

Module Descriptor

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|----------------------------|--------------------------|---|-----------|
| Title | Safety Case Study | | |
| Session | 2024/25 | Status | Published |
| Code | CEWM09001 | SCQF Level | 9 |
| Credit Points | 20 | ECTS (European Credit Transfer Scheme) | 10 |
| School | Health and Life Sciences | | |
| Module Co-ordinator | Ruth Horan | | |

Summary of Module

This is a problem based, continuously assessed module.

The consideration of case studies is integral to all teaching in health and safety. This module provides a forum within which the student will learn the principles of understanding that come from the use of case studies, not just the health and safety issues but also the social, financial, political and technological factors. The interpretation of case studies gives the opportunity to collect and analyse information by a variety of methods. Situations presented in a range of case studies open the potential for students to compare the types of information that can be gleaned and the lessons learned from studying cases.

Students will be given a case to study, interpret and present both an oral and a written report.

This module allows students to demonstrate their ability to organise and plan the work of the project, develop problem solving skills, display independent achievement and develop communication skills, 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 |
|------------------------|--------------------------|-------------------------------------|--------------------------|-----------------------------------|
| | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

| Learning Outcomes | |
|--------------------------|--|
| L1 | Demonstrate a broad and integrated knowledge of a case study scenario and how scenarios can apply in the workplace |
| L2 | Use a range of skills to identify and collate information required to make informed decisions on health and safety |
| L3 | Present clear concise written reports and give oral presentations on the outcome of the case studies |
| L4 | |
| L5 | |

| 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 9</p> <p>Develop an understanding of the social, legal, economic and political issues which affect the working environment</p> <p>Develop a comprehensive understanding of principles and practices of health and safety management</p> |
| Practice: Applied Knowledge and Understanding | <p>SCQF 9</p> <p>Consolidate and integrate knowledge gained from previous taught modules and develop that knowledge in applying effective strategies in safety management.</p> |
| Generic Cognitive skills | <p>SCQF 9</p> <p>Undertake skilled , competent , safe, evaluative and reflective analytical practice</p> <p>Formulate and present a written technical volume of work</p> |
| Communication, ICT and Numeracy Skills | <p>SCQF 9</p> <p>Present clear concise written reports and give oral presentations on the outcome of the case studies</p> |

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| | Display an understanding of preparation for presentations on health and safety issues and the ability to plan for and communicate in any health and safety situation |
| Autonomy, Accountability and Working with Others | SCQF 9 Manage time, prioritise workloads and recognise and manage personal emotions and stress |

| Prerequisites | Module Code | Module Title |
|----------------------|--|---------------------|
| | Other Before undertaking this module the student should have successfully completed all requirements for SCQF levels 7 and 8 in occupational safety and health or have appropriate knowledge, understanding and experience within safety and health and in line with Regulation 7.3 | |
| 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. | |
| Learning Activities | Student Learning Hours |
| 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) |
| Lecture / Core Content Delivery | 8 |
| Tutorial / Synchronous Support Activity | 8 |
| Asynchronous Class Activity | 20 |
| Independent Study | 164 |
| Please select | |
| Please select | |
| TOTAL | 200 |

| Indicative Resources |
|---|
| <p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>“Safety at Work”, Eighth Edition, J Channing, 2014 ISBN 978 0 415 65696 2*</p> <p>Lecture summaries, seminar and other module information will be available in the Virtual Learning Environment.</p> <p>The relevant case studied will be available to the students for further viewing/reading</p> |

www.hse.gov.uk

(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:

Students must attend all lectures either online or in person

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

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

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

Case Study (70%)

Assessment 2

Presentation (30%)

Assessment 3

(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 |
|-----------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|
| Case Study | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 70 | 3 |

Component 2

| Assessment Type | LO1 | LO2 | LO3 | LO4 | LO5 | Weighting of Assessment Element (%) | Timetabled Contact Hours |
|-----------------|-------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|
| Presentation | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 30 | 2 |

Component 3

| Assessment Type | LO1 | LO2 | LO3 | LO4 | LO5 | Weighting of Assessment Element (%) | Timetabled Contact Hours |
|--|-------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|
| | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Combined total for all components | | | | | | 100% | 5 hours |

Change Control

| What | When | Who |
|------|------|-----|
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