

ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Food, Risk and S	Society (distance	e learning)			
Module Code	UZVRTG-15-M		Level	М	Version 1	
Owning Faculty	Health and Applied Sciences,		Field	Health and Social Sciences		
Contributes towards	MSc Environmental Health Studies PGCert/PGDip Environmental Health					
UWE Credit Rating	15 ECTS Credit Rating		7.5	Module Type	Standard	
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	None		
Valid From	January 2015		Valid to	September 2019		

CAP Approval Date 22 nd October 2014	
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Part 2: Learning and Teaching		
Learning Outcomes	On successful completion of this module students will be able to access, synthesise,	
	 critically analyse and apply knowledge and understanding of: The identification and evaluation of the hazards presented by the food supply chain and the impact this has on public health, the environment and the economy. Audit and analyse the food control mechanisms to protect public health including relevant food safety and quality management systems and food hygiene technology. Legislation and policy in food risk and control. Determining and reflecting on the most appropriate course of action in complex food safety situations. Sustainable food supply chains. 	
Syllabus Outline	 The principles and application of food technology including microbiological and non-microbiological hazards in the food supply chain. Key sources of contamination and cross contamination in the food chain and the impact this has on human health and the national economy. The causes and aetiology of food poisoning and food borne disease. The range of means by which food is handled, processed, stored and prepared ahead of consumption, and explain how these might serve to minimise or exacerbate risk. The role of pre-requisites and their importance in food safety management systems. Principles of HACCP and its application to food safety management and 	

Contact Hours	 based fo assurance knowled safety m The insp manuface The iden food whi quality. An unde the rang might ne provision health. A detaile regulates This distance asynchronous synchronous synchronous managed throup progression the development addition to su online lecture 	od safety man ce systems in ge of the law s anagement s ection, identif tured foods a tification and ch fails to me rstanding of th e of administr ed to be cons n of advice an ed understand <u>s/influences th</u> learning modu s online activit tutorials (sem pugh time-dep prough the lear of the student pporting core s, seminars, e	nagement syst food safety m surrounding for ystems. ication, judger nd primary pro- evaluation of a et legislative ru- ne food supply ative demands idered when of d guidance to ing of the legis ne safety and of ule provides a ies (including inars/discussion endent releas arning material t-tutor relations learning. Appr etc.) are delive	tems. Quality anagement a bod standards ment of fitness bduce a range of inte equirements i v chain marke s placed on fo contemplating secure compl slation, guidar quality of the blended learr lectures, read ons). Progress e of online res is and the syn ship and enco roximately 30 red via Blackl	control and c nd the interve , food hygien s and quality erventions for n terms of for t, the imperat od business the assessm liance and polic <u>modern food</u> ning approach ling, quizzes, s through the sources to en ourage a coho hours of dire board.	entions and e and food of a variety of r dealing with od safety and tive of profit and operators that nent of risk and otect public y which chain. n utilizing videos) and module is sure structured tivities promote ort identity in cted study (e.g.
Learning Methods	Teaching is delivered in the form of online lectures which are engaged with independently and as flexibly as the student requires. These may be supported by on-line seminars and other web-based activities. On-line seminar activities engage student-centred active learning techniques using on-line, Blackboard based discussion platforms (e.g. Collaborate or equivalent) and blogs. Essential, indicative and supplementary online learning materials and resources are also provided via Blackboard, with links to online library resources.					
Key Information Sets	 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. Further detail on Key Information Sets and how the University is implementing its requirements can be found at: https://share.uwe.ac.uk/sites/ar/kis/KIS%20Background%20Information/Forms/AllItems.aspx. This also contains further guidance on how to complete the information requested below. A KIS is required for every undergraduate programme (including integrated Masters and foundation degrees) so please fill this section if this module will contribute to an undergraduate programme. 					
	Hours to be allocated	Scheduled learning and teaching study hours*	Independent study hours	Placement study hours	Allocated Hours	
	150	30	120	0	150	Ø

	*This includes synchronous and asynchronous activities.				
	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, pr				
	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	0%			
	Coursework assessment percentage	100%			
	Practical exam assessment percentage	0%			
		100%			
Reading	Core and Further Readings				
	 via Blackboard, which include access to online databases, journals and e-textbooks. Students are recommended two or three core e-textbooks, which they can choose to purchase if they wish. They are required to access a range of indicated peer reviewed online academic journals to prepare for the assignment, all accessible via the online UWE Library. All recommended reading is available online via Blackboard 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. Access and Skills 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/. 				
Indicative Reading List	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.				
	Textbooks Atwood, B., Thompson, K. and Willet, C. (2009) <i>Food Law</i> . Tottel Publishing.				
	Basset W. H. (2007) Environmental Health Procedures. T	aylor & Francis.			
	Campbell-Platt, G. (2009) Food Science and Technology	. Wiley Blackwell.			
	Grist, A. (2006) <i>Poultry Meat Inspection. Anatomy, Physic Conditions</i> . Nottingham: Nottingham University Press.	ology and Disease			

Grist, A. (2007) <i>Porcine Meat Inspection. Anatomy, Physiology and Disease Conditions</i> . Nottingham: Nottingham University Press.
Grist, A. (2008) <i>Bovine Meat Inspection. Anatomy, Physiology and Disease Conditions.</i> Nottingham: Nottingham University Press.
Grist, A. (2010) Ovine Meat Inspection. Anatomy, Physiology and Disease Conditions. Nottingham University Press
Hayes, P.R. and Forsythe S.J. (2010) <i>Food Hygiene Microbiology and HACCP</i> . Chapman and Hall.
Hotter, B. (2011). <i>Managing Food Safety and Hygiene: Governance and Regulation as Risk Management.</i> Edward Elgar Publishing.
Mortimore, S. and Wallace, C. (2000) HACCP A Practical Approach. Chapman and Hall.
Paulsen, P., Bauer, A., Vodansky, W., Winkelmayer, R. and Smulders, F.J.M. (2011) Game meat Hygiene in Focus. Microbiology, Risk Analysis and Quality Assurance. Wageningen Academic
Sprenger, R.J. (2009) Hygiene for Management. Highfield Publications.
Werle, L. and Cox, J. (2012). Ingredients. Fullman.
Journals Food Control Food Microbiology Food Science and Nutrition Food Policy Risk Analysis Food and Energy Control Waste Management Food Insight
All these can be accessed via the e-journal: A-Z repository on the Library website' http://dd6lh4cz5h.search.serialssolutions.com/
Websites Relevant recommended websites are listed in the online module handbook and on Blackboard.

Part 3: Assessment			
Assessment Strategy	The Assessment Strategy has been designed to support and enhance the development of both subject-based and generic key skills, whilst ensuring that the module's Learning Outcomes are attained. The assessment for this module comprises of a reflective blog and a written report. This two part assessment assesses all the specific module learning outcomes in addition to the CIEH Knowledge and Skills domains.		
	Full details can be found in the Module Handbook and on the module's Blackboard site.		
	<i>Component A</i> will comprise of a set of reflective blogs not exceeding 1500 words in total (excluding tables, figures and references). Students will reflect on their learning and development over time, including what is learnt during		

online lectures/tutorials in addition to self-directed learning/activities. Reflective writing fosters critical analysis and evaluation skills which are considered fundamental to the practice of environmental health, with the CIEH identifying 'reflective practice' as a threshold concept of the discipline. The use of a blog will develop the students' digital literacy and familiarise them with tools which are becoming more frequently utilised by environmental and public health institutions for risk communication and health promotion purposes. The logs will enable the students to address a broad range of themes relating to food, risk and society as covered in the module.
<i>Component B</i> comprises of a written report of not more than 1000 words (excluding tables, figures and references) demonstrating and evaluating food safety management systems. The ability to implement, audit and support businesses to produce effective food management systems, across the food industry, to control or eliminate risk is a key skill in environmental health practice. The report enables students to demonstrate their knowledge, synthesise data and critically analyse alternative options.
Formative Assessment
Opportunities exist for formative assessment in the module, through Blackboard collaborate sessions and individual feedback.

Identify final assessment component and element	by final assessment component and element		
		A:	B :
% weighting between components A and B (Star	ndard modules only)	70%	30%
First Sit			
Component A (controlled conditions) Description of each element		Element	weighting
1. Personal Reflective Blogs		100%	
Component B Description of each element		Element	weighting
1 Report		10	0%

Resit (further attendance at taught classes is not required	d)
Component A (controlled conditions) Description of each element	Element weighting
1. Report	100%
Component B Description of each element	Element weighting
1. Personal Reflective Report	100%
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If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated

by the Module Description at the time that retake commences.