

University of the West of Scotland

Module Descriptor

Session: 2023/24

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Title of Module: Waste Industry - Compliance and Planning

Code: CEWM08009	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

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.

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	
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Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

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

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)	<p>SCQF Level 8.</p> <p>Critically review the current competency criteria for fit and competent persons</p> <p>Demonstrate a broad knowledge and understanding of site working plans in relation to waste sites</p> <p>Detailed knowledge of SEPA's roles and responsibilities</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 8.</p> <p>Synthesise information from a number of sources in order to gain a coherent understanding of theory and practice in relation to pollution control</p> <p>Use a range of skills and techniques to investigate professional problems within the workplace</p>
Generic Cognitive skills	<p>SCQF Level 8.</p> <p>Apply strategies for the appropriate selection of relevant information from a wide source and large body of knowledge</p> <p>Apply the skills needed for academic study and enquiry</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 8.</p> <p>Be able to convey complex technical information using oral and written presentations, using IT as required</p>
Autonomy, Accountability and Working with others	<p>SCQF Level 8.</p> <p>Work in support of current professional practice under guidance</p>

	Take the lead in planning 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:	No formal pre-requisites. However, appropriate knowledge and experience gained in the Legislation and Licencing module would be advantageous
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	9
Laboratory/Practical Demonstration/Workshop	3
Independent Study	164
	200 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</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 - https://www.sepa.org.uk/</p> <p>Health and Safety Executive - https://www.hse.gov.uk/</p> <p>HASAWA - https://www.hse.gov.uk/legislation/hswa.htm</p> <p>NetRegs - https://www.netregs.org.uk/legislation/scotland-environmental-legislation/</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)

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](#)

Supplemental Information

Programme Board	Biological Sciences and Health
Assessment Results (Pass/Fail)	No
Subject Panel	Biology L7-11
Moderator	TBC
External Examiner	TBC
Accreditation Details	TBC
Version Number	1.02 Changed from T3 to T2
Assessment: (also refer to Assessment Outcomes Grids below)	
Assignment 1 Written assignment on compliance with legislation worth 30% of the overall module mark	
Assignment 2 Preparation of a sites working plans worth 40% of the overall module mark	
Class test worth 30% of the overall module mark	
(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)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay	✓		✓		30	0

Component 2						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral		✓	✓		40	0
Component 3						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Class test (written)	✓	✓	✓	✓	30	1
Combined Total For All Components					100%	1 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)