University of the West of Scotland

Module Descriptor

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Title of Module: Food and Meat Inspection CPD

Code: BIOL10027	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 10	ECTS: 5 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Ruth Horan		

Summary of Module

This module is completed over one term allowing students to understand and appreciate the 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 and the Meat Industry. The module will provide students with a knowledge and understanding of the legislative framework which exist within the meat industry – from the abattoir to the final consumer, thus enabling the student to inspect and audit food premises effectively.

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. It will also enable students to appreciate the Meat Hygiene Service and the benefits to Public Health of Meat Inspection. The module will also provide a natural link with other modules, such as microbiology, enabling students to comprehend the importance of connecting breaches in legislation with, for example, food borne illness.

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. Display a knowledge of current food safety legislation, and relevant codes of practice and understand that the Food Safety Act 1990 covers food from "Farm to Fork"

L2. Describe the functional anatomy of the major systems within human comparative anatomy and physiology of food animals, including the ability to differentiate organs, carcasses and cuts of meat of the food animals, including red, white, game exotic, fish and shellfish.

L3. Understand the structure of the Meat Industry, the Meat Hygiene Service and the mechanics and benefits of meat inspection, recognising post mortem evidence of pathological conditions of food animals common at retail level, along with post mortem quality, deterioration and contamination

L4. Understand how to inspect and audit food premises to ensure legislative compliance whilst demonstrating a clear understanding of the food safety related hazards found in food premises and how hazards are controlled to allow the management and mitigation of risk

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 Level 10. 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. Gain a knowledge and understanding of food hygiene and food safety standards and good practice.
Practice: Applied Knowledge and Understanding	SCQF Level 10. 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 Level 10. 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 Level 10. 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 Level 10. 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.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	Knowledge and experience equivalent to level 8 of Environmental Health or appropriate knowledge in Food Safety
Co-requisites	**Module Code:**	**Module Title:**

* Indicates that module descriptor is not published.

Learning and Teaching	
This module includes face-to-face teaching and a series of industrial visits to food premises if available.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	24
Laboratory/Practical Demonstration/Workshop	20
Independent Study	56
	100 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Shapton D A & Shapton N F (Eds), (1991), Principles and Practices for the Safe Processing of Foods, Woodhouse Publishing

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

The Food Law Code of Practice Scotland

Shapton D A & Shapton N F (Eds), (1991), Principles and Practices for the Safe Processing of Foods, Woodhouse Publishing

Ovine meat inspection : anatomy, physiology, and disease conditions
Grist, A. (Andy)
Nottingham, U.K. : Nottingham University Press, 2010

Food safety and inspection : an introduction
Smith, Madeleine (Madeleine P.)
Abingdon, Oxon ; New York, NY : Routledge, [2018

Advanced technologies for meat processing

Boca Raton : CRC Press, 2018.
2nd edition

Manual for Official Controls; https://www.foodstandards.gov.scot/publications-and-research/publications/manual-for-official-controls

(2010),The Cook's Book of Ingredients, DK Publishers

(**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, practical and tutorials, completion of asynchronous activities, and submission of assessments to meet the learning outcomes of the module.

Supplemental Information

Programme Board	Biological Sciences and Health
Assessment Results (Pass/Fail)	No
Subject Panel	Biology L7-11
Moderator	Fiona Henriquez
External Examiner	S Boyd
Accreditation Details	This module is approved by the Royal Environmental Health Institute of Scotland (REHIS) as suitable for individuals required to complete a food inspection module, to supplement achieved knowledge, in order to proceed with the REHIS Diploma in Environmental Health or specific Scottish Food Safety Officers' Registration Board (SFSORB) Higher Certificate qualifications.
Changes/Version Number	1.05 Accreditation statement updated For AY21-22 SAB (Subject Panel) named updated

Assessment: (also refer to Assessment Outcomes Grids below)
Class Test 40%
Practical Assessment 60%
(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
Class test (written)	✓	✓	✓	✓	40	2

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral	✓	✓	✓	✓	60	1
Combined Total For All Components					100%	3 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)