



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Professional Practice				
Module Code	UZVSLD-30-3	Level	3	Version	1.1
Owning Faculty	Health and Applied Sciences	Field	Health and Social Sciences		
Contributes towards	BSc Public and Environmental Health				
UWE Credit Rating	30	ETCS Credit Rating	15	Module Type	Professional Practice
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	2011 syllabus accredited CIEH FdSc or other accredited route	
Valid From	September 2012		Valid to	September 2018	

<b>CAP Approval Date</b>	04/05/2012
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>Inspect a variety of foodstuffs including meat, fish, primary produce and manufactured foods and make judgements relating to wholesomeness and fitness (Component A, element 2).</li> <li>Develop a working practice that routinely involves assimilating and integrating data from works of authority, legislation, codes of practice etc, and by mobilising the data thus acquired through local research, use it in a way that maximises the intervention (Component A, element 1; Component A, element 2, Component B, element 1).</li> <li>Justify the points where the role of the EHP might be best practiced as a means of intervening to prevent, control or mitigate the impact of the stressors previously studied, but recognising the need to consider the political, technological, commercial and financial implications (Component A, element 1; Component A, element 2).</li> </ul>

	<ul style="list-style-type: none"> <li>• Recognise the desirability / primacy of compliance strategies that through effective informal action (particularly the capacity to inform and offer advice) the desirable outcome can be achieved (and the likelihood of recurrence minimised) (Component A, element 1; Component A, element 2, Component B, element 1).</li> <li>• To know when best to defer to enforcement action (recognising the need for this to be proportionate, transparent and consistent) but once decided upon the pursuit of formal action, to collect and assemble such evidence that the matter is dealt with efficiently and effectively.(Component A, element 1; Component A, element 2; Component B, element 1)</li> <li>• Recognise how inspections, investigations and audits (conducted with a clear idea of how to maximise their impact), and with effective engagement with duty holders (through questioning and ‘active listening’), reach an early assessment of normal practice, deduce the effectiveness of systems in place and reveal the mechanisms of control that may (or may not) be in place (Component A, element 1; Component A, element 2; Component B, element 1).</li> <li>• Routinely weigh-up the effectiveness of different interventions that can be evaluated formally or informally, reflecting on how this would influence one’s future approach to intervention, and, if necessary, suggesting how one might alter or adapt the approach to afford a more equitable, efficient and effective outcome (Component A, element 1; Component A, element 2; Component B, element 1).</li> <li>• By setting personal goals and objectives, prioritise action (against competing influences from other sources) and in so doing demonstrate the capability and confidence to work independently, whilst learning how best to work in a team and through ‘partnership’ with other organisations, bodies and health professionals see how effective intervention strategies might arise through ‘joint working’ (Component A, element 1; Component A, element 2; Component B, element 1).</li> <li>• Attain high levels within different forms of communication skills expected of a professional (Component A, element 1; Component B, element 1).</li> <li>• Critically evaluate their role in addressing a problem based case study in the application of a public health intervention discussing the role of reflection within this process (Component B, element 1).</li> </ul>
Syllabus Outline	<ul style="list-style-type: none"> <li>• Advice and guidance to produce primary evidence from some of the five core intervention groups of environmental health (food, health and safety, housing, environmental protection and health protection and development) in a portfolio</li> <li>• Inspection, identification and judgement of fitness and quality of a</li> </ul>

	<p>variety of manufactured foods and primary produce including red meat, poultry, game, fruit, vegetable, fish, shellfish.</p> <ul style="list-style-type: none"> <li>• Day visits focused on some of the key areas of environmental health</li> <li>• Practice in selecting, using and writing letters, guidance and notices.</li> </ul>
<p>Contact Hours/Scheduled Hours</p>	<ul style="list-style-type: none"> <li>• 300 hours total</li> <li>• 102 hours scheduled learning</li> </ul> <p>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.</p>
<p>Teaching and Learning Methods</p>	<p>Introductory lectures are supported by seminars, case studies, visits and practical workshops.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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, practical workshops and seminars will take 4 hours per week with a further expectation of 24 hours preparation for Poster defence, 24 hours used in essay assignment planning and completion and 30 hours study in preparation for the written examination.</li> <li>• This module will be taught across both semesters on one day per week allowing both full and part time routes to be timetabled effectively.</li> </ul>
<p>Reading Strategy*</p>	<p><b>Access and Skills</b></p> <p>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.</p> <p>All students will be encouraged to make use of the print and electronic resources available to them through membership of both the college and</p>

	<p>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.</p> <p>This guidance will be available in the programme handbook, module handbook and via module information on Moodle.</p> <p><b>Essential reading:</b> 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.</p> <p><b>Further reading:</b> 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.</p> <p>All further reading resources will be available via both College and University libraries.</p>
Indicative Reading List	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.</p> <p>Bassett,W.H.(2007) <b>Environmental Health Procedures</b>.Taylor and Francis.</p> <p>Buncic,S.(2006) <b>Integrated Food Safety and Veterinary Public Health</b>. Cab International. Wallingford.</p> <p>Gil,J.L.,Duraao,J.C. (1990) <b>A Colour Atlas of Meat Inspection</b>. Wolfe</p> <p>Grist,A. (2004) <b>Poultry Inspection, Anatomy, Physiology and Disease Conditions</b>. Nottingham University Press.</p> <p>Grist,A. (2005) <b>Bovine Meat Inspection; Anatomy, Physiology and Disease Conditions</b>. Nottingham University Press</p> <p>Grist,A. (2006) <b>Ovine Meat Inspection</b>. Nottingham University Press Grist,A.(2007) <b>Porcine Meat Inspection</b>. Nottingham University Press</p> <p>Hayes, P.R. (1999) <b>Food Hygiene Microbiology and HACCP</b> Aspen</p>

	<p>Malcolm,R.,Pointing,J.(2006) <b>Food Safety Enforcement</b>. Chadwick House Publishing. London</p> <p>Mortimore, S. Wallace,C.(2000) <b>HACCP A Practical Approach</b> Chapman and Hall</p> <p>O'Rourke, R.(2005) <b>European Food Law</b></p> <p>Pawsey,R.K., (2002) <b>Case Studies in Food Microbiology</b></p> <p>Sprenger R.A.(2010) <b>Hygiene for Management</b></p> <p>Sutherland,J.P.,Varnam,A.H.,Evans,M.G.(1986) <b>A Colour Atlas of Food Quality Control</b>. Wolfe.</p> <p>Sweet and Maxwell (2006) <b>Practical Food Law Manual</b></p> <p>Werle,L.,Cox,J.(2005) <b>Ingredients</b>. Konemann Australia</p> <p>Wilson,A.(2005) <b>Practical Meat Inspection</b>. Blackwell. London</p>
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<b>Part 3: Assessment</b>	
<b>Assessment Strategy</b>	<p>A Portfolio of Professional Practice (PPP) is a requirement for professional registration as an Environmental Health Practitioner (EHP) which requires candidates to undertake a range of interventions and develop a range of skills that will allow experiential learning to take place. As part of the process candidates will be asked to reflect upon the process and critically analyse self development.</p> <p>For PSRB accreditation CIEH expect all programmes to incorporate these professional requirements allowing greater access to registration</p> <p>Examination: An extended case study which is open book. The exam will consist of preparation time and then a formal examination time. Students will have access to a range of appropriate materials to assist in the tasks set.</p> <p>Professional Interview: Will be based upon one of the interventions described in the Portfolio and consist of an extended discussion to allow justification of actions taken. The interview will be 30 minutes with two examiners.</p> <p>Practical Food Inspection: Students are expected to be able to identify all forms of food and indicate fitness. Assessment includes knowledge</p>

	<p>of all relevant legislation and enforcement powers.</p> <p>Portfolio: The portfolio requires candidates to undertake a range of interventions (which can be described as actions that EHPs take to control, eliminate or mitigate adverse health impacts that arise from environmental stressors on the physical, social and human worlds) and develop a range of skills that should enable experiential learning to take place. Candidates are required to reflect on their experience of undertaking different interventions and developing skills throughout the PPP to enable reflective practice to take place. .</p>
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Identify final assessment component and element	<b>Component A, element 1</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>75</b>	<b>25</b>
<b>First Sit</b>		
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
1. Examination (Open book, 3 hours) FINAL ASSESSMENT	100%	
2. Practical Food Inspection (30 mins)	Pass/Fail	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
1. Portfolio and interview (30 mins)	100%	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
1. Examination (Open book, 5 hours) FINAL ASSESSMENT	100%	
2. Practical Food Inspection (30 mins)	Pass/Fail	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
1. Portfolio and interview (30 mins)	100%	
<p>If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>		