

University of the West of Scotland

Module Descriptor

Session: 2023/24

Last modified: 09/02/2024 12:12 Status:

Title of Module: Working Environment

Code: CEWM08004	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

This is a continually assessed module

All elements of this module cover safety in the working environment, including construction sites, machinery, pressure systems, fire, electricity and chemicals. Construction site safety incorporates site hazards, and access and welfare facilities. Machinery safeguards, power operated vehicles and safety of people moving within the working environment are considered. The use of equipment and machinery, pressure systems and ventilation of exhaust are covered. Fire, electricity and chemicals are all studied in detail to ensure the students' understanding of dangers, accidents, avoidance and escape and emergency procedures. All the elements are taught within the context of legal requirements.

This module leads the student to gain knowledge and an understanding of the practicalities within the workplace and the responsibilities of the workforce within a range of workplace situations and will help to develop a range of 'I am UWS' Graduate Attributes.

Universal – development of critical thinking, ethically and research minded.

Work Ready – an effective problem solver, communicator and ambitious.

Successful – by being autonomous, resilient and driven.

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. Demonstrate an understanding of safety procedures within the workplace.	
L2. Show a detailed knowledge and understanding of health and safety responsibilities within the workplace	
L3. Display a limited understanding of the complexity of the interactions among elements within the workplace.	
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 Level 8. Develop and implement procedures to reduce risk within the workplace. Critically review current relevant health and safety legislation.
Practice: Applied Knowledge and Understanding	SCQF Level 8. Identify safety and health 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 as it applies to the workplace.
Generic Cognitive skills	SCQF Level 8. Apply strategies for the appropriate selection of relevant information from a wide source and large body of knowledge Apply the skills needed for academic study and enquiry.
Communication, ICT and Numeracy Skills	SCQF Level 8. To be able to produce a technical assessment, using IT as required Deliver complex information to a range of audiences for a range of purposes
Autonomy, Accountability and Working with others	SCQF Level 7. 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: BIOL07021	Module Title: Investigation & Communication
	Other:	OR appropriate knowledge and experience, including NEBOSH Certificate
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching

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	18
Tutorial/Synchronous Support Activity	18
Independent Study	164
	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.

Useful web sites:

www.defra.gov.uk

www.iosh.co.uk

www.hse.gov.uk

www.netregs.gov.uk

Health and Safety Executive, Safe Use of Lifting Equipment, L113, HSE Books 2nd Edition 2014, ISBN 9780717665860

Health and Safety Executive, Safe Use of Work Equipment, L22, HSE Books, ISBN 9780717666195

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.

(**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 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 (Pass/Fail) Results	No
Subject Panel	Biology L7-11
Moderator	Richard Thacker
External Examiner	S Boyd
Accreditation Details	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	2.14 Changed Blended to Hybrid C

Assessment: (also refer to Assessment Outcomes Grids below)

Two assignments worth 60% (30% for each assignment) of the final mark. These assignment will focus on a work related activities where students will identify significant risks and show how these risks will be managed.

One assignment worth 40% of the final mark. This assignment will focus on the interaction of various elements within the workplace and will be based on a site visit.

(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)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay	✓	✓	✓	60	0
Component 2					

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