



## Module Descriptor

<b>Title</b>	Health & Hygiene		
<b>Session</b>	2024/25	<b>Status</b>	Published
<b>Code</b>	CEWM08001	<b>SCQF Level</b>	8
<b>Credit Points</b>	20	<b>ECTS (European Credit Transfer Scheme)</b>	10
<b>School</b>	Health and Life Sciences		
<b>Module Co-ordinator</b>	Ruth Horan		

### 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.

Universal – development of critical thinking, ethically and research minded.

Work Ready – an effective problem solver, communicator and ambitious.

Successful – 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

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b> <input type="checkbox"/>	<b>Hybrid<sup>2</sup></b> <input checked="" type="checkbox"/>	<b>Online<sup>3</sup></b> <input type="checkbox"/>	<b>Work -Based Learning<sup>4</sup></b> <input type="checkbox"/>
<b>Campuses for Module Delivery</b>	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
<b>Terms for Module Delivery</b>	Term 1 <input type="checkbox"/>	Term 2 <input checked="" type="checkbox"/>	Term 3 <input type="checkbox"/>	
<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2 <input type="checkbox"/>	Term 2 – Term 3 <input type="checkbox"/>	Term 3 – Term 1 <input type="checkbox"/>	

<b>Learning Outcomes</b>	
<b>L1</b>	Demonstrate a limited understanding of the structure and function of the human body
<b>L2</b>	Gain limited knowledge in health surveillance, sampling and exposure limits
<b>L3</b>	Apply a broad knowledge in dealing with the relationship between occupational, environmental and public health issues within the workplace
<b>L4</b>	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.
<b>L5</b>	

<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<b>SCQF 8</b> Gain an understanding of the development of occupational health.  Evaluate the effectiveness of control measures in relation to occupational exposure and rehabilitation

<sup>1</sup> Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

<sup>2</sup> The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

<sup>3</sup> Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

<sup>4</sup> Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 8</b> Identify health concerns in specified workplace scenarios.
<b>Generic Cognitive skills</b>	<b>SCQF 8</b> 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
<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF 8</b> To be able to make technical oral and written presentations, using IT as required. Develop presentation skills.
<b>Autonomy, Accountability and Working with Others</b>	<b>SCQF 8</b> Work in support of current professional practice under guidance  Work as part of a group to analyse information and manage the outcome

<b>Prerequisites</b>	<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>

<b>Learning and Teaching</b>	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
<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> (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
Please select	
Please select	
<b>TOTAL</b>	200

### Indicative Resources

**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:

[www.show.scot.nhs.uk](http://www.show.scot.nhs.uk)

[www.hse.gov.uk](http://www.hse.gov.uk)

[www.iosh.co.uk](http://www.iosh.co.uk)

Referencing: Pears, R. and Shields, G. (2019) Cite them right: the essential referencing guide. 11th rev. edn. London: Red Globe Press.

**(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)**

### Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](#), Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

**For the purposes of this module, academic engagement equates to the following:**

Attendance to all classes either online or in person(if required)

### Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

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

### Supplemental Information

<b>Divisional Programme Board</b>	<b>Biological Sciences Health</b>
<b>Overall Assessment Results</b>	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.

<b>School Assessment Board</b>	Biological Sciences & Health
<b>Moderator</b>	TBC
<b>External Examiner</b>	TBC
<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>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Changes / Version Number</b>	1

<b>Assessment (also refer to Assessment Outcomes Grids below)</b>
<b>Assessment 1</b>
Assignment 1 focuses on the respiratory system and the diseases that may impact on this. - 35%
<b>Assessment 2</b>
Assignment 2 focuses on toxicology and epidemiology - 35%.
<b>Assessment 3</b>
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 Module Handbook.)

<b>Component 1</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Essay	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	70	0

<b>Component 2</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Class test	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	30	2

<b>Component 3</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Combined total for all components</b>						100%	2 hours

### Change Control

<b>What</b>	<b>When</b>	<b>Who</b>