

# University of the West of Scotland

## Module Descriptor

Session: 2023/24

Last modified: May 24

Status: Published

**Title of Module: Health & Hygiene**

<b>Code: CEWM08001</b>	<b>SCQF Level: 8</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 20</b>	<b>ECTS: 10</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Health and Life Sciences		
<b>Module Co-ordinator:</b>	Jan Miller		

### Summary of Module

This is an attendance based, continuously assessed module and begins with the history and significance of occupational health and hygiene. It looks at the systemic approach related to anatomy, physiology, pathology and an outline of the human anatomical system.

Application of ergonomic principles including workstation, tool and appliance design as well as the effects of heat and cold on the human body and the threats of a working environment hostile to homeostasis are covered. Manifestation of and controls for hypothermia, heat stroke and exhaustion along with health risks associated with confined spaces, identified through case law and prosecutions.

The links between occupational, environmental and public health are identified and discussed. The module will also look at health surveillance and the use of Occupational Health and Occupational Therapy within the workplace, examining their role in the prevention of illness and ensuring timeous return to work through rehabilitation, phased returns to work, workplace and workstation adjustments and determining what work an employee is fit to do rather than just designating them as "too sick to work".

This module leads to development of understanding of the foundations of health and hygiene as a basis for subsequent health studies and will help to develop a range of 'I am UWS' Graduate Attributes.

**U**niversal – development of critical thinking, ethically and research minded.

**W**ork Ready – an effective problem solver, communicator and ambitious.

**S**uccessful – by being autonomous, resilient and driven.

- Toxicology is the study of the effects of a toxicant on living organisms this is vital as there is no such thing as absolute safety when using chemicals.
- Epidemiology is the study of the distribution of disease in populations and the factors that affect this distribution, emphasis is given here to pathogens of biomedical and environmental importance and to their epidemiological characteristics.
- Application of ergonomic principles including workstation, tool and appliance design are looked at and the impacts of poorly adjusted equipment on the human body.
- Exposure limits are investigated to identify any areas of concern within the workplace and the monitoring techniques available for specific contaminants.

### Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
			✓		

#### Face-To-Face

Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the

whole provision.

**Blended**

A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered “blended” if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

**Fully Online**

Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

**HybridC**

Online with mandatory face-to-face learning on Campus

**HybridO**

Online with optional face-to-face learning on Campus

**Work-based Learning**

Learning activities where the main location for the learning experience is in the workplace.

**Campus(es) for Module Delivery**

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
			✓			

**Term(s) for Module Delivery**

(Provided viable student numbers permit).

Term 1	Term 2	Term 3
	✓	

**Learning Outcomes: (maximum of 5 statements)**

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

- L1. Demonstrate a limited understanding of the structure and function of the human body.
- L2. Gain limited knowledge in health surveillance, sampling and exposure limits
- L3. Apply a broad knowledge in dealing with the relationship between occupational, environmental and public health issues within the workplace
- L4. Analyse and interpret basic data sets using simple descriptive statistics (mean, standard deviation, standard error, confidence limits, t-tests) and epidemiological approaches in the fields of Biomedical and Environmental Health.

**Employability Skills and Personal Development Planning (PDP) Skills**

<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 8. Gain an understanding of the development of occupational health.  Evaluate the effectiveness of control measures in relation to occupational exposure and rehabilitation
Practice: Applied Knowledge and Understanding	SCQF Level 8. Identify health concerns in specified workplace scenarios.

Generic Cognitive skills	SCQF Level 8. Demonstrate ability to communicate appropriate knowledge and information.  Use of a range of approaches to address defined problems within health and safety.  Identify and provide a solution to a routine problem.
Communication, ICT and Numeracy Skills	SCQF Level 8. To be able to make technical oral and written presentations, using IT as required. Develop presentation skills.
Autonomy, Accountability and Working with others	SCQF Level 8. Work in support of current professional practice under guidance  Work as part of a group to analyse information and manage the outcome

<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b> BIOL07021	<b>Module Title:</b> Investigation & Communication
	<b>Other:</b>	or appropriate knowledge and experience.
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\* Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	20
Laboratory/Practical Demonstration/Workshop	20
Tutorial/Synchronous Support Activity	8
Independent Study	152
	200 Hours Total

<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>
The following materials form essential underpinning for the module content and ultimately for the learning outcomes:  Virtual Learning Environment: Timetables, lecture summaries, seminar, assignments, staff contact information and other information associated with the running of the Module.  Useful web sites:  <a href="http://www.show.scot.nhs.uk">www.show.scot.nhs.uk</a>  <a href="http://www.hse.gov.uk">www.hse.gov.uk</a>  <a href="http://www.iosh.co.uk">www.iosh.co.uk</a>  Referencing: Pears, R. and Shields, G. (2019) Cite them right: the essential referencing guide. 11th rev. edn. London: Red Globe Press.

Print and electronic copies are available from UWS Library.

(\*\*N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk\*) to wait until the start of session for confirmation of the most up-to-date material)

### Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: Attendance at synchronous sessions (lectures, workshops, and tutorials), completion of asynchronous activities, and submission of assessments to meet the learning outcomes of the module.

### Supplemental Information

<b>Programme Board</b>	Biological Sciences and Health
<b>Assessment Results (Pass/Fail)</b>	No
<b>Subject Panel</b>	Biology L7-11
<b>Moderator</b>	Steven Kelly
<b>External Examiner</b>	S Boyd
<b>Accreditation Details</b>	This module is part of the BSc (Hons) Environmental Health with Professional Practice programme; accredited by The Royal Environmental Health Institute of Scotland (REHIS). This module is accredited by Institution of Occupational Safety and Health (IOSH) if taken as part of the BSc (Hons) in Occupational Safety and Health programme.
<b>Changes/Version Number</b>	2.15 Delivery method updated to HybridC.

### Assessment: (also refer to Assessment Outcomes Grids below)

Two written assignments worth 70% (35% each) of the final mark.  
Assignment 1 focuses on the respiratory system and the diseases that may impact on this.  
Assignment 2 focuses on toxicology and epidemiology.

An on-line class test worth 30% of the final mark.  
The test comprises of questions made up from a mixture of multi-choice, yes or no and one word answers.

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)

### Assessment Outcome Grids (Footnote A.)

#### Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
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Essay	✓	✓	✓	✓	70	0
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<b>Component 2</b>						
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Class test (written)	✓	✓	✓	✓	30	2
<b>Combined Total For All Components</b>					100%	2 hours

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).  
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

**Equality and Diversity**

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper. Please refer to the UWS Equality and Diversity Policy at the following link: [UWS Equality and Diversity Policy](#)

**[UWS Equality and Diversity Policy](#)**

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)