




**ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Legal Systems and Legislation				
Module Code	UZVSL4-15-1	Level	1	Version	1.2
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 Cert HE Public and Environmental Studies 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		

<b>Review Date</b>	
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <p>Demonstrate knowledge and understanding of the English legal system, including institutions, law making processes and administration of the law (Component A, Element 1 and component B element 1)</p> <p>Demonstrate knowledge and understanding of the criminal, civil and administrative justice system within the UK as it applies to environmental health (Component A, Element 1)</p> <p>Explain the legislative and executive structure(s) of the European Union and the influence that it has on environmental health law (Component A, Element 1)</p> <p>Identify the origin and nature of 'nuisance' as a legal entity, and in particular the position of 'statutory nuisance' as a key element of remedy in the field of environmental health (Component A, Element 1)</p>
Syllabus Outline	<ul style="list-style-type: none"> <li>• Law, society and authority-The purposes and function of law, authority and process.</li> <li>• The Institutional Framework- shaping the institutional framework, the role of</li> </ul>

	<p>government; the criminal justice system; the administrative justice system</p> <ul style="list-style-type: none"> <li>• The legal process, the role of courts and tribunals. Assessing alternative strategies for securing compliance. The law of evidence, gathering evidence, the powers of authorised officers, defences, witnesses.</li> <li>• The role of the EU as a law making institution.</li> <li>• The evolution of statutory nuisance and how this is reflected in the operation of the housing health and safety rating system</li> </ul>																									
Contact Hours	<ul style="list-style-type: none"> <li>• 100 hours total</li> <li>• 51 hours scheduled learning</li> </ul> <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"> <li>• 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.</li> <li>• 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.</li> </ul> <p><b>Scheduled learning</b> includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <p><b>Independent learning</b> 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><b>Placement learning:</b> 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> <table border="1" data-bbox="459 1597 1366 1980"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td colspan="4"></td> <td style="border: 2px solid black;">15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>150</td> <td>51</td> <td>99</td> <td>0</td> <td>150</td> </tr> </tbody> </table> <p style="text-align: right;"></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
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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:

Total assessment of the module:			
Written exam assessment percentage		40%	
Coursework assessment percentage		60%	
Practical exam assessment percentage			
			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.

**Indicative reading list**

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.

Indicative Reading List

*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:*

	<p>Bassett,W.H. Environmental Health Procedures. Clay. Library of Health and Environment</p> <p>Bermingham, V. Tort in a nutshell. London: Sweet &amp; Maxwell</p> <p>Deveauz T. Bassett's Environmental Health Procedures. 8<sup>th</sup> ed. London: Routledge.</p> <p>Elliott, C and Quinn, F. English Legal System. 14<sup>th</sup> 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. 8<sup>th</sup> ed. Oxford: Oxford University Press</p> <p>Malcolm, R. and Pointing, J. Statutory nuisance: law and practice. 2<sup>nd</sup> 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. 13<sup>th</sup>ed. Oxford: Oxford University Press</p> <p>Partington, M. Introduction to the English Legal System. Oxford: Oxford University Press</p> <p>Rogers, R. and Walters, R. How Parliament Works. 6<sup>th</sup> ed. Harlow: Pearson Longman</p> <p>Wolf, S. and Stanley, N. Wolf and Stanley on Environmental Law. 5<sup>th</sup> ed. London: Routledge. [Available as e-book]</p> <p><b>Electronic resources</b> (all available at: <a href="http://www1.uwe.ac.uk/library/">http://www1.uwe.ac.uk/library/</a>)</p> <p>Localaw</p> <p>Lexis Library</p> <p>Westlaw UK</p>
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<b>Part 3: Assessment</b>	
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><b>Examination:</b> A set of questions will be designed to allow students to apply the fundamental principles of law acquired during the module to an examination consisting of an unseen scenario in addition to 30 multiple choice questions designed to assess breadth of knowledge. This has been specifically designed to gradually introduce students to the rigours of examination as an assessment strategy and will be assessed at the end of semester 1.</p> <p><b>Case Study Report:</b> A case study will allow in-depth analysis of one area of law.</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>

Identify final assessment component and element	<b>Component A</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>40%</b>	<b>60%</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Examination (1.5 hours to be made up of 30 MCQs and 1 essay from a choice of 2)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Case Study Report (1000 words)	100%	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Examination (1.5 hours to be made up of 30 MCQs and 1 essay from a choice of 2)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Case Study Report (1000 words)	100%	
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.		