



ACADEMIC SERVICES

MODULE SPECIFICATION

| Part 1: Basic Data | | | | | |
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| Module Title | Food Control (distance learning) | | | | |
| Module Code | UZVRTN-15-M | Level | M | Version | 2 |
| Owning Faculty | Health and Applied Sciences, | Field | Health and Social Sciences | | |
| Contributes towards | PGCert/PGDip/MSc Environmental Health MSc Environmental Health Studies | | | | |
| 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 September 2017 (v2) | | Valid to | September 2019 | |

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| CAP Approval Date | 22 nd October 2014 1 st February 2017 (v2) |
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| Part 2: Learning and Teaching | |
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| Learning Outcomes | <p>On successful completion of this module students will be able to access, synthesise, critically analyse and apply knowledge and understanding of:</p> <ol style="list-style-type: none"> 1. 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. (Component A and B) 2. Audit and analyse the food control mechanisms to protect public health including relevant food safety and quality management systems and food hygiene technology. (Component B) 3. Legislation and policy in food risk and control. (Component A and B) 4. Determination and reflection on the most appropriate course of action in complex food safety situations. (Component A and B) 5. Sustainable food supply chains.(Component B) 6. The judgement of fitness and quality of manufactured foods and primary products that might have implications for health and consumer protection; (Component A) |
| Syllabus Outline | <ul style="list-style-type: none"> • The principles and application food technology including microbiological and non-microbiological hazards in the food 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. |

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| | <ul style="list-style-type: none"> • The role of pre-requisites and their importance in food safety management systems. • Principles of HACCP and its application to food safety management and practical understanding of food safety auditing and HACCP and non HACCP based food safety management systems. Quality control and quality assurance systems in food safety management and the interventions and knowledge of the law surrounding food standards, food hygiene and food safety management systems. • The inspection, identification, judgement of fitness and quality of a variety of manufactured foods and primary produce including red meat, poultry, game, fruit, vegetable, fish and shellfish. The identification and evaluation of a range of interventions for dealing with food which fails to meet legislative requirements in terms of food safety and quality. • A detailed understanding of the legislation, guidance and policy which regulates/influences the safety and quality of the modern food chain. • An understanding of the food supply chain market, the imperative of profit and the range of administrative demands placed on food business operators that might need to be considered when contemplating the assessment of risk and provision of advice and guidance to secure compliance and protect public health. |
| Contact Hours | <ul style="list-style-type: none"> • This distance learning module provides a blended learning approach utilizing asynchronous online activities (including lectures, reading, quizzes, videos) and synchronous tutorials (seminars/discussions). Progress through the module is managed through time-dependent release of online resources to ensure structured progression through the learning materials and the synchronous activities promote development of the student-tutor relationship and encourage a cohort identity in addition to supporting core learning. Approximately 30 hours of directed study (e.g. online lectures, seminars, etc.) are delivered via Blackboard. • Students will also be required to attend Food Practical Sessions, at the UWE Frenchay Campus, with a minimum of 7hrs on-site tuition. |
| Teaching and Learning Methods | <p>Teaching is delivered in the form of online lectures which are engaged with independently and as flexibly as the student requires. These are 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.</p> <p>Essential, indicative and supplementary online learning materials and resources are also provided via Blackboard, with links to online library resources.</p> <p>Students will also be provided with a minimum of 7hrs on-site tuition relating to the identification and determination of fitness of a range of foodstuffs encountered at the point of retail sale. This will provide the practical opportunity to apply knowledge and understanding already obtained through the on-line lectures, seminars and other student centred learning techniques already delivered in the module.</p> |
| Key Information Sets | <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> <p>Further detail on Key Information Sets and how the University is implementing its requirements can be found at:</p> |

<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.

| Key Information Set - Module data | | | | |
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| Number of credits for this module | | | | 15 |
| Hours to be allocated | Scheduled learning and teaching study hours* | Independent study hours | Placement study hours | Allocated Hours |
| 150 | 40 | 110 | | 150 |

*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, 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 | 0% |
| Coursework assessment percentage | 70% |
| Practical exam assessment percentage | 30% |
| | 100% |

Reading Strategy

Core and Further Readings

All essential, indicative and supplementary reading are indicated and available 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.

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| | <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> |
| 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>Textbooks</p> <p>Atwood, B., Thompson, K., Willet, C. (2009) Food Law. Tottel Publishing.</p> <p>Basset W. H. (2007) Environmental Health Procedures. Taylor & Francis.</p> <p>Campbell-Platt, G. (2009) Food Science and Technology. Wiley Blackwell.</p> <p>Grist, A. (2006) Poultry Meat Inspection. Anatomy, Physiology and Disease Conditions. Nottingham University Press.</p> <p>Grist, A. (2007) Porcine Meat Inspection. Anatomy, Physiology and Disease Conditions. Nottingham University Press.</p> <p>Grist, A. (2008) Bovine Meat Inspection. Anatomy, Physiology and Disease Conditions. Nottingham University Press.</p> <p>Grist, A. (2010) Ovine Meat Inspection. Anatomy, Physiology and Disease Conditions. Nottingham University Press</p> <p>Paulsen,P.,Bauer,A.,Vodansky,W.,Winkelmayer,R.,Smulders,F.J.M.(2011) Game meat Hygiene in Focus. Microbiology, Risk Analysis and Quality Assurance. Wageningen Academic</p> <p>Sprenger, R.J. (2009) Hygiene for Management. Highfield Publications.</p> <p>Werle, L. and Cox, J. (2012). Ingredients. Fullman.</p> <p>Journals</p> <p>Food Control Food Microbiology Food Science and Nutrition Food Policy Risk Analysis Food and Energy Control Waste Management Food Insight</p> <p>All these can be accessed via the e-journal: A-Z repository on the Library website' http://dd6lh4cz5h.search.serialssolutions.com/</p> <p>Websites</p> <p>There are a large variety of on-line resources to support this module; relevant recommended websites are listed in the online module handbook and on Blackboard.</p> |
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Part 3: Assessment

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| Assessment Strategy | <p>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.</p> <p>Full details can be found in the Module Handbook and on the module's Blackboard site.</p> <p><i>Component A</i> comprises of a Professional Food Practical Exam in food Inspection at the point of retail sale. This examination is an essential element in achieving the Chartered Environmental Health accredited degree which forms part of the process of obtaining the Environmental Health Registration Board (EHRB) Certificate of registration to become an Environmental Health practitioner.</p> <p><i>Component B</i> will comprise of a set of reflective blogs. 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 blogs will enable the students to address a broad range of themes relating to food, risk public health and sustainability as covered in the module.</p> <p>Component A – the CIEH Professional Food Practical Exam must be passed to 50% for successful completion of the Module. The 50% pass mark is a PSRB requirement.</p> <p>This is to avoid a situation where the aggregate mark for the Module would be 50% plus, but the student had not successfully completed the Food Practical Exam which is a requirement for accreditation of the programme by the CIEH.</p> <p>Formative Assessment</p> <p>Opportunities exist for formative assessment in the module; through Blackboard collaborate sessions, Blog discussions and individual feedback.</p> |
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| Identify final assessment component and element | Component A | |
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| % weighting between components A and B (Standard modules only) | A: 40% | B: 60% |
| First Sit | | |
| Component A (controlled conditions) Description of each element | Element weighting (as % of component) | |
| 1. Professional Food Practical Exam | 100% | |
| Component B | Element weighting | |

| Description of each element | (as % of component) |
|------------------------------|---------------------|
| 1. Personal reflective Blogs | 100% |
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Resit (further attendance at taught classes is not required)

| Component A (controlled conditions) Description of each element | Element weighting (as % of component) |
|--|--|
| 1. Professional Food Practical Examination | 100% |
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| Component B Description of each element | Element weighting (as % of component) |
|--|--|
| 1. Personal reflective Blogs | 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.

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| First CAP Approval Date | 22 nd October 2014 | | | |
| Revision CAP Approval Date | 1 Feb 2017 | Version | 2 | RIA 12078 |