University of the West of Scotland
Module Descriptor

Session: 2022/23

Last modified: 29/03/2022 10:47:15
Status: Published

Title of Module: Managing Risks in Business

Code: CEWM08008	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:	Ruth Horan		

Summary of Module

This is a continually assessed module.

This module is integral to the BSc Hons programmes in Environmental Health. It provides students with a strong basis in the practical elements of risk management. The students will gain a background in the history and nature of risk management in the workplace and reasons for controlling risks. Risk, hazard and danger are defined and types of hazards explored (physical, biological, psychological, environmental, and chemical) and techniques for identification of hazards and evaluation of risk described and discussed. Risk assessment is a major part of health and safety, and this is covered in detail, including legalities, requirements and procedures for conducting risk assessments across a wide range of environments.

The control of risk follows risk assessment and a systems approach to this is taught with a focus on risk avoidance, reduction, transfer and retention. This then leads to elements of emergency planning, contingency planning and elements of disaster and recovery planning, and where appropriate enforcement.

The module will allow students will gain skills in report writing, working as part of a group, conducting risk assessments and producing a management system to ISO 45001 standard, all of which will help to develop further the 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 the ability to identify moral, legal and financial implications of inappropriate risk management.

L2. Show a detailed knowledge on the appropriate techniques for hazard and risk identification in the workplace.

L3. Identify and discuss the inherent risks in business in relation to people and machinery.

L4. Demonstrate a detailed knowledge and understanding to manage health and safety in the working environment

L5. Display a critical understanding of health and safety management standards and systems with application in a practical setting.

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. Gain an understanding of the history and new developments in risk management Develop procedures and implement a risk assessment strategy within the workplace Demonstrate a detailed understanding of the principles and theories of health and safety management
Practice: Applied Knowledge and Understanding	SCQF Level 8. Carry out routine lines of inquiry into risk management within the workplace at the appropriate level and at an acceptable standard for a given industry Using a variety of skills, implement a suitable health and safety management system for a given situation
Generic Cognitive skills	SCQF Level 8.

	Identify and provide a solution to a routine workplace problem
	Apply the skills needed for academic study and enquiry
	Identify and evaluate evidence from a variety of sources
Communication, ICT and Numeracy Skills	SCQF Level 8. Develop presentation skills Be able to provide formal technical oral and written presentations, using IT as required
Autonomy, Accountability and Working with others	SCQF Level 8. 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:	**Module Title:**
	Other:	Before undertaking this module the student should have appropriate knowledge, understanding and experience within health and safety, equivalent to level 7, and in line with Regulation 3.13
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	24
Tutorial/Synchronous Support Activity	16
Laboratory/Practical Demonstration/Workshop	20
Independent Study	140
	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. "Health and Safety Risk Management", Tony Boyle, Lavenham Press ISBN 0 9013 5727 3* "Safety at Work", Eighth Edition, J Channing, 2014 ISBN 978 0 415 65696 2* ISO 45001: 2018 - BSI - ISO/DIS 45001 New International Standard for Occupational Health and Safety Management Systems On line resources

www.hse.gov.uk

www.defra.gov.uk

www.iosh.co.uk

www.bsi-global.com

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 Results (Pass/Fail)	No
Subject Panel	Biology L7-11
Moderator	Jan Miller
External Examiner	S Boyd
Accreditation Details	This module is part of the BSc (Hons) Environmental Health with Professional Practice programme; accredited by The Royal Environmental Health Institute of Scotland (REHIS).
Changes/Version Number	1.05 Change Co-ordinator to Ruth Horan and Moderator to Jan Miller, also removed Moodle from the indicative resources section and replaced it with the "Virtual Learning Environment" and updated resources. Accreditation statement reworded. For AY21-22 Subject Panel (SAB) updated to Biology L7-11

Assessment: (also refer to Assessment Outcomes Grids below)

One assignment worth 40% of the final mark. This assignment will look at how hazard identification is achieved and the importance of this in the management of risks within business

One presentation worth 20% of the final mark.
This presentation will be used to show their peers the knowledge and understanding they have gained in managing risk in business

A health and safety management portfolio worth 40% of the final mark.
Students working in groups will prepare and submit a health and safety management portfolio for a given organisation.

(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)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay	✓	✓	✓			40	0

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Presentation	✓	✓	✓	✓		20	0

Component 3

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of written work				✓	✓	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

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)