



**ACADEMIC SERVICES**


**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Food Control				
Module Code	UZVSL9-30-2	Level	2	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	Department of Health and Social Sciences	Module Type	Standard		
Contributes towards	FdSc Public and Environmental Health MSci Environmental Health and Practice				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
First CAP Approval Date	04/05/2012	Valid from	September 2012		
Revision CAP Approval Date	01/02/2017	Valid from	September 2017		

<b>Review Date</b>	
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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>• Contrast the different stages between farm and fork and interpret the legislative and practical considerations associated with food safety. (Component B, element 2)</li> <li>• Analyse the relationship between diet and health and justify public health intervention strategies in this area. (Component B, element 1)</li> <li>• Examine and audit relevant food safety and quality systems including HACCP (Component A, element 1)</li> <li>• Demonstrate a range of practical and sampling techniques relevant to food inspection and the collection of evidence (Component A, element 1)</li> <li>• Demonstrate knowledge, understanding and application of pre-requisites such as good hygiene/manufacturing practice prior to the utilisation of food hygiene legislation and enforcement options (Component A, element 1 and Component B, element 2)</li> </ul>
Syllabus Outline	<ul style="list-style-type: none"> <li>• The Food System: National, European, and global. Describe the range of</li> </ul>

	<p>biological, chemical and physical contaminants which may expose consumers to risk of ill health in respect of food safety. Food processing techniques. Food hygiene and packaging technology that serves to eliminate pathogens and extend shelf life. Understand the concept of 'hazard analysis' and the principles of Hazard Analysis Critical Control Points (HACCP). Contamination and cross contamination in the food chain. Apply and audit HACCP systems. Evaluation of non-HACCP systems. The role of quality assurance systems</p> <ul style="list-style-type: none"> <li>• Diet and health: diet related disease as chronic non –communicable disease and evaluation of intervention strategies.</li> <li>• The legislation detailing the requirements, offences and enforcement tools that apply to food safety and food standards, including the standards and guidelines that assist in deciding the most appropriate course of action. Identification and evaluation of a range of interventions for dealing with food that fails to meet legislative requirements</li> </ul>
Contact Hours	<ul style="list-style-type: none"> <li>• 300 hours total study time</li> <li>• 102 hours scheduled learning</li> </ul> <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"> <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><b>Scheduled learning</b> includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <p><b>Independent learning</b> 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.</p> <p><b>Placement learning:</b> may include a practice placement, other placement, year abroad.</p>
Key Information Sets Information	<p>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.</p>

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	50%
Coursework assessment percentage	25%
Practical exam assessment percentage	25%
	100%

Reading Strategy

### Core and Further Readings

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.

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.

### 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	<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. You are directed toward the most up to date edition of:</i></p> <p>Bassett,W.H. Environmental Health Procedures.Taylor and Francis.</p> <p>Buncic,S. Integrated Food Safety and Veterinary Public Health. Cab International. Wallingford.</p> <p>Forsythe, S. J. The Microbiology of Safe Food. Black Well Science</p> <p>Fox, B. A. Cameron, A.G. Food Science Nutrition and Health. Arnold Publishing</p> <p>Hayes, P.R. Food Hygiene Microbiology and HACCP. Aspen</p> <p>Malcolm,R.,Pointing,J. Food Safety Enforcement. Chadwick House Publishing. London</p> <p>Mortimore, S. Wallace,C. HACCP A Practical Approach Chapman and Hall</p> <p>O'Rourke, R. European Food Law</p> <p>Pawsey,R.K., Case Studies in Food Microbiology</p> <p>Sutherland,J.P.,Varnam,A.H.,Evans,M.G. A Colour Atlas of Food Quality Control. Wolfe.</p> <p>Sweet and Maxwell. Practical Food Law Manual</p> <p><b>Websites:</b></p> <p>David Jukes Food Law Pages University of Reading:  <a href="http://www.foodlaw.rdg.ac.uk/main.htm">http://www.foodlaw.rdg.ac.uk/main.htm</a></p> <p><a href="http://www.doh.gov.uk">www.doh.gov.uk</a></p> <p><a href="http://www.defra.gov.uk">www.defra.gov.uk</a></p> <p><a href="http://www.foodstandards.gov.uk">www.foodstandards.gov.uk</a></p> <p><a href="http://www.cieh.org">www.cieh.org</a></p> <p><a href="http://www.hpa.org.uk">www.hpa.org.uk</a></p> <p><a href="http://www.fdf.org.uk">www.fdf.org.uk</a></p> <p><a href="http://www.nutrition.gov">www.nutrition.gov</a></p>

<b>Part 3: Assessment</b>	
Assessment Strategy	<p>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.</p> <p>Examination: A set of questions will be designed to allow students to apply first principles of their academic study to unseen scenarios.</p> <p>Essay: An extended piece of writing encouraging students to engage with both the essential and the further reading to justify an intervention within the field of food safety.</p> <p>Poster Defence: Output from project work within the field of nutrition and chronic non-communicable disease will be assessed by questioning. Students will be expected to justify their approach to the project and its statistical output allowing marking to reflect individual communication</p>

	<p>strengths.</p> <p>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.</p>
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Identify final assessment component and element	<b>Component A</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>50%</b>	<b>50%</b>
<b>First Sit</b>		
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Examination (2 hours)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Poster Defence (20 minutes)	50%	
2. Essay (1500 words)	50%	

<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</b> <b>(as % of component)</b>	
1. Examination (2 hours)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Poster Defence (20 minutes)	50%	
2. Essay (1500 words)	50%	
<p>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.</p>		