



Certificate of Higher Education  
Environmental Health  
BSc (Honours) Environmental Health

# **Student Programme Handbook**

2012/13

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**School of Science and Technology**

**Student Name:**

**Programme Leader: Ruth Plume**

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## Information in alternative formats

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This handbook can be found online at:

<https://myunihub.mdx.ac.uk/web/home-community/mystudy>

If you have a disability which makes navigating the website difficult and you would like to receive information in an alternative format, please contact *Bryan Jones* on 020 8411 5367 or email [B.Jones@mdx.ac.uk](mailto:B.Jones@mdx.ac.uk)

We can supply sections from this publication as:

- a Word document with enlarged type — sent by email or supplied on a CD or memory stick
- printed copy with enlarged type
- printed copy on non-white paper
- as Braille

Other formats may be possible. We will do our best to respond promptly. To help us, please be as specific as you can about the information you require and include details of your disability.

## Purpose and status of your student programme handbook

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The purpose of this handbook is to provide you with information about your programme of study and to direct you to other general information about studying at Middlesex University, the majority of which is available on UniHub.

The material in this handbook is as accurate as possible at the

date of production however you will be informed of any major changes in a timely manner.

Your comments on any improvements to this handbook are welcome. Please put them in writing (an email will suffice) with the name of the handbook to **Ruth Plume**.

## The University Regulations and Student Charter

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As a student of Middlesex University you agree to abide by the University Regulations when you enrol and therefore you should read this handbook in conjunction with the Regulations which are available online at;  
[www.mdx.ac.uk/regulations](http://www.mdx.ac.uk/regulations).

Some of the key regulations have been repeated on the Your Study pages on UniHub  
<http://unihub.mdx.ac.uk/study>.

You should also read the Student Charter which was co-developed by Middlesex students, staff and the Students' Union. This sets out your responsibilities as a student and those of the University to ensure that all students have an enjoyable, rewarding and effective experience during their time at Middlesex. You can find the Student Charter on UniHub:  
<http://unihub.mdx.ac.uk>

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# University and Programme Academic Calendar

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This is your calendar for the 2012/13 academic year.

## October

- 1 New student induction week commences
- 8 Teaching starts for autumn term

## October/November

- 29-2 Reality Check Week
- 

## December

- 3-7 Programme Progress Review Week
- 21 Last day of teaching in the autumn term

## December/January

- 22-1 University closed for Christmas vacation
- 24-11 Christmas vacation

## January 2013

- 2 University re-opens after Christmas
- 14 Teaching starts for winter term

## February-March

- 25-1 Programme Progress Review Week

## March

- 28 Last day of teaching before Easter

## March-April



29-2 University premises closed during Easter  
vacation  
3 University re-opens after Easter

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15 Teaching resumes  
26 End of teaching

### **April- May**

29-21 End of year examinations

### **May**

6 and 27 Bank holiday – University closed

### **June**

24 (9am) Publication of module results

### **July**

1 Main Summer School begins (TBC)  
4 (5pm) Publication of progression decisions  
5 (5pm) Final qualification results published  
15-19 Graduation Ceremonies for 2012/13  
graduates  
22-26 Deferred /reassessment examinations  
(HSSC students)

### **August**

9 Summer School ends (TBC)  
26 Bank holiday – University closed

### **August-September**

27-4 Deferred /reassessment examinations (all  
students except HSSC)

### **September**

Certificate of Higher Education Environmental Health, BSc  
(Honours) Environmental Health Programme Handbook  
2012/13

17 (5pm)	Publication of module results
23 (5pm)	Publication of progression decisions
27 (5pm)	Final qualification results published

### **Student attendance dates**

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1 October – 21 December (New students)  
 8 October – 21 December (Returning students)  
 14 January 2013 – 29 March 2013  
 15 April 2013 – 28 June 2013

### **Learning Framework Term dates**

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8 October – 21 December 2012 students (11 weeks)	Autumn term – new
14 January – 29 March 2013 (11 weeks)	Winter term
15 April – 19 July 2013 (14 weeks)	Spring term
22 July – 4 October 2013 (11 weeks)	Summer term

You can view your academic calendar on the 'My Middlesex' pages of UniHub:

<http://unihub.mdx.ac.uk/mdx/calendar/index.aspx>

# WELCOME TO SCHOOL OF SCIENCE AND TECHNOLOGY

## Welcome from the Dean

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Welcome to the University and to the School of Science and Technology. This programme handbook should be treated as though it is our contract with you – keep it safe so that you may refer to it throughout your time here. It contains an overview of your programme and the content of its modules and signposts key contacts, services and information you need to progress through your studies and get the most out of student life at Middlesex.

From our side we will deliver the best student experience we can so that you can build on your skills and knowledge and achieve your full potential. In return we expect you to engage actively in the learning process, to be fully committed to your studies and determined to succeed.

In your early weeks you are not expected to absorb everything in detail but to be aware of main documents and their content (including reading through this handbook and consulting the other information sources flagged here). In particular as an enrolled Middlesex student you have certain rights but also specific responsibilities. For details see the full **University Regulations** in particular '**University Membership**' ([www.mdx.ac.uk/regulations](http://www.mdx.ac.uk/regulations)) and if you have not already done so, explore **UniHub** (<http://unihub.mdx.ac.uk>) the student website which

contains detailed advice and support to assist you further.

We know it takes time to settle in to University life. If you still have questions to ask, your first port of call should be UniHelp (<http://unihub.mdx.ac.uk/unihelp>) which offers face-to-face, email and telephone information and advice, seven days a week. The UniHelp desk is located on the Ground Floor of the Sheppard Library and the advisors there will be pleased to help and direct you.

Here at Middlesex we are very proud of our academic programmes and students and we look forward to meeting you.

**Martin Loomes**

## **Programme Leader's Welcome**

Welcome to the School of Health and Social Sciences. I hope that you will enjoy this specialist suite of awards in Environmental Health and that you will maximise the opportunities it allows you to learn more about the disciplines covered.

To help you, particularly at the beginning of the programme, we have developed this programme handbook which gives you an indication of the topics covered in each module making up the programme, and how your progress will be assessed.

The environmental health awards are accredited by the Chartered Institute of Environmental Health (CIEH) and are key awards in the suite of environmental health programmes offered by Middlesex University.

The BSc (Hons) Environmental Health has been designed to meet the CIEH curriculum for undergraduate environmental health programmes. The content is designed to equip you with the core knowledge and skills to enable you to progress to full professional qualification as an Environmental Health Practitioner (EHP). The core areas of Environmental Health are taught to ensure that you can become an environmental health general practitioner. In addition, this programme goes on to focus on food safety and occupational health and safety. Graduates of the BSc (Hons) Environmental Health at Middlesex University can therefore go on to become a General Practice EHP if they meet the CIEH professional requirements (completion of the related Experiential Learning Portfolio (ELP) plus professional exams & professional interview). Graduates of this programme may wish to also become recognised as a specialist EHP in food or occupational health and safety and this award will allow them to

pursue this option if they meet the CIEH professional requirements (completion of a specialist portfolio of competences) plus professional exams & professional interview)

The Cert HE Environmental Health forms year 1 of the degree and students can exit at this point or transfer to the BSc (Hons) Environmental and Public Health which shares a common first year.

In order to fully understand the University Regulations you are advised to read this manual in conjunction with the University Guide and Regulations <http://www.mdx.ac.uk/regulations/>.

In particular, I would draw your attention to two main areas; Assessed Coursework and Attendance. In respect of the former, most modules are assessed with a combination of formative and summative coursework and examinations or tests. Tutors will set deadlines for the completion of coursework which will need to be handed in to the Student Office at the University. **You are to note that coursework will be required to be handed in throughout the academic year. You must abide by the deadlines provided by the programme management team and complete and hand in work according to the deadlines provided.**

In order that you obtain the most from the programme, you should endeavour to attend the majority of lecture periods and other class contact. It is strongly recommended that you attend all practical sessions as **you cannot hand in laboratory reports without attendance. It should be noted that this is a professionally accredited programme and as such it requires a professional standard of behaviour within it. Poor attendance can and will prejudice your achievement and if it is deemed that you have not met the required**

**learning outcomes through non-attendance then you will be awarded an X grade.**

The awards in Environmental Health at Middlesex University are intensive and demanding. We believe, however, that if you are willing to work hard, and concentrate on your studies you will benefit from the opportunities available.

The material within this handbook is as accurate as possible at the date of production. However, the programme will develop and evolve with time and amendments may take place. Any comments you may wish to make in order to improve this manual would be welcome, and I would ask you to put these in writing to the Student Office.

I hope you will enjoy your experiences at Middlesex University and the programme management team wishes you every success in your studies.

Further student support details are available on the university student website.

Ruth Plume

Programme Leader

# CONTACTS AND COMMUNICATION

## Programme staff and contact details

The following members of staff are those who have a major input into your programme and you will be able to find most of these, as well as other important contacts listed in your Key Contacts on myUniHub;

<https://myunihub.mdx.ac.uk/web/home-community/mymiddlesex>

### Teaching staff

#### **Dr Celia Bell**

#### **Head of Department**

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#### **Jennifer Jacobs**

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#### **Ruth Plume**

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- Dr Huw Jones** Senior Lecturer in Chemistry  
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- Dr Catherine Kerr** Senior Lecturer Biological Sciences  
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- Dr Alan Page** Principal Lecturer Environmental  
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**Dr Chris Ring**                      Lecturer Biological Sciences  
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**Dr Dirk Wildeboer**                Lecturer Biosciences  
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## **Technicians**

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**Subject librarian** Kathy McGowan  
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Sheppard Library  
Hendon Campus  
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## **Administration staff**

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In order to meet with their tutor students should contact them by phone or email to make an appointment. Staff will then arrange for an interview room to be booked to ensure dedicated time for you.

In cases of emergency you will need to contact the tutors directly using the phone outside the Department

of Natural Sciences and we will endeavour to accommodate you.

## **Staff Roles**

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### **1. Module Leader**

The module leader is responsible for the smooth running of the module including ensuring that there are adequate facilities for the operation of the module; that module tutors are available; that assessment is conducted appropriately and for collation of assessment grades; and that student feedback is conducted and module evaluation undertaken. You are advised to contact the Module leader in the first instance if you are experiencing any difficulties with the module.

### **2. Programme Leader**

The Programme Leader is responsible for the general organisation and conduct of the programme, including timetabling, staff resource bids, the effective and efficient use of resources, the co-ordination of programme team activities, and issues of quality and consistency as they relate to the pathway including monitoring examination scripts, assessment level and project co-ordination.

### **3. Head of Department**

The Head of Department is responsible for the organisation and resourcing of all modules owned by the group and for the effective direction of the curriculum and research development.

The HoD the final point of contact, after the module leader and Programme Leader, at the informal stage of complaints about a module, programme or member of staff associated with the programme. The HoD is also directly responsible for health and safety arrangements and ensuring that they are observed and are satisfactory.

#### **4. Director of Programmes**

The Director of Programmes is responsible for the operation of a discrete group of programmes and provides an oversight and overview of the operation of a suite of awards. It is likely that the role will include quality assurance and enhancement within the curriculum area and therefore is responsible for the implementation of school policy and procedures as they relate to the programmes. S/he is also responsible for the systems of critical review of the curriculum, in particular annual reviews of programmes, liaison with external examiners, co-ordination of modular feedback and are the Chairs of the Boards of Studies.

### **Student Learning Assistants (SLAs)**

You also have access to the Certificate of Higher Education Environmental Health, BSc (Honours) Environmental Health, SLAs who are experienced, highly motivated and capable second and third year students who have 'been there' and know the typical academic problems you may face as a new student. You will not be taught by an SLA but they will work with your lecturers to support you both in the classroom and

outside and in small groups or one to one sessions. You can find out who your SLAs are on UniHub: <http://unihub.mdx.ac.uk/study/ldu/SLA>

## Student website – UniHub

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One of your primary sources of information is the student website **UniHub**; <http://unihub.mdx.ac.uk> which can be accessed on and off campus. The site has the latest news and events from around the University, plus a lot of useful information about your support services as well as all the important regulations and policies you should be aware of. This website is your first port of call for all general Middlesex information although some of the important items are included in this handbook.

The site also has a password protected section **myUniHub** (accessed from the UniHub home page). Here you can view personalised information on your studies such as your **timetable**, **grades**, **programme information** and **coursework** as well as undertake most administrative tasks such as **enrolling** and **updating your contact details**.

### Login details for myUniHub

Your login details to access the personalised areas of UniHub are:

- **Username:** Your **IT User ID** – this is the 5 digit code found on the reverse of your student card in the format *aannn* (where ‘aa’ are your initials and ‘nnn’ is a system generated number).
- **Initial password:** Your 9 digit **student number** (including the ‘M’) and the first three characters

of your birth month e.g. M12345678nov. When you first log in you will be prompted to change your password to something more memorable (you should have already done this).

**You can find both your IT User ID and your student number on your student card.**

*If you have any problems accessing myUniHub please contact UniHelp: <http://unihub.mdx.ac.uk/unihelp>*

### ***UniHelp - General advice and support***

*Complementing UniHub is UniHelp which offers face-to-face, email and telephone information and advice seven days a week. The UniHelp desk is located on the Ground Floor of the Sheppard Library but you can also contact UniHelp by email, phone or online.*

*Phone: +44 208 411 6060*

*Email: [unihelp@live.mdx.ac.uk](mailto:unihelp@live.mdx.ac.uk)*

*Online: <http://unihub.mdx.ac.uk/unihelp>*

## **Email**

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As an enrolled student you have your own university email address. Lecturers, the UniHelp advisors, the library and other areas of administration will use this e-mail address to contact you so it is critical that you check your account regularly (at least twice a week).

Your email address is your IT User ID and is in the form *aannn@live.mdx.ac.uk* where ('aa' are your initials and 'nnn' is a system generated number). Your IT user ID is found on the reverse of your student ID card.

You can access your email by logging into UniHub and going to the My Middlesex page;  
<https://myunihub.mdx.ac.uk>

Quick guides on using your account are available on UniHub; <http://unihub.mdx.ac.uk/support>

In case of any problems with your email please contact UniHelp: <http://unihub.mdx.ac.uk/unihelp> by phone (+44 208 411 6060) or in person at the Sheppard Library.

## **Text messages**

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We may also send you text messages with important and urgent information so please ensure that you provide us with an up-to-date mobile phone number when you first enrol and inform us when it changes (see below for how).

## **Your contact and personal details**

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It is very important that you keep us informed of any changes to your personal contact details and of your emergency contact at all times. You can view and change what we currently have recorded for you on the Admin and Finances page of myUniHub;  
<https://myunihub.mdx.ac.uk/web/home-community/myadminandfinances>

**Please note that you cannot change your name online.** This has to be done in person at the UniHelp desk in the Sheppard Library with official supporting documentation (marriage certificate, passport etc).



## **Giving your feedback – suggestions and complaints**

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From time to time you will be asked for your feedback on your programme, modules and the University. This feedback is important to us and we aim to let you know what has happened as a result. One way we do this is through the university publication You Said We Did which can be read on the Student Feedback pages on UniHub: <http://unihub.mdx.ac.uk/mdx/feedback>.

We welcome your suggestions on how we might improve even when this takes the form of a complaint. If you have a suggestion or a complaint about any aspect of university life then please raise it with the person concerned in the first instance. If you are not satisfied with the outcome you can progress the matter through the management structure of the University. Full details of how to do this are available on the student feedback pages of UniHub: <http://unihub.mdx.ac.uk/mdx/feedback>

## **Data Protection and Privacy**

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The information that you provide at enrolment is held on a computerised database and maintained in accordance with the Data Protection Act. We ensure that the data is held securely and not disclosed to third parties without your consent, unless we are obliged to do so by law (for example the annual student record that we submit to the Higher Education Statistics Agency).

To ensure security, continuity and privacy, the University discourages the use of private accounts for University

business. You should ensure that the personal information about you is accurate and up to date but you are not required to publicise this private information to other students or individual members of staff.

# YOUR PROGRAMME

## The Programme

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The Programme is validated by Middlesex University. This means that if you successfully complete all parts of the Programme you will receive one of the following qualifications according to your award:

Certificate of Higher Education in Environmental Health  
B.Sc. (Honours) Environmental Health

And may if you wish attend the appropriate Middlesex University graduation ceremony.

If you do not complete the full Programme you will be given a transcript recording any individual elements of the Programme successfully completed. The first year of a three year degree represents a Certificate of Higher Education; two years of the degree represents a Diploma of Higher Education.

### Overview

The essence of the awards is to examine health stressors, health gain and the improvement of public and community health through the interventions by environmental health practitioners. This recognises the importance of the environmental health practitioner in the delivery of the health improvement agenda as advocated by the CIEH/Health Development Agency model entitled **2012** and by the Department of Health.

The programmes are designed to create practitioners that fill the skills gap identified by stakeholders and in particular the skills of:

Advocacy

Management and Leadership

Community Development

Public Health Improvement Strategies

Specialisms in Food Safety and Occupational Health and Safety.

Students on the awards follow a common first year with an emphasis on grounding skills in risk assessment, legal interpretation together with core science. Students studying on the Certificate in Higher Education Environmental Health finish after this year. Students on the Degree pathways carry on to the second and third year where there is a focus on key disciplines of environmental and public health practice and the specialist areas of food safety and occupational health and safety.

Environmental Health is a recognised profession both in the UK and world wide. Environmental Health Practitioners must develop generalist knowledge, skills and competence in order that they may practice in the key areas of environmental health and also to specialise in particular fields. The BSc (Honours) Environmental Health award is accredited by the Chartered Institute of Environmental Health (CIEH) and is designed to equip students to enter the modern environmental health profession. The BSc Environmental Health gives a firm grounding in all the key areas of environmental health such as food safety, occupational health and safety, environmental protection, housing and public health and goes on to focus on the specialisms of Food Safety and

Occupational Health and Safety linked with public health strategy.

Students from Partner Colleges and Agencies

Students may enter the B.Sc. Environmental Health following satisfactory completion of a Foundation Year in Environmental Health or Foundation Degree in Environmental Health or other similar programme with one of our partner organisations (or other academic organisation). There may need to be additional credits added to account for differences in the curricula. All students should seek advice from the Programme Leader.

### **Recognising Prior Learning**

Students should note that accreditation of prior experience and/or qualifications is possible.

It remains the student's responsibility to prove to the Programme Leader(s) and Admissions Tutor that they have the appropriate level of learning or skills.

For those of you studying on the B.Sc. Environmental Health award, you will be aware that the university is able to provide advanced standing on entry to the award of up to 120 credits.

Beyond this level of exemption the university must liaise with the professional body to award up to a maximum of 180 credits.

For the B.Sc. (Hons) Environmental and Public Health the university is able to offer prior accreditation to a maximum of 240 credits.

The mechanism for recognising exemption is as follows:

**A. For Students with Recognised Accredited/Certified Learning.**

Many students entering the environmental health programmes have studied on higher education programmes before (typically HNCs, HNDs, Degrees and postgraduate awards).

Clearly there is often some overlap between your past learning and that of the environmental health award. The teaching team have no desire to make you re-learn information that you have already formally gained. If you feel that there are elements of overlap then you should review the learning outcomes of each module with the view to showing the teaching team where your past learning matches the outcomes of the environmental health award. Copies of your transcript from your previous HEI are essential and it is always useful if you can provide copies of the programme handbook.

Students with a range of qualifications frequently find that there are more than 120 credits against which they wish to seek exemption.

In such instances 120 credits will be awarded in the first instance, against named modules.

For all other claims for exemption you will need to complete an essay which details how your past studies meet the learning outcomes of modules against which you wish to make further claim.

You will need to show how modules on other programmes match up to the modules against which you are seeking exemption, For example you may show

that a modules in microbiology and epidemiology together with a module in health promotion studies on a public health award would together meet the learning outcomes of Health Stressors and Microbiology.

You must therefore make direct reference to this programme handbook to identify the learning outcomes that are designated on the modules.

The essay must highlight what you have learnt from your previous studies rather than just making a comparison of learning outcomes, for example:

“my previous module in atmospheric pollution control provided me with detailed understanding of pollution sources, dispersion of pollutants and a considerable knowledge base on how to control pollutants with technological solutions.

**Pre-accreditation assists in limiting the number of modules studied and often the amount of attendance required. However, it should be noted that it can at times place you at a disadvantage since we will expect the same level of knowledge and understanding from you as from students who have taken the module with the university**

## **B. For Students Seeking Exemption via Experience**

In such cases, because there has yet to be an assessment of your knowledge and skills, you are required to produce a portfolio of evidence of your

practice which will be viewed by the School's Accreditation Panel.

The portfolio should provide examples of your work and a narrative identifying what you have learnt from the process.

As such you can put in cases upon which you improved your practice, as well as those that provide evidence of the level of competency you are working at.

Field notes, file notes, pictures, notices, letters are all useful evidence that can be compiled to provide the panel with a portfolio which can be used to judge the level of your professional practice.

Administratively you will be registered to a level 1 work based learning module WBS1xxx and will be awarded a grade against this module. In relation to your programme of study, subject to successful completion of this module you will be awarded a pass grade against the modules for which you are seeking exemption.



**Example:**

WBS1xxx used to show that a technical officer in food is able to meet the learning outcomes of the BIO3402 Food Science module and BIO1605 Environmental and Health Stressors

Module	Grade
WBS1xxx	7
BIO 3402	Y
BIO1605	Y

As this process involves considerable guidance and assessment there will be a charge for this process equivalent to a standard university 15 or 30 credit module.

## **Accessing your timetable**

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The timetable is finalised over the summer but once this is done you can access your personal timetable from myUniHub; <https://myunihub.mdx.ac.uk/web/home-community/mystudy> (you can also search the whole university timetable here too). You are allocated to timetabled lectures, labs, seminars, workshops etc based on your module registrations.

If your timetable is incomplete or you are unable to view it then please contact UniHelp: <http://unihub.mdx.ac.uk/unihelp> by phone (+44 208 411 6060), in person at the Sheppard Library or by email ([unihelp@live.mdx.ac.uk](mailto:unihelp@live.mdx.ac.uk)).

## **Bridging materials – ‘Getting started’ and ‘My Programme’**

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Prior to starting at Middlesex you would have received access to the ‘Getting started’ and ‘My Programme’ bridging materials on your Getting Started page of UniHub. We hope you have found these useful but if you haven’t had a chance to read them then you should do this as soon as possible.

After the start of term your Getting Started page will no longer appear in UniHub however you can still access the bridging materials via the My Study page on myUniHub; <https://myunihub.mdx.ac.uk/web/home-community/mystudy>

## **Programme structure diagram**

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### **Diagram showing structure of award: Certificate in Environmental Health (FULL TIME MODE)**

Year 1 ←———— 24 weeks

BIO 1602	Applied Environmental Science
PRS1002	Law and Professional Practice
BIO1605	Environmental and Health Stressors

BIO 1603	Functional Anatomy and Pathology
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### **Diagram showing structure of award: Certificate in Environmental Health (PART TIME MODE)**

Year 1 ←———— 24 weeks

PRS1002	Law and Professional Practice
BIO1602	Applied Environmental Science

Year 2

BIO1605	Environmental and Health Stressors
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BIO 1603	Functional Anatomy and Pathology
----------	----------------------------------

Diagram showing structure of award: B.Sc. (Hons.)  
Environmental Health  
(FULL TIME MODE)

Year 1      Sept    24 weeks

May  
←

BIO1602	Applied Environmental Science
---------	-------------------------------

PRS1002	Law and Professional Practice
---------	-------------------------------

BIO1605	Environmental and Health Stressors
---------	------------------------------------

BIO1603	Functional Anatomy and Pathology
---------	----------------------------------

Year 2      Sept    24 weeks

May  
←

BIO2003	Approaches to Experimental Research
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BIO 2505	Health Stressors and Microbiology
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BIO2404	Food Safety	15 credits
---------	-------------	------------

BIO2210	Occupational Health and Safety
---------	--------------------------------

BIO 2115	Environmental Pollution	15 credits
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PRS 2106	Environmental Health
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Year 3    Sept

24 weeks

May  
←

BIO3405	Food Safety Practice
BIO3210	Occupational Health and Safety Practice
PRS3202	Applied Environmental and Public Health Strategy
PRS3330	Dissertation

Diagram showing structure of award: B.Sc. (Hons.) in Environmental Health (PART TIME MODE)

Year 1	BIO1602	Applied Environmental Science	
	PRS1002	Law and Professional Practice	30
Year 2	BIO1603	Functional Anatomy and Pathology	
	BIO1605	Environmental and Health Stressors	
Year 3	BIO2115	Environmental Pollution	15 credits
	PRS2106	Environmental Health	
	BIO 2505	Health Stressors and Microbiology	
Year 4	BIO2003	Approaches to Experimental Research	
	BIO2404	Food Safety	15 credits
	BIO2110	Occupational Health and Safety	

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Year 5

PRS3202	Applied Environmental and Public Health Stra
BIO3210	Occupational Health and Safety Practice

Year 6

BIO3405	Food Safety Practice
PRS3330	Dissertation

This example of a part time route shows the maximum amount of time to study part time and represents one day a week attendance. It is possible to reduce the time taken to 4 years by studying 90 credits in some years or by studying full time for a year - but this will involve attendance of up to 2 days a week.

## The modules you will study

You can find a list of the modules you are currently registered for within the My Learning area on the My Study page of myUniHub;  
<https://myunihub.mdx.ac.uk/web/home-community/mystudy>.

When you click on any of the modules you will be able to access associated learning materials (e.g. lecture notes), information on the learning aims and outcomes and assessment methods as well the schedule for assessment which will include deadlines for the submission of your assessment.

**Announcements for any of your modules will also appear in My Learning on myUniHub so you should log in and check each module regularly.**

## Module Information

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PRS1002	Law and Professional Practice 30 Credits
BIO1602	Applied Environmental Science 30 Credits
BIO1605	Environmental and Health Stressors 30 Credits
BIO1603	Functional Anatomy and Pathology 30 Credits
BIO2003	Approaches to Experimental Research 30 Credits
BIO2505	Health Stressors and Microbiology 30 Credits
BIO2210	Occupational Health and Safety 15 Credits

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BIO2404	Food Safety 15 Credits
PRS2106	Environmental Health Housing Practice 15 Credits
BIO2115	Environmental Pollution 15 Credits
BIO3405	Food Safety Practice 30 Credits
BIO 3800	Practical Food Inspection 10 Credits
BIO3210	Occupational Health and Safety Practice 30 Credits
PRS3202	Applied Environmental and Public Health Strategy 30 Credits
PRS3330	Dissertation 30 Credits

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# Progressing on your programme

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## Academic Levels and Module Level Descriptors

Each module that you take will have one of the academic levels below assigned to it:

Description	Middlesex University/ FHEQ* levels
Foundation level	3
Certificate level	4
Intermediate level	5
Honours level	6
Masters level	7
Doctoral level	8

\*Framework for Higher Education Qualifications

Academic levels reflect how complex and demanding the learning will be as well as the depth of study and how autonomous you are expected to be as a learner. The University module level descriptors describe the characteristics of each level at Middlesex and can be found online at;

<http://www.mdx.ac.uk/regulations/moduleleveldescriptors.aspx>

**It is suggested that you read these to get an idea of how each academic level is different and to some extent what will be expected of you.**

## Grading Scale

The University has a 1-20 grading scale, **with grade 1 being the highest grade**. The chart below illustrates how the grading scale equates to the level of classification:

Grade	Class of Honours Degree
1 - 4	First
5 - 8	Upper second (2:1)
9-12	Lower second (2:2)
13-16	Third

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17	<b>Fail</b> – marginal Compensation allowed
18	<b>Fail</b> Compensation allowed
19	<b>Fail</b> Compensation not allowed
20	<b>Fail</b> - Incorporating failure to participate in assessment necessary to achieve all learning outcomes. Compensation not allowed

Please note that your programme may not permit compensation in particular modules as the learning outcomes form a core component of your study. These modules are clearly identified in the Programme Specification in the Appendix A. **No modules on the Environmental Health Programmes are allowed Compensation.**

It is important to note that further administrative grades are also used to indicate deferrals and academic misconduct etc. The full scale with more information can be found in the Assessment Regulations section on the Your Study pages of UniHub; <http://unihub.mdx.ac.uk>

### **Grade criteria**

When assigning grades to your assessment the 20 point grading scale is used in conjunction with the University grade criteria guide, as well as the module descriptors mentioned earlier. The grade criteria guide describes what standards and competencies you must achieve for each grade and is available online at:

<http://www.mdx.ac.uk/regulations/gradecriteriaguide.aspx>

### **Re-assessment and further information about the regulations**

As well as providing an explanation of the grading scheme the Your Study pages on UniHub (<http://unihub.mdx.ac.uk>) also contain useful information on some of the following areas:

- what happens if you don't pass (re-assessment),
- progression,

- deferrals,
- extenuating circumstances,
- results,
- coursework
- exams

If you have any questions about what your grades or status mean then you should look at these pages first and/or talk to your Achievement Advisor.

## **Library**

A series of Library Subject Guides (<http://libguides.mdx.ac.uk>) have been designed to assist students. Each one supports an individual subject area, including the Cert HE Environmental Health, BSc (Honours) Environmental Health, and includes links to useful resources such as key websites and blogs as well as general help with studying and researching topics for assessment.

You can get also specialist support from your Liaison Librarian (see Key Contacts at the start of this handbook) who provides information and research skills workshops relevant to Cert HE Environmental Health, BSc (Honours) Environmental Health. The subject librarian works closely with your lecturers to ensure the resources and support that you need is available. You can contact your librarian if you require individual support or if you would like to suggest a book/DVD etc for the library.

Please refer to UniHub for full information about the library and learning resources available to you:

<http://unihub.mdx.ac.uk/study/library>

## **Learner Development Unit**

The Learner Development Unit (LDU) is a team of specialists in academic writing and English language development, numeracy and dyslexia support. You will see us at different times throughout your academic career.

If necessary, we can provide you with an individual programme of support, which could involve intensive courses, self-study materials and close monitoring of your progress.

Help with maths is available from our 'Maths, Stats & Numeracy Support' team, in the form of embedded, small group, online and individual provision.

Often we will be in your School working alongside your subject lecturers to help you understand what's expected of you on your programme. We are likely to work with you in this way on the writing process, preparing for presentations, making the most of feedback, etc.

## **Learner Development Profile (LDP)**

During induction week we generate a LDP for each new Middlesex student. This helps us to find out in which areas we can support you. You will then receive tailored recommendations on which of our wide range of academic language courses, workshops, and materials are most useful to you.

## **Dyslexia support**

If you are dyslexic, you can receive specialist help from our Dyslexia/SpLD Support team, who work closely with the Disability Support Service. You will also find support at the University's Learning Resources Centres, which are equipped with assistive technologies and services, and have disability support representatives.

## Student Learning Assistants (SLAs)

We also coordinate the University's SLAs a group of highly motivated student peer-mentors who are here to help other students in their studies. You may see them helping out in tutorials or seminars, or you may see them offering help with academic writing. You can read more about SLAs online at [www.sla.mdx.ac.uk](http://www.sla.mdx.ac.uk).

## Contact details

Information on what we do can be found on the Your Study page of UniHub; <http://unihub.mdx.ac.uk> or you can contact us on 020 8411 5116 or at [LDU@mdx.ac.uk](mailto:LDU@mdx.ac.uk).

If you have questions about specific teams within LDU, please contact:

Academic writing and English  
language

020 8411 4609

[LDU@mdx.ac.uk](mailto:LDU@mdx.ac.uk)

Maths, Stat & Numeracy  
Support

020 8411 6280

[numeracy@mdx.ac.uk](mailto:numeracy@mdx.ac.uk)

Dyslexia Support  
020 8411 6073

[dystutor@mdx.ac.uk](mailto:dystutor@mdx.ac.uk)

## How and when you will be assessed

Please see <https://myunihub.mdx.ac.uk> and go to your programme area (Environmental & Public health).

**IMPORTANT:** Please note that assessment deadlines do occasionally change and while every effort has been made to ensure this is correct at the time of publishing you should check your email and 'My Learning' on UniHub so you are aware of any changes.

For more information about assessment, including how to submit please refer to Assessment Methods section of this handbook.

## Attendance requirements

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You should attend all scheduled classes and prescribed activities to be eligible for formal assessment. **Where your attendance fails to meet the minimum required to meet the learning outcomes of the module (as published) you may be excluded from the assessment and be graded X in the module.** The definition of the X grade is “Fail – incomplete without good reason: may not be reassessed”. It is your responsibility to ensure that your attendance fulfils the published attendance requirements.

The X grade is applied if you fail to participate in the learning processes of a module for which you are registered. It is not a “punishment” for poor attendance but recognition that you have not been able to prepare yourself for assessment in the content of the module. It is also given when you drop a module without formally removing it from your registered programme of study.

If you receive an X grade you may have the opportunity of taking the whole module again with permission from the Programme Leader, without grade penalty, though you will have to pay the module registration fee. You may only do this at Summer School (if available) or at the end of your programme.

For further guidance on attendance requirements, refer to the section on attendance which is available on UniHub; <http://unihub.mdx.ac.uk/study/attend>.

The full regulations regarding attendance are in Section C of the University Regulations: <http://www.mdx.ac.uk/regulations>

### Policy on late arrival

It is extreme disruptive to have students wandering in after the session has started. If you know in advance that you are going to be delayed, it is courteous to let the tutor know.

Some modules contain laboratory sessions. Students who arrive more than 10 minutes after the start of a laboratory session may be refused entry for safety reasons. Some tutors may allow admission for observation purposes only but it is at the discretion of the individual tutor.

## **Professional, statutory and/or regulatory body requirements**

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The Cert HE Environmental Health is the foundation programme to operate within Environmental Health practice. The programme replaces the HNC in Environmental Health which has been a popular programme for many years. The Cert HE is also a route-way to further study and in particular the BSc programmes offered by this University.

The BSc (Hons) Environmental Health aims to produce graduates able to demonstrate the complete set of environmental health practitioners competencies and gain corporate membership of the professional body and eventual Chartered Practitioner status

## **Professional Body (Chartered Institute of Environmental Health)**

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The CIEH is a Chartered independent professional body representing those that work in environmental health and related disciplines. One of its main tasks is to promote the principles and practices of environmental health for the benefit of the public.

Students on the BSc (Hons) Environmental Health will be encouraged to become student members of this organisation and to take an active role in the future of the profession. Such membership is currently free and you will receive the professional journal free of charge during your studies

**Student members also have access to the research library of the professional body based at Chadwick Court, 15 Hatfields, London, SE1 8DJ.**

The University invites the professional body in during the first year of your studies to introduce you to the profession and thereafter to explain the assessment requirements of the professional examinations.

The professional body also are responsible for accrediting and monitoring the quality of the programmes offered in environmental health

## **Requirements To Practice As An Environmental Health Practitioner**

The BSc (Hons) Environmental Health has been designed to meet the CIEH curriculum for undergraduate environmental health programmes. The content is designed to equip you with the core knowledge and skills to enable you to progress to full professional qualification as an Environmental Health Practitioner (EHP). The core areas of Environmental Health are taught to ensure that you can become an environmental health general practitioner. In addition, this programme goes on to focus on food safety and occupational health and safety. Graduates of the BSc (Hons) Environmental Health at Middlesex University can therefore go on to become a General Practice EHP if they meet the CIEH professional requirements (completion of the related Experiential Learning Portfolio (ELP) plus professional exams & professional interview). Graduates of this programme may wish to also become recognised as a specialist EHP in food or occupational health and safety and this award will allow them to pursue this option if they meet the CIEH professional requirements (completion of a specialist portfolio of competences) plus professional exams & professional interview)

In order to practice as an Environmental Health Practitioner, students must receive a Certificate of Registration from the Environmental



Health Registration Board. There are three principal elements to gaining such a certificate, these are:

1. To have completed a programme of study accredited with the CIEH. The BSc (Hons) Environmental Health offered by Middlesex University is accredited by the CIEH.
2. To have undertaken a period of work based learning in the environmental health field. It is strongly recommended that a proportion of this time is spent with a local authority. This period of training is currently reviewed through an assessment of a workbook of activities and a portfolio of evidence of activities undertaken, which is independently assessed by the CIEH.
3. To undertake an element of professional assessment undertaken by examiners appointed by the CIEH (for which there is a charge administered by the CIEH).

On completion of the above you will be able to receive a Certificate of Registration from the Environmental Health Registration Board (EHRB) which allows the title of Environmental Health Practitioner to be used.

## **Health and Safety requirements**

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Information and advice regarding health, safety and welfare is available on Your Support Services page on UniHub <http://unihub.mdx.ac.uk>. Here you will find useful information on:

- Health related issues such as registering with a doctor, dentist or optician. A summary of key infectious disease and a range of health matters such as minor illnesses, alcohol, drugs and travel.
- Health and safety issues such as the University's Health and Safety policy, first aid arrangements, fire procedures, accident reporting procedures and how to raise concerns. Also, several other key health and safety related policies such Alcohol and Substance Misuse and No Smoking.

- Personal safety related issues such as, reporting and dealing with crime. These are supported by useful numbers to contact while on campus or in halls.

You are strongly advised to **register with a local doctor on enrolment** if you have moved away from home. More detailed guidance on the above will be brought to your attention at the start of your studies.

### **Personal Evacuation Plans**

If you have specific long or short-term disabilities, it may be that you will require a specific plan to be agreed and in place so that you can evacuate, or be evacuated from University buildings safely during an emergency. If you think you need to discuss an evacuation plan, please contact the School Student Office in the first instance. Otherwise, if you are registered as disabled, you should independently be contacted by the School safety representative early in the new term to agree an emergency plan.

The Health and Safety Officer for the School of Health and Social Sciences is: Graham Shennan, Tel: 020 8411 4260 Email: [g.shennan@mdx.ac.uk](mailto:g.shennan@mdx.ac.uk)

## **Reviewing your progress**

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There are a number of activities built into the first year of your University experience to enable you to focus upon and understand your own learning and development and help you to progress to the second year and achieve good results.

Before starting at Middlesex you will have discovered more about your programme through accessing the **bridging materials** 'My Middlesex' and 'My Programme' and you may still be using these as they are designed to assist your transition to University beyond the first few days.

**Induction** activities would have also provided an initial introduction to study skills, personal development planning, academic standards and student expectations, along with the opportunity to get to know your fellow students and the programme team.

**During week 4** you will participate in an activity we call '**Progress Review**'. This focuses on your initial few weeks at Middlesex and is an opportunity for all Cert HE Environmental Health, BSc (Honours) Environmental Health students to share these experiences and raise any questions or issues with the programme team.

**By week 9** you will have settled into your programme of study and received some assessment feedback. At this point you will have a '**Programme Progress Review**' which will be a one-to-one discussion with a member of the programme team, to talk about your progress and achievement to date, academic progress and future aims.

A further opportunity for such a one-to-one discussion will be provided around **week 18** when you will review your progression and achievement to date and identify and plan to meet any specific needs and enable fulfilment of your future aims.

## **Feeding back on your programme**

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### **Boards of Study and student representatives**

Each programme (or group of programmes) has a Board of Study the purpose of which is to provide a forum for discussion between your student representatives and the staff involved in all aspects of the Cert HE Environmental Health, BSc (Honours) Environmental Health programme. The membership for all Boards of Study includes:

- Student representatives (see below for more information about being a student rep)
- Director of Programme/ Head of Department (Chair)
- Programme leader and other academic staff involved in the delivery of the programme/modules
- Support services representatives

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Your student representative is responsible for notifying the Board of issues which have been brought to them by you. Minutes are made of the discussions and decisions of each meeting and these are circulated to members. The minutes are also considered by the School during an annual review period. You can read the minutes of your Board of Study meeting online when they are made available by viewing them on Oasis +

### **Boards of Study meeting dates 2012/13**

These are not yet known and Student Representatives will be informed nearer the time by email invitation to attend.

**Student representatives** are elected (normally by the end of week 2) to ensure that the interests of students on the programme are adequately represented (they normally represent a year group of a particular programme) and to feedback to those students the outcomes of any meeting they attend.

You can find out who your representative is on the Middlesex University Students' Union (MUSU) website:

[http://www.musu.mdx.ac.uk/student\\_representation](http://www.musu.mdx.ac.uk/student_representation)

Student representatives attend Board of Study meetings but also student rep focus groups run by MUSU. The focus groups are run by the MUSU Vice President, Academic and give an opportunity for student reps to bring any issues to MUSU. In addition reps are encouraged to attend the MUSU Student Representative Council and AGM whereby you get to participate in the decision and policy making of the Union.

Being a student rep can be immensely rewarding as much of the experience you gain can be linked to your personal development and employability. The employment market is very competitive and prospective employers are looking for people who stand out and can

demonstrate, with real examples, skills listed in CVs. As a student rep you would get to put such skills into action, such as communication, leadership, teamwork, problem solving, time management etc.

More information, including student rep training dates, is available on the MUSU website: [http://www.musu.mdx.ac.uk/student\\_representation](http://www.musu.mdx.ac.uk/student_representation)

## **Middlesex Programme Feedback Survey**

The Programme Feedback Survey takes place towards the end of the academic year and is an online anonymous survey. The aim of the survey is to give you the opportunity to give your views on the quality of your programme and your satisfaction overall. You are asked to say how much you agree (strongly agree to strongly disagree) with 23 different statements in each of the following areas:

- Teaching on my course – questions about your lecturers
- Assessment and feedback – how prompt, useful and clear?
- Academic support – advice, support and contact with academic and non academic staff
- Organisation and management – communication and organisation of your course
- Learning resources – Library, IT and specialised facilities
- Personal development – confidence and communication skills
- Overall satisfaction
- Students' Union

It is important that you complete this survey as it helps us to identify what you think is going well and what we need to address to continue to improve the student experience for you and future students at Middlesex.

Results of the survey are available by the start of the new academic year and each programme or department is expected to produce an action plan to say how they intend to resolve any problems and share any good practice. This action plan will be discussed during Board of Study meetings with student representatives.

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# Employability

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Middlesex is committed to supporting you in enhancing your employability and helping you to develop professionalism in your field of choice as employers constantly tell us that they are looking for polished graduates who not only have a good degree but who also have the right skills, attributes and values to support their knowledge.

The Confederation of British Industry (CBI) defines employability as '**a set of attributes, skills and knowledge that all labour market participants should possess to ensure they have the capability of being effective in the workplace, to the benefit of themselves, their employer and the wider economy**'.

## Employability and your programme

The development of employability skills – for example, team work, self-management, business and customer awareness, communication, literacy and numeracy – are all integral parts of *[programme name]* although this may not always be evident to you as they will not always be presented as such.

Your first year modules address key graduate employability skills such as use of IT and numeracy. Later in the programme key skills for Environmental Health Practitioners are demonstrated e.g. practical food inspection, data analysis and research. On graduation you will be in a position to apply these skills in a practice setting as part of your professional registration with the CIEH.

Although there is no assessed placement on the programme you are encouraged to find work experience in an environmental health setting to apply your knowledge in real life situations. This is recommended after you have completed your level 5 modules but can be undertaken at any time up to and after your graduation.

Although this highlights to a certain extent how employability has been embedded in the Cert HE Environmental Health, BSc (Honours) Environmental Health curriculum, it is still your responsibility to actively seek out these skills and identify what is covered where.

Your employability cannot be ensured without your engaging with and understanding the importance of it. Once you take ownership of this, the University can support your development in a variety of proven and relevant ways both within your curriculum, outside of your curriculum and outside of the University, by helping you to make sense of your experiences and understand how to articulate your learning and development.

### **Personal Development Planning (PDP)**

PDP will provide you with an opportunity to assess the value of the skills and knowledge you are developing and identify your future learning and development needs. It offers a structured way to reflect on what you are good at and what you need to develop further. You will learn to review your own skill levels and what you have learned from different situations and environments, including your studies, part time work, voluntary work and other activities. You will record your reflections and use them to help you think about and plan your future development.

This is an important part of your personal development and reflects the working environment where employers encourage new graduates to assess their own continuous professional development (CPD) using a portfolio. You can also use your record of PDP as a valuable aid for marketing your skills to employers in recruitment and selection processes.

In order to help students reflect on, and record evidence of, these skills, Middlesex University has introduced Personal Development Planning for all first year students. In later years of the programme, you will be encouraged to continue with planning and recording your personal development. Your Careers Adviser will be able to provide you with further advice on how best to use your PDP to help you build

up useful documentation of your skills. In Environmental Health the PDP is used as a building block for your Experiential Learning Portfolio which forms part of the CIEH professional assessment criteria.

Within the Environmental Health Programmes, students are encouraged to utilise 'Part 1' – 'the assessment diary' throughout their first year. The assessment diary requires you to reflect on your work and use feedback to help improve it and should encourage a positive attitude to learning throughout the Programme. You will be asked to bring your assessment diary to the student progression interviews held at two points through their first academic year. This ensures students are using feedback effectively and can help tutors identify problem areas.

At the end of the first year, students will be introduced to the environmental health specific Practice (or work experience) Preparation Portfolio (PPP). Students will be encouraged to work on this, in their own time during the second year. The PPP forms part 2 and 4 of the PDP. The PPP requires you to reflect on your academic experience and any work experiences you have had to date and help you to identify both your graduate and transferable skills and specific environmental health key skills to develop a focus on employability within the field of environmental health, and helps you start career planning.

Within the PPP, you should articulate your personal goals and evaluate progress towards your achievement. It is envisaged that the PPP will further help students identify opportunities for learning and personal development outside the curriculum. After completing the PPP, students should be more confident and able to seek relevant work placements and work experience to aid their academic studies and personal and career development.

By the start of year 3, it is envisaged that you will have completed the PPP. You should now understand how you are learning and relate these skills to a wider context. Some students may have gained placements or be in employment, and be working towards their



professional qualifications. If so, then the level 3 modules (for example BIO3405 Food Safety Practice, PRS3202 Applied Environmental and Public Health Strategy) that draw on the use of 'real life' case studies and scenarios that bridge the gap between academia and the work place will work in conjunction as opportunities to integrate classroom knowledge into work place settings. Should you choose, these can be added to the PDP personally marketing your learning achievements.

### **Employability support around the University**

In addition to the employability skills embedded in your programme there are various areas across the University which can aid with the development of your skills. These include the Employability and Careers Centre, where you can get one-to-one support and advice; MUSU, where you can join and run societies; the LDU, who can assist with literacy and numeracy; or you can gain work experience as a Student Ambassador, Student Learning Advisor (SLA), Student Representative or through an internship. In addition to these, the University provides a range of extra-curricular activities which can help develop your employability. These include:

- Student exchange
- Mentoring
- Workshops
- Employer presentations
- Careers fairs

## **Employability and Careers Centre**

The Employability & Careers Centre is your space; it's a place to come and find out more about your future career options. The Centre is here to help you plan a route into employment and to help you to gain work experience while you're studying. It provides support and guidance to help you recognise and value the skills you have and are continually developing from current and past experiences.

You will hear about employability through your programme but be proactive in preparing for your future: We have Careers Advisers and placement staff who are specialists in their fields. You can contact the team, book appointments and access our extensive online resources by visiting us in CG08, just off the Quad, on 020 8411 4923, and at <http://unihub.mdx.ac.uk/work>

## **Assuring the quality of your programme**

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To ensure the high standards and quality of Middlesex University provision all programmes are subject to the University's academic quality assurance procedures (which include those procedures related to programme approval, monitoring and review).

### **External Examiners**

A key feature of these quality processes is the input from external subject experts (external examiners) who ensure that Middlesex awards are comparable to those of other UK higher education institutions, and that the programme curriculum, teaching, assessment and resources are appropriate.

You can read more about the role of External Examiners on UniHub: <http://unihub.mdx.ac.uk/study/academicquality/externalexaminers/>

# LEARNING & TEACHING AND ASSESSMENT

The learning, teaching and assessment approaches used throughout your programme will encourage you to be actively involved in your learning and to co-operate with other students. We aim to give you prompt feedback on your learning as well as opportunities to reflect upon and learn from that feedback.

## **Learning and teaching methods**

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You will be actively involved in a range of learning, teaching and assessment approaches as part of Certificate of Higher Education Environmental Health, BSc (Honours) Environmental Health. Such active approaches aim to put you at the centre of your learning so you are involved and engaged in all aspects of your assessment and learning. Your programme will require your active participation in learning activities and engagement with your fellow students both individually and collaboratively, working and learning with other students as part of a small group. Learning activities may also occur both within and outside the classroom.

Your learning will also be supported by technology. Increasingly your tutors will be using existing and emerging learning technologies to engage you in e-learning activities. Your programme will be facilitated using a variety of media and online tools (My Learning on UniHub, podcasts, wikis, etc) which will allow you flexible access to a diverse range of online resources, quizzes and learning materials as well as collaborative tools with which you can engage and learn with your peers. Not confined by the time and space associated with traditional teaching methods you may take part in online discussions and learning activities from wherever you are studying.

Your tutors and UniHelp advisors will provide any support you may need whilst learning online.

By engaging with e-learning you will also be developing skills which are essential for your learning and are also highly valued by Certificate of Higher Education Environmental Health, BSc (Honours) Environmental Health Programme Handbook 2012/13

employers. These include but are not limited to: working flexibly, communication, understanding of IT, team working and creating shared understandings based on quality resources and access to global expertise.

## **Assessment methods**

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Assessment is an integral part of learning and you may hear it referred to as **formative** or **summative**.

**Formative assessment** is developmental in nature and designed to give you feedback on your performance and how it can be improved. As a result you will get detailed feedback on formative assessment but not a grade. Formative assessment is an important part of the learning process and has been shown to contribute to enhancement of learning and the raising of standards.

**Summative assessment** is designed to measure the extent to which you have achieved the intended learning outcomes of a module and therefore the appropriate grade to be awarded. Summative assessment should assess achievement of all learning outcomes in a secure, fair and accurate manner and on of Certificate of Higher Education Environmental Health, BSc (Honours) Environmental Health.

Please see the module narratives (appendix b) or your module handbooks for more information on the assessment for each module. Assessment may also involve self, peer or group approaches. For example, you may be asked to self-assess your own work, indicating where you feel you have clearly demonstrated your understanding and also identifying areas where you can see you have room to improve. Assessment may also be a peer process where students, individually or as groups, offer feedback on one another's work. Group assessment may also be part of your programme where part of the assessment requires you to demonstrate your ability to work as part of a group and possibly receive a group mark.

**Please see the module narratives or your module handbooks for more information on the assessment for each module.**

## **Submission, receipt, marking and return of assessment**

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### **Submission and receipt of assessment**

You will find all the deadlines for your first year assessment (both formative and summative) in your assessment schedule and online. Instructions on how to submit your assessment is given in the each module handbook but this will either be electronically via myUniHub or in person at the UniHelp desk in the Sheppard Library.

Your module handbooks have the precise details of when and how to submit your coursework and how you get a receipt confirming you have submitted it. Please refer to these and contact the module leader if you have any queries.

### **Exams**

Information about exams, including the timetable and advice on preparing and revising is available on UniHub;  
<http://unihub.mdx.ac.uk/study/exams>

Past exam papers, if available, can be accessed via the My Study area of UniHub: <https://myunihub.mdx.ac.uk/web/home-community/mystudy>

In some cases, for example where there are copyright restrictions, it may not be possible to publish past examination papers. In this case please ask the relevant Module Leader for information.

If you are concerned about your exams then please contact **Ruth Plume on 0208 411 5227**

## **Marking, second marking and moderation**

A sample of examination papers and coursework assignments are moderated internally by the module tutors with the programme leader and/or Director of Programmes (where the programme leader is part of the module team).

All coursework and examinations that do not meet the pass grade are moderated to ensure that there is agreement on the grade. After being marked all examination scripts are checked to ensure that marks' totals are correct and all sections have been marked.

A sample of coursework and examination scripts are available for moderation by the external examiner(s). In addition all failed assessments are seen by the external.

All projects are double marked. As a final check, the overall profile of marks for the module are examined internally and externally to ensure consistency of standards both within and between subjects or programmed, and against national higher education standards.

## **Return of coursework**

You are expected to keep a copy of all your coursework and should be kept somewhere safe, e.g. on a memory stick. As the marked copy is not normally returned to you it is important you keep a copy of your work so you can understand the feedback properly. For modules where there is a portfolio based upon practice then you can collect your portfolios can be collected. All portfolios will be kept for a maximum of one academic year before they are sent for recycling.

Exam scripts are not returned to any student however you can obtain feedback on exam performance by contacting the module leader.

# Assessment Feedback

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Feedback on your assessment (both formative and summative) provides the opportunity for you to reflect and to use the feedback as the basis for learning and to improve your work.

Feedback can take many forms and may be informal. For example it may be given and discussed orally in the classroom, or it may be more formal and delivered in written or audio form from academic staff or fellow students. Understanding your feedback is very important and to achieve this you are encouraged to discuss feedback with your peers and academic staff.

Receiving feedback on your work is an essential and important part of learning and therefore all programmes provide regular opportunities for formative assessment the purpose of which is to get detailed feedback on your performance so you get a regular update on how you are developing and to prepare you for any summative assessment.

Feedback on summative assessment will be offered in a variety of forms and all your work will be marked and moderated in line with the Code of Assessment Practice which can be found in section M of the University Regulations: <http://www.mdx.ac.uk/regulations>

**You will normally be provided with feedback within 15 working days of the published submission date.**

All forms of assessment are part of the learning process. You should be provided with either individual or collective feedback on your assessed work.

## Feedback on coursework

Arrangements for feedback are made at a modular level but all students can expect to receive effective and efficient feedback on work that is assessed formatively and summatively.

Once submitted and marked students can collect their feedback which will normally consist of an assessment feedback sheet with written comments on it. This will also give an indication of how you performed in relation to the assessment criteria. Students are therefore, reminded to arrange to collect their feedback to assist in their learning.

### **Feedback on examinations**

Arrangements are made at a module level. Once the examination is undertaken and marks published, students can collect their feedback form. This will in general be an individual feedback sheet or generic feedback for example the module team may provide an example written answer, tutorial or other information indicating expected answers for the examination.

Comments on examination scripts and marks

Comments can be made on the examination script to facilitate marking of the paper and to assist the external examiner.

### **Viewing scripts**

If you want to see your scripts you must arrange this through your tutor within 14 days of the release of results. Please note that on occasion scripts are sent to the external examiner during this period. Alternative arrangements will be made in this instance.

### **Proposition modules/dissertations/projects**

The project supervisor is the first marker. The module leader for the project module appoints a second marker usually but not always within the field of expertise for the project work.

Projects are marked “blind” and therefore marking is independent. The grades from the two markers are moderated to finalise the overall grade.



## Submission and receipt of coursework

Your module handbooks have full details of how to submit your coursework and how you will get a receipt confirming you have submitted it.

## Progressing on your programme

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### Academic Levels

Each module that you take will have one of the academic levels below assigned to it:

Academic level	Description
3	Foundation level
4	Certificate level (e.g. Cert HE)
5	Intermediate level (e.g. FdA or Dip HE)
6	Honours level (e.g. BA, BSc)
7	Masters level (e.g. MA, MSc)

**Academic levels** reflect how complex and demanding the learning will be as well as the depth of study and how independent you are expected to be as a learner. The University **module level descriptors** describe the characteristics of each academic level at Middlesex and can be found in section M of the University Regulations; <http://www.mdx.ac.uk/regulations>.

**It is suggested that you read these to get an idea of how each academic level is different and to some extent what will be expected of you.**

## Your grades

Your module handbooks will give information on how the marks for different items of summative assessment are combined to give your final grade.

The University has a 1-20 grading scale, **with grade 1 being the highest grade and 20 the lowest, 16 is the minimum required to achieve a pass**. The chart below illustrates how the grading scale equates to the level of classification:

Grade	Class of Honours Degree	
1 - 4	First	Distinction
5 - 8	Upper second (2:1)	Merit
9-12	Lower second (2:2)	Pass
13-16	Third	Pass
17	<b>Fail</b> – marginal Compensation allowed	<b>Fail</b> – marginal Compensation allowed
18	<b>Fail</b> Compensation allowed	<b>Fail</b> Compensation allowed
19	<b>Fail</b> Compensation <b>not</b> allowed	<b>Fail</b> Compensation <b>not</b> allowed
20	<b>Fail</b> - Incorporating failure to participate in assessment necessary to achieve all learning outcomes. Compensation <b>not</b> allowed	<b>Fail</b> - Incorporating failure to participate in assessment necessary to achieve all learning outcomes. Compensation <b>not</b> allowed

**Further administrative grades** are also used to indicate re-assessment, deferral, academic misconduct etc. The full scale can be found in the Assessment Regulations section in the Your Study area of UniHub; <http://unihub.mdx.ac.uk/study/assess/results>

## Grade criteria

When assigning grades the 20 point grading scale is used in conjunction with the University grade criteria guide as well as the module descriptors mentioned earlier. Grade criteria describes what standards and competencies you must achieve for each grade and can be found in section M of the Regulations:

<http://www.mdx.ac.uk/regulations>

If you have any questions about what your grades or status mean then you should look at the Assessment and Regulations pages on UniHub <http://unihub.mdx.ac.uk/study/assess> first and then talk to your **Student Achievement Officer**.

## Re-assessment

Although no one anticipates failing a module, it is important that you are aware of what happens if you do. Normally you would be entitled to one re-assessment opportunity if you don't pass and there is no financial cost associated with this second attempt. You should however consult the Your Study area on UniHub for more information <http://unihub.mdx.ac.uk/study/assess/progression> or contact **your Achievement Officer** if you have any questions.

## Deferral of assessment

If there are exceptional circumstances which through no fault of your own are preventing you from completing all or some of your assessment (e.g. submitting coursework or taking an exam) you may seek permission to defer the relevant assessment to the next available opportunity. If you think this applies to you then you should first read the full Deferral Policy which is available in the Assessment and Regulations section of the Your Study area on UniHub: <http://unihub.mdx.ac.uk/study/assess/Deferral>.

Deferral requests should be submitted to the School of Science & Technology Student Office by completing the relevant form and attaching supporting documentation, e.g. medical certificates. **The final deadline for deferral applications is 2 weeks after the end of the exam period** (the dates of which are in the academic calendar at

Certificate of Higher Education Environmental Health, BSc (Honours)  
Environmental Health Programme Handbook 2012/13

the start of this handbook). The deferral form is available from the Admin and Finances section of myUniHub:

<https://myunihub.mdx.ac.uk/web/home-community/myadminandfinances>.

If you have any questions about deferrals please contact School of Science and Technology Data & Assessment Office.

If you have difficulties accessing resources after deferral (e.g. accessing the University network and UniHub) then contact UniHelp: <http://unihub.mdx.ac.uk/unihelp> by phone (+44 208 411 6060), in person at the Sheppard Library or by email ([unihelp@live.mdx.ac.uk](mailto:unihelp@live.mdx.ac.uk)).

## Extenuating Circumstances

If you do not wish to defer your assessment, but are concerned that exceptional personal circumstances (e.g. ill health) might affect your performance in assessment, you can submit a claim for extenuating circumstances. Your circumstances will be kept confidential but will be summarised by the School's Assessment Officer and brought to the attention of the appropriate Assessment Board. If you think this applies to you then you should read first read the information in the Assessment and Regulations section of the Your Study area on UniHub: <http://unihub.mdx.ac.uk/study/assess/extenuating>

It is important to note that extenuating circumstances are only considered when determining the progression or final classification of borderline students. **They cannot be used to change the grade of a module.**

Claims for extenuating circumstances should be submitted to School of Science & Technology Student Office by completing the relevant form and attaching supporting documentation, e.g. medical certificates. The **final deadline** for submission of extenuating circumstances forms with supporting documentation is the **last date of the examination period**. The extenuating circumstances form is available from the Admin and Finances section of myUniHub:

<https://myunihub.mdx.ac.uk/web/home-community/myadminandfinances>

If you have any questions about extenuating circumstances please contact the Science & Technology Data & Assessment Office.

## Results

At the end of each academic year your module grades will be considered and confirmed by an Assessment Board and if you have successfully completed all your assessment you will be able to progress to the next year .

Once the Assessment Board has met you will be able to view your results and progression status in the My Study area on myUniHub; <https://myunihub.mdx.ac.uk/web/home-community/mystudy>. If any results are still provisional then they will be clearly labelled as such.

**The date for the release of results and progression decisions is on the Academic Calendar which can be found at the start of this handbook or at <http://unihub.mdx.ac.uk/mdx/calendar/index.aspx>.**

## Certificates

When you graduate your final qualification certificate will be issued by the University and contain details of your qualification. **Your certificate will be sent to you within 4 months of the date the qualification is awarded** (usually the relevant Assessment Board date) and therefore it is very important that you keep your address details up to date if they change at any point. You can do this via the Admin and Finance section on myUniHub: <https://myunihub.mdx.ac.uk/web/home-community/myadminandfinances>

Full details of the information which will appear on your certificate are set out in the Middlesex Regulations, section E13.5: <http://www.mdx.ac.uk/regulations>

## Diploma supplement

All students are issued with a diploma supplement which is a supplement to your qualification certificate. This will include the modules you have taken, grades achieved and state your qualification with the classification and title but additionally it will also contain information on the nature, level, context, content and status of your studies undertaken and successfully completed. Diploma supplements are intended to help external parties such as employers or other higher education providers understand more about your programme in addition to your grades.

If at any time you need to request a copy of your diploma supplement then you can do so via 'Letters and Forms' on the Admin and Finances section of myUniHub: <https://myunihub.mdx.ac.uk/web/home-community/myadminandfinances>

## Academic misconduct

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Plagiarism is the presentation by a student of a body of material (written, visual or oral) as his or her own work which is wholly or partly the work of another. Plagiarism also extends to cover your own work previously assessed or published which is also required to be properly referenced. Taking unfair advantage over other authors, students or oneself in this way is considered by the University to be a serious offence.

The University takes serious action against any student who plagiarises whether through negligence, foolishness or deliberate intent. Therefore make sure written material, ideas, theories, formulae etc are acknowledged through the use of quotation marks, references and bibliographies. Information on the correct way of referencing and acknowledging work from other sources is available on the Your Study pages on UniHub; <http://unihub.mdx.ac.uk/study/academicpractice>

**Academic misconduct also covers examinations.** You should ensure that you read the exam regulations before attending your exams to ensure you know what is expected of you and what is permitted. These can be found in the Your Study section of UniHub: <http://unihub.mdx.ac.uk/study/exams/regs>

It is important that you are aware of what constitutes academic misconduct and section F of the University Regulations gives this in full: <http://www.mdx.ac.uk/regulations>

If you have any questions regarding plagiarism or academic misconduct then please contact **Ruth Plume on 0208 411 5227.**

### **Undertaking your final year project**

#### **Statement of ethical approval**

**For each module which requires the student to undertake a research project, s/he is required to attach the ethics approval letter to their research report. If this was not required the student must complete and attach a statement to their project report explaining why this was not necessary.**

**Students should not start data collection without seeking ethical approval. In the event of the student failing to do this, any work submitted will be automatically awarded a grade 19 and the circumstances of the omission investigated with the student and supervisor by the module leader and appropriate action taken. If allowed to re-submit, new data will need to be collected.**

## Appeals

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All students are able to appeal against Assessment Board decisions and the outcome of academic misconduct cases. The regulations for appeals are set out in Section G of the University Regulations: <http://www.mdx.ac.uk/regulations>.

If you are considering submitting an appeal against an Assessment Board decision then please consult the guidance on UniHub <http://unihub.mdx.ac.uk/study/assess/appeals>.

You can also contact the student welfare team in MUSU for advice or support: [http://www.musu.mdx.ac.uk/swirl\\_academic](http://www.musu.mdx.ac.uk/swirl_academic)



# SUPPORT

Although you are expected to be independent and to take responsibility for your own academic and personal life, there is still a lot of help available to support you throughout your programme.

## Academic Support

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### Academic staff

Your tutors will direct your studies and ensure that you know what work you need to cover in any given module. Seek advice from academic staff either during their office hours or by email or telephone.

### Student Achievement Officer support

In addition to the support available to you via academic staff and the UniHelp advisors, your Student Achievement Officer Lindsey Hendricks is your first point of contact for queries regarding your programme and will either help you to deal with those issues directly or will refer you to who you need to see.

You can also get valuable guidance on time management, planning your studies, preparing for assessment and tips on revision and exam technique. Additionally Maria Gordon or Bindya Shah can help you with the extenuating circumstances and deferral processes (including advising on evidence) although these are ultimately dealt with by the School Assessment Officer (see below).

### Contact details:

Lindsey Hendricks  
0208 4115202  
[l.hendricks@mdx.ac.uk](mailto:l.hendricks@mdx.ac.uk)

Maria Gordon  
0208 411 4927  
[m.gordon@mdx.ac.uk](mailto:m.gordon@mdx.ac.uk)

Bindya Shah  
0208 411 5369  
[b.shah@mdx.ac.uk](mailto:b.shah@mdx.ac.uk)

### **Assessment Officer support**

Assessment is an important aspect to your programme but you may find that at times personal circumstances can impact on your studies. Should you have circumstances which mean you need to defer your assessment you will find valuable guidance on the Your Study pages of UniHub, but you can also contact Maria Gordon or Bindya Shah who will guide you through the process.

#### **Contact details:**

Maria Gordon  
0208 411 4927  
[m.gordon@mdx.ac.uk](mailto:m.gordon@mdx.ac.uk)

Bindya Shah  
0208 411 5369  
[b.shah@mdx.ac.uk](mailto:b.shah@mdx.ac.uk)

# Support services around the University

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## Information on UniHub

There are a number of dedicated support services which are available to you as a student which range from support with your studies to support with various aspects of your personal life. Using UniHub you can find out what is on offer, access any online resources and even book appointments.

- **Support services** <http://unihub.mdx.ac.uk/support> including:
  - Counselling,
  - Financial support,
  - International student support
  - Health and wellbeing
  - Disability support
  - Childcare
  - Religious needs
  
- **Academic support:** <http://unihub.mdx.ac.uk/study> including:
  - Learner Development Unit,
  - Library and IT resources,
  - Work – Employability and Careers
  - Exams
  - Assessment and regulations
  - Academic practice
  - Summer school
  - Study methods
  - Module registration
  - Attendance and withdrawal

## UniHelp

UniHelp is your University advice and information service which offers face-to-face, email and telephone support seven days a week.

**Email:** [unihelp@live.mdx.ac.uk](mailto:unihelp@live.mdx.ac.uk)

**Phone:** +44 208 411 6060

**Online:** <http://unihub.mdx.ac.uk/unihelp>

You can search the self service knowledge base to find the answers to frequently asked questions. UniHelp online can also often help to resolve your software or system access issues by remotely accessing your computer and guiding you through the process.

### In person

If you have any enquiries about any aspect of your life as a student at Middlesex, you can ask at the UniHelp desk situated on the ground floor of the Sheppard Library. UniHelp advisors offer information and support on all aspects of the University including

- programme administration
- student records
- money and welfare services
- library
- IT and information enquiries
- access to other university services

In fact, you can ask us about anything. If we can't help you straightaway or you need more detailed advice we'll arrange for you to see a specialist or direct you to appropriate workshops, drop-in sessions etc. Depending on the time of year there may also be specific staff available at the UniHelp desk for immediate specialist advice.

The UniHelp desk is also the central place for the submission and receipt of printed coursework which is not otherwise submitted electronically.

The UniHelp desk is open all through the year and for seven days a week during term-time.

## **Middlesex University Students' Union (MUSU)**

MUSU provides a number services, activities and projects. These include

- financial and resource support for student clubs and societies,
- welfare and academic advice, referral, representation and campaigning via SWIRL (Student Welfare & International Resource Lounge),
- the student rep scheme, which provides a formal and organised system of feedback on course provision,
- an online radio station with shows entirely hosted by student presenters (MUD Radio)
- a monthly magazine written and edited by current (sometimes former) Middlesex students (MUD Magazine)

The Union also runs a number of events and activities throughout the year including society, cultural and social event nights, the Freshers' Fairs during Induction Week, the MUSU Star Awards Ceremony an annual celebration of student volunteering plus many more.

More information about MUSU is available on line at:

<http://www.musu.mdx.ac.uk>

# Programme Specification and Curriculum Map for Certificate in Higher Education Environmental Health

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<b>1. Programme title</b>	Certificate in Higher Education Environmental Health
<b>2. Awarding institution</b>	Middlesex University
<b>3. Teaching institution</b>	Middlesex University
<b>4. Programme accredited by</b>	Programme recognised by Chartered Institute of Environmental Health
<b>5. Final qualification</b>	Certificate In Higher Education Environmental Health
<b>6. Academic year</b>	2012/13
<b>7. Language of study</b>	English
<b>8. Mode of study</b>	Full Time/Part Time

## 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 and Science

Plus one of the following:

A minimum of TWO passes at A-Level in a science or technology subject or “AS” level equivalents, with a minimum of 160 points if one subject at A2 is a Science or 200 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.

Suitably qualified overseas applicants and with an IELTS score of 6.0 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 – lectures deliver the knowledge, seminars and practical sessions embed & develop understanding

### Assessment Method

Students' knowledge and understanding is assessed by Laboratory reports, written assignments, in-course tests and presentations 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.
3. Relate knowledge of health stressors to the work place
4. Recognise the complexities of environmental health interventions

### Teaching/learning methods

Students learn these cognitive skills through case study analysis, laboratory based exercises and experiments. Group and mini seminars and Workshops. Students are encouraged to challenge and discuss concepts.

### Assessment Method

Students' cognitive skills are assessed by essay, written and oral examination and laboratory reports

<p><b>C. Practical skills</b></p> <p>On completion of the programme the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Inspect and investigate low risk environmental health issues</li> <li>2. Application of remedial measures</li> <li>3. Be able to make recommendations on a proposed course of action in relation to an Environmental Health problem</li> <li>4. Conduct themselves safely in a laboratory.</li> </ol>	<p><b>Teaching/learning methods</b></p> <p>Students learn practical skills through interactive participation in modules, laboratory exercises, formative assessment and through practice and group work. Students must consider options and issues surrounding interventions.</p> <p><b>Assessment Method</b></p> <p>Students' practical skills are assessed by laboratory reports, oral and written examinations</p>
<p><b>D. Graduate Skills</b></p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Effectively communicate in verbal and visual forms of presentation ability to write in a variety of formats (e.g. essays, reports, critiques)</li> <li>2. Demonstrate effective work in a team</li> <li>3. Effectively learning</li> <li>4. Use appropriate IT packages</li> <li>5. Determine personal and career development and time manage</li> <li>6. Use numeracy in the context of professional practice</li> </ol>	<p><b>Teaching/learning methods</b></p> <p>Students acquire graduate skills through reading, group work exercises, participation in the programme, structured and directed learning, reflection and formative and summative assessments</p> <p><b>Assessment method</b></p> <p>Students graduate skills are integrated into the other forms of assessment.</p> <p>The programme is designed to encourage students to develop a professional approach. These skills are developed through team work and reflection.</p>
<p><b>12. Programme structure (levels, modules, credits and progression requirements)</b></p>	
<p><b>12. 1 Overall structure of the programme</b></p>	
<p>The programme is normally studied full time, over 1 year or 2 years part time.</p> <p>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).</p>	



<b>12.2 Levels and modules</b>		
Level 1		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take all of the following: BIO1602 Applied Environmental Science PRS1002 Law and Professional Practice BIO1605 Environmental and Health Stressors BIO1603 Functional Anatomy and Pathology		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
<b>12.3 Non-compensatable modules</b>		
<b>Module level</b>	<b>Module code</b>	
1	BIO1602, BIO1603, BIO1605, PRS1002	
<b>13. A curriculum map relating learning outcomes to modules</b>		
See Curriculum Map attached.		
<b>14. Information about assessment regulations</b>		
<p>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</p> <p>Self deferral is not permitted</p> <p>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.</p> <p>There are a number of practical oral and identification tests within the award. The required pass mark for these tests are:</p> <p>BIO1603: Meat identification test: 60%</p> <p>BIO1605: Pestology test: 50%</p>		
<b>15. Placement opportunities, requirements and support (if applicable)</b>		
<b>Not applicable.</b>		
<b>16. Future careers (if applicable)</b>		
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 or Environmental and Public Health, but can also offer a wide range of employers an underpinning knowledge across these disciplines.		
<b>17. Particular support for learning (if applicable)</b>		
Learning resources at Hendon: Microbiology Laboratory, Science Laboratories, Pestology materials, specialist external lecturers,		
<b>18. JACS code (or other relevant coding system)</b>		181B910
<b>19. Relevant QAA subject benchmark group(s)</b>		Health Studies, Bio-sciences, Earth Science. Environmental Science and Environmental Studies.

## **20. Reference points**

- The following reference points were used in designing the programme:
- Relevant multi-disciplinary subject benchmarks: Earth Sciences, Environmental Sciences and Studies (2000) and Health Sciences (2000)
- Middlesex University (2006) Learning Framework Document
- Middlesex University (2009/10) Guide and Regulations
- School of Health and Social Sciences. Learning, Teaching and Assessment Policy and Strategy (2008)
  - School of Health and Social Sciences (2004). Assuring Academic Quality and Standards.
- Chartered Institute of Environmental Health core curriculum for undergraduate programmes 2007

## **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

Knowledge and understanding		Practical skills	
A1	The scientific, technological, and legal principles that impact on Environmental Health practice	C1	Inspect and investigate low risk environmental health issues
A2	The principal environmental and occupational stressors and vectors of disease and how to control them	C2	Application of remedial measures
A3	Hazard Analysis, risk assessment and basic risk management	C3	Be able to make recommendations on a proposed course of action in relation to an Environmental Health problem
A4	UK/EU law and governance	C4	Conduct themselves safely in a laboratory
A5	A range of inspection and investigation techniques		
Cognitive skills		Graduate Skills	
B1	Analyse and Recognise good practice in environmental health	D1	Effectively communicate in verbal and visual forms of presentation ability to write in a variety of formats (e.g. essays, reports, critiques)
B2	Evaluate the results of audit, and investigative analysis and the application of basic tools and methods in formulating action plans.	D2	Demonstrate effective team work
B3	Relate knowledge of health stressors to the work place	D3	Effective learning
B4	Recognise the complexities of environmental health interventions	D4	Use of appropriate IT packages
		D5	Personal and career development and time management
		D6	Numeracy

Programme outcomes																			
A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6	
Highest level achieved by all graduates																			
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

Module Title	Module Code by Level	A	A	A	A	A	B	B	B	B	C	C	C	C	D	D	D	D	D	D6
		1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	
Applied Environmental Science	BIO1602	x												x		x				x
Law and Professional Practice	PRS1002				x	x	x	x			x	x	x		x		x	x	x	
Environmental and Health Stressors	BIO1605	x	x	x		x	x		x	x		x								
Functional anatomy and Pathology	BIO1603	x												x		x				

## Programme Specification and Curriculum Map for B.Sc. (Hons) Environmental Health

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**Middlesex  
University**

<b>1. Programme title</b>	BSc. (Hons) Environmental Health
<b>2. Awarding institution</b>	Middlesex University
<b>3. Teaching institution</b>	Middlesex University
<b>4. Programme accredited by</b>	Chartered Institute of Environmental Health
<b>5. Final qualification</b>	BSc. (Hons) Environmental Health
<b>6. Academic year</b>	2012/13
<b>7. Language of study</b>	English
<b>8. Mode of study</b>	Full Time/Part Time

### **9. Criteria for admission to the programme**

#### **B.Sc. (Hons) Environmental Health**

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, Science

Plus one of the following:

A minimum of TWO passes at A-Level in a science or technology subject or “AS” level equivalents, with a minimum of 160 points if one subject at A2 is a Science or 200 points in all other cases OR

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

Applicants who have successfully completed a relevant (Science) ACCESS course with a minimum of a pass mark OR

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

Mature Students will be interviewed by the team to discuss suitability for study at level 1

Applicants who have successfully passed a HE Foundation Science programme.

Overseas applicants with an appropriate qualification and an IELTS score of 6.0 and over

## 10. Aims of the programme

This programme is vocationally orientated and designed to provide graduates with the skills necessary to analyse and evaluate environmental and public health problems in scientific, technical and managerial terms. The programme is designed to produce high quality practitioners, whose skill profile ensures that they can be efficiently and effectively employed in a variety of contexts. Graduates will have received a coherent body of theoretical and applied professional knowledge, transferable skill development, and a fundamental competency in the fields of environmental health, that incorporates the ethical dimension of practice.

The teaching team has sought to develop pathways that are directly relevant to environmental health professionals working in, or aspiring to work, in a wide variety of contexts but which fosters the development of an informed, critical and imaginative attitude to professional practice. This has entailed the development of programmes that concentrates on the acquisition of knowledge, together with the skills to appraise and evaluate such theoretical knowledge in a practical context.

The programme offers a balanced approach to managing environmental and public health in a range of settings and is designed to meet the changing face of professional practice.

The programme aims, on successful completion, to:

- a. Provide a multi-disciplinary understanding of the complexities of environmental and public health practice
- b. Provide a balance of scientific, technical, and legislative skills on which to base professional competence in relation to environmental health
- c. Enable students to identify, implement and evaluate appropriate control strategies to reduce harm to health
- d. Integrate strategic management skills in professional practice
- e. Enable students to identify principal stressors and their impact on human health.
- f. Respond positively and flexibly to a changing environment and facilitate the development of problem solving skills
- g. Justify appropriate research methodology to underpin a research and development ethos within the profession.
- h. Evaluate and appraise new information, review evidence and critically analyse conflicting theories and assimilate best professional practice
- i. Develop specialist knowledge & skills in the key areas of food safety and occupational health and safety

## 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, legislative and managerial principles that impact on Environmental Health practice
2. The principal environmental and occupational stressors and vectors of diseases and how to control them
3. Hazard analysis, risk assessment and management.
4. Professional scope of practice
5. Legislative, technical and scientific knowledge to effect environmental health interventions in complex situations
6. The chemical, biological, physical, social and psychosocial stressors and their implications for health.
7. Comprehensive and detailed knowledge of environmental health disciplines and have the knowledge to formulate plans for and execute audits, sampling protocols goal and target setting
8. Specialist knowledge in the key areas of food safety and health and safety.

### Teaching/learning methods

Students learn 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 and work based activity. Lectures deliver knowledge and seminars and practical sessions embedded understanding.

### Assessment Method

Students' knowledge and understanding is assessed by work based portfolio, Laboratory reports, coursework and in-course tests and examinations and presentations. Completion of an undergraduate thesis and defence of their approach. 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. Recognise good practice in environmental health
2. Develop audit, and investigative skills
3. Analyse and evaluate issues influencing environmental and public health and safety
4. Prioritise a range of options and select appropriate communication formats to convey solutions
5. Critically evaluate the results of an academic investigation and be able to extract data using a range of techniques appropriate to their chosen fields
6. Design novel solutions to Environmental Health problems
7. Critically evaluate contradictory options to a given problem

### Teaching/learning methods

Students learn cognitive skills through case study analysis, laboratory based exercises and experiments. Group and mini seminars and Workshops.

Students are encouraged to challenge and discuss concepts.

### Assessment Method

Student's cognitive skills are assessed by essay, written and oral examination and laboratory reports and development of an undergraduate article for publication

<p><b>C. Practical skills</b></p> <p>On completion of the programme the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Investigate in a range of contexts</li> <li>2. Make recommendations on a proposed course of action in relation to an Environmental Health problem</li> <li>3. Undertake safe laboratory practice</li> <li>4. Apply a knowledge of health and environmental stressors on which to base option appraisal of appropriate environmental health intervention</li> <li>5. Apply and interpret data gained within defined guidelines</li> <li>6. Interpret data gained in variety of contexts and compare and contrast conditions in complex and unpredictable situations</li> </ol>	<p><b>Teaching/learning methods</b></p> <p>Students learn practical skills through interactive participation in modules, laboratory exercises, through group work and formative assessment Students must consider options and issues surrounding interventions.</p> <p><b>Assessment Method</b></p> <p>Students' practical skills are assessed by presentation, laboratory reports, oral and written examinations</p>
<p><b>D. Graduate Skills</b></p> <p>On completion of this programme the successful student will be able to undertake:</p> <ol style="list-style-type: none"> <li>1. effective team work</li> <li>2. effective communication in verbal and visual forms of presentation</li> <li>3. ability to write in a variety of formats (e.g. essays, reports, critiques)</li> <li>4. use of appropriate IT packages</li> <li>5. personal and career development</li> <li>6. effective use of numeracy</li> </ol>	<p><b>Teaching/learning methods</b></p> <p>Students acquire graduate skills through reading, group work exercises, participation in the programme, structured and directed learning, production of an article for publication, reflection and formative and summative assessments. Personal Development Plan This is a course designed to prepare students for a career in environmental health and they are encouraged to adopt a professional approach through team work and reflection.</p> <p><b>Assessment method</b></p> <p>Students' graduate skills are assessed by presentation, oral examination, written assessment and meeting course deadlines.</p>

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

### 12.1 Overall structure of the programme

Year 1: BIO1602(30c), BIO1603(30c), BIO1605(30c), PRS1002(30c)

Year 2: BIO2003(30c), BIO2505(30c), BIO2210(15c), BIO2404(15c), BIO2115(15c), PRS2106(15c)

Year 3: BIO3405(30c), BIO3210(30c), PRS3202(30c), PRS3330(30c), BIO3800(10c)



<b>12.2 Levels and modules</b>		
Level 1		
<b>COMPULSORY</b>	<b>OPTIONAL</b>	<b>PROGRESSION REQUIREMENTS</b>
<p>Students must take all of the following:</p> <p>BIO1602 Applied Environmental Science 30 Credits</p> <p>PRS1002 Law and Professional Practice 30 Credits</p> <p>BIO1605 Environmental and Health Stressors 30 Credits</p> <p>BIO1603 Functional Anatomy and Pathology 30 Credits</p> <p>BIO2003 Approaches to Experimental Research 30 Credits</p> <p>BIO2505 Health Stressors and Microbiology 30 Credits</p> <p>BIO2210 Occupational Health and Safety 15 Credits</p> <p>BIO2404 Food Safety 15 Credits</p> <p>PRS2106 Environmental Health Housing Practice 15 Credits</p> <p>BIO2115 Environmental Pollution 15 Credits</p> <p>BIO3405 Food Safety Practice 30 Credits</p> <p>BIO 3800 Practical Food inspection 10 Credits</p> <p>BIO3210 Occupational Health and Safety Practice 30 Credits</p> <p>PRS3202 Environmental and Public Health Strategy 30 Credits</p> <p>PRS3330 Dissertation 30 Credits</p>		<p>Students who wish to transfer from the Certificate of Higher Education or Foundation Degrees in Environmental Health or Environmental and Occupational Health to the B.Sc. Environmental Health will receive prior accreditation of their learning and experience</p> <p>Likewise students from other awards may be given advanced standing</p>
<b>12.3 Non-compensatable modules</b>		
<b>Module level</b>	<b>Module code</b>	
1	BIO1602(30c), BIO1603(30c), BIO1605(30c), PRS1002(30c)	
2	BIO2505(30c), BIO2210(15c), BIO2404(15c), BIO2115(15c), PRS2106(15c), BIO 2003 (30c)	
3	BIO3405(30c), BIO3210(30c), PRS3202(30c), PRS3330(30c), BIO3800(10c)	
<b>13. A curriculum map relating learning outcomes to modules</b>		
See Curriculum Map attached.		
<b>14. Information about assessment regulations</b>		
<p>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</p> <p>Self deferral is not permitted</p> <p>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.</p>		

There are a number of practical oral and identification tests within the award. The required pass mark for these tests are:

BIO1603: Meat identification test: 60%

BIO1605: Pestology test: 50%

BIO3800: Food Practical test 75%

#### **15. Placement opportunities, requirements and support (if applicable)**

Students are able to take the School wide placement module as an option. This will normally be at the end of year 2. Support for placements is provided through the School placement office.

#### **16. Future careers (if applicable)**

The Degree in Environmental Health produces graduates with a wide range of professional, graduate and transferable skills. Within the programme students are able to direct their learning to all aspects of professional practice so that on completion of the award they are able to offer employers broad underpinning knowledge and skills as well as specialist knowledge in the key areas of food and health and safety. The award has been matched to the needs of a variety of stakeholders and in particular in relation to the strategic management and operational practice of future environmental and public health agencies. Successful students will be able to complete professional qualification pathways that qualify them as Environmental Health General Practitioners and/or as a specialist Environmental Health Practitioner in Food safety and/or Health and Safety depending on their progression to the Chartered Institute of Environmental Health Professional Requirements.

Students also have the opportunity to return to study for a Higher degree in Occupational Health and Safety, Environmental Health, Risk Management or Environmental Pollution Control for future career development. In addition the university is expanding the range of doctoral opportunities, both work based and PhDs.

#### **17. Particular support for learning (if applicable)**

Learning resources at Hendon, Microbiology Laboratory, Science Laboratories, Pestology materials, specialist external lecturers. Learning Resources subject area, IT help desk.

<b>18. JACS code (or other relevant coding system)</b>	144B910
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<b>19. Relevant QAA subject benchmark group(s)</b>	Health Studies, Bio-sciences, Earth Science. Environmental Science and Environmental Studies.
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#### **20. Reference points**

- The following reference points were used in designing the programme:
- Relevant multi-disciplinary subject benchmarks: Earth Sciences, Environmental Sciences and Studies (2000) and Health Sciences (2000)
- Middlesex University (2006) Learning Framework Document
- Middlesex University (2009-10) Guide and Regulations
- School of Health and Social Sciences . Learning, Teaching and Assessment Policy and Strategy (2008)
- School of Health and Social Sciences (2004). Assuring Academic Quality and Standards.
- Chartered Institute of Environmental Health core curriculum for undergraduate

## **21. Other information**

This programme is designed to provide graduates with the skills necessary to analyse and evaluate environmental health problems in scientific, technical and managerial terms. The programmes are designed to produce high quality graduates whose skills profile ensures that they can be efficiently and effectively employed in a variety of contexts. Graduates will have received a coherent body of theoretical and applied knowledge, transferable skill development, and a fundamental competency in the fields of environmental health, that incorporates the ethical dimension of practice.

The teaching team has sought to create a programme that is directly relevant to environmental health professionals working in, or aspiring to work, in a wide variety of contexts and locations but which fosters the development of an informed, critical and imaginative attitude. This has entailed the development of a programme that concentrates on the acquisition of knowledge, together with the skills to appraise and evaluate such theoretical knowledge in a practical context.

The programme offers a balanced approach to managing environmental health in a range of settings and is designed to meet the changing face of professional practice internationally

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.

## Program map for BSc (Hons) Environmental Health

This diagram 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

Knowledge and understanding	Practical skills	
Scientific, technological, legislative and managerial principles that impact on Environmental Health practice	C1	Investigate in a range of contexts
Identify principal environmental and occupational stressors and vectors of exposure and how to control them	C2	Make recommendations on a proposed course of action in relation to an Environmental Health problem
Conduct hazard analysis, risk assessment and management.	C3	Undertake safe laboratory practice
Understand the professional scope of practice	C4	Apply a knowledge of health and environmental stressors on which to base an appraisal of appropriate environmental health intervention
Apply legislative, technical and scientific knowledge to effect environmental health interventions in complex situations	C5	Apply and interpret data gained within defined guidelines
Identify chemical, biological, physical, social and psychosocial stressors and their implications for health	C6	Interpret data gained in variety of contexts and compare and contrast findings in complex and unpredictable situations
Comprehensive and detailed knowledge of environmental health disciplines and have the knowledge to formulate plans for and execute sampling protocols, goal and target setting		
Specialist knowledge in the key areas of food safety and health and safety		
Graduate Skills	Graduate Skills	
Recognise good practice in environmental health practice	D1	Effective teamwork
Develop audit and investigative skills	D2	Effective communication in verbal and visual forms of presentation
Analyse and evaluate issues influencing environmental and public health and safety	D3	Ability to write in a variety of formats (e.g. essays, reports, critiques)
Critique a range of options and select appropriate communication formats to convey key solutions	D4	Use of appropriate IT packages
Critically evaluate the results of an academic investigation and be able to extract key findings using a range of techniques appropriate to their chosen fields	D5	Personal and career development
Design novel solutions to an Environmental Health problem	D6	Effective use of numeracy
Critically evaluate contradictory options to a given problem		

Learning outcomes

A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B7	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4
----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

Level achieved by all graduates

2	3	2	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3
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Module Name	Module Code by Level																											
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
Environmental Science	BIO1602	x					x												x					x				x
Professional Practice	PRS1002	x		x			x			x	x		x										x		x	x	x	
Environmental and Health Stressors	BIO1605	x	x		x	x				x		x	x					x	x					x				
Anatomy and Pathology	BIO1603	x								x									x									
Skills to Experimental Research	BIO2003													x	x	x					x	x						
Stressors and Microbiology	BIO2505		x			x			x			x							x		x			x	x			
Environmental Health and Safety	BIO2210	x		x	x		x		x																			
Environmental Health and Safety Practice	BIO2404	x		x	x				x		x		x					x		x	x							
Environmental Health Housing Practice	PRS2106	x			x	x				x								x	x									
Environmental Pollution	BIO2115	x			x	x				x																	x	
Environmental Health Practice	BIO3405				x	x	x	x	x	x		x					x	x		x								
Food Inspection	BIO 3800						x		x									x		x	x							
Environmental Health and Safety Practice	BIO3210				x	x	x	x	x	x		x					x	x		x								
Environmental and Public Health Strategy	PRS3202				x				x	x		x	x		x	x		x		x				x	x			
Environmental Health Practice	PRS3330														x	x	x					x	x		x	x	x	

<b>Module Code</b>	<b>PRS1002</b>
<b>Module Title</b>	<b>Law and Professional Practice</b>
<b>Level</b>	<b>1</b>
<b>Credit</b>	<b>30</b>
<b>Owning Subject</b>	<b>Public Health, Risk and Safety</b>
<b>Level Restrictions</b>	
<b>Module Leader(s)</b>	<b>Charles Seechurn</b>

### **Aims**

To develop an appreciation of governance and the legal systems, including legal doctrines applicable to criminal, evidence and civil law. The professional practice element focuses upon the assessment of risk upon which further risk management skills can be developed. Students will gain understanding of the breadth of professional practice, including the processes involved in inspection, audit and compliance. The module aims to develop appropriate administrative, communication and practical skills required for successful academic and professional progress. In addition the module explores concepts issues and policies associated with social policy in contemporary societies and focuses global and national institutions, their ideologies and some of the current policy issues they are currently involved with.

### **Learning Outcomes**

On completion of this module, the successful student will be able to:

1. Explain the process of policy making from formulation, through negotiation towards implementation
2. Discuss the principles underlying the assessment of risk
3. Communicate in a variety of text formats by way of word processing, powerpoint and oral presentations
4. Utilise a range of methods of learning, including individual and group learning techniques and effective use of feedback, and use a range of information retrieval and research tools

5. Demonstrate development of good professional conduct and practice, including an ethical understanding of practice and develop a future personal career development plan

For students on Environmental Health, Food Premises and Food Safety Inspection and Regulatory Practice Awards:

6. Explain the constitutional, administrative and legal position in the UK, including division of law court structure, remit and hierarchy of the judicial system for criminal and civil law.
7. Create a case file for a nuisance based case following the laws of evidence and evidential procedure with particular reference to integrity and continuity of evidence.
8. Demonstrate an ability to conduct investigations, record and interpret data and draw conclusions from such investigations and audits

For students on Environmental and Public Health and international based programmes.

9. Describe the role of political entities, events, culture and societal norms on decision making
10. Explain the roles of various welfare organisations and their role in addressing social and societal inequality
11. Explain the role of informal groups, pressures groups, media, professional bodies and other stakeholders on decision making

## **Syllabus**

Introduction to risk, including risk perception, hazards, likelihood of occurrence and risk profiling and domino theory underlying risk and methods of breaking the cycle. Exploration of the process of policy making from formulation, through negotiation towards implementation.

## **Key graduate transferable skills will be developed including:**

### ***Communication and Personal and Career Development:***

Communicate effectively in a variety of written and oral formats, demonstrating the ability to argue constructively, discuss a range of alternative perspectives whilst making explicit and appropriately referencing the sources of information used. Identify current knowledge and skills and highlight plans for future personal career development (PSRB visit, where appropriate)

***Effective Learning:*** Identify and access resources effectively, demonstrating effective study skills, understanding of own learning, its assessment and use of feedback to enhance future personal development and achievement.

***Information Technology:*** Create, store, send and retrieve data in a range of electronic formats, demonstrating effective use of relevant hardware and software.

## **For students on Environmental Health, Food Premises and Food Safety Inspection and Regulatory Practice Awards:**

The British Constitution and the role of the executive, judiciary, legislature, local government and the impact of the European Union on British law making

Creation of primary legislation and role of delegated legislation.

The court and tribunal system, sources of law, interpretation, classification of English law, and relevance of case law and precedence. Laws of Tort (nuisance and negligence). Law of evidence, including Police and Criminal Evidence Act 1984, Criminal Procedures and Investigations Act 1996, Codes of Practice and Guidance.

## **For students on the Environmental and Public Health and International based awards**

**Public policy making from an international and European perspective, including constitutional positions and forms. Exploration of social and societal inequities**



**international level, including review of DALY and WHO criteria. Role and functions of organisations at regional, national and international levels aimed at addressing inequalities. Role of stakeholders in influencing policy formulation, negotiation and implementation.**

### **Learning, Teaching and Assessment Strategy**

1 hour lecture introducing key information, concepts and theories.  
1 hour seminar utilised to develop professional practice, and problem based learning skills.  
Directed study fostering autonomy in planning and implementation of own learning and development of research skills.  
Formative assessment: to encourage students to engage with the subject adequately preparing them for their summative assessment and identifying those who need additional support.

### **Assessment Scheme**

#### **A. Formative**

Completion of 2 formative exercises in weeks 6 on risk and 9 on policy. Students to submit as part of one exercise a self reflective commentary, to assess learning outcomes 1, 2, 3,

#### **B. Summative**

For students on Environmental Health, Food Premises and Food Safety Inspection and Regulatory Practice Awards:

1. 1000 word 2 part exercise focused upon legal systems and interpretation, to assess learning outcomes 4, 6 (20%)
2. 1500 word case study summary to assess learning outcome 1, 2, 6 & 8 (40%)
3. 2000 word report and case file, including appropriate statutory notice to assess learning outcomes 3, 5, 7 and 8 (40%)

**For students on Environmental and Public Health and international based**

- 1 A presentation to assess learning outcomes 4 and 9**
- 2 1500 word case study summary to assess learning outcome 1, 2, 9 & 10**
- 3 2000 word critique of contemporary reporting of issues to assess learning outcomes 3, 5, 10 and 11 (40%)**

**Learning materials**

**Essential/Primary**

Middlesex University (2009). *PRS1001/2 Reader Material*. London, Middlesex University

Stewart J. and Cornish Y., (2009). *Professional Practice in Environmental Health*. Exeter, Reflect Press

Ball D. (2006). *Environmental Health Policy*. Maidenhead, Open University Press

Bassetts W.H. (2007). *Environmental Health Procedures* (7<sup>th</sup> Ed.). London, Spon Publications

Hill M. and Irving Z. (2009). *Understanding Social Policy* (8<sup>th</sup> ed.). Chichester, Wiley-Blackwell

**Secondary**

Barker D. and Padfield C. (2004). *Law made Simple*. London, Butterworths

Denney D. (2009). *Living in Dangerous Times: Fear, Risk and Social Policy*. Chichester, Wiley-Blackwell.

<b>Module Code:</b>	<b>BIO1602</b>
<b>Module Title:</b>	<b>Applied Environmental Science</b>
<b>Level:</b>	<b>4</b>
<b>Credit:</b>	<b>30</b>
<b>Module Leader:</b>	<b>Dirk Wildeboer</b>
<b>Owning Subject:</b>	<b>Biological Sciences</b>

**Aims:** This module provides students with the skill and knowledge that will underpin their future studies in environmental health sciences. Particular emphasis is placed on building a knowledge base on the key academic concepts in chemistry and biochemistry for occupational and environmental health and food chemistry using examples from practice and field-based experience.

**Learning Outcomes:** On completion of the module, the successful student will be able to:

1. Comprehend the structure, properties and behaviour of common elements and their compounds.
2. Explain the structure and function of biological and organic molecules.
3. Explain the definitions and properties of acids, alkalis, and buffers the concept of pH.
4. Understand the basic concepts of chemical reactions and bonding.
5. Understand the nature of light and its function in biological systems, applications in industry and issues associated with health.
6. Understand the principles of sound and noise.
7. Discuss the principles of energy, natural forces, electrical and nuclear forces.
8. Work in teams and individually to undertake scientific experiments and collect, use and analyse data.

9. Numeracy: develop competency and confidence in data handling and calculations.
10. Gain experience in writing experimental reports in an acceptable scientific format.
11. Relate practical examples on environmental issues to scientific concepts.

### **Syllabus:**

- Periodic table, atomic structure, chemical bonding
- Mixtures, compounds and methods of analysis and separation
- Properties of water and aqueous solutions
- Acids, bases, pH, buffers
- Natural cycles, basics of ecological systems and environmental chemistry
- Organic compounds, functional groups and their reactions
- Natural and synthetic polymers
- Chemical structure, biological function and natural sources of carbohydrates, lipids and proteins
- Characteristics of enzymes and their use in environment, health and food industries
- Structure and function of DNA and principles of transcription and translation
- Nature of the Electromagnetic Spectrum, applications and health effects
- Energy and natural forces
- Electrical and nuclear forces, radioactivity
- Simple dynamics of sound

**Learning, Teaching and Assessment Strategy:** The learning and teaching on this module introduces students to a range of fundamental scientific concepts required to underpin studies in environmental health. The module utilises examples from environmental health practice as a method of grounding academic knowledge to field based

practice, so as to enable students to understand the links between their learning and future practice. Weekly lectures will impart core knowledge and explanations of key concepts. These are underpinned by laboratory sessions to enhance and embed the learning from the lectures demonstrating practical principles and application. Students acquire practical skills in the laboratory; develop an understanding of how to collect and use data and work individually and in teams. The module is supported by seminars to explore lecture materials through problem solving and numeracy exercises, debates of current issues, use of visual materials and group exercises. Seminars are used to review lecture information and concepts related to the practicals and as such review the learning outcomes of the whole module.

**Assessment Scheme:** This module may not be compensated (see programme handbook). Guidance for the assessments including the marking criteria and a coursework submission cover sheet will be published online. Submission deadlines will be published online and announced in class or via email. It is the student's responsibility to find out the cut-off time for online submissions and the opening hours of the student office. All formative and summative coursework is to be submitted via myUniHub and students will be advised on details of the procedure.

### **Formative**

- a. Data analysis and short answer questions on the laboratory practicals related to learning outcomes 1 to 6. To be submitted in the week after the lab and returned with feedback. The worksheets will then collectively inform the summative practical portfolio.
- b. On-line learning tests will be spread evenly over the year to meet all of the learning outcomes from the module. Feedback and a grade will be given immediately.
- c. A formative laboratory report to familiarise students with the report writing guidelines and prepare students for the summative laboratory report.

- d. A numeracy exercise completed in class with online supporting material to meet learning outcomes 2, 8 and 9 to prepare students for the summative data analysis report.
- e. An online discussion on a current topic of environmental chemistry. Each student will be expected to make three meaningful contributions to the discussion.

### Summative

- a. Data analysis report: Students are provided with a set of data and relating background information on an environmental case and analyse the data and present their findings in a 1000 word report.
- b. Laboratory test: Students undertake a scientific experiment and analyse the results and answer short and multiple choice questions.
- c. Laboratory Report: Students write a 1000 word report on a practical from the portfolio. Students will be guided to an appropriate practical to write up.
- d. In class test: Short answer and multiple choice questions.
- e. Practical Portfolio: Students will revise the laboratory practical worksheets and reflect on the feedback given. The worksheets on all practical classes will collectively form the portfolio.

Summative assessment	weight	submission deadline	learning outcomes
Data analysis report	20%	14 Dec 2011	9, 10
Laboratory test	20%	24 Jan 2012	1, 2, 3, 4, 8, 9
Laboratory Report	15%	22 Feb 2012	8, 9, 10, 11
In class test	20%	24 Apr 2012	5, 6, 7
Practical Portfolio	25%	01 May 2012	1, 2, 3, 4, 8, 9

As part of Department policy each piece of work must receive a minimum grade of 40% to constitute a pass. **The final mark for the module will be graded on the 20 point scale.**

### **Learning materials:**

Denniston, K.J., Topping, J.J., Caret, R.L. (2010) General, Organic and Biochemistry. 7<sup>th</sup> Ed. New York: McGraw Hill.

Chang, R. (2008). General chemistry: The essential concepts. 5<sup>th</sup> Ed. London: McGraw Hill.

Klein, D.R. (2011). Organic Chemistry. 1<sup>st</sup> Ed. Hoboken, NJ: Wiley.

Manahan, S.E. (2010) Environmental Chemistry. 9<sup>th</sup> Ed. Boca Raton, FL: CRC Press.

Horton, H.R. Moran, L.A., Scrimgeour K.G., Perry, M.D. and Rawn, J.D. (2006). Principles of Biochemistry. 4<sup>th</sup> Ed. Harlow, UK: Pearson Education.

<b>Module Code</b>	<b>BIO1605</b>
<b>Module Title</b>	<b>Environmental and Health Stressors</b>
<b>Level</b>	<b>1</b>
<b>Credit</b>	<b>30</b>
<b>Owning Subject</b>	<b>Biological Sciences</b>
<b>Level Restrictions</b>	
<b>Module Leader</b>	<b>Ruth Plume</b>

### **Aims**

Enables the student to develop an understanding of the nature and importance of micro-organisms; the cycle of disease transmission and role of immunology, demography and epidemiology in ill-health and appreciate the role of vectors of disease; the physical, chemical, biological, social and psycho-social stressors commonly dealt with by environmental health practitioners, and their reporting mechanisms. Practical skills in aseptic technique and micro-biological methods. In addition students will spend part of the module focusing on pests commonly found in the UK.

### **Learning Outcomes**

On completion of this module, the successful student will be able to:

1. Discuss the principles, patterns and factors affecting the growth of micro-organisms
2. Identify and show an appreciation of the importance of micro-organisms in Environmental Health.
3. Undertake microbiological practical work using aseptic techniques and produce written reports of practical studies undertaken.
4. Discuss the role of demography and epidemiology in patterns of ill health in the UK.
5. Describe how health promotion can be used to enhance individual and public health.
6. Outline the main environmental and health stressors.
7. Identify the importance of pests as vectors of disease.

### **Syllabus**



- Introduction to microbiology, including growth and death, measurement and monitoring of microbial, populations, including safe laboratory techniques
- Role of health promotion in public and individual health improvement
- Disease cycle, communicable and non-communicable disease, ill-health and role of immunology, demography and epidemiology in their appraisal.
- Reporting mechanisms for disease and ill-health
- Role of inequalities in ill health
- Study of pests, of public health significance, common to the UK
- Introduction to the role of environmental health and other agencies in public health improvement.
- Environmental and Health stressors and their impact on the human population as well as in the environment.

### **Learning, Teaching and Assessment Strategy**

12 weeks of 2 hour lectures introducing key information, concepts and theories.

6 weeks of 2 hour laboratory practical sessions to develop skills in the microbiology laboratory

12 hours of laboratory practical sessions to develop skills in pest identification and control.

Directed study fostering autonomy in planning and implementation of own learning and development of research skills.

Formative assessment to encourage students to engage with the subject adequately preparing them for their summative assessment and identifying those who need additional support.

### **Assessment Scheme**

#### **A. Formative**

1. Completion of all laboratory practicals relating to microbiology and pestology to assess learning outcome 3 & 7
2. Staged case studies throughout the module covering a range of knowledge within the module to assess learning outcomes 4 5 6 & 7

## **B. Summative**

1. 1500 word problem solving exercise relating to microbiology to assess learning outcomes 1, 2 & 3 (30%)
2. Table top pestology identification examination and short written problem solving exercise to assess learning outcome 7. Pass mark is 50% (30%)
3. An evaluation of an article (1500 words) chosen by the student where they identify a health stressor(s), its demography or epidemiology, together with the appropriate intervention strategies. The students also need to research the area to back up an argument to provide solutions. This deals with learning outcomes 4, 5 and 6. (40%)

## **Learning materials**

### **Essential/Primary Module Handbook**

#### **Pestology Reader and Workbook**

Madigan M.T., Martinko J.M and Parker J., (2005) *Brock's Biology of Microorganisms* (Paperback) McGraw Hill

Tortora G.J., Funke B.J and Case CL (2004) *Microbiology-An Introduction* (8<sup>th</sup> Ed.)

London: Pearson Benjamin Cummings

Prescott L.M., etal (2005) *Microbiology* (6<sup>th</sup> Ed), McGraw-Hill

### **Recommended/Secondary**

Nicklin J., Graeme-Cooke K. and Killington R  
(2006) *Instant Notes in Microbiology* (3<sup>rd</sup> Ed.) BIOS Scientific Publishers Ltd.

Basset, W.H. (Editor) (2004) *Clay's Handbook of Environmental Health*, 19<sup>th</sup> Edition, E&FN Spon, London

Bassett, W.H. (2007) *Environmental Health Procedures*, 7<sup>th</sup> Edition Spon Press, London

Yassi et al. (2001) *Basic Environmental Health* Oxford University Press, USA

ADAS Pest Manual (1999) *A Reference Manual for the Management of Pests*. ADAS Consulting Ltd.

Paul D. Stolley and Tamar Lasky, (1998) *Investigating Disease Patterns: The Science of Epidemiology*. W.H. Freeman & Company;

<b>Module Code</b>	<b>BIO1603</b>
<b>Module Title</b>	<b>Functional Anatomy and Pathology</b>
<b>Level</b>	<b>1</b>
<b>Credit</b>	<b>30</b>
<b>Owning Subject</b>	<b>Biological Sciences</b>
<b>Level Restrictions</b>	
<b>Module Leader</b>	<b>Lynne Jalalian</b>

### **Aims**

This module aims to provide the students with a comprehensive understanding of the human anatomical and physiological systems together with an understanding of comparative anatomy of food animals. The module also develops an awareness of the pathological conditions affecting food animals; their causes and preventions. Develops an understanding of the legislative controls relating to unfit and unsafe meat and meat products.

### **Learning Outcomes**

On completion of this module, the successful student will be able to:

1. Identify cellular structures and outline their role within the human and animal body.
2. Define and explain the importance of homeostasis in health and disease
3. Describe the features and functions of the major systems utilising appropriate terminology.
4. Show practically all of the above including the ability to assess the effect of basic stressors on health.
5. Compare and contrast the functional anatomy of animals used for food
6. Identify organs and structures.
7. Demonstrate how systems malfunction, adverse outcomes, and general pathology

## **Syllabus**

- Organisational, anatomical and directional terms
- Homeostasis, feedback and control; requirements for health and survival
- Functional anatomy of major systems
- Comparative anatomy and physiology
- Imbalances and adverse outcome
- Immunological principles and defence mechanisms
- General pathology; characteristics; aetiology; recognition
- Muscle; postmortem changes and meat formation; principles of inspection, prevention of disease transmission and consumer protection.

## **Learning, Teaching and Assessment Strategy**

There will be a 3 hour input session each week.

The interactive lectures will introduce key information, concepts and theories. These will be supported by links to additional reading to enhance student learning via Oasis

On differing weeks 2 hour practical laboratory sessions will be used to impart knowledge and allow further familiarisation with functional anatomy of human and animal systems. The use of models, slides, videos specimens and interactive learning materials within the dedicated laboratory will be used to develop practical skills and enhance learning.

On other weeks there will be a seminar and further lecture to develop consolidate learning, explore topics in depth and provide an opportunity for classroom debate /discussion

Some seminar questions and worksheets will be posted electronically with questions and quizzes to facilitate E-learning.

Directed study will fostering autonomy in planning and implementation of own learning and development of research skills.

## Assessment Scheme

### A. Formative

Formative assessment to encourage students to engage with the subject adequately preparing them for their summative assessment and identifying those who need additional support.

1. Completion of the 1 formative laboratory report within first 5 weeks. Feedback and a grade guide will be provided.
2. Undertaking a mock table top examination in relation to identification. Verbal feedback and discussion to promote confidence in communication using correct terminology
3. Online formative test opens week 7 and closes in week 8.

### B. Summative

1. 2 laboratory reports to assess learning outcome 4 (40%)
2. A 10 minute table top examination focused on recognition of organs and structures, in particular those for human consumption to assess learning outcomes 4 and 5.  
Pass mark is 60% (10%)
3. 2 on course tests to assess learning outcomes 1, 2, 3, 6 and 7 (50%)

## Exam Duration

Examination, 1.5 hours

## Learning Materials

Marieb E. N. (2006) *Essentials of Human Anatomy and Physiology: With Essentials of Interactive Physiology CD-ROM* (8<sup>th</sup> Edition)  
Benjamin Cummings;

Tortora G .et.al, (2006) *Introduction to the Human Body: The Essentials of Anatomy and Physiology* John Wiley & Sons

- Recommended/Secondary

Jenkins G. et.al, (2006) *Anatomy and Physiology: From Science to Life*. John Wiley & Sons Inc

Wilson W. (2000) *Wilson's Practical Meat Inspection*. Blackwell Publishing

*The Human Body: An Illustrated Guide to Every Part of the Human Body and How It Works* (7 June, 2001) Dorling Kindersley

<b>Module Code</b>	<b>BIO2003</b>
<b>Module Title</b>	<b>Approaches to Experimental Research</b>
<b>Level</b>	<b>2</b>
<b>Credit</b>	<b>30</b>
<b>Owning Subject</b>	<b>Biological Sciences</b>
<b>Level Restrictions</b>	
<b>Module Leader</b>	<b>Huw Jones</b>

### **Aim**

The module aims to provide students with the skills necessary to plan, implement, analyse and report project-based work with focus on preparation for the final year project module. The module also develops core research skills fundamental to a scientific research design, irrespective of discipline. Specific research skills include analytical techniques appropriate to individual programme requirements.

### **Learning Outcomes:**

On completion of this module, the successful student will be able to:  
Explore the underlying principles of different research approaches with particular regard to experimental design.

Explain the rationale and purpose of statistical analysis in relation to experimental research.

Highlight underlying mathematical principles behind data analyses need to clarify.

Examine the ethical and risk issues associated with undertaking research.

Construct an appropriate research proposal relevant to their program.

Communicate quantitative information through appropriate selection of graphical or tabular summaries of data presentation.

Select and use appropriate statistical tests to test hypotheses and effectively interpret results.

Demonstrate the ability to search and organise a variety of information and literature sources.

Critically evaluate the strengths and weaknesses of published research.



## **Syllabus**

Design of scientific methodologies to include aspects of design rigour: experimental design, blind/double/triple blind trials, survey and questionnaire development.

Approaches to analyses: hypothesis testing, confidence intervals, inferences from samples, - analyses of difference, t-tests, ANOVA and non-parametric alternatives.

Analyses of relationships; correlation, regression, exposure to data analysis software packages, Minitab, SPSS, Excel. Data presentation and literature research skills. Ethical and Risk assessment issues. Programme specific research skills.

## **Learning, Teaching and Assessment Strategy**

A variety of learning and teaching approaches will be used during this module. Lectures will be used to cover the principles of experimental design, data analysis statistical techniques. Programme specific lectures to cover relevant subject skills (e.g. biomedical-instrument techniques; environmental health-accident data; biological sciences, field skills). Students to be given worksheets from which to undergo self-directed learning, with fortnightly workshops to review their progress and provide feedback. Blended learning approaches will be employed during the module with self-directed on line learning tasks using Oasis. Formative feedback will also be given on a series of on-line data analysis exercises.

Further materials to support student learning will be available on Oasis Plus which will include, formative quizzes with immediate on-line feedback, data notes and workshop material for prior student preparation learning.

## **Assessment**

Students will be assessed through a portfolio of evidence, which will not exceed 7500 words.

The students engagement with research methods will form part of a portfolio of graduate skills that will span their undergraduate programme.

Formative Assessment:

1. Students must demonstrate ongoing successful completion of on-line exercises in a timed scenario prior to progression to assignment 2 to test learning outcomes (LO 3 & 8).

Summative Assessment:

2. Data analysis to assess learning outcomes (LO 2, 3, 6 7 and 8) (50%, report of no more than 1500 words).

3. Project proposal to assess learning outcomes (LO 1, 4, 5 and 9) (50%, no more than 3000 words).

## Learning materials

Essential Software packages

Minitab15

Essential reading

Dytham, C. (1999). Choosing and using statistics: a biologist's guide. Blackwell Science: Oxford.

Recommended/Secondary Software: SPSS

Recommended/Secondary Reading

Townend.J.(2010) Practical statistics for Environmental and Biological Scientists. Wiley

Rumsey, D. (2007). Intermediate Statistics for dummies. Wiley.

Ryan, B.F. and Jones, B.L (2000). Minitab handbook. (4th ed).

Dunbury Press.

Schork, M.A. (2001). Statistics with applications to the biological and health sciences. Prentice Hall.

Cobby, M. and Moore, P. (1998). An introduction to environmental statistics. Prentice Hall.

Coolidge. F.L. (2000). Statistics a gentle introduction. London. Thousand Oaks, California: Sage Publications.

Manly, B.F.J. (1992). The design and analysis of research studies. Cambridge: University Press.  
Rowntree, D. (1991). Statistics without tears. Penguin: Harmondsworth.

<b>Module Code</b>	<b>BIO2505</b>
<b>Module Title</b>	<b>Health Stressors and</b>
<b>Microbiology</b>	
<b>Level</b>	<b>2</b>
<b>Credit</b>	<b>30</b>
<b>Owning Subject</b>	<b>Public Health, Risk and</b>
<b>Safety</b>	
<b>Level Restrictions</b>	
<b>Module Leader</b>	<b>Lynne Jalalian</b>

### **Aims**

To develop a deeper understanding of the biological, physical, chemical, social and psycho-social stressors that impact on human health and comprehend disease, illness and well-being trends in terms of human health, through study of epidemiology, demography, health surveillance and public health profiling. To explore and develop a critical appreciation of the nature, significance and control of microbiological stressors. To further develop practical microbiological skills. To explore and evaluate the mechanisms for reporting disease and other information gathering strategies. To appreciate the importance of the above in health promotion, addressing health issues and public health management

### **Learning Outcomes:**

On completion of this module, the successful student will be able to:

1. Identify and discuss concepts of health and the wider determinants of health which act as human health stressors
2. Demonstrate an understanding of the aetiology of examples of environmental, occupational and infectious diseases and specify appropriate preventative and remedial interventions.
3. Evaluate toxicological concepts and describe how hazardous substances affect the body.
4. Analyse how physical and environmental factors act as stressors.
5. Demonstrate a critical appreciation of role of epidemiological and other public health surveillance methods.

6. Identify the role of health promotion within public health and strategies to improve public health and minimise risk from stressors.
7. Discuss and appraise the nature and role of micro organisms as health stressors.

## **Syllabus**

Concepts of health and disease; relationships between cause and effect; measurement and intervention strategies

Types of epidemiological study; demography; health surveillance and data gathering studies

Analysis and interpretation at all levels for risk assessment and option appraise solutions to promote health gain.

Principles of toxicology; toxicological studies ; importance; limitations and critical evaluation

The study and control of infectious diseases in a national and international context.

The factors which affect human behaviour and determine models of public health education.

Health promotion methodology and the evaluation of current and future initiatives.

Mechanisms by which physical, chemical, biological and socio-economic stressors affect health.

Microbiological stressors: growth and control methods;

Communicable disease; breaking the cycle of infection. Investigating an outbreak. Microbiological techniques: asepsis; sampling; isolation; differentiation.

Assessing microbiological contamination and risk; interpretation issues

Introduction to public health management

Case Studies; consideration of relevant examples of stressors of public, environmental and occupational significance; impact and effect on health trends; sampling, monitoring and public health intervention strategies.

## **Learning, Teaching and Assessment Strategy**

There will be a between a 2 or 3 hour input session each week.

Lectures will set out the main principles of each subject, putting particular topics into context and identifying links with professional practice, as appropriate. They are intended to provide an introduction to each subject area and guide students to their independent study. Student learning will be supported and enhanced by links to additional reading via Oasis.

Practical laboratory sessions will be undertaken to underpin and reinforce theoretical concepts, and impart and further develop microbiological skills.

Seminars will provide an opportunity to undertake research, broaden out the topic areas, and promote student debate/discussion. Seminars should aid students in the assessment process and active participation on an individual basis both in terms of preparation and involvement in class will assist in enhancing their knowledge base and ability to integrate the learning within the module

### **Assessment Scheme**

#### **Formative**

Formative assessment to encourage students to engage with the subject, provide appropriate preparation for their summative assessment and identify those who need additional support.

Completion of the formative laboratory report with individual feedback and class discussion

Group work on chosen topic areas in seminars, presentation and class discussion providing feedback and guidance for summative assessment (2). All students are expected to take part (compulsory)

## B. Summative

1. Two laboratory reports focused upon practical microbiology to assess learning outcome 7
2. One 2500 word case study report related to a human health stressor and the role of health promotion in reducing its impact to assess learning outcomes 1 and, 6
3. One two hour seen examination focused on health impact, aetiology and epidemiology of disease. Two questions out of 4 to assess learning outcomes 2, 3, 4 and 5

### Assessment Weighting

Seen examination (2hours) SA3	40%
Coursework	60%
2 (lab reports (microbiology) SA1	30%
Case Study (SA2)	30%

## Learning materials

### Essential/ Primary

Prescott L.M.,etal (2007) *Microbiology*, McGraw-Hill

### Recommended/Secondary

Ewles L. (2005) *Key topics in Public Health: Essential briefings on Prevention and Health Promotion*. Churchill Livingstone

Phillips J. and Murray P. (2001) *The Biology of disease*. Blackwell Science

Gordis L. (Nov 2004) *Epidemiology*. Saunders (W.B.) Co Ltd

Farmer R. D.T., Lawrenson R. (Aug 2008) *Lecture Notes on Epidemiology and Public Health Medicine*. Blackwell Science Ltd

Dawson M.,etal (2006) *Biology of Disease* (Paperback) Bios Scientific Publishers Ltd

Bannister B.A H., Gillespie S., Jones J.(Jul 2006) *Infection: Microbiology and Management* (Paperback) Blackwell Publishing

National Research council (2003) *Microbial threats to Health* National Academy Press

Donaldson L.J. and Donaldson R.J (2009) *Donaldsons' Essential Public Health* (Paperback) Petroc Press

Heymann D. (2004) *Control of communicable diseases manual* American Public Health Association, Washington

Leon D. & Walt, G. (Eds.) (2003) *Poverty, inequality and health: an international perspective* Oxford University Press

Naidoo J. & Wills, J. (2000) *Health Promotion: foundations for practice* 2nd Edition Bailliere Tindall, London

Meers P. et al (1997) *The Microbiology and Epidemiology of infection for health students* Chapman Hall

Collins C.H., Lyne, P.M. and Grange, J.M. (1995) Collins and Lyne's *Microbiological Methods* (7th ed). Oxford: Butterworth-Heinemann.

Burton G.R.W. and Engelkirk P.G. Lippincott (2000) *Microbiology for the Health Sciences*.

Cappuccino J.G. and Sherman N.S. (Feb 2010) *Microbiology - a laboratory manual*. Benjamin Cummings.

Health Protection Agency: *Communicable Disease Report* (weekly electronic journal), Madigan M.T., Martinko J.M and Parker J., (2008)

Brock's *Biology of Microorganisms* (Paperback) McGraw Hill)

Tortora G.J., Funke B.J and Case CL (2009) *Microbiology- An Introduction* (8th Ed.) London: Pearson Benjamin Cummings

Paul D. Stolley and Tamar Lasky, (1998) *Investigating Disease Patterns: The Science of Epidemiology*. W.H. Freeman & Company.



<b>Module Code</b>	<b>BIO 2210</b>
<b>Module Title</b>	<b>Occupational Health and Safety</b>
<b>Level</b>	<b>2</b>
<b>Credit</b>	<b>15</b>
<b>Owning Subject</b>	<b>Biological Sciences</b>
<b>Module Leader</b>	<b>Michael Hewitt</b>

## **Aims**

To explore principles of risk, based on technical knowledge of occupational health, safety and hygiene hazards, that will lead to policies that will introduce safety management and a positive safety culture to a workplace.

To develop a knowledge base of the common workplace hazards, and evaluate the influence of human factors on safety.

To gain an international perspective on the governance and regulation of workplace safety.

## **Learning Outcomes**

On the completion of this module, the successful student will be able to

1. Outline the international legal framework for the regulation of health and safety.
2. Apply the principles of qualitative risk management to common risk areas.
3. Describe workplace and work equipment hazards and discuss the options to control hazards in the workplace
4. Recognise the factors that define health and safety culture of organisations and communicate the significance and importance of good safety culture. .
5. Describe the role of health and safety policy in decision making, managing health and safety and importance of communication and consultation within an organisation.

6. Explain the principles of accident causation, methods of investigation, requirements of accident and incident reporting and recording.
7. Develop cognitive and inspection skills through the use of hazard recognition, and consider its place in active and reactive monitoring.

## **Syllabus**

- Role of the International Labour Organisation and European Union in harmonisation principal, primary and secondary health and safety legislation.
- Evaluate and apply the principles of qualitative risk management and communication in relation occupational safety and health.
- General principles of identifying and controlling common workplace hazards including physical, chemical, biological and psychological.
- General principles of prevention, hierarchy of control and safe system of work.
- The relationship between health and safety culture and safety standards.
- Organisational arrangements for health and safety including policy, organisation, implementing, and monitoring
- Accident causation theory and its application on the investigation, reporting and recording of accidents.
- Practical occupational health, safety and hygiene inspection skills.

## **Learning, Teaching and Assessment Strategy**

Theoretical material will be explored by lectures from tutors, whilst real world case studies will be evaluated in a number of ways - for example discussion with external practitioners or calculations from provided data. They are only intended to provide an introduction to each subject area and to guide you in your independent study.

Seminars will be used to apply the theoretical material using group interaction and practical case studies and exercises including accident investigation exercises with students participating in role play exercises.

Active participation in seminar discussions is essential. You will not be able to do this unless you have adequately prepared before the seminar.

The purpose of the seminars is to broaden out the topic area and encourage independent study.

Background reading and self-directed learning is an essential element for the successful completion of the learning and teaching activities.

### **Assessment Scheme:**

Assessment consists of formative and summative components:

**One formative** assessment in the form of an essay on managing risks in an area relevant to the management of workplace or work equipment hazards. (1000) (Learning outcomes 1,2,3)

**Summative** written assessments which require the students

Analyse of a practical case study examining the management of workplace hazards after a serious accident and be able to effectively communicate the answers on the following topics:

1. The application of international law to the accident outcomes
2. A risk assessment using qualitative risk approaches
3. Technical knowledge of the common workplace hazards presented

4. The dynamic nature of safety culture before and after a serious incident
5. Policy changes required to develop and maintain a robust safety system
6. Ability to inspect a workplace and ensure that remedial actions have been incorporated.

(assessing outcomes 1,2,3,4,5,6,7 - 2000 words, 100%)

### **Assessment weighting**

100% Coursework

### **Learning materials**

Essential/ Primary

Hughes and Ferrett (2009) 4<sup>th</sup> Edition. *Introduction to Health and Safety at Work*. London: Butterworth - Heinemann

Hartley, C (2004). *Health and Safety: Hazardous Agent*. Leicester: IOSH Services Ltd

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[www.barbour-index.co.uk](http://www.barbour-index.co.uk) or via ([www.lr.mdx.ac.uk](http://www.lr.mdx.ac.uk)).

<b>Module Code</b>	<b>BIO2404</b>
<b>Module Title</b>	<b>Food Safety</b>
<b>Level</b>	<b>2</b>
<b>Credit</b>	<b>15</b>
<b>Owning Subject</b>	<b>Biological Sciences</b>
<b>Module Leader</b>	<b>Adam Choonara</b>

## **Aims**

The Module will:

Explore regulatory practice in relation to food law;

Examine the role of national and international food law enforcement agencies, quasi governmental agencies and bodies as well as industry;

Explore how organisations achieve regulatory compliance.

Explore the relationship of national and international standards and regulatory requirements.

### **Learning Outcomes**

On completion of this module, the successful student will be able to:

Appraise and apply statutory provisions in a variety of contexts, including product specific food safety provision with reference to case law and codes of practice.

Discuss role of government, consumer groups, food producers and others in relation to food safety.

Identify a range of hazards and establish appropriate control options to deal with a range substandard food premises.

## **Syllabus**

- The development and application of European and UK primary and secondary legislation, including HACCP, to food safety and role of codes of practice and industry guides in enhancing food safety.
- The role of Government, agencies, and other organisations in relation to food safety control.
- Construction and layout of food premises.

## **Learning, Teaching and Assessment Strategy**

Learning will be provided predominantly through a series of lectures to provide the base level knowledge of the legislation applying to food safety in the UK, Europe and further afield.

Seminars will be used to explore appropriate enforcement provision.

Scenarios will be presented and most appropriate course of action discussed.

Students will use these scenarios for the summative portfolio.

Formative assessment is by initial submission of one of the case studies.

Summative assessment is by the use of a portfolio based on 3 scenarios

relating to food hazard, risk assessment and audit principles and related law.

This assessment is designed to test learning outcomes 1- 3.

### **Assessment weighting**

**100% Coursework**

## Learning materials

### Essential

Sprenger R.A. (2009) *Hygiene for Management* (15<sup>th</sup> ed), Doncaster, Highfield.Co.UK

Bassett, W H (2007) *Environmental Health Procedures* (7<sup>th</sup> ed) Taylor & Francis

### Recommended

Willett, C. C., Atwood, B. and Thompson, K. (2009) *Food law* (3rd ed) Tottel Publishing

Crawford, C. (1999). *The New QUID regulations: Practical Guidance on the New Regulations and Other Food Labelling Legislation*, Oxford, Chandos.

Fellows, P.P. (2000) *Food Processing Technology: Principles and Practice* (2nd ed) Cambridge, Woodhead Publishing

MacDonald, D.J. (2001) *Auditing Food Safety*, London Chadwick House Group

Food Standards Agency/Royal Society of Chemistry (2002) *McCance and Widdowson's The Composition of Food* (6th ed), London, Food Standards Agency

<b>Module code:</b>	<b>PRS 2106</b>
<b>Title:</b>	<b>Environmental Health Housing Practice</b>
<b>Level:</b>	<b>2</b>
<b>Credit:</b>	<b>15</b>
<b>Owning Subject:</b>	<b>Public Health, Risk and Safety</b>
<b>Module Leader</b>	<b>Ruth Plume</b>

### **Aims**

This module aims to provide the students with a basic understanding of the principles, terminology and methods underlying the construction and performance of residential buildings and the practical and cognitive skills to recognise building defects and to be able to specify suitable diagnostic treatments. It also explores the practical legislative remedies available to compel property owners to improve their properties.

### **Learning Outcomes**

On completion of this module, the successful student will be able to:

1. Describe, interpret and analyse the application of housing law to determine suitability of occupation and improvement to the private sector housing stock
2. Recognise building materials and methods using appropriate terminology.
3. Demonstrate an understanding of common building defects and appropriate remedial measures.
4. Discuss the relationship between health and housing and explore strategies regarding area renewal.
5. Apply housing law to determine the means of protecting the health, safety and welfare of occupants of housing including those in multi-occupied housing.

### **Syllabus**

The application of housing law to the maintenance and improvement of the private sector housing stock.

The exploration of means of protecting the health, safety and welfare of those in multi-occupied housing.



The functions, principles and details related to the main building elements, their components and services found in traditional and non-traditional buildings.

The causes and effects of defects and dilapidations to buildings and the identification of remedial works using diagnostic techniques

Specification of appropriate remedial measures

The effects and practical applications of legislative controls

Examination of links between health and housing and between deprivation, behaviour and housing conditions

### **Learning, Teaching and Assessment Strategies**

This module is taught over 12 weeks with ongoing access to the e-learning resource for housing construction.

There will be 2 hour lecture session each week which will be used to introduce key information, concepts and theories.

There will be a 6 x 1 hour laboratory session using the e-learning resource and laboratory resources to provide students with the knowledge of different building techniques, appraisal of energy efficiency etc. .

There will be seminars to develop further understanding of health and housing, and application of the Housing Health and Safety Rating System (HHSRS)

Directed study fostering autonomy in planning and implementation of own learning and development of research skills, including use of interactive learning materials, including second life to explore the health stressors arising from housing.

There will be substantial use made of case studies and walking tours to ensure students have a practical understanding of topic area.

Formative assessment will occur by week 6 to encourage students to engage with the subject adequately preparing them for their summative assessment and identifying those who need additional support.

On line engagement is undertaken in groups to facilitate learning of the Housing Rating system including peer review and feedback on submissions

### **Assessment Scheme**

## A. Formative

Completion of a practical case study report posted onto Oasis plus for group review which will be moderated by the tutor. All students are expected to take part (learning outcomes 1,2,3)

## B. Summative

- 1a. One practical inspection report focused upon hazard identification of an existing dwelling to assess learning outcomes 1, 2 & 3.
- 1b. Following on from 1a, carry out a Hazard Rating Assessment on 3 identified hazards to assess learning outcomes 5
- 1c. Determine the most appropriate course of action justifying your decision to assess learning outcomes 1 & 5.  
Total 60%
2. One 1000 word case study report exploring the relationship between health and housing in relation to houses in multiple occupation to assess learning outcomes 4 & 5 (40%)

## Assessment Weighting

Coursework 100% NO EXAMINATION

## Learning Materials

- Essential/Primary

Chudley R., and Greeno R., (2006) *Building Construction Handbook* (6th ed.). London, Butterworth Heinemann

Carillion Services (2001). *Defects in Buildings: Symptoms, investigation, diagnosis and cure*. London, Stationery Office books

LACORS (2008). *Housing: Fire Safety: Guidance on fire safety provision in certain types of housing*. London, Lacors

DCLG (2005). *Housing Health and safety Rating System Enforcement guidance: Housing Act 2004 Part 1 Housing Conditions*

DCLG (2005). *HHSRS Operating guidance - Housing Act 2004: Guidance about inspections and assessment of hazards given under Section 9*. London, DCLG

Carr H., Cottle S. and Ormandy D., (2008). *Using the Housing Act 2004*. Bristol, Jordans

Middlesex University (2008). *Building Defects, law and Regeneration readers*. London, Middlesex University.

- Recommended/Secondary

Ching F.D.K. (2008) *Building Construction Illustrated* (4th ed) London, John Wiley

Williams A. (1993). *Domestic Building Surveys*. London, Routledge

Cook G. and Hinks J. (1997). *Technology of Building Defects*. London, Taylor Francis

Stewart J. (2001) *Environmental Health and Housing*, London: Spon Press

<b>Module Code</b>	<b>BIO 2115</b>
<b>Title</b>	<b>Environmental Pollution</b>
<b>Level</b>	<b>2</b>
<b>Credit Points</b>	<b>15</b>
<b>Subject</b>	<b>Biological Studies</b>
<b>Module Leader</b>	<b>Alan Page</b>

### **Aims**

To make students aware of the environmental and health impact of pollution.  
To provide information on the chemicals present in the environment and of the environmental changes resulting from primarily human activities but with reference to natural processes.

To provide students with an understanding of the scientific, legislative, technological and economic aspects relating to the sources, effects, assessment and control of pollution.

### **Learning Outcomes**

On completion of this module, the successful student will be able to:

1. Evaluate the role of authorities, national and international agencies with regard to pollution.
2. Discuss the effect of human activities on the environment and health and their relationship to natural processes
3. Appraise concepts of integrated pollution prevention and control to a range of pollutants
4. Interpret trends and apply standards as they relate to common pollutant sources
5. Outline different methods of assessment for a range of environmental pollutants and how such collection is used in national monitoring surveys.

### **Syllabus**

Environmental cycles including carbon, hydrogen, oxygen, nitrogen, phosphorous and sulphur.

Characteristics and interactions between environmental compartments.

Formation, sources, effects, and dispersion characteristics of major air pollutants and mechanisms for their control, both technical and legislative

An introduction to contaminated land and the role of soil composition, topography and hydrology in dispersion, together with controls both legislative and technical

Solid waste management, sustainability, toxic and hazardous waste management.

Further examination of the nature and sources of noise and vibration, Quality of waters: drinking, recreational, swimming pool, sewage, industrial effluents. Legislation and associated codes of practice for control of these pollutants.

Introduction to methods of assessment, measurement and the role of UK pollution monitoring surveys.

## **Learning, Teaching and Assessment Strategy**

There will be 2 hour lecture session each week which will be used to introduce key information, concepts and theories.

There will be one hour seminars to develop further understanding of pollution control systems and to focus on deeper understanding of global effects of pollutants.

There will be laboratory practicals to provide students with the knowledge of different assessment methods for pollutants.

Directed study fostering autonomy in planning and implementation of own learning and development of research skills, including use of interactive learning materials, including second life to explore the health stressors arising from pollution.

## **Assessment Scheme**

### **A. Formative**

A health impact appraisal of the health stressors arising from Maltby Island in Second Life (to assess learning outcome 2). This will be used to develop your approach to summative assessment 2 – case study report.

### **B. Summative**

1. A portfolio to include results and interpretation of all laboratory sessions attended and one detailed report to assess learning outcome 4 and 5 (50%)
2. One 1000 word case study report related to a pollution incident to assess learning outcomes 1, 2, 3 and 4 (50%)

## Learning materials

Hansen C. and Bies D. (2009) *Engineering Noise Control* (4th Edition). London, Taylor-Francis

Nathanail C.P. and Bardos R.P. (2004). *Reclamation of Contaminated Land (Modules in Environmental Science)*. London, WileyBlackwell.

Hester R.E. and Harrison R.M. (2006). [Chemicals in the Environment: Assessing and Managing Risk \(Issues in Environmental Science and Technology\)](#). London, Royal Society of Chemistry

Alley E.R. (2007). *Water Quality Control Handbook*, (2<sup>nd</sup> Ed.). McGraw-Hill Professional

Girling R. (2005). *Rubbish!: A Chronicle of Waste*. Eden Project.

<b>Module Code</b>	<b>BIO 3405</b>
<b>Title</b>	<b>Food Safety Practice</b>
<b>Level</b>	<b>3</b>
<b>Credit Points</b>	<b>30</b>
<b>Start Term</b>	<b>Sept</b>
<b>Subject</b>	<b>Biological Sciences</b>
<b>Module Leader</b>	<b>Adam Choonara</b>

## **Aims**

This module aims to:

Evaluate managerial competency and performance during the safe production of all points in the food chain, and how primary production methods may affect food safety.

Develop a detailed knowledge of the composition and properties of processed foodstuffs and their relationship with safety, fitness, and quality within an overall public health framework.

Provide an understanding of how systems and process audit can help achieve compliance with appropriate compositional and legislative requirements.

Evaluate the roles of organisations involved in food safety management, and the development of food policies.

Explore the responsibilities of food business proprietors, employees, and other stakeholders in ensuring food safety.

## **Learning Outcomes**

At the end of this module, the successful student will be able to:

1. Identify the composition and properties of fresh foodstuffs
2. Distinguish the production methods of primary food sources and how they affect the chemical, biological and physical quality of the product.
3. Evaluate and analyse the main stages in all parts of food manufacturing.
4. Identify hazards and apply hazard analysis principles and critical control points.

relation to food safety and food standards and determine appropriate control measures, solutions or remedial measures.

5. Critically analyse the principles behind food safety management and apply accepted standards of good practice and statutory provision.
6. Audit a food production area, reaching appropriate conclusions regarding efficacy of the food safety management system.
7. Appraise and apply statutory provisions in a variety of contexts, including specific food safety provision with reference to case law and codes of practice.
8. Determine the most satisfactory course of action to deal with substandard food and food premises.

### **Syllabus**

- Composition standards and properties of foodstuffs and their production methods.
- Food production and preservation methods (such as canning, drying, vacuum packing, chemical preservation, MAP, CAP, temperature control)
- Relationship of different processes and the organoleptic attributes of food.
- The safe production of food in food areas (pre requisites such as cleaning, training personal hygiene).
- Food safety management.
- Powers and duties of inspectors in relation to inspection, investigation, advice, improvement, sampling and in seizure and detention.

### **Learning, Teaching and Assessment Strategy**

Learning will be provided predominantly through a series of lectures to give the student level knowledge of the composition and manufacture of a range of food, technical inspection and hazard analysis. External experts will be used for specialist knowledge transfer.

Following embedding of underpinning knowledge, more case study based learning will be utilised to encourage understanding of practical risk assessment and identification of control points and critical control points. This will be supported by seminars rather than lectures and will incorporate an element of peer formative assessment.



assessment.

A mock audit will be carried out as part of the formative teaching and learning p

Summative assessment is by the use of an audit of a substantial food premises providing a report detailing non-conformances with legislative requirements, high safety risks, control points and making relevant recommendations. This will test 4, 5, 6, 7, and 8 and is worth 50% of the total.

In addition learning outcomes 1, 2 & 3 are assessed through a part seen examination 2 hours duration based on a case study with questions testing underpinning theoretical knowledge.

**Assessment weighting**

<b>Seen examination</b>	<b>50%</b>
<b>Length of exam</b>	<b>2 hours</b>
<b>Coursework</b>	<b>50%</b>

<b>Module Code</b>	<b>BIO 3800</b>
<b>Title</b>	<b>Practical Food Inspection</b>
<b>Level</b>	<b>3</b>
<b>Credit Points</b>	<b>10</b>
<b>Start Term</b>	<b>Sept</b>
<b>Subject</b>	<b>Biological Sciences</b>
<b>Module Leader</b>	<b>Adam Choonara</b>

## **Aims**

In this module students will be expected to:

Identify and evaluate a range of food stuffs, state their condition and recognise

Explore a range of possible food safety interventions and recommend the most course of action in order to achieve public health food safety.

Evaluate the relevant statutory provisions and appraise the role of the enforcement other relevant factors in determining the most satisfactory course of action to improve food safety.

## **Learning Outcomes**

**At the end of this module, the successful student will be able to:**

- 1 Correctly identify a range of fresh and processed foodstuffs.
- 2 Recognise if food is of appropriate quality in relation to chemical, biological quality and fitness.
- 3 Evaluate the Nature, Substance, or Quality of a range of food stuffs.
- 4 Justify the most satisfactory course of action to deal with substandard, or otherwise out of condition foodstuffs.

## Syllabus

- Practical input sessions of a range of foodstuffs, both fit and unfit for human consumption.
- Production and harvesting methods and areas for fish and seafood.
- Demonstration of butcher cuts of meat for retail display and sale.
- Table-top demonstrations of 'Other' food items, such as fruit, and vegetables.
- Common food storage and processing methods and how they may affect quality and or safety.

## Learning, Teaching and Assessment Strategy

Learning will be provided through a series of lectures and practical food examinations to provide the base level knowledge of a range of food items and techniques of inspection and handling provided both in house and by the use of specialist external lecturers/experts. Students are expected to spend considerable time visiting a number of retailers and suppliers in order to familiarise themselves with the range of foods available and to support the practical teaching element.

Assessment is by a suite of practical food examinations to test outcomes 1, 2, 3 and 4. It should be noted that all 3 individual component parts (Meat, Fish, and Other) need to be passed and there is a minimum pass mark of 75% required in each.

## Assessment weighting

### **Formative:**

Presentation - Students will be given the opportunity to present their developing work to a group of peers from their programme. The presentations will provide the opportunity for peer review of the research proposal. (LO 4, 7)

### **Summative Assessment**

**Unseen examination**                      **100%**

**Length of exam**                              **1.5 hours**

**The exam will be passed or failed and the module be Y graded.**

## **Learning materials**

### **Essential**

Bassett, W.H. (2007) *Environmental Health Procedures* (7<sup>th</sup> ed) Taylor & Francis

### **Recommended**

Green, A. (2007) *A field Guide to Seafood*, Quirk Books, USA

Green, A. (2005) *A field Guide to Meat*, Quirk Books, USA

Green, A. (2004) *A field Guide to Produce*, Quirk Books, USA

Werle, L. (2009) *Ingredients*, Ullman Publishing

<b>Module code</b>	<b>BIO3210</b>
<b>Title</b>	<b>Occupational Health and Safety Practice</b>
<b>Level</b>	<b>3</b>
<b>Credit Points</b>	<b>30</b>
<b>Owning Subject</b>	<b>Biological Sciences</b>
<b>Module Leader</b>	<b>Michael Hewitt</b>

## **Aims**

To evaluate the role of safety legislative, and its application, as an external factor that ensures compliance to clearly stated occupational health, safety & hygiene technical standards.

To evaluate management systems impact on safety, and the influence of internal and external factors.

## **Learning Outcomes**

**On the completion of this module, the successful student will be able to**

1. Evaluate appropriateness of UK statutory and regulatory requirements and associated guidance, both criminal and civil, for securing compliance and managing change in occupational safety and health.
2. Describe the roles and powers of enforcement agencies, tribunals and the judiciary and by reference to decided cases, the interpretation by judiciary of statutory provision in health and safety.
3. Critically evaluate and analyse suitable health and safety indicators and interpret their meaning in context of performance.
4. Evaluate and apply the principles of quantitative risk management and communication in relation occupational safety and health.
5. Explain the key elements of safe systems of work, including the permit to work system as part of the safety management system.
6. Discuss the options to control the ill-health effects of exposure to high risk chemical, biological, physical and psychological health hazards at work.

7. Discuss the role of safety committees and employees representatives in preventative interventions and the monitoring of health and safety in the workplace
8. Discuss the various aspects of professional practice, competent advice and accountability in occupational risk professions.
9. Develop cognitive and audit skills including those associated with accident investigation.

## **Syllabus**

- The context of UK's criminal occupational safety legislation, in relation to other legal requirements including civil law.
- Role of the European Union in harmonisation principal, primary and secondary health and safety legislation, codes of practice and guidance.
- The role, function and powers of agencies engaged in health and safety enforcement, auditing and the powers of inspectors.
- Current case law as applied to the field of health and safety.
- Agencies enforcement policies and decision making and impact on safety standards.
- Procedures and techniques to develop health and safety policies that deliver management systems that ensure safe systems of work.
- Appropriate approaches to introducing of safe systems of work to secure controls that control exposure to complex chemical, biological, physical and psychological health hazards at work.
- Sources of health and safety information, internal and external and its application to driving improvement.
- Concept of safety climate and its relationship to safety culture.
- Risk management and communication following occupational safety and health risk assessment.
- Designing, managing and monitoring health and safety performance in the workplace through audit techniques
- Professional practice, competent advice and accountability in occupational risk professions.

## Learning, Teaching and Assessment Strategy

**One formative** assessment in the form of an essay on the legal approaches to a key risk area relevant to the management of workplace or work equipment hazards (learning outcomes 1,2,3,4,7)

**Two summative** written assessments which require the students

1. To discuss safety climate and culture in an organisation and how external and internal factors can have significant impacts (2000 words, 40%) (Learning outcomes 1, 2, 3)
2. To prepare a management report that critically analyses a safety issue, presented in a case study, in relation to an established management safety systems (3000 words, 60%) (Learning outcomes 4, 5, 6, 7, 8)

### Assessment weighting

**Coursework (no examination) 100 %**

### Learning materials

Core reading:

Boyle T. (2008) *Health and Safety: Risk Management*

Penn C. (2005) *Local Authority Health and Safety Enforcement*

HSE (1997) *Successful health and safety management* HS(G) 65 HSE, Sheffield

CBI (1990) *Developing a safety culture*, CBI, London.

Barbour professional index database:

Excellent data base providing access to legal, guidance and technical information on occupational safety & health

### Access

Company ID: *midd1x249*

Username: *enter a user name of your choosing*

Password: *Middlesex*

[www.barbour-index.co.uk](http://www.barbour-index.co.uk) or via ([www.lr.mdx.ac.uk](http://www.lr.mdx.ac.uk)).



Recommended:

Ball D.J (2000) *Ships in the night and the quest for safety, J Injury Control and Safety Promotion*, 7 (2), 83-96.

<b>Module Code</b>	<b>PRS3202</b>
<b>Module Title</b>	<b>Applied Environmental and Public Health Strategy</b>
<b>Level</b>	<b>3</b>
<b>Credit</b>	<b>30</b>
<b>Owning Subject</b>	<b>Public Health, Risk and Safety</b>
<b>Module Leader</b>	<b>Ruth Plume</b>

### **Aims**

The aim of this module is to take a strategic view of environmental and public health and to apply the strategy to a range of settings. This module provides the means for students to link academic work with a practice situation in order to conceptualise the meaning of theory in the wider world context. This facilitates the embedding of transferable and graduate skills necessary for future career paths and employment. It will provide knowledge, skills and abilities to practice and develop strategies to implement health gain or improvement. This situated learning module will use a variety of case studies, simulations, structured visits and practice learning to embed the theoretical aspects of environmental and public health into a “real life” setting. It also seeks to provide the student with an understanding of where their practice fits into strategic agendas and how their practice adds value to environmental and public health improvement

### **Learning Outcomes**

On completion of this module, the successful student will be able to:

1. Actively discover and consider current and credible knowledge sources, organise and interpret data and evaluate against prescribed standards and consider all aspects of an environmental and public health issue and devise strategies for prevention of damage to health
2. Solve complex problems, manage perceived risks and actual risks and balance individual needs against the community at large

3. Engage with duty holders to identify practices, procedures, management systems and risk controls.
4. Effectively communicate with a range of people and organisations
5. Identify and bridge gaps between knowledge, skills held and need of clients to secure improvements in public health
6. Appraise opportunities for collaborative working and identify weaknesses in organisations

## **Syllabus**

Organisational management in an environmental health and public health context

Good communications within and between organisations, including how organisations as a whole and teams within organisations work best together

Professional ethics in a public/ environmental health context

Identify and articulate the rights and responsibilities of individuals and organisations whose acts or omissions might impact on public health

Identify, link, co-operate and work with other professionals, organisations and agencies for the protection, enhancement and promotion of public health and develop policies and strategies for the protection, enhancement and promotion of public health

Identify and practice the skills necessary to facilitate personal, financial and organisational management

Facilitate the development of the holistic viewpoint;

Examination of the World Health Organisation concepts and concept of global public health .

Review of the UK public health agenda

Effective compliance strategies

Assessing need, finding and using data to support needs and risk assessment and applying appropriate resources and skills to meet such needs

## **Learning, Teaching and Assessment Strategy**

Lectures will set out the main principles of each subject, putting particular topics into context and identifying links with professional practice, as appropriate. Lectures will not take place every week and this is set out in the module handbook. You will be given tasks both individually and in groups to complete. The tasks will be in a variety of settings including simulated learning activities, case studies, structured visits and practice settings where appropriate.

Seminars will provide an opportunity to undertake research, and promote student debate/discussion. Seminars should aid students in the assessment process and active participation on an individual basis both in terms of preparation and involvement in class will assist in enhancing their knowledge base and ability to integrate the learning within the module

Directed study fostering autonomy in planning and implementation of own learning and development of research skills. Much of the assessment is based around problem solving scenarios where individual and group appraisal is required and the non-teaching weeks should enable the students to dedicate time and application to this task.

A.

Formative Assessment 1 by means of a case study (500 words) to prepare for summative portfolio.

Formative Assessment 2 by means of a compulsory group presentation of a problem solving scenario will take place to assess learning outcomes 1, 2, 4, 5 & 6.

B

Summative

1. Portfolio outlining investigation and compliance strategies to assess learning outcomes 1, 2, 3, 4, 5, 6

**Both parts of the summative assessment must be passed.**

**Assessment Weighting**

Portfolio 100%

## Learning Materials

### Essential/Primary

- Bassett W.H. (2007). *Environmental Health Procedures* (7<sup>th</sup> e<sup>d</sup>). London, Spon Publications.
- Doherty and Horne (2002). *Managing Public Services: Implementing Changes: A Thoughtful Approach*, Routledge
- Greener I. (2009) *Public Management - A critical Text* Palgrave MacMillan
- Ham C. (2004) *Health Policy in Britain* Palgrave
- Johnsson and Scoles (2001). *Exploring Public Sector Strategy* (6<sup>TH</sup> Ed.). Financial Times Publishing.
- Landon M.(2006) *Environment Health and Sustainable Development*, The Open University
- Macdowall W., Bonell C. and Davies M. (2006) *Health Promotion Practice*, The Open University
- Moran T.(1997) *Legal Competence in Environmental Health* Spon
- Nutley and Osborne. (1994). *Public Sector Management Handbook*. Longman
- Pettigrew R. (2002). *An Introduction to Management* (3<sup>rd</sup> Ed.). Palgrave.
- Pomerleau J. & McKee M (2005) *Issues in Public Health*, The Open University
- Senior B. (2002) *Organisational Change* Prentice Hall
- Stewart J. & Cornish Y. (2009) *Professional Practice in Public Health* Reflect Press
- Watterson A. (2003) *Public Health in Practice* Palgrave.

Operating guidance and websites as directed on Oasisplus

<b>Module Code</b>	<b>PRS3330</b>
<b>Title</b>	<b>Dissertation</b>
<b>Level</b>	<b>3</b>
<b>Credit Points</b>	<b>30</b>
<b>Owning Subject</b>	<b>Public Health, Risk and</b>
<b>Safety</b>	
<b>Module Leader</b>	<b>Michael Hewitt</b>

### **Aims**

This module aims to synthesise learning from the students' undergraduate programme providing an opportunity for students to study independently and investigate a topic in depth. It fosters academic curiosity, an inquiry based approach, the employment and application of research skills thus facilitating the development of a higher level of theorising. Students will select a topic of personal interest they wish to study further and will manage their own learning during this module, with the support of an allocated supervisor for this period of independent study.

### **Learning Outcomes**

On completion of this module, the successful student will be able to:

1. Critically appraise the fundamental theories and concepts along with contemporary debates underpinning the subject, illustrating understanding of the relationship between theory and research.
2. Demonstrate the systematic searching, organisation, handling, critical selection, analysis and synthesis of a wide variety of different data and information sources.
3. Critically review and evaluate the arguments evident in the literature and/or alternative sources of evidence pertaining to the chosen topic of study.
4. Articulate the research questions or hypothesis/es, select and justify the choice of research methodology and methods appropriate to conduct such inquiry and consider their scientific rigour in reliability and validity.
5. Exhibit critical insight into ethical concerns which may arise when planning, conducting and disseminating both primary and secondary research.

6. Construct critical and reasoned argument which analyses, evaluates and challenges research findings, justifies propositions and elucidates alternatives.
7. Draw meaningful, logical and informative conclusions with emergent recommendations for the future development of theory, practice or policy and the identification of areas requiring further research. Study, through the dissemination of research findings.

## Syllabus

As the culmination of the student's undergraduate programme the syllabus for this module is a synthesis of their subject knowledge and the application of the research skills they have developed during their programme. This module will also illustrate the student's achievement of the graduate and employability skills of effective learning, communication, teamwork, numeracy, information technology and personal and career development.

This module is the culmination of the undergraduate programme and demonstrates the development of both the students' subject knowledge and graduate skills. The overall learning experience for this module will demonstrate the students' effective learning skills and ability to manage and direct their own learning independently. Facilitation and support for this learning will be largely through individual supervision with an allocated supervisor from the subject team who shares an interest in the topic under investigation. To support the learning process and further facilitate learning from constructive formative feedback a 'learning log' to support the students learning will be utilised throughout the year.

The learning log will include a range of formative learning opportunities as detailed below, however, **the log itself will form a summative component of the overall module assessment** and is required to be appended in the submission of the summative work.

The Learning Log will comprise of:

**Supervision Record:**

Students will be required to meet with their supervisors on a minimum of five occasions during the module. The process of supervision will be recorded in the learning log detailing what the student has achieved and facilitating the setting of future goals. It clarifies the student and supervisors roles in the development of the work, how the supervisor facilitates the student's learning, and the extent to which the student both requires, and utilises the supervision opportunities available.

**Specialist Support:**

As part of the supervision process the supervisor may recommend that the student seeks further specialist knowledge or advice. This may be from a range of sources such as clinical specialists, government agencies, charities, or attendance at specific lectures or seminars. Such specialist support will be detailed in the learning log (Lo 2, 5, 6 and 7).

**Confirmation of Ethical Approval:**

Confirmation that ethical approval has either been granted or is not required will be documented in the learning log and endorsed by the supervisor or proof of approval from the appropriate ethics committee (Lo 5).

**Presentation:**

Students will be given the opportunity to present their developing work to a group of peers from their programme (Lo 1, 3, 4 and 6).

**Peer Review:**

The presentations will provide the opportunity for peer review of the students work, and using guidelines provided in the students will offer feedback on the work presented (Lo 1, 4, 5 and 6).

**Workshops:**

A programme of subject specific workshops will provide a guide to developing and writing the research project (Lo 1-7).



## **E-Learning:**

Materials to support student learning in their final year projects will be available on Oasis plus (Lo 1-7)

## **Summative Assessment**

One of the following assessments will be utilised to demonstrate achievement of the module learning outcomes.

The assessment undertaken may be prescribed or restricted for different programmes to meet research governance requirements of some Professional, Statutory and Regulatory Bodies.

A 5000-7000 word Dissertation to test learning outcomes 1-7, the title and methodology of which must be agreed with the supervisor in advance and which may be presented as:

### **1. The preparation of an Article for Publication**

Prepare an article for publication in an academic journal utilising the Journal's published refereed guidelines, with a supporting critical reflective report detailing the development process and challenges arising.

### **2. Desktop and Secondary Analysis Review of the Literature**

A critical discussion and review of the literature utilising a rigorous 'desktop' research process in a secondary analysis review of a wide range primary sources pertaining to the subject under investigation.

### **3. Empirical Research Project**

Undertake an empirical research study on a topic agreed with your supervisor ensuring adherence to research governance processes

### **4. Laboratory Based Experimental Study**

Undertake a laboratory based experimental project on a topic agreed with your supervisor ensuring adherence to research governance processes

## **Assessment Weighting**

**Coursework (no examination)      100%**

### **Learning materials**

Bell J. (2005). *Doing your research project*. (4<sup>th</sup> ed). Berkshire: OU Press.

Levin P. (2005). *Excellent dissertations*. Maidenhead: OU Press.

Thomson A. (2001). *Critical reasoning*. London: Routledge.