Module Descriptor

Title	Environmental Responsibilities		
Session	2025/26	Status	Published
Code	CEWM09004	SCQF Level	9
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Health and Life Sciences		
Module Co-ordinator	Chris Seyfried		

Summary of Module

The focus of this module is awareness-building in environmental management, workplace waste minimisation and environmental management systems. Establishing a basis for effective environmental management begins with an understanding of the statutory framework within which a business operates. This leads to the business itself and the responsibilities on both employer and employee to maintain environmental standards. An overview of environmental issues and their potential impacts on the environment, and on the workforce, sets the stage for a study of both physical and managerial control methods. Processes and their potential for hazard and waste in the workplace can then be considered in context. Cleaner production and waste minimisation programmes lead to improvements in processes, compliance with regulations and overall management of the environment.

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

Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☐ 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	
L1	Identify, analyse and apply management principles to hazards in the environment and advise on good management practice relating to environmental issues.
L2	Communicate environmental issues and practices in a form that would be appropriate for all levels of employees and senior management.
L3	Demonstrate detailed knowledge of the component parts of environmental management systems such as ISO14001.
L4	Discuss the regulatory implications of Environmental Protection.
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)	**SCQF 9** Critically review current relevant environmental legislation. Demonstrate a broad knowledge and understanding of environmental management in the workplace.
Practice: Applied Knowledge and Understanding	**SCQF 9** Synthesise information from a number of sources in order to gain a coherent understanding of theory and practice in relation to environmental protection. Use a range of skills and techniques to investigate professional problems within the workplace.
Generic Cognitive skills	**SCQF 9** 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.
Communication, ICT and Numeracy Skills	**SCQF 9** Be able to convey complex technical information using oral and written presentations, using IT as required.
Autonomy, Accountability and Working with Others	**SCQF 9** Work in support of current professional practice under guidance. Take the lead in planning work as part of a group to analyse information and manage the outcome.

Prerequisites	Module Code	Module Title
	Other	
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. Teaching will involve a blend of lectures, laboratories, practical demonstrations and tutorials.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Note: Learning hours include both contact hours and hours spent on other learning activities)
Laboratory / Practical Demonstration / Workshop	6
Tutorial / Synchronous Support Activity	32
Independent Study	164
n/a	
n/a	
n/a	
TOTAL	202

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. International and UK Standards, eg ISO14001, EMAS available from the Barbour Index database available from UWS Library On-line data bases www.sepa.org.uk www.hse.gov.uk www.netregs.gov.uk www.defra.gov.uk www.sepa.org.uk 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
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. 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

Divisional Programme Board	Biological Sciences Health
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **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	Biology
Moderator	TBC
External Examiner	S Boyd
Accreditation Details	IOSH
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Essay (50%)
Assessment 2
Presentation (20%)
Assessment 3
Class Test - written (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	☒	☒	☒	☒	☐	50	0

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Presentation	☒	☒	☐	☒	☐	20	3

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Class test (written)	☒	☒	☒	☒	☐	30	2
Combined total for all components						100%	5 hours

Change Control

What	When	Who
add learning outcome		
changed the contact hours to reflect absence of labs		