



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Professional Practice				
Module Code	UZVSLD-30-3	Level	3	Version	1.2
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	Faculty of Health and Applied Sciences	Field	Health and Social Sciences		
Department	Department of Health and Applied Sciences	Module Type	Professional Practice		
Contributes towards	BSc Public and Environmental Health MSci Environmental Health and Practice				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	2011 syllabus accredited CIEH FdSc or other accredited route		
First CAP Approval Date	1 February 2017	Valid from	September 2017		

Review Date	
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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"> Inspect a variety of foodstuffs including meat, fish, primary produce and manufactured foods and make judgements relating to wholesomeness and fitness (Component A, element 1) 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 2, Component B, element 1, Component B, element 2). 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 2, Component B, element 1, Component B, element 2). 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 2, Component B, element 1, Component B, element 2).

	<ul style="list-style-type: none"> • 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 2, Component B, element 1, Component B, element 2) • 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 2, Component B, element 1, Component B, element 2) • 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 2, Component B, element 1, Component B, element 2). • 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 2, Component B, element 1, Component B, element 2). • Attain high levels within different forms of communication skills expected of a professional (Component A, element 1, Component A, element 2, Component B, element 1, Component B, element 2). • 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 A, element 2, Component B, element 1, Component B, element 2).
Syllabus Outline	<ul style="list-style-type: none"> • 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 • Inspection, identification and judgement of fitness and quality of a variety of manufactured foods and primary produce including red meat, poultry, game, fruit, vegetable, fish, shellfish • Day visits focused on some of the key areas of environmental health • Practice in selecting, using and writing letters, guidance and notices.
Contact Hours	<ul style="list-style-type: none"> • 300 hours total study time • 102 hours scheduled learning <p>Scheduled learning will typically include lectures, seminars, case studies, external visits and an interactive forum. All students are expected to attend a series of tutorials.</p>
Teaching and Learning Methods	<p>Introductory lectures are supported by seminars, case studies, visits and practical workshops.</p> <ul style="list-style-type: none"> • 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, 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.

- 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.

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	
Coursework assessment percentage	50%
Practical exam assessment percentage	50%
	100%

<p>Reading Strategy</p>	<p>Core and Further Readings</p> <p>All essential, indicative and supplementary reading are indicated and available via Moodle, which include access to online databases, peer reviewed online journals and e-textbooks all accessible via the online UWE Library or Weston College Library Plus. Students are recommended two or three core e-textbooks, which they can choose to purchase if they wish.</p> <p>All recommended reading is available online via Weston College and the UWE Library, which supports individual lectures, seminars and topics. Students are expected to research other reading materials relevant to their assignment and to read widely using the variety of online resources at their disposal. The purpose of further reading is to ensure students become familiar with current research and practice relevant to the syllabus.</p> <p>Access and Skills</p> <p>Development of literature searching skills is supported by the online UWE Library service which includes 24 hour online support, tutorial support and downloadable materials; these include interactive tutorials on finding books and journals, evaluating information and referencing. Further details are available at http://www1.uwe.ac.uk/library/</p>
<p>Indicative Reading List</p>	<p><i>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.</i></p> <p>Bassett,W.H.(2007) Environmental Health Procedures.Taylor and Francis</p> <p>Buncic,S.(2006) Integrated Food Safety and Veterinary Public Health. Cab International. Wallingford</p> <p>Gil,J.L.,Durao,J.C. (1990) A Colour Atlas of Meat Inspection. Wolfe</p> <p>Grist,A. (2004) Poultry Inspection, Anatomy, Physiology and Disease Conditions. Nottingham University Press</p> <p>Grist,A. (2005) Bovine Meat Inspection; Anatomy, Physiology and Disease Conditions. Nottingham University Press</p> <p>Grist,A. (2006) Ovine Meat Inspection. Nottingham University Press</p> <p>Grist,A.(2007) Porcine Meat Inspection. Nottingham University Press</p> <p>Hayes, P.R. (1999) Food Hygiene Microbiology and HACCP Aspen</p> <p>Malcolm,R.,Pointing,J.(2006) Food Safety Enforcement. Chadwick House Publishing. London</p> <p>Mortimore, S. Wallace,C.(2000) HACCP A Practical Approach Chapman and Hall</p> <p>O'Rourke, R.(2005) European Food Law</p> <p>Pawsey,R.K., (2002) Case Studies in Food Microbiology</p> <p>Sprenger R.A.(2010) Hygiene for Management</p>

	<p>Sutherland,J.P.,Varnam,A.H.,Evans,M.G.(1986) A Colour Atlas of Food Quality Control. Wolfe.</p> <p>Sweet and Maxwell (2006) Practical Food Law Manual</p> <p>Werle,L.,Cox,J.(2005) Ingredients. Konemann Australia</p> <p>Wilson,A.(2005) Practical Meat Inspection. Blackwell. London</p>
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Part 3: Assessment	
Assessment Strategy	<p>For PSRB accreditation, the Chartered Institute of Environmental Health (CIEH) require programmes to incorporate a 'Practical Food Inspection' assessment and an Integrated Professional Assessment (IPA), both of which are outlined in guidance documents produced by the CIEH. These assessments have been incorporated into this module as Component A1 and A2 Assessments.</p> <p>Practical Food Inspection (A1): Students will be expected to identify a range of food specimens, making assessments of quality/fitness, demonstrating the capacity to explain the nature and purpose of any preservation methods employed in manufacture. The ability to discuss the critical aspects of its continued safety; and, the insightfulness to explore the consequences to health and consumer protection if something is found to be abnormal or a defect detected.. Assessment includes knowledge of all relevant legislation and enforcement powers.</p> <p>Examination (Open book) (A2): 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>Portfolio (B1): The portfolio assessment will require students to engage with 4 interventions covering the areas of food safety, health and safety, housing and environmental protection and in so doing, will enable them to develop a range of skills that should enable experiential learning to take place. Students will then write up each of the 4 interventions in the format of the CIEH Portfolio of Professional Practice, which assess technical competence and the ability to reflect on the interventions undertaken.</p> <p>Professional Interview (Viva voce) (B2): Students will be questioned on each of the 4 interventions in Component B1 and will need to demonstrate an ability to identify hazards, assess risk and determine an appropriate course of action. Furthermore, they will be assessed on their ability to reflect on their experiences in undertaking the various interventions. The interview will be of 30 minutes duration.</p>

Identify final assessment component and element	Component A, Element 1	
% weighting between components A and B (Standard modules only)	A:	B:
	0%	100%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting <i>(as % of component)</i>	
1. Practical Food Inspection (30 mins)	Pass/Fail	
2. Examination (Open Book, 3 hours) FINAL ASSESSMENT	Pass/Fail	
Component B Description of each element	Element weighting <i>(as % of component)</i>	
1. Portfolio - 4 reports (1000 words each)	50%	
2. Viva voce (30 minutes)	50%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting <i>(as % of component)</i>	
1. Practical Food Inspection (30 mins)	Pass/Fail	
2. Examination (Open Book, 3 hours) FINAL ASSESSMENT	Pass/Fail	
Component B Description of each element	Element weighting <i>(as % of component)</i>	
1. Portfolio - 4 reports (1000 words each)	50%	
2. Viva voce (30 minutes)	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.		

FOR OFFICE USE ONLY

First CAP Approval Date	Special CAP event 29 th & 30 th June 2016 – approval noted at Faculty CAP 1 February 2017
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Revision CAP Approval Date		Version	1	MIA 10485 MIA 10563
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