1. Programme title

2. Awarding institution

3. Teaching institution

4. Programme accredited by

5. Final qualification

6. Academic year

7. Language of study

8. Mode of study

9. Criteria for admission to the programme

Evidence that have capacity to work at level 1+ for example:

5 GCSEs (Grade C or above) or 5 GCEs (Grade C or above) including:

English Language, Mathematics, Combined Science

Plus one of the following:

A minimum of One pass at A-Level in a science or technology subject or “AS” level equivalents, with a minimum of 80 points if one subject at A2 is a Science or 100 points in all other cases

A BTEC National Diploma or Certificate in an appropriate area normally with a minimum of 3 merits

Applicants who have successfully completed a relevant ACCESS course with a minimum of a pass mark

Applicants who have successfully completed an appropriate Advanced GNVQ with at least 3 level III passes at merit standard.

Applicants with the Ordinary Certificate in Food Premises Inspection
Suitably qualified overseas applicants and with an IELT score of 5.5 or over
Mature Applicants over 21 years of age with suitable experience and/or qualifications may be considered by the programme team for entry following interview.

10. Aims of the programme
The programme aims to:

a) Enable students to assess risk in a range of contexts
b) Provide an understanding of the underlying scientific principles on which to make sound judgement
c) Develop transferable skills to support learning in the work-place and life-long learning
d) Work with others and develop the ability to communicate at all levels.
e) Provide an understanding and appreciation of the general legal framework within the UK/EU and its application to the practice of environmental health
f) Develop a firm foundation in the identification of stressors which impact on health, together with a broad understanding of legislative controls.

11. Programme outcomes

A. Knowledge and understanding
On completion of this programme the successful student will have knowledge and understanding of:

1. The scientific, technological, and legal principles that impact on Environmental Health practice
2. The principal environmental and occupational stressors and vectors of disease and how to control them
3. Hazard Analysis, risk assessment and basic risk management
4. UK/EU law and governance
5. A range of inspection and investigation techniques

Teaching/learning methods
Students gain knowledge and understanding through attendance in lectures, participatory seminars, laboratory and practical sessions, and through a variety of directed and self directed learning activities e.g. Group projects, case study analysis, laboratory based learning, and portfolio development

Assessment Method
Students’ knowledge and understanding is assessed by Laboratory reports, written assignments, in-course tests, presentations and oral and written examinations. An understanding of the subject is both summatively and formatively assessed

B. Cognitive (thinking) skills
On completion of this programme the successful student will be able to:

1. Analyse and Recognise good practice in environmental health
2. Evaluate the results of audit, and investigative analysis and the application of basic tools and methods in formulating action plans.

Teaching/learning methods
Students learn these cognitive skills through case study analysis, laboratory based exercises and experiments. Group and mini seminars and Workshops.

Assessment Method
Students’ cognitive skills are assessed by essay, written and oral examination and
3. Relate knowledge of health stressors to the workplace
4. Appreciate the complexities of environmental health interventions

C. Practical skills
On completion of the programme the successful student will be able to:
1. Inspect and investigate low risk environmental health issues
2. Apply remedial measures
3. Be able to make recommendations on a proposed course of action in relation to an Environmental Health problem
4. Conduct themselves safely in a laboratory.

Teaching/learning methods
Students learn practical skills through interactive participation in modules, laboratory exercises, formative assessment and through practice and group work.

Assessment Method
Students’ practical skills are assessed by laboratory reports, oral and written examinations

D. Graduate Skills
On completion of this programme the successful student will be able to:
1. Effective team work
2. Effective communication in verbal and visual forms of presentation
3. Ability to write in a variety of formats (e.g. essays, reports, critiques)
4. Use of appropriate IT packages
5. Time management
6. Effective learning

Teaching/learning methods
Students acquire graduate skills through reading, group work exercises, participation in the programme, structured and directed learning, reflection and formative and summative assessments.

Assessment Method
Students graduate skills are integrated into the other forms of assessment

12. Programme structure (levels, modules, credits and progression requirements)

12.1 Overall structure of the programme
This should be a general narrative summary of the programme structure, e.g.:
The programme is normally studied full time, over 1 full calendar year or 2 years part time.
The programme is modular with modules being of 30 credits point value. Each credit represents approximately 10 hours of student learning, endeavour and assessment. In order to obtain the Certificate of Higher Education in Environmental Health a student will need to have studied 4 modules (120 Credits). It should be noted that the programme operates as a long year programme and that there is additional learning undertaken in the summer period.
### 12.2 Levels and modules

#### Level 1

<table>
<thead>
<tr>
<th>COMPULSORY</th>
<th>OPTIONAL</th>
<th>PROGRESSION REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students must take all of the following:</td>
<td>Students who wish to transfer from the Certificate of Higher Education to the B.Sc. Environmental Health will receive prior accreditation of their learning and experience</td>
<td></td>
</tr>
<tr>
<td>Students must take all of the following:</td>
<td></td>
<td></td>
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<tr>
<td>BIO1602 Applied Environmental Science</td>
<td></td>
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<tr>
<td>PRS1001 Law and Environmental Health Professional Practice</td>
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<tr>
<td>BIO1605 Environmental and Health Stressors</td>
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<tr>
<td>BIO1603 Functional Anatomy and Pathology</td>
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</tbody>
</table>

#### 12.3 Non-compensatable modules

<table>
<thead>
<tr>
<th>Module level</th>
<th>Module code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

#### 13. A curriculum map relating learning outcomes to modules

See Curriculum Map attached.

#### 14. Information about assessment regulations

The regulations applying to the programme are those common to the University, except that where modules are multiply assessed all elements need to be passed at a minimum grade of 16 on the University 20 Point Scale

Self deferral is not permitted

Where a practical session is not attended, students cannot submit a laboratory report applicable to this session. A register of all laboratory sessions will be kept.
15. Placement opportunities, requirements and support (if applicable)
Not applicable.

16. Future careers (if applicable)
The Certificate of Higher Education in Environmental Health produces students with a wide range of professional and transferable skills. Successful students are encouraged to study further on the Degrees in Environmental Health, Occupational Health and Safety or Food Safety, but can also offer a wide range of employers an underpinning knowledge across these disciplines.

17. Particular support for learning (if applicable)
ILRS facilities at Enfield, Microbiology Laboratory, Science Laboratories, Pestology materials, specialist external lecturers,

18. JACS code (or other relevant coding system) 181B910

20. Reference points
- The following reference points were used in designing the programme:
- Middlesex University (2005/6) Guide and Regulations
- School of Health and Social Sciences (2002). Learning, Teaching and Assessment Policy and Strategy (2002-2005)
- School of Health and Social Sciences (2004). Assuring Academic Quality and Standards.
- Chartered Institute of Environmental Health core curriculum for undergraduate programmes 2003
- FHEQ
21. Other information

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the student programme handbook and the University Regulations.
### Curriculum map for Certificate of Higher Education: Environmental Health

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

#### Programme learning outcomes

<table>
<thead>
<tr>
<th>Knowledge and understanding</th>
<th>Practical skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 The scientific, technological, and legal principles that impact on Environmental Health practice</td>
<td>C1 Inspect and investigate low risk environmental health issues</td>
</tr>
<tr>
<td>A2 The principal environmental and occupational stressors and vectors of disease and how to control them</td>
<td>C2 Apply remedial measures</td>
</tr>
<tr>
<td>A3 Hazard Analysis, risk assessment and basic risk management</td>
<td>C3 Be able to make recommendations on a proposed course of action in relation to an Environmental Health problem</td>
</tr>
<tr>
<td>A4 UK/EU law and governance</td>
<td>C4 Conduct themselves safely in a laboratory</td>
</tr>
<tr>
<td>A5 Professional scope of practice</td>
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</tr>
<tr>
<td>A6 A range of inspection and investigation techniques</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Cognitive skills</th>
<th>Graduate Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1 Analyse and Recognise good practice in environmental health</td>
<td>D1 Communication</td>
</tr>
<tr>
<td>B2 Evaluate the results of audit, and investigative analysis and the application of basic tools and methods in formulating action plans.</td>
<td>D2 Team work</td>
</tr>
<tr>
<td>B3 Relate knowledge of health stressors to the work place</td>
<td>D3 Effective learning</td>
</tr>
<tr>
<td>B4 Appreciate the complexities of environmental health interventions</td>
<td>D4 Information technology</td>
</tr>
<tr>
<td>B5</td>
<td>D5 Personal and career development</td>
</tr>
<tr>
<td>B6</td>
<td>D6 Numeracy</td>
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</tbody>
</table>