



ACADEMIC SERVICES

MODULE SPECIFICATION


Part 1: Basic Data					
Module Title	Environmental Health Risk and Law (Distance Learning)				
Module Code	UZVRT6-15-M	Level	M	Version	1
Owning Faculty	Health and Applied Sciences	Field	Health and Social Studies		
Contributes towards	PGCert/PGDip/MSc Environmental Health MSc Environmental Health Studies				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations			Module Entry requirements	None	
Valid From	January 2015		Valid to	September 2019	

<b>CAP Approval Date</b>	22 <sup>nd</sup> October 2014
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to access, synthesise, critically analyse and apply knowledge and understanding of:</p> <ol style="list-style-type: none"> <li>1. International, European and UK legal systems and have the ability to apply this to environmental health practice. (Component A and B)</li> <li>2. The legal reasoning techniques of statutory interpretation and case law analysis. (Component A and B)</li> <li>3. Risk assessment and management and be able to apply these to environmental health situations. (Component A and B)</li> <li>4. How to apply environmental health theory to practice. (Component A and B)</li> <li>5. How to apply and evaluate a variety of environmental health interventions. (Component A and B)</li> <li>6. The role of the environmental health practitioner in professional practice. (Component A and B)</li> <li>7. How to develop the ability to set personal objectives and goals, developing confidence to work as part of a team and independently. Understanding the value of working in partnership with peers and how effective environmental health learning can arise through joint working. (Component A)</li> </ol>
Syllabus Outline	<p><b>Environmental Health Law and Compliance</b></p> <ul style="list-style-type: none"> <li>• European and English legal systems: sources of law, court systems and the role of the environmental health practitioner.</li> <li>• The influence of international law related to national regulatory systems.</li> </ul>

	<ul style="list-style-type: none"> <li>• The legislative process, development of environmental health laws, statutes and delegated legislation. Interpretation of statutes. Investigations, evidence gathering and determination of the most appropriate course of action.</li> <li>• The nature of governance in the UK, taking this through from the role of central government as the legislature informed by its civil service and others, discharge of responsibilities through departments of state, non-ministerial agencies and non-governmental organisations through to local government.</li> </ul> <p><b>Risk Management</b></p> <ul style="list-style-type: none"> <li>• Theories of risk and their influence on policy, regulatory practice and public understanding of health issues. Theoretical and practical developments in the field of risk management.</li> <li>• Quantitative, statistical, toxicological, epidemiological, cost benefit data; and qualitative social risk knowledge theory. Models of risk at individual, organisational and societal levels will be critically reviewed. The roles of organisations, agencies and the rights of stakeholder representation in relation to environmental health risk decision-making.</li> <li>• Evidence-based hazard assessment and health impact analysis of a range of environmental and public health issues; as well as solutions and remedial measures to remove, reduce and/or control risks.</li> <li>• Techniques and methodologies of hazard identification; inspection, audit and investigation. Policy development and organisational response to environmental health hazards.</li> </ul> <p><b>Role of the Environmental Health Practitioner</b></p> <ul style="list-style-type: none"> <li>• Developing as a reflective practitioner</li> </ul>
Contact Hours/Scheduled Hours	This distance learning module provides a blended learning approach utilizing asynchronous online activities (including lectures, reading, quizzes, videos) and synchronous tutorials (seminars/discussions). Progress through the module is managed through time-dependent release of online resources to ensure structured progression through the learning materials and the synchronous activities promote development of the student-tutor relationship and encourage a cohort identity in addition to supporting core learning. Approximately 30 hours of directed study (e.g. online lectures, seminars, etc.) are delivered via Blackboard.
Teaching and Learning Strategy	<p>Teaching is delivered in the form of up to 12 online lectures (delivered as audio podcasts or video capture linked with Adobe Presenter or equivalent), plus online seminars and other web-based activities. Online seminar activities include student-centred active learning techniques (e.g. via Collaborate) and access to module discussion board or blog. These are delivered via the Blackboard online learning platform.</p> <p>Essential, indicative and supplementary online learning materials and resources are also provided via Blackboard, with links to online library resources</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> <p>Further detail on Key Information Sets and how the University is implementing its requirements can be found at: <a href="https://share.uwe.ac.uk/sites/ar/kis/KIS%20Background%20Information/Forms/AllItems.aspx">https://share.uwe.ac.uk/sites/ar/kis/KIS%20Background%20Information/Forms/AllItems.aspx</a>. This also contains further guidance on how to complete the information requested below.</p>

A KIS is required for every undergraduate programme (including integrated Masters and foundation degrees) so please fill this section if this module will contribute to an undergraduate programme.

Hours to be allocated	Scheduled learning and teaching study hours*	Independent study hours	Placement study hours	Allocated Hours	
150	30	120	0	150	

\*This includes synchronous and asynchronous activities

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:

Total assessment of the module:		
Written exam assessment percentage		0%
Coursework assessment percentage		30%
Practical exam assessment percentage		70%
		100%

**Reading Strategy**

**Core and Further Readings**

All essential, indicative and supplementary reading are indicated and available via Blackboard, which include access to online databases, journals and e-textbooks. Students are recommended two or three core e-textbooks, which they can choose to purchase if they wish. They are required to access a range of indicated peer reviewed online academic journals to prepare for the assignment, all accessible via the online UWE Library.

All recommended reading is available online via Blackboard and the UWE Library, which supports individual lectures, seminars and topics. Students are expected to research other reading materials relevant to their assignment and to read widely using the variety of online resources at their disposal. The purpose of further reading is to ensure students become familiar with current research and practice relevant to the syllabus.

**Access and Skills**

Development of literature searching skills is supported by the online UWE Library service which includes 24 hour online support, tutorial support and downloadable materials; these include interactive tutorials on finding books and

journals, evaluating information and referencing. Further details are available at <http://www1.uwe.ac.uk/library/>.

Indicative Reading List

**Indicative Reading List**

The following indicative reading 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. Its currency may wane during the life span of the module specification. However, as indicated above, *current* advice on readings are available via the module's Blackboard homepage.

**Textbooks**

Adams, J. (2007) *Risk*. Routledge

Ball, D. (2006) *Environmental Health Policy*. London: Open University Press.

Bennett P (ed.) (2010), *Risk Communication and Public Health*. Oxford: Oxford University Press.

Bermingham, V. (2008) *Tort in a nutshell*. London: Sweet & Maxwell

Cabinet Office (2002): *Risk: Improving Governments capability to handle risk & uncertainty*. Strategy Unit report. London: Cabinet Office.

DEFRA (2011): *Guidelines for Environmental Risk Assessment & Management*, available from;

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/69450/pb13670-green-leaves-iii-1111071.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/69450/pb13670-green-leaves-iii-1111071.pdf)

Deveaux T. (2014). *Bassett's Environmental Health Procedures*. 8<sup>th</sup> Ed. London: Routledge.

Elliott, C and Quinn, F. (2013) *English Legal System*. 14<sup>th</sup> ed. Harlow: Pearson Education Limited. [Available as e-book]

HM Treasury (2004) *The Orange Book. Management of Risk – Principles and Concepts*, Norwich: HMSO. Available from;

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/220647/orange\\_book.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/220647/orange_book.pdf)

Holland, J. (2013) *Learning legal rules: a students' guide to legal method and reasoning*. 8<sup>th</sup> ed. Oxford: Oxford University Press

Johnson, R. and Hanrahan, C (2010) *The US-EU Beef Hormone Dispute*. Washington DC: Congressional Research Service, available from:

[www.fas.org/sqp/crs/row/R40449.pdf](http://www.fas.org/sqp/crs/row/R40449.pdf)

Malcolm, R. and Pointing, J. (2011) *Statutory nuisance: law and practice*. 2<sup>nd</sup> ed. Oxford: Oxford University Press

Murphy, J. and Witting, C. (2012) *Street on Torts*. 13<sup>th</sup> ed. Oxford: Oxford University Press

Partington, M. (2013) *Introduction to the English Legal System*. Oxford: Oxford University Press

Rogers, R. and Walters, R. (2006) *How Parliament Works*. 6<sup>th</sup> ed. Harlow: Pearson

	<p>Longman</p> <p>Slovic, P. (2010) <i>The Feeling of Risk – New Perspectives on Risk Perception</i>. London: Earthscan.</p> <p>Wolf, S. and Stanley, N. (2011) <i>Wolf and Stanley on Environmental Law</i>. 5<sup>th</sup> ed. London: Routledge. [Available as e-book]</p> <p><b>Journals</b></p> <p>Risk Analysis</p> <p>Environmental Law and Management</p> <p>Food Policy</p> <p>All these can be accessed via the e-journal: A-Z repository on the Library website' <a href="http://dd6lh4cz5h.search.serialssolutions.com/">http://dd6lh4cz5h.search.serialssolutions.com/</a></p> <p><b>Websites</b></p> <p>Relevant recommended websites are listed in the online module handbook and on Blackboard.</p>
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<b>Part 3: Assessment</b>
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<p>Assessment Strategy</p>	<p>The Assessment Strategy has been designed to support and enhance the development of both subject-based and generic key skills, whilst ensuring that the module's Learning Outcomes are attained. The assessment for this module comprises of a collaborative on-line group presentation and a reflective account of students' independent learning from this aspect and that acquired by progressing through the module content. This two part assessment encompasses all the specific module learning outcomes in addition to the CIEH Knowledge and Skills domains. Full details can be found in the Module Handbook and on the module's Blackboard site.</p> <p>Component A will comprise of producing an on-line group presentation utilising Blackboard Collaborate. Working within designated groups, students will collaborate on-line to produce and deliver a presentation to a target audience. The presentation will require students to synthesise and critically evaluate the module content; the given topic will be based on how, and to what extent, environmental health law reduces risk exposure. The use of a group presentation at this early stage of the programme will assist in group cohesion and identity as a learning community, demonstrate the benefits and challenges of working collaboratively, and develop the digital literacy required throughout the programme and later in professional practice.</p> <p>Component B comprises an individual reflective log not exceeding 1500 words that critically evaluates the process of personal learning gained by progressing through the module process and production of the on-line presentation. Students will be prompted at key stages in the module to consider and write an account of their learning on a particular aspect; they will be invited to submit this for formative assessment. This account will then provide the foundation material for their individual reflective log. For the summative assessment, students will be encouraged to write up to 1000 words in relation to reflecting on their learning from the module and up to 500 words in relation to the benefits and challenges of preparing and delivering a group on-line presentation. Reflective writing fosters critical</p>
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	analysis and evaluation skills which are considered fundamental to the practice of environmental health, with the CIEH identifying 'reflective practice' as a threshold concept of the discipline.	
	<p><b>Formative Assessment</b> Students will be invited to submit their account of individual learning acquired throughout the module for formative assessment for individual feedback.</p>	
Identify final assessment component and element	<b>Component B</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>70</b>	<b>30</b>
<b>First Sit</b>		
<b>Component A (controlled conditions)</b> <b>Description of each element</b>		<b>Element weighting</b>
1. Group Presentation utilising Blackboard collaborate		<b>100%</b>
<b>Component B</b> <b>Description of each element</b>		<b>Element weighting</b>
1. Personal Reflective Log		<b>100%</b>
<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A (controlled conditions)</b> <b>Description of each element</b>		<b>Element weighting</b>
1. Group Presentation utilising Blackboard collaborate		<b>100%</b>
<b>Component B</b> <b>Description of each element</b>		<b>Element weighting</b>
1. Personal Reflective Log		<b>100%</b>
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.		