

# University of the West of Scotland

## Module Descriptor

**Session: 2022/23**

Last modified: 25/03/2022 15:37:44

Status: Published

**Title of Module: Environmental Health Professional Practice 2**

<b>Code: CEWM10007</b>	<b>SCQF Level: 10</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>	Ruth Horan		

### Summary of Module

Further enhance the competency gained after placement one. Placement two should allow students where appropriate to conduct some individual investigation. They should gain a more thorough understanding of not only the core areas of Environmental Health but also how they fit together and how multi agency/ multi-disciplinary working can effect case outcomes. Students should also gain valuable insight into the social and other determinants of health, which play a significant role in Environmental Health interventions.

A presentation of some interesting cases will be provided to peers, lecturers and potentially colleagues in order to evaluate the above.

This module will work to develop a number of "I am UWS" Graduate Attributes to make those who complete this module:

- Critical Thinker
- Analytical
- Collaborative
- Emotionally Intelligent
- Ethical
- Influential
- Motivated
- Resilient
- Autonomous

### 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. A critical understanding of all areas of Environmental Health and the determinants of health.
- L2. Knowledge and understanding at a practice based level of legal structure and systems.
- L3. Critically analyse data, making evidence based decisions whilst being cognisant of the potential cause and effect impact of such decisions
- L4. Practice in ways, which show an ability to follow due process, however maintain a flexibility in approach whilst utilising various interpersonal skills.
- L5. Present or convey information both formally or informally to colleagues

**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. Show critical understanding of how the various disciplines of Environmental Health interact with one another and the inter-relationship with social and other determinants of health and disease.
Practice: Applied Knowledge and Understanding	SCQF Level 10. A practice based level of knowledge and understanding of legal structure and due process governing Environmental Health disciplines and their application.
Generic Cognitive skills	SCQF Level 10. Critically identify, define, conceptualise and analyse complex professional problems in a tenacious manner using various streams of evidence while being cognisant of cause and effect due to actions taken.
Communication, ICT and Numeracy Skills	SCQF Level 10. Present or convey, formally and informally, information about specialised topics to informed audiences.
Autonomy, Accountability and Working with others	SCQF Level 10.

Demonstrate an ability to follow due process during interactions with colleagues and various stakeholders, including service users and business operators, making use of good interpersonal skills and taking a flexible approach to adapt to the situation.

<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	Before undertaking this module the student should have appropriate knowledge, understanding and experience within Environmental Health, equivalent to levels 7, 8, 9 and 10 and in line with Chapter 3.13
<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)
Work Based Learning/Placement	315
	315 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:

Clays Handbook for Environmental Health

<http://www.legislation.gov.uk/browse/scotland>

<https://www.hse.gov.uk/>

<https://www.sepa.org.uk/>

<https://www.foodstandards.gov.scot/>

<https://www.rehis.com/>

<https://publichealthreform.scot/public-health-scotland/about-public-health-scotland/public-health-scotland-overview>

(\*\*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 module tutorials and supervisor meetings/tutorials, completion of

asynchronous activities, and submission of assessments to meet the learning outcomes of the module. This module requires you to attend the placement x hours.

Whilst on work placements students are not to exceed a 35 hour working week generally hours should consist of Monday to Friday 9-5 however flexibility is possible once the placement provider and student are each in agreement.

### Supplemental Information

<b>Programme Board</b>	Biological Sciences and Health
<b>Assessment Results (Pass/Fail)</b>	Yes
<b>Subject Panel</b>	Biology L7-11
<b>Moderator</b>	Jan Miller
<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).
<b>Changes/Version Number</b>	1.05  Accreditation statement reworded For AY21-22 Subject Panel (SAB) updated to Biology L7-11 and MM added

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

PowerPoint Presentation on interesting case(s) from the student's time in Local Authority Environmental Health Departments. This will be assessed on a pass/fail basis, worth 100% of module marks. A pass is a minimum of 40%.

(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)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Presentation	✓	✓	✓	✓	✓	100	0
<b>Combined Total For All Components</b>						100%	0 hours

#### Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

#### Note(s):

- More than one assessment method can be used to assess individual learning outcomes.
- 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)