



## Module Descriptor

<b>Title</b>	Food Inspection and Food Safety		
<b>Session</b>	2025/26	<b>Status</b>	Published
<b>Code</b>	CEWM09010	<b>SCQF Level</b>	9
<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>	Chris Seyfried		

### Summary of Module

This module will enable students to understand and appreciate the food / meat industry from farm to fork. The module is specifically designed to provide the student with a balance between the theoretical and practical aspects of the Meat Inspection regime, the Meat Industry and Food Premises Inspection. 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. In addition, students will gain an understanding of the lymphatic system of food animals (including game, poultry, fish and shellfish), incisions and observations made at ante and post mortem of these animals. This will enable students to recognise common pathological conditions encountered in meat inspection and what action should be taken as a consequence.

By undertaking this module students will develop a range of 'I am UWS' Graduate Attributes. Universal – development of critical thinking, ethically and research minded.

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

Successful – by being autonomous, resilient and driven.

Module Delivery Method	On-Campus <sup>1</sup>	Hybrid <sup>2</sup>	Online <sup>3</sup>	Work -Based Learning <sup>4</sup>
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

<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

					<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 type="checkbox"/>	Term 3 <input type="checkbox"/>		
<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2 <input checked="" type="checkbox"/>	Term 2 – Term 3 <input type="checkbox"/>	Term 3 – Term 1 <input type="checkbox"/>		

<b>Learning Outcomes</b>	
<b>L1</b>	Describe the functional anatomy of major systems in food animals and demonstrate the ability to differentiate organs, carcasses and cuts of meat, game and poultry, and to differentiate various fish and shellfish, fruit and vegetables
<b>L2</b>	Demonstrate knowledge in the determination of fitness of various fresh meats, offal, poultry, fish, shellfish, fruit and vegetables to understand when food is safe or unsafe for human consumption and the actions that can be taken to remove unfit foods from the food chain
<b>L3</b>	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.
<b>L4</b>	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.
<b>L5</b>	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.

<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>	<p><b>SCQF 9</b></p> <p>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 different viewpoints and theoretical standpoints to achieve successful outcomes.</p> <p>Gain a knowledge of food inspection and food safety standards and good practice</p>
<b>Practice: Applied Knowledge and Understanding</b>	<p><b>SCQF 9</b></p> <p>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.</p> <p>The application of complex intellectual tools, including learned theory and principles, to novel situations, for example during food hygiene and</p>

	<p>food safety inspections, to identify and achieve a range of innovative and valid solutions to complex problems.</p> <p>The synthesis of theory and professional/vocational practice and standards, and critical evaluation of theory, process, solutions and outcomes.</p>
<b>Generic Cognitive skills</b>	<p><b>SCQF 9</b></p> <p>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.</p> <p>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.</p>
<b>Communication, ICT and Numeracy Skills</b>	<p><b>SCQF 9</b></p> <p>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.</p> <p>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.</p>
<b>Autonomy, Accountability and Working with Others</b>	<p><b>SCQF 9</b></p> <p>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.</p> <p>Identify new perspectives in and modifications to existing knowledge and practice, new areas for investigation and problems for solution.</p> <p>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.</p> <p>Recognise the importance of Continuous Professional Development to extend knowledge and competence.</p>

<b>Prerequisites</b>	<b>Module Code</b>	<b>Module Title</b>
	<b>Other</b>	
<b>Co-requisites</b>	<b>Module Code</b>	<b>Module Title</b>

<b>Learning and Teaching</b>
<p>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.</p> <p>This module includes face-to-face/online teaching.</p>

Learning Activities	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	42
Laboratory / Practical Demonstration / Workshop	28
Independent Study	130
n/a	
n/a	
n/a	
<b>TOTAL</b>	<b>200</b>

Indicative Resources
<p><b>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</b></p> <p>Bassett, W H (2011), Clay's Handbook of Environmental Health; 20th edition. Taylor and Francis</p> <p>Bassett, W H (2007), Environmental Health Procedures; 7th edition. Taylor and Francis</p> <p>Cichy, R F (2008) Food Safety: Managing the HACCP System, 2nd Edition. CHIPS, Texas USA</p> <p>Engel D, et al, (2007) Managing Food Safety (2nd edition) course book. CIEH, Chadwick House Group/Vis a Vis Publications.</p> <p>CIEH (2000), Food Safety for Supervisors, Chadwick House Group. This can be ordered direct from CIEH go to <a href="http://www.cieh.org.uk">www.cieh.org.uk</a> and select shop from the home page</p> <p>Shapton D A &amp; Shapton N F (Eds), (1991), Principles and Practices for the Safe Processing of Foods, Woodhouse Publishing</p> <p>Sprenger R A (1999), Intermediate food hygiene, Doncaster, Highfield Publications</p> <p>Sprenger R A, (1998), Hygiene for Management – 8th Edition, Highfield Publications, Doncaster</p> <p>Food Standards Scotland website <a href="https://www.foodstandards.gov.scot/">https://www.foodstandards.gov.scot/</a></p>
<p><b>(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)</b></p>

Attendance and Engagement Requirements
<p>In line with the <a href="#">Student Attendance and Engagement Procedure</a>, 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.</p> <p><b>For the purposes of this module, academic engagement equates to the following:</b></p> <p>Attendance to all classes either online or in person (If required).</p>

**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**

<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 checked="" 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>	Biology
<b>Moderator</b>	TBC
<b>External Examiner</b>	S Boyd
<b>Accreditation Details</b>	REHIS
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Changes / Version Number</b>	1

**Assessment (also refer to Assessment Outcomes Grids below)****Assessment 1**

Class Test - practical Assessment - 40%

**Assessment 2**

Presentation - 10%

**Assessment 3**

Course work including Report (30%) and a short answer class test (20%) - 50%

(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
Class test (practical)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40	1

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10	2

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Essay	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	50	2
<b>Combined total for all components</b>						100%	5 hours

### Change Control

What	When	Who
Removed visits from description		