University of the West of England
BRISTOL

ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Risk Management Systems					
Module Code	UZVSLF-30-3		Level	3	Version	1.1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	*No*	
Owning Faculty	Faculty of Health and Applied Sciences		Field	Health, community and policy studies		
Department	Health and Social Sciences		Module Type	Standard		
Contributes towards	BSc (Hons) Public and Environmental Health MSci Environmental Health and Practice					
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements			
First CAP Approval Date	4/5/2012		Valid from	September 2012		
Revision CAP Approval Date	01/02/2017		Valid from	September 2017		

Review Date	

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Develop, evaluate and discuss implementation of key components of management systems policies and procedures in relation to environmental health activities in commercial organisations. (Component A, Element 1) (Component B, Element 1) (Component B, Element 2) • Defend the role of audits in improving standards within organisations. Plan and devise an audit in relation to an environmental health related activity within an organisation (Component A, Element 1) (Component B, Element 2) • Analyse the concept of holistic business risk management and corporate governance (Component A, Element 1) (Component B, Element 1) (Component B, Element 2) • Determine the role of incident prevention, management and investigation in loss control (Component B, Element 1) (Component B, Element 2) • Appraise human behaviour and risk factors in the development of emergency response systems (Component A, Element 1) (Component B, Element 1)
Syllabus Outline	• The module will focus on developing an understanding of commercial organisations and how they inter act with environmental health. It will start by

	considering the roles and functions in commercial organisations. Effective communication within businesses. Various management systems related to health and safety, environment and food safety will be discussed from their role in ensuring standards and in an organisation plus their role related to enforcement and legal controls. • How to undertake an audit of an organisation. Understanding human behaviour and its impact on an organisation. Emergency procedures and risk communication. • Lectures on the role of business, roles and functions. Basic principles of total quality management systems. Role of management systems will cover systems such as HSG65, OHSAS 18001 and BS8800 in relation to health and safety, EMAS, ISO 14001 for environmental management and ISO 22000 for food safety. • What is an audit, use of various examples from a range of environmental health activity, guiding through the audit process, writing and understanding audit reports. Emergency procedures using Control of Major Accident Hazard Regulations, how to disseminate information to effectively convey risk.
Contact Hours	· 300 hours total · 102 hours scheduled learning Scheduled learning will typically include lectures, seminars, practical workshops and demonstrations, external visits and an interactive forum. All students are expected to attend a series of tutorials.
Teaching and Learning Methods	• 300 hours study time of which 102 hours will represent scheduled learning. Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop. • Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion. Student study time will be organised each week with a series of both essential and further readings and preparation for practical workshops. It is suggested that preparation for lectures and seminars will take 4 hours per week with a further expectation of 40 hours preparation for Audit and 40 hours used in essay assignment planning and completion. • This module will be taught across both semesters on one day per week allowing both full and part time routes to be timetabled effectively. **Scheduled learning** includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop. **Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make. **Placement learning**: may include a practice placement, other placement, year abroad.
Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

Key Information Set - Module data

Number of credits for this module				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	102	198	0	300

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test
Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:	
Written exam assessment percentage	60%
Coursework assessment percentage	40%
Practical exam assessment percentage	0%
	100%

Reading Strategy

Access and Skills
The development of literature searching skills is supported by a Library seminar provided within the first semester and by the Graduate Development Programme embedded in Tutorial entitlement at level three. These level three skills will build upon skills gained by the student whilst studying at levels one and two. Additional support is available through the Library Plus Services and via Moodle web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. In addition additional academic study skills support is available via the HE Drop-in sessions.

All students will be encouraged to make use of the print and electronic resources available to them through membership of both the college and the university. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. Weston College Library's web pages provide access subject relevant resources and to the library catalogue as well as signposting the University Library's web pages. Many resources can be accessed remotely.

This guidance will be available in the programme handbook, module handbook and via module information on Moodle.

Essential reading:
Any essential reading will be indicated clearly, along with the method for accessing it. Students may be asked to purchase a set text, be given a print study pack or be referred to texts that are available electronically.

Further reading:
Students will be encouraged to read widely using the library catalogue, a variety of

	bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature. All further reading resources will be available via both College and University libraries.
Indicative Reading List	Asbury, S (2014) Health and safety, environment and quality audits : a risk-based approach. Oxon : Routledge Clarke, S., Burke, R., Cooper, C. eds., (2011) Occupational Health and Safety. Surrey: Gower. Stranks, J. (2007) Human Factors and Behavioural Safety. Oxford: Elsevier Ltd. Health and Safety Executive (2013) Managing for Health and Safety (HSG65). 3rd ed., Sudbury: HSE Books. Free download available from http://www.hse.gov.uk/pubns/books/hsg65.htm Cabezas, H. and Diwekar, U. (2012) Sustainability: Multi-Disciplinary Perspectives. Bentham e books (Available as e-book) Health and Safety Executive (2009) Reducing error and influencing behaviour. HSE Books Review of human reliability assessment methods Julie Bell & Justin Holroyd Health and Safety Laboratory 2009 Smith, D. Jackson-Smith, T. and Politowski, R (2007) ISO 22000 Food Safety - Guidance and Workbook for the Manufacturing Industry BSI Standards Ltd ISO 14001:2015 (2015). Environmental management system: Requirements with guidance for use. Geneva, Switzerland: International Organization for Standardization ISO 45001:2016 (2016) Occupational Health and Safety Management Standard. Geneva, Switzerland: International Organization for Standardization

Part 3: Assessment	
Assessment Strategy	A range of assessment techniques will be employed to ensure that learners can meet the breadth of learning outcomes presented in this module alongside the ability to demonstrate transferable skills e.g. communication skills. Examination: A set of questions will be designed to allow students to apply first principles of their academic study to unseen scenarios. Critical Evaluation: The first assignment will be a critical evaluation of the large scale high risk activities (such as those covered by Control of Major Accident Hazard Regulations) considering the role of management systems, emergency response systems and effective risk communication using past incidents to illustrate. An emphasis will be placed upon the critical nature of the writing style and the assessment marking guide will reflect this emphasis. The second assignment will focus on the role of audits in an organisation and how they could influence enforcement again using examples. Opportunities for formative assessment exist for each of the assessment strategies used. Verbal feedback is given and all students will engage with personalised tutorials setting SMART targets as part of the programme design. An unseen 3 hour examination will cover most of the content of the module.

Identify final assessment component and element	

% weighting between components A and B (Standard modules only)	**A:** **60%**	**B**: **40%**
First Sit		
Component A (controlled conditions) **Description of each element**	**Element weighting**	
1. Exam (3 hours) final assessment	100%	
Component B **Description of each element**	**Element weighting**	
1. Critical report (1500 words)	50%	
2. Essay (1500 words)	50%	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting**
1. Exam (3 hours) final assessment	100%
Component B **Description of each element**	**Element weighting**
1. Critical report (1500 words)	50%
2. Essay (1500 words)	50%
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.	