Module Descriptor

Title	Food Safety		
Session	2026/27	**Status**	Published
Code	BIOL09040	**SCQF Level**	9
Credit Points	10	**ECTS (European Credit Transfer Scheme)**	5
School	**Health and Life Sciences**		
Module Co-ordinator	Morgan Hetherington		

Summary of Module

This module will enable students to understand and appreciate the food / meat industry from farm to fork. The module will provide students with a knowledge and understanding of the legislative framework which exist within the food / meat industry – from the abattoir to the final consumer, thus enabling the student to inspect and audit food premises effectively. Specifically, students will appreciate the importance of HACCP and how its principles underpin EU/UK legislation throughout the food chain.

Module Delivery Method	**On-Campus[1]** ☐	**Hybrid[2]** ☐	**Online[3]** ☒	**Work -Based Learning[4]** ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☐ Paisley	☒ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

[1] 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.

[2] 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.

[3] 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.

[4] 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

Learning Outcomes	
L1	Demonstrate how a food safety management system based on the principles of HACCP helps ensure compliance with legislation and helps assure food safety and quality within the food industry.
L2	Demonstrate technical understanding of common food processing methodologies, including the use of heat and cold, curing, smoking and the purpose of such processes, development of novel food processing methods and various food packaging techniques.
L3	Display a knowledge of current legislation relating to food safety and food standards, and relevant Codes of Practice, from farm to fork for all food groups.
L4	
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 9** Combining knowledge, theories and principles of food hygiene and food safety in novel ways in the analysis of complex and substantial problems and situations, objectively analysing these from a range of differentviewpoints and theoretical standpoints to achieve successful outcomes. Gain a knowledge of food inspection and food safety standards and good practice.
Practice: Applied Knowledge and Understanding	**SCQF 9** Having an extended ability to collect primary data and develop a growing awareness of the importance of the choice and application of suitable methods for this. The application of complex intellectual tools, including learned theory and principles, to novel situations, for example during food hygiene and food safety inspections, to identify and achieve a range of innovative and valid solutions to complex problems. The synthesis of theory and professional/vocational practice and standards, and critical evaluation of theory, process, solutions and outcomes.
Generic Cognitive skills	**SCQF 9** The application of underpinning knowledge to critically analyse, evaluate and generate effective information, ideas and concepts related to food hygiene and food safety, from a variety of sources. The derivation of solutions to specific problems of food safety and hygiene from general principles and standards, subsequently reflecting on the validity and appropriateness of these approaches and using the fruit of this reflection to modify future responses to these and related issues and the transfer of knowledge/solutions into new contexts.
Communication, ICT and Numeracy Skills	**SCQF 9** Communicating clearly and concisely, orally and in writing, in an appropriate manner including, to non-practitioners without expertise in the area of Environmental Health (as would be required following food hygiene and food safety inspections of premises) and in formal style in relation to major pieces of academic work. Using IT effectively to

	organise and present information in an accessible and understandable form. It is understood that candidates will have demonstrated an appropriate level of numeracy in order to pass previous academic modules in this Degree course.
Autonomy, Accountability and Working with Others	**SCQF 9** Working autonomously over significant and critical academic and practical tasks, accepting ownership and accountability for both the process and outcomes. Also, working and interacting, as part of a team, with individuals and groups from a variety of professional and vocational settings, developing the confidence and self-awareness to influence and, where appropriate lead, such groups. Identify new perspectives in and modifications to existing knowledge and practice, new areas for investigation and problems for solution. Developing the confidence required to carry out food hygiene and food safety inspections against recognized standards and inform those inspected of the conclusions arrived at. Recognise the importance of Continuous Professional Development to extend knowledge and competence.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
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. This is a 10 credit module and therefore these times should be halved.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	20
Independent Study	80
n/a	
n/a	
n/a	
n/a	
TOTAL	100

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Bassett, W H (2011), Clay's Handbook of Environmental Health; 20th edition.

Taylor and Francis Bassett, W H (2007), Environmental Health Procedures; 7th edition.

Taylor and Francis Cichy, R F (2008) Food Safety: Managing the HACCP System, 2nd Edition.

CHIPS, Texas USA Engel D, et al, (2007) Managing Food Safety (2nd edition) course book.

CIEH, Chadwick House Group/Vis a Vis Publications. CIEH (2000), Food Safety for Supervisors, Chadwick House Group. This can be ordered direct from CIEH go to www.cieh.org.uk and select shop from the home page

Shapton D A & Shapton N F (Eds), (1991), Principles and Practices for the Safe Processing of Foods, Woodhouse Publishing Sprenger R A (1999), Intermediate food hygiene, Doncaster, Highfield Publications

Sprenger R A, (1998), Hygiene for Management – 8th Edition, Highfield Publications, Doncaster

Food Standards Scotland website https://www.foodstandards.gov.scot/

(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 attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, 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.

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.

(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

Divisional Programme Board	**Biological Sciences Health**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **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.
School Assessment Board	Biology
Moderator	Steven Kelly
External Examiner	M Brown
Accreditation Details	REHIS
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Case study - HACCP Assignment
Assessment 2
Presentation
Assessment 3
(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.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Case study	☒	☒	☒	☐	☐	100	2

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	2 hours

Change Control

What	When	Who
Removed componant 2 for assessment and increased component 1 to 100%		