**Module Descriptor**

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| **Title** | Waste Industry - Compliance and Planning | | |
| **Session** | 2026/27 | **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 | | |

**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** | **On-Campus**[1] | **Hybrid**[2] | **Online**[3] | **Work -Based Learning**[4] |
|---|---|---|---|---|
| | ☐ | ☒ | ☐ | ☐ |

[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

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| **Campuses for Module Delivery** | ☐ Ayr<br>☐ Dumfries | | ☒ Lanarkshire<br>☐ London<br>☐ Paisley | | ☐ Online / Distance Learning<br>☐ 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** | |
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| **L1** | Critically review 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. |
| **L5** | |

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

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| **and Working with Others** | Take the lead in planning work as part of a group to analyse information and manage the outcome. |

| **Prerequisites** | **Module Code** | **Module Title** |
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| | **Other** No formal pre-requisites. However, appropriate knowledge and experience in waste issues and industry would be advantageous | |
| **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 will be delivered using a blended approach with lectures, tutorials and practical sessions. Students will be required to access lecture content, links to reference sources and other support materials on the VLE. This will provide students with core material which forms the basis of the syllabus and extensive supplementary material to broaden their reading within the subject.

Practical sessions are extremely important in this module and groups will be created within the cohort in order to accommodate laboratory learning. Research skills, academic writing, presentation and practical skills will be enhanced during this module.

| **Learning Activities**<br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Student Learning Hours**<br>(Note: Learning hours include both contact hours and hours spent on other learning activities) |
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| Lecture / Core Content Delivery | 24 |
| Tutorial / Synchronous Support Activity | 9 |
| Laboratory / Practical Demonstration / Workshop | 3 |
| Independent Study | 164 |
| n/a | |
| n/a | |
| **TOTAL** | 200 |

**Indicative Resources**

**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.

Scottish Environmental Protection Agency - https://www.sepa.org.uk/

Health and Safety Executive - https://www.hse.gov.uk/

HASAWA - https://www.hse.gov.uk/legislation/hswa.htm

NetRegs - https://www.netregs.org.uk/legislation/scotland-environmental-legislation/

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| International and UK Standards, eg ISO14001, EMAS available from the Barbour Index database available from UWS Library<br><br>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)** |

| **Attendance and Engagement Requirements** |
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| **In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time.**<br><br>**For the purposes of this module, academic engagement equates to the following:**<br><br>Attendance at synchronous sessions (lectures, workshops, practical, and tutorials), completion of asynchronous activities, and submission of assessments to meet the learning outcomes of the module. |

| **Equality and Diversity** |
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| **The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.**<br><br>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. |
| **(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**

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| **Divisional Programme Board** | **Biological Sciences Health** |
| **Overall Assessment Results** | ☐ **Pass / Fail** ☒ **Graded** |
| **Module Eligible for Compensation** | ☒ **Yes** ☐ **No**<br>**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** | Biology |
| **Moderator** | Robin Freeburn |
| **External Examiner** | M Brown |
| **Accreditation Details** | |

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| **Module Appears in CPD catalogue** | ☒ **Yes** ☐ **No** |
| **Changes / Version Number** | 2 |

| **Assessment (also refer to Assessment Outcomes Grids below)** |
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| **Assessment 1** |
| Written assignment on compliance with legislation worth 30% of the overall module mark (30%) |
| **Assessment 2** |
| Preparation of a sites working plans worth 40% of the overall module mark |
| **Assessment 3** |
| 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.<br>(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 | ☒ | ☐ | ☒ | ☐ | ☐ | 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/ Oral | ☐ | ☒ | ☒ | ☐ | ☐ | 40 | 0 |

| **Component 3** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| Class test (written) | ☒ | ☒ | ☒ | ☒ | ☐ | 30 | 1 |
| **Combined total for all components** | | | | | | 100% | 1 hours |

**Change Control**

| **What** | **When** | **Who** |
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