health enforcement (Component A, Element 1) • Recognise the issues which arise when interpreting environmental health related legislation, gathering evidence and enforcing statutory requirements (Component B, Element 1) • Explain the legal framework for environmental and public health protection and be aware of the principles underlying statutory standards and non- statutory guidelines (Component A, Element 1)
Syllabus Outline	<ul style="list-style-type: none"> • Statutory framework(s) for pollution control, waste management, food safety/standards, housing, public health and occupational health and safety • The role of statutory and non-statutory guidance in interpreting legislative

	<p>provisions.</p> <ul style="list-style-type: none"> • The role and powers of local and national environmental/public health law enforcement agencies and authorities • The legal process as it relates to environmental health, the courts and tribunals. • Principles of criminal investigation: The powers of authorised officers, rules of evidence, interviewing witnesses and suspects and statutory defences. • Government policy on the role of regulatory enforcement agencies, including a consideration of various models of regulation, such as command-control and self-regulation • Barriers to compliance with regulatory law, with a particular focus on small and medium sized enterprises (SMEs) • Consideration of alternative enforcement strategies.
Contact Hours	<ul style="list-style-type: none"> • 150 hours total • 51 hours scheduled learning <p>Scheduled learning will typically include lectures, seminars, case studies, external visits and an interactive forum. All students are expected to attend a series of tutorials.</p>
Teaching and Learning Methods	<p>Introductory lectures are supported by seminars, case studies, visits and practical workshops.</p> <ul style="list-style-type: none"> • 150 hours study time of which 51 hours will represent scheduled learning. Scheduled learning includes lectures, seminars, tutorials, external visits; work based learning; case study in teams. • Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion. Student study time will be organised each week with a series of both essential and further readings and preparation for the case studies. It is suggested that preparation for lectures and seminars will take 2 hours per week with a further expectation of 13 hours preparation for Presentation, 14 hours used in case study planning and completion and 25 hours study in preparation for the written examination. <p>Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p> <p>Placement learning: may include a practice placement, other placement, year abroad.</p>
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p>

Key Information Set - Module data				
<i>Number of credits for this module</i>				15
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	51	99	0	150

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test

Coursework: Written assignment or essay, report, dissertation, portfolio, project

Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Written exam assessment percentage	
Coursework assessment percentage	60%
Practical exam assessment percentage	40%
	100%

Reading Strategy

Core reading

Any core reading will be indicated clearly, along with the method for accessing it, eg students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the Library. Module handbooks will also reflect the range of reading to be carried out.

Further reading

Further reading will be required to supplement the set text and other printed reading. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.

Access and skills

The development of literature searching skills is supported by a Library seminar provided within the first semester. Students will be presented with further opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. Additional support is available through the library web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library.

	<p>Indicative reading list</p> <p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, current advice on readings will be available via the module handbook.</p>
Indicative Reading List	<p><i>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms. You are directed toward the most recent editions of:</i></p> <p>Bassett,W.H. Environmental Health Procedures. Clay. Library of Health and Environment</p> <p>Bell,S.,McGillivray. Environmental Law. Oxford University Press.</p> <p>Birmingham, V. Tort in a nutshell. London: Sweet & Maxwell</p> <p>Deveauz T. Bassett’s Environmental Health Procedures. 8th ed. London: Routledge.</p> <p>Bassett, W.H. Environmental Health Procedures. Clay. Library of Health and Environment</p> <p>Elliott, C and Quinn, F. English Legal System. 14th ed. Harlow: Pearson Education Limited. [Available as e-book]</p> <p>Hartley,T.C. The Foundations of European Community Law. Oxford</p> <p>Holland, J. Learning legal rules: a students’ guide to legal method and reasoning. 8th ed. Oxford: Oxford University Press</p> <p>Malcolm, R. and Pointing, J. Statutory nuisance: law and practice. 2nd ed. Oxford: Oxford University Press</p> <p>McCracken, R. Jones, G and Pereira, J.Statutory Nuisance 2nd ed. London: Tottel</p> <p>Murphy, J. and Witting, C. Street on Torts. 13thed. Oxford: Oxford University Press</p> <p>O’Rourke,R. European Food Law. Thomson Sweet and Maxwell</p> <p>Partington, M. Introduction to the English Legal System. Oxford: Oxford University Press</p> <p>Rogers, R. and Walters, R. How Parliament Works. 6th ed. Harlow: Pearson Longman</p> <p>Stranks,J.W. Health and Safety Law. Prentice Hall.</p> <p>Wolf, S. and Stanley, N. Wolf and Stanley on Environmental Law. 5th ed. London: Routledge. [Available as e-book)</p> <p>Electronic resources (all available from: http://www1.uwe.ac.uk/library/)</p> <p>Localaw</p> <p>Lexis Library</p> <p>Westlaw UK</p>

Part 3: Assessment

Assessment Strategy	<p>A range of assessment techniques will be employed to ensure that learners can meet the breadth of learning outcomes presented in this module alongside the ability to demonstrate transferable skills e.g. communication skills.</p> <p>Case Study Report: Students will identify a prosecution in one of the core environmental health intervention areas; they will analyse the material facts of the case and evaluate the legal basis of the decision, taking account of</p>
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	<p>applicable legal provisions and statutory & non-statutory guidance. Students will then consider and appraise alternative courses of action to prosecution, concluding on whether prosecution was the most appropriate course of action in their chosen case.</p> <p>Case Study Presentation: Students will be asked to present their report in a way that encourages discussion of options or alternative approaches. The presentation should evidence reflection on the written report.</p> <p>Opportunities for formative assessment exist for each of the assessment strategies used. Verbal feedback is given and all students will engage with personalised tutorials setting SMART targets as part of the programme design.</p>
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Identify final assessment component and element	Component A, element 1	
% weighting between components A and B (Standard modules only)	A:	B:
	40%	60%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Case Study Presentation (15 mins)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Case Study Report (1000 words)	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Case Study Presentation (15 mins) FINAL ASSESSMENT	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Case Study Report (1000 words)	100%	
<p>If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.</p>		