Module Descriptor

Title	H & S and Risk Assessment		
Session	2025/26	**Status**	Published
Code	ENGG09008	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Computing, Engineering and Physical Sciences**		
Module Co-ordinator	TBC		

Summary of Module

This module examines occupational health and safety, which is concerned with protecting the safety, health and welfare of people engaged in work or employment.

The module will cover the main reasons for establishing good occupational health and safety standards, including the moral, economic and legal background. Issues such as the risk injury at work, and conditions will send work environment will be considered.

On completing this module the student would have gained an insight into how Occupational Safety and health requirements maybe we enforced in law, and impact of potential regulatory action or litigation on organisations - including any impact or on the moral obligations.

This module will be taught as a series of lectures and exercises designed to give the student practise at carrying out inspections, audit and risk assessments, working in small groups in order to promote communication and team working skills.

This module will be assessed by means of continuous assessment in the form of assignments and reports.

The knowledge gained will be applied in a professional context, as health and safety legislation is applicable in all working environments.

During the course of this module students will develop their UWS Graduate Attributes (https://www.uws.ac.uk/current- students/your-graduate-attributes/) in the following areas-

Universal: Academic - Critical thinking, analytical & inquiring mind; Personal- Ethical; Professional- Research Minded

Work-Ready: Academic - Knowledgeable, Digitally Literate, Problem Solver; Personal - Effective Communicator; Professional - Ambitious

Successful : Academic - Autonomous; Personal - Resilient; Professional- Driven

This module has been reviewed and updated, taking cognisance of the University's Curriculum Framework principles. Examples of this are found within the module such as active and engaging tutorial activity with contemporary industry examples of modular content, module assessment which reflects industry activities, learning synergies across modules and levels of study and recorded lecture content supporting students to organise their own study time.

Module Delivery Method	On-Campus[1] ☐	Hybrid[2] ☒	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Review and interpret health and safety legislation for a new application.
L2	Identify and analyse the causes of accidents, danger incidents and health hazards.
L3	Carry out a risk assessment (including a report with recommendations/plan of action) for a range of processes and systems.
L4	Advise on health and safety requirements for business enterprise.
L5	N/A

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 9** Knowledge and understanding of key details of health and safety legislation.
Practice: Applied Knowledge and Understanding	**SCQF 9** Utilise this knowledge and understanding when analysing processes and systems.
Generic Cognitive skills	**SCQF 9** Apply appropriate tools effectively to undertake risk assessments. Make judgments and provide advice on professional issues.

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Communication, ICT and Numeracy Skills	**SCQF 9** Utilise appropriate software tools and communication methods.
Autonomy, Accountability and Working with Others	**SCQF 9** Engage confidently with engineers and other professionals. Work under guidance with qualified practitioners. Practice in ways which take into account of own and others roles and responsibilities. Deal with ethical and professional issues in accordance with current professional and or ethical codes of practise, seeking guidance where appropriate. Exercise autonomy and initiative in systematically identifying and addressing their own learning needs both in current and a new areas.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching

In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.

The module delivery framework strikes a balance between in-person events and synchronous online activities. The learning and teaching engagement for this module includes the following:

- Lectures / Core Content Delivery: 24 hours
- Tutorials / Synchronous Activities: 12 hours
- Personal Development Plan: 15 hours
- Independent Study: 149 hours

Independent study encompasses coursework, problem-based learning, self-study, examination preparation, and activities such as feedback and reflection.

Formative feedback will be provided to support academic activities. This feedback may take various forms, such as question-and-answer sessions during lectures or core content delivery, worked examples, design exercises, and feedback on presentations. It may also involve discussion groups during tutorials. Additional opportunities for feedback include submitting coursework to receive formative reports, comments on tutorial or practical work during sessions and responses to email queries.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	24
Tutorial / Synchronous Support Activity	12
Personal Development Plan	15
Independent Study	149

n/a	0
n/a	0
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Stranks, J. (2016). Health and Safety at Work : An Essential Guide to Managers. London: Kogan Page.

Government publications.

Handouts issued at class meetings.

Access to appropriate industrial journals.

Web-based resources for up-to-date legislation.

UWS Virtual learning Environment.

(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)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

The School of Computing, Engineering and Physical Sciences considers attendance and engagement to mean a commitment to attending, and engaging in, timetabled sessions. Students will scan their attendance, via the attendance scanners, each time they are on-campus, they will have their attendance recorded in class and they will be expected to login to the VLE several times per week. Students who are unable to attend a timetabled session, due to illness or other circumstance, should notify their Programme Leader. Across the School an 80% attendance threshold is set. Students who fall below this, will be referred to the Student Success Team to see how they can be best supported in their studies.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

Aligned with the University's commitment to equality and diversity, this module supports equality of opportunity for students from all backgrounds and learning needs. Using the VLE, material will be presented electronically in formats that allow flexible access and manipulation of content. This module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice in accordance with the University's policies and regulations.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Engineering Physical Sciences**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Engineering
Moderator	F Anvari
External Examiner	M Ghaleeh
Accreditation Details	N/A
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	Module Descriptor copied to 2025/26 template. Attendance, Engagement and EDI statements updated.

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Assessment 1 Coursework : Report and Presentation 60% Areas covered will be health and safety legislation and risk assessment of a work area. This is a group assessment and will involve working as a risk assessment team. Formative assessment is based on a reduced set of selected hazards.
Assessment 2
Assessment 2 Coursework : Report 40% This will focus on risk assessment of activities and the development of safe system of work. This is an individual assessment.
Assessment 3
N/A
(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 Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☒	☒	☒	☒	☐	60	

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Essay	☒	☒	☒	☒	☐	40	

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
N/A	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	When	Who
Module Descriptor copied to 2025/26 template. Attendance, Engagement and EDI statements updated.	March 2025	F.Anvari