



## Module Descriptor

Title	Waste Industry - Compliance and Planning		
Session	2024/25	Status	Published
Code	CEWM08009	SCQF Level	8
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Health and Life Sciences		
Module Co-ordinator	Kiri Rodgers		
<b>Summary of Module</b>  Establishing a basis for effective waste management begins with an understanding of the framework within which a business operates. This leads to the business itself and the responsibilities on both employer and employee to maintain standards such as fit and competent persons and compliance with all regulations. An overview of working plans, including a practical session, will be given.  The Scottish Environmental Protection Agency’s (SEPA) role, including reporting requirements and what to expect during an inspection will be presented. In addition, this module will give students an understanding of pollution control and how to minimise pollution from sites.  This module allows students to use a variety of skills such as investigations, identification of appropriate legislation through data searches and delivering information, both oral and written, to peers and senior members of staff, all part of the '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.			

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b>	<b>Hybrid<sup>2</sup></b>	<b>Online<sup>3</sup></b>	<b>Work -Based Learning<sup>4</sup></b>
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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

<b>Campuses for Module Delivery</b>	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries		<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley		<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
	Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>
<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

Learning Outcomes	
<b>L1</b>	Critically review the the technically competent criteria for a fit and competent person
<b>L2</b>	Communicate complex technical waste issues through the use of site working plans
<b>L3</b>	Demonstrate an in-depth knowledge of the enforcement of legislation and the functions of regulatory agencies.
<b>L4</b>	Show a detailed understanding of the principles associated with pollution control from a variety of industrial sites
<b>L5</b>	

Employability Skills and Personal Development Planning (PDP) Skills	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<b>SCQF 8</b> Critically review the current competency criteria for fit and competent persons  Demonstrate a broad knowledge and understanding of site working plans in relation to waste sites  Detailed knowledge of SEPA's roles and responsibilities
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 8</b> Synthesise information from a number of sources in order to gain a coherent understanding of theory and practice in relation to pollution control  Use a range of skills and techniques to investigate professional problems within the workplace
<b>Generic Cognitive skills</b>	<b>SCQF 8</b> 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
<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF 8</b> Be able to convey complex technical information using oral and written presentations, using IT as required
<b>Autonomy, Accountability</b>	<b>SCQF 8</b> Work in support of current professional practice under guidance

<b>and Working with Others</b>	Take the lead in planning work as part of a group to analyse information and manage the outcome
--------------------------------	---

<b>Prerequisites</b>	<b>Module Code</b>	<b>Module Title</b>
	<b>Other</b> No formal pre-requisites. However, appropriate knowledge and experience in waste issues and industry would be advantageous	
<b>Co-requisites</b>	<b>Module Code</b>	<b>Module Title</b>

<b>Learning and Teaching</b>	
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.	
<b>Learning Activities</b>	<b>Student Learning Hours</b>
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Laboratory / Practical Demonstration / Workshop	24
Tutorial / Synchronous Support Activity	9
Practice-based Learning	3
Independent Study	164
Please select	
Please select	
<b>TOTAL</b>	200

<b>Indicative Resources</b>
<p><b>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</b></p> <p>Virtual Learning Environment: Timetables, lecture summaries, seminar, assignments, staff contact information and other information associated with the running of the Module.</p> <p>Scottish Environmental Protection Agency - <a href="https://www.sepa.org.uk/">https://www.sepa.org.uk/</a></p> <p>Health and Safety Executive - <a href="https://www.hse.gov.uk/">https://www.hse.gov.uk/</a></p> <p>HASAWA - <a href="https://www.hse.gov.uk/legislation/hswa.htm">https://www.hse.gov.uk/legislation/hswa.htm</a></p> <p>NetRegs - <a href="https://www.netregs.org.uk/legislation/scotland-environmental-legislation/">https://www.netregs.org.uk/legislation/scotland-environmental-legislation/</a></p> <p>International and UK Standards, eg ISO14001, EMAS available from the Barbour Index database available from UWS Library</p> <p>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</p>

(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:

Attendance to all on-campus classes

#### 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](#).

(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

<b>Divisional Programme Board</b>	<b>Biological Sciences Health</b>
<b>Overall Assessment Results</b>	<input checked="" type="checkbox"/> Pass / Fail <input type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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.
<b>School Assessment Board</b>	Biological Sciences and Health
<b>Moderator</b>	TBC
<b>External Examiner</b>	TBC
<b>Accreditation Details</b>	
<b>Module Appears in CPD catalogue</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Changes / Version Number</b>	1

#### Assessment (also refer to Assessment Outcomes Grids below)

##### Assessment 1

Written Assignemnt (30%)

##### Assessment 2

Preparation of sites working plants (40%)

##### Assessment 3

Class test (30%)

(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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30	0

### Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Ora	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40	0

### Component 3

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Class test	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	30	1
<b>Combined total for all components</b>						100%	1 hours

### Change Control

What	When	Who