

MILITARY ENVIRONMENTAL HEALTH PRACTITIONER COURSE

STUDENT HANDBOOK

Purpose and status of your student handbook

The purpose of this handbook is to provide you with information about your programme of study and to direct you to general information about studying at the Department of Environmental and Occupational Health (DEOH) and University. The handbook also acts as a signpost to guide you to support and welfare if you are in need during your studies.

This handbook must be read in conjunction with the Defence Medical Services (Whittington) [DMS(W)] Standing Orders and Instructions, and with the university regulations.

There are two sets of university regulations you need to be aware of: the university Academic Regulations; and the university Student Regulations.

The Academic Regulations relate specifically to your studies and your course. They cover issues such as assessment, progression, and award requirements amongst a range of other issues and can be found at:

The Student Regulations deal with a range of issues which apply to all students at the University:

The material in this handbook is as accurate as possible at the date of production.

Your comments on any improvements to this handbook are welcome - please put them in writing to:

|  |  |
| --- | --- |
| **Name of Programme Leader**  **Name of University Link Tutor** | **Name of Institution Principal**  **Name of Institution Link Tutor/ OIC Training** |

CONTENTS

[Purpose and status of your student handbook 1](#_Toc619427828)

[Academic Calendar 3](#_Toc1828015546)

[INTRODUCTION TO THE DEPARTMENT OF ENVIRONMENTAL AND OCCUPATIONAL HEALTH - Officer Commanding’s Welcome 4](#_Toc591972567)

[INTRODUCTION TO THE PROGRAMME 6](#_Toc1294642341)

[INTRODUCTION TO UNIVERSITY’S 7](#_Toc1580981078)

[Welcome to the Course 7](#_Toc163488555)

[Message from the Dean of School 7](#_Toc566140440)

[The University’s Regulations 7](#_Toc483651452)

[Certificates 7](#_Toc396743203)

[Diploma Supplement 7](#_Toc2122946517)

[Quality Assurance Agency 8](#_Toc1453886730)

[The Programme 8](#_Toc1563042842)

[Introduction to the School 8](#_Toc12778238)

[University Assessment Regulations 8](#_Toc917258442)

[Course-Specific Assessment Regulations and Professional Body Requirements 8](#_Toc1474348965)

[Programme staff list and contact details 8](#_Toc752467259)

[DEOH Teaching Staff 9](#_Toc551016145)

[University’s Teaching Staff 9](#_Toc1763380456)

[Key Personalities 9](#_Toc1214338165)

[Programme Structure Diagram 11](#_Toc1934655746)

[Programme Information 12](#_Toc483746928)

[Module Information 13](#_Toc1655519022)

[Academic Levels 13](#_Toc2081265314)

[Attendance Requirements 13](#_Toc1620543370)

[Assessment Schedule 14](#_Toc1244337127)

[General 14](#_Toc1155222006)

[Assessment Plan 14](#_Toc389575834)

[Assessment Support 15](#_Toc1324250117)

[Professional, statutory and/or regulatory body requirements 15](#_Toc1603282793)

[Chartered Institute of Environmental Health (CIEH) 15](#_Toc1464631544)

[Work Based Learning Elements 15](#_Toc1516202361)

[Work Based Learning – Block 3 15](#_Toc26739263)

[Work Based Learning – Block 5 16](#_Toc682632225)

[Module Support 16](#_Toc612634818)

[Service Careers 17](#_Toc1583855710)

[Military Environmental Health 17](#_Toc411387214)

[General 18](#_Toc425298243)

[Virtual Learning Environment 18](#_Toc678024995)

[Support for Students with Specific Learning Difficulties (SpLD) at DMA 18](#_Toc237866394)

[Action 18](#_Toc1899490233)

[Provision of Learning Support 18](#_Toc1618183947)

[Learning Resources 18](#_Toc4757703)

[Turnitin 18](#_Toc1655456962)

[Assessment Feedback 18](#_Toc1123651710)

[Marking Policy 18](#_Toc1919226773)

[Progressing on your programme 18](#_Toc130206061)

[Gradings 18](#_Toc463468838)

[University Marking and BSc (Hons) Classification 18](#_Toc1988005659)

[Honours Classification 18](#_Toc1918347910)

[Deferral 18](#_Toc216716723)

[Extenuating Circumstances 18](#_Toc1667138682)

[Academic Appeals 18](#_Toc1705519169)

[Examination Boards 18](#_Toc1372311345)

[Academic Honesty 18](#_Toc1270451632)

[Late Submissions and Re-Sit Examinations 18](#_Toc1334622024)

[DEOH Academic Warning System 18](#_Toc950908861)

[Trainee Review Board (TRB) 18](#_Toc1532750613)

[Trainee 3 Level Warning System 18](#_Toc668568322)

[Learning Contract 18](#_Toc561637581)

[Module size, effort hours and study load 18](#_Toc589431047)

[COMMUNICATION 18](#_Toc1758106423)

[MODNet e-mail 18](#_Toc704968087)

[Defence Medical Education VLE - cutting edge training delivery 18](#_Toc652379148)

[Accessing your own University records including your timetable and letter requests 18](#_Toc844441858)

[University E-mail 18](#_Toc1126779808)

[Data Protection and Privacy 18](#_Toc1717510673)

[SUPPORT 18](#_Toc1298017481)

[Academic Support 18](#_Toc443665035)

[Programme and Curriculum Advice 18](#_Toc1292083601)

[Counselling 18](#_Toc207972509)

[Welfare and Counselling 18](#_Toc358144784)

[Access 18](#_Toc996744357)

[Disability Support Service 18](#_Toc1710942011)

[Health, Safety and Welfare 18](#_Toc1116409286)

[DMA 18](#_Toc1625820881)

[University’s Policy 18](#_Toc607249066)

[Student Union membership 18](#_Toc2076364733)

[QUALITY OF YOUR PROGRAMME AND EXPERIENCE 18](#_Toc1146323961)

[Quality assurance and enhancement of your programme 18](#_Toc1900196994)

[External Examiners 18](#_Toc25298984)

[Feedback from you 18](#_Toc683688170)

[Enhancement and Development Meetings 18](#_Toc1697888128)

[Terms of Reference 18](#_Toc1871257141)

[Dates 18](#_Toc266951247)

[Other Committees 18](#_Toc2069559591)

[Programme Feedback 18](#_Toc1397358436)

[Other Surveys 18](#_Toc926539360)

[Suggestions and Complaints 18](#_Toc520464454)

[Annex A – Assessment Matrix 18](#_Toc118090910)

[Formative Assessments 18](#_Toc1276270573)

[Annex B – Accessing IT Systems 18](#_Toc1785871650)

[Register and Enrol Online 18](#_Toc390699589)

[New Students 18](#_Toc322663341)

[Online Welcome – Create Account 18](#_Toc86473081)

[Your Course Induction and Timetable 18](#_Toc1708593848)

[Annex C – Programme Specification for Military Environmental Health Practitioner Course 18](#_Toc784396518)

[Annex D – Graduate Attributes 18](#_Toc389455606)

[Annex F – Summary of Military Environmental Health Practitioner – Role Performance Statement Requirements 18](#_Toc311168048)

[Annex G – Module Narratives 18](#_Toc342997419)

[DMS 1111 – Developing Transferable Skills 18](#_Toc2044055654)

[DMS 1660 – Military Health Stressors 18](#_Toc1117653044)

[DMS 1215 - Fundamentals of Environmental Health 18](#_Toc489502881)

[DMS 1501 - Anatomy, Physiology & Pathology 18](#_Toc1314734573)

[DMS 1515 - Microorganisms Vectors and Control 18](#_Toc1047338188)

[DMS 1220 - Operational and Practical Skills Development 18](#_Toc743145420)

[DMS 1230 - Health Effects from the Built Environment 18](#_Toc2069147586)

[DMS 1600 – Introduction to Law & Governance 18](#_Toc1730245165)

[DMS 2551 – Food Safety and Legislation 18](#_Toc265336953)

[DMS 2440 – Health & Safety Management 18](#_Toc1300352016)

[DMS 2425 - Occupational Hygiene 18](#_Toc209021839)

[DMS 2500 - Professional Development 18](#_Toc238399565)

[DMS 2230 - Application of Military Environmental Health Skills 18](#_Toc911252851)

[DMS 2034 - Integrated Pollution Control & Chemical Processes 18](#_Toc423603157)

[DMS 3100 - Applied Environmental & Public Health Strategy 18](#_Toc1415787646)

[DMS 3200 - Food Inspection and Fitness 18](#_Toc1695152280)

[DMS 3250 - Work Based Learning Module 18](#_Toc1041117282)

[DMS 3330 - Research Methodology and Dissertation 18](#_Toc1583162307)

Academic Calendar

|  |  |
| --- | --- |
| Date | Event/Activity |
| Sep 24 | Block 1 start  DMS 1660 – Military Health Stressors  DMS 1220 – Operational and Practical Skills Development  DMS 1111 – Developing Transferable Skills  DMS 1215 – Fundamentals of Environmental Health  DMS 1014 – Fundamentals of Science  DMS 1501 – Anatomy, Physiology & Pathology |
| Feb 25 | Block 2 start  DMS 1515 – Micro-organisms, Vectors & Control  DMS 2551 – Food Safety and Legislation  DMS 2440 – Health & Safety Management  DMS 2425 – Occupational Hygiene |
| Jul 25 | Block 3 start - Practical Placements  DMS 2500 – Professional Development  DMS 1600 – Introduction to Law & Governance |
| Mar 26 | Block 4 start  DMS 2034 – Integrated Pollution Control & Chemical Processes  DMS 1230 – Health Effects from the Built Environment  DMS 2230 – Applied Military Environmental Health Skills |
| Sep 26 | Block 5 start  DMS 3100 Applied Environmental and Public Health Strategy  DMS 3200 Food Inspection and Food Safety  DMS 3250 Work-Based Learning  DMS 3330 Research Methodology and Dissertation |
|  | **Course Managers to populate table with TBA items below as events are arranged/dates become apparent** |
| Jun 25 | Internal Reviews Blocks 1,2 & 4 |
| Jul 25 | Enhancement & Development Board |
| Every 3-4 weeks | Progress Tests |
| Throughout | Formal Examinations |
| Feb 25 | Military Awards Board (LAC/Class 3 awards) |
| Jan, Jun, Jul 25 | Examination Board: Blocks 1&2, Block 4 |
| Jul, Aug 25 | Military Awards Board (SAC/Class 2 Awards) |
| TBA | Experiential Learning Portfolio Training |
| TBA | Block 4 Diagnostic Re-entry into Training Assessment |
| During Block 1 (TBC) | RE Field Water Purification Visit |
| During Block 1 (TBC) | Institute of Naval Medicine Visit |
| During Block 1 (TBC) | Water Treatment Plant |
| During Block 1 (TBC) | Sewage Treatment Plant |
| During Block 1 (TBC) | Swimming Pool Visit |
| During Block 1 (TBC) | Farm to Fork (Packington pig farm and abattoir) |
| During Block 1 (TBC) | Abattoir |
| Dec 24/Jan 25 | RSPH Level 2 Award in Pest Management Course/Exam |
| During Block 1 (TBC) | AWRP Visit Brize Norton |
| During Block 2 (TBC) | Occupational Hygiene (Noise Risk Assessor Course and LEV) |
| During Block 4 | University’s Housing week (including HHSRS) |
| Christmas Leave 24  Easter Leave 25 & 26 | Block Leave Periods |
| Jul 25 – Feb 26 | Placement Visits |
| During Block 1 (TBC) | Visit Cosford Museum |
| May 25 | Blocks 2 & 4 Exercise |
| During Block 2 (TBC) | External Food Visits (Firm base kitchen and Field kitchen) |
| During Block 4 | Cyprus – Entomology Field Trip (RSPH) |
| During Block 4 | 5-day Entomology Training (theory) |

INTRODUCTION TO THE DEPARTMENT OF ENVIRONMENTAL AND OCCUPATIONAL HEALTH - Officer Commanding’s Welcome

Welcome to the Department of Environmental and Occupational Health (DEOH), part of the Defence School of Healthcare Education (DSHE), which forms part of the Defence Medical Academy (DMA). From an early career stage, significant responsibility and autonomy is expected of Military Environmental Health personnel, including worldwide deployment to high-risk areas, in addition to “Firm Base” functions in the UK. This is reflected in the composition, delivery and ethos of the programme. This specialist award in Environmental Health Studies provides you with an unrivalled opportunity to gain knowledge and experience across a wide spectrum of disciplines in a variety of challenging environments.

The course is a finely developed blend of specific military, academic and wider professional requirements, which fully meets the curriculum and accreditation conditions of the Chartered Institute of Environmental Health. The programme successfully combines academic learning with work-based practice and aims to develop your wider military and “life” skills, preparing you to fulfil your vital military role both on Operations, Exercise and in the Firm Base.

There is no doubt that this programme will be intensive, demanding and require your absolute focus and dedication. You will need to be determined, organised, and ensure you achieve a healthy balance between your work, academic studies, social life, family and any other commitments (all of which are important). However, the opportunities the programme presents are worth the necessary effort, sacrifices and hard work required to succeed.

This academic handbook has been developed to provide an overview of the programme, how it is delivered, the syllabus and other key requirements. It is vital that you familiarise yourself with the information within it. Your attention is drawn to the sections on attendance, assessed coursework and academic integrity. Failure to complete coursework for the target deadlines without a valid reason may result in administrative/disciplinary action being taken. Plagiarism and other forms of Academic Malpractice must be avoided. You are required to familiarise yourself with relevant Standing Orders and are to attend all learning periods unless exempt by prior arrangement with the military directing staff. Although the material contained within the handbook is accurate at the time of production, the evolving nature of the subject matter may require it to be amended during the programme. If any further information or clarification is required, please do not hesitate to ask your Course Manager.

As a joint award delivered by the DMA and the University, in effect, you receive the “best of both worlds” with the benefits of the expertise, resources and facilities at both establishments. The instructional staff will do everything they can to facilitate your learning and enable you to succeed. Make the most of this support!

I hope the learning experiences gained meet your expectations and that, despite the challenges, the course remains enjoyable and rewarding. Be under no illusion – you must work hard from the outset to successfully complete this course! However, you have already worked hard and passed rigorous selection systems just to commence the programme – you are here because we know you have the ability to succeed. Always keep in your mind that completing this course is the pathway to a thoroughly rewarding career in Military Environmental Health.

INTRODUCTION TO THE PROGRAMME

Numerous examples can be quoted from history where more Service personnel have been lost through disease and injury rather than enemy action. British Armed Forces are expected to operate across the globe in all environments and the Service Environmental Health Cadres reduce workforce wastage through disease and injury, thereby having direct impact on combat capability and effectiveness.

Environmental health is defined by the World Health Organization as:

*“Those aspects of the human health and disease that are determined by factors in the environment”.* It also refers to *“…the theory and practice of assessing and controlling factors in the environment that can potentially affect health.”*

The course you are embarking on will give you the knowledge and skills to assess the health effects from a wide range of chemical, biological, radioactive and other physical stressors and through intervention, have a positive impact on the physical, psychological, social and aesthetic environment anywhere that Service personnel operate.

The Bachelor of Science (Honours) Degree that you are studying is delivered by the Defence Medical Academy in partnership with University’s. The Army, and latterly the RAF, has trained Hygiene/Environmental Health staff for over a century. From the late 1990’s, training was conducted jointly with various award bodies, progressing in 2005 to a Foundation Degree programme with a partner University, which was accredited by the Chartered Institute of Environmental Health in 2009. This has now been developed into a BSc (Hons) Degree in Environmental Health Studies, validated by our academic partner and fully accredited by the Chartered Institute of Environmental Health to meet their professional requirements under theCIEH Professional Standards Framework.

The Programme has 5 Blocks, each consisting of several modules (or subject areas). Blocks 1, 2, 4 are taught modules, Block 3 is a work-based placement, with distance learning modules and Block 5 includes taught and placement periods. For each module you will be expected to produce coursework and you will be examined at the end of each block, except for Block 3 when you will be expected to produce a portfolio of your work experiences. There is a total of 19 modules: 11 are delivered by DEOH and 8 by the University.

DEOH is located within the Defence Medical Academy (DMA), a state-of-the-art military academic training facility at DMS(W), near Lichfield in the Midlands. The facility has been open since March 2014 and is designed to support and modernise medical training delivery into the 21st Century and beyond.

INTRODUCTION TO UNIVERSITY’S

**Welcome to the Course**

## Message from the Dean of School

The University’s Regulations

The programme you are studying does not abide by University’s Regulations in their entirety for all aspects. There are specific exceptions which will be explained to you and are summarised in this handbook. The programme abides by DMS(W) Standing Instructions/Orders and DMA policy, which are briefed during the primary induction week, with further aspects covered by the University Regulations.

### Certificates

When you graduate, your final qualification certificate will be issued by University and as well as details of the qualification it will also include DMA along with the words “in collaboration with”. Your certificate will be sent to DEOH, Defence School of Healthcare Education by University within four months of the date the qualification is awarded (usually the Examination Board date). Once it has arrived it will then be forwarded to you at the address DEOH holds for you. It is therefore very important that you keep DEOH up to date of your address details if they change at any point.

### Diploma Supplement

Students will be issued with Diploma Supplements verified by University’s. This document replaces the traditional transcript and is a ‘supplement’ to a qualification certificate. It will still include the modules you have taken; grades achieved and will state your qualification achieved with the classification and title, but it additionally contains information on the nature, level, context, content and status of the studies undertaken and successfully completed. Diploma Supplements are intended to help external parties such as current or future employers or other Higher Education providers understand more about your programme in addition to your grades.

**Further documents held by DEOH.**

Also available for consultation by the students and staff are the following important documents:

**The Statement of Requirement (SOR) for the Programme**

This is part of the formal contract between the university and the Directorate of Healthcare Delivery and Training (formerly Joint Medical Command) on the delivery of the Programme. The SOR, among other things, sets out the responsibilities of both DMA and University. In brief these include:

* Responsibilities for teaching.
* Provision of learning resources.
* Responsibilities for management and quality assurance.
* Responsibilities for assessment and progression.

If you wish to view this document, please contact the Training Officer DEOH on 01543 475175.

### Quality Assurance Agency

The QAA is an independent agency appointed by the UK Government to be responsible for safeguarding quality and standards in UK higher education. To ensure standards are comparable across the UK they have produced a Code of Practice which outlines in a few sections the key principles that all UK Universities should operate in accordance with. Quality Assurance Agency for Higher Education (QAA) Code of Practice: B10: Managing Collaborative Provision with Others is the most relevant to your programme as it describes how University’s should go about ensuring that both your student experience and the award you get are comparable and equivalent to a student studying at the university. The University has many procedures in place to ensure that the precepts in the Code are embedded with the programme and therefore ultimately meet the requirements of the QAA Code of Practice.

This section of the Code can be viewed online at the address given below, however the precepts contained in this code of practice are thoroughly embedded within this collaborative programme: [UK Quality Code (qaa.ac.uk)](https://www.qaa.ac.uk/the-quality-code)

### The Programme

Although you will enrol at DMA, the Military Environmental Health Practitioner course is validated by the University. This means that if you successfully complete all parts of the programme, you will receive the University’s qualification of Bachelor of Science (Honours) Degree and may, if you wish, attend the appropriate University’s graduation ceremony.

Introduction to the School

**University Assessment Regulations**

**Course-Specific Assessment Regulations and Professional Body Requirements**

Programme staff list and contact details

### DEOH Teaching Staff

**Administration staff**

Site wide centralised administrative support is provided for this programme. The initial point of contact is the Course Manager.

**Office Hours**

Monday to Friday 0800 – 1700 hrs

### University’s Teaching Staff

Staff at the university are best contacted via e-mail.

### Key Personalities

**Officer Commanding/Programme Leader**

The Officer Commanding is the Programme Leader. They are responsible for the organisation, resourcing and research development of all modules owned by DEOH and for the effective direction of the curriculum. The Officer Commanding is the final point of contact, at the informal stage of complaints about a module, programme or member of staff associated with the programme. The Officer Commanding is also directly responsible for ensuring that all health and safety arrangements are observed and are satisfactory. The Officer Commanding normally sits as the Chair for the Military Awards Board.

**Tutors/Lecturers**

You will have several tutors/lecturers drawn from the staff of DEOH and our university partner. From time-to-time other subject matter experts will teach you throughout your course on a sessional basis. They are there to develop and expand your learning and knowledge of the course content. Please do not hesitate to ask them relevant questions and clarify your understanding.

**Module Leader**

The module leader is responsible for the smooth running of the module including ensuring that there are adequate facilities for the operation of the module; that module tutors are available; that assessment is conducted appropriately and for collation of assessment grades; and that student feedback is conducted and module evaluation/updating undertaken. You are advised to contact the module leader in the first instance if you are experiencing any difficulties with the module. Module Leaders can be drawn from anyone within the DEOH trade training staff and may periodically change apart from specific specialist subject area experts.

**Trade Training Manager and Course Managers**

At any one time there are four Military Environmental Health Practitioner degree programmes running at each block of completion, coordinated by the EHP Trade Training Manager. There are Course Managers who are responsible for the overall management of each of these programmes. This will include the day-to-day organisation and management of the programme, the drafting of the programme, resource management, de-confliction of timetables, instructor allocations, and infrastructure support requirements. The Course Managers assist in the development and delivery of the programme and undertake external visits to the students whilst on experiential learning placements. The Course Managers are also the first point of contact for pastoral issues relating to their students.

**Sergeant Major Instructor**

The role of the SMI is to uphold, demonstrate, maintain and ensure the appropriate values, standards and discipline of all personnel within DEOH. Other responsibilities include dealing with 1st line welfare matters for all Phase 2/3 EHP students.  The SMI also deputises for all J1-J6 related matters for the OC in the event of their absence.

**Officer in Charge Training**

The Officer in Charge (OIC) Training is responsible for the overall organisation and conduct of the Military Environmental Health Practitioner degree course. This includes timetabling, staff resource bids, the effective and efficient use of resources, the co-ordination of programmed team activities, assessment co-ordination, and any issues of quality and consistency as they relate to the pathway (including monitoring examination scripts). The OIC is responsible for the overall quality assurance and enhancement of the curriculum, and therefore the implementation of service policy and procedures as they relate to the programme. He is the Military Link Tutor with the awarding university, maintaining regular liaison with the university to ensure the smooth running of the programme. They co-ordinate and collate the module feedback and produce a critical review of the programme in the form of the Annual Monitoring/Continuous Improvement Report for the University. The OIC is responsible for co-ordinating Examination Boards, Military Awards Boards and Enhancement and Development Meetings with the university. The OIC has an open-door policy for all students and will discuss any programme or welfare issue if you do not wish to discuss it with your Course Manager.

**University Link Tutor**

The role of the University’s Link Tutor is a vital management function, intended to ensure the operation of the programme, in conjunction with DEOH staff and develop and enhance partner relationships. The Link Tutor is appointed as they have strong ambassadorial skills and a good knowledge of university policies, procedures, and products. For most matters, the Link Tutor is the normal point of contact at the University for DEOH staff. The Link Tutor will attend the Examination Boards, Military Awards Boards and Enhancement and Development Meetings.

Programme Structure Diagram

The programme has 5 Blocks each consisting of several modules. Blocks 1, 2, 4 are taught modules, Block 3 is a work-based placement combined with a distance learning module and Block 5 is a combination of both. For each module you will be expected to produce coursework and you will be examined at the end of each block, except for Block 3 where you will be expected to produce a portfolio of your work experiences. The table below outlines the programme structure, indicating which modules are delivered by DEOH or the University.

Key

|  |  |
| --- | --- |
|  | DMA delivered modules |
|  | University delivered modules |

Programme Information

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| YEAR 1 | Sep | | | Oct | | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | | | | Aug |
| Block 1 | DMS 1215 Fundamentals  of Environmental Health  (10 credits) | | | | | |  | | | | | | | | | | | |
| DMS 1111 Developing Transferable Skills  (20 credits) | | | | | | | |  | | | | | | | | | |
|  | | | DMS 1220 Operational & Practical Skills  (10 credits) | | | |  | | | | | | | | | | |
| DMS1660 Military Health Stressors  (10 credits) | | | | |  | | | | | | | | | |
| DMS 1014 Fundamentals of Science (20 credits)  DMS 1501 Anatomy, Pathology & Physiology  (20 credits) | | | | | | | |  | | | | | | | | | |
| Block 2 |  | | | | | | | | DMS 2551 Food Safety & Legislation (20 credits) | | | |  | | | | | |
| DMS 1515 Micro-organisms, vectors & control (20 credits) | | | |
| DMS 2440 Health & Safety Management (20 credits) | | | |
| DMS 2425 Occupational Hygiene (20 credits) | | | |
| Block 3 |  | | | | | | | | | | | | DMS 2500 Professional Development (40 credits) | | | | | |
| DMS 1600 Intro to Law & Governance (20 credits) | | | | | |
|  | | | | | | | | | | | | | | | | | | |
| YEAR 2 | | Sep | | Oct | | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | | | | Aug |
| Block 3 | | DMS 2500 Professional Development (40 credits) | | | | | | | |  | | | | | | | | |
| DMS 1600 Introduction to Law & Governance (20 credits) | | | | | | | |
| Block 4 | |  | | | | | | | | DMS 2230 Applied Military Environmental Health Skills  (20 credits) | | | |  | | | | |
|  | | | | | | | | DMS 1230 Health Effects from the Built Environment  (10 credits) | | | |  | | | | |
|  | | | | | | | | DMS 2034 Integrated Pollution Control & Chemical Processes (20 credits) | | | | |  | | | |
|  | | | | | | | | | | | | | | | | | | |
| YEAR 3 | | Sep | Oct | | Nov | | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | | Aug | | |
| Block 5 | | DMS 3330 Research Methodology and Dissertation (40 credits) | | | | | | | | | | | | | | | | |
| DMS 3250 Work Based Learning (30 credits) | | | | | | | | | | | | | | | | |
| DMS 3200 Food Inspection and Fitness (20 credits) | | | | | | | | | | | | | | | | |
| DMS 3100 Applied Environmental and Public Health Strategy (30 credits) | | | | | | | | | | | | | | | | |
| YEAR 4 | | Sep | Oct | | Nov | | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | | | Aug | |
| Block 5 | | DMS 3330 Research Methodology and Dissertation (40 credits) | | | | | | | | | | |  | | | | | |
| DMS 3250 Work Based Learning (30 credits) | | | | | | | | | | |

**Bridging**

On the first week of the programme, you will be given an induction to the programme and the facilities at DMS(W). You will also receive access to the online learning which provides advice on studying, a guide to the facilities, and how to access welfare support at DMS(W). Early in the programme, induction will also be held at the University.

In terms of access to resources at the University, extensive use will be made of online materials and all reference lists will be reviewed to ensure that, as far as is practicable, material is available online. The University Library already has a dedicated team in place to support offsite learners who can assist students with postal loans, journal article supply, access to electronic sources of information, etc. It can also provide help with system access issues. Details of their services can be found at

### Module Information

The taught modules are listed below and further information regarding each module is contained at Annexes A, D, E and G.

* DMS 1111 Developing Transferable Skills
* DMS 1660 Military Health Stressors
* DMS 1230 Health Effects from the Built Environment
* DMS 1215 Fundamentals of Environmental Health
* DMS 1014 Fundamentals of Science
* DMS 1501 Anatomy, Physiology and Pathology
* DMS 1515 Micro-organisms, Vectors and Control
* DMS 1220 Operational and Practical Skills Development
* DMS 1600 Introduction to Law and Governance
* DMS 2551 Food Safety and Legislation
* DMS 2440 Health and Safety Management
* DMS 2425 Occupational Hygiene
* DMS 2500 Professional Development
* DMS 2034 Integrated Pollution Control and Chemical Processes
* DMS 2230 Applied Military Environmental Health Skills
* DMS 3100 Applied Environmental and Public Health Strategy
* DMS 3200 Food Inspection and Fitness
* DMS 3250 Work Based Learning
* DMS 3330 Research Methodology and Dissertation

### Academic Levels

Each module that you take will be assigned an academic level which reflects the depth, complexity, amount of pre-requisite knowledge, and the academic skills required. To progress and graduate you will be required to pass modules at different levels. Module level descriptors give further details on how a module is assigned an academic level and can be found online at:

The academic levels used by the university are given below:

|  |  |
| --- | --- |
| Description | FHEQ\* levels |
| Foundation level | 3 |
| Certificate level | 4 |
| Intermediate level | 5 |
| Honours level | 6 |
| Masters level | 7 |
| Doctoral level | 8 |

\*Framework for Higher Education Qualifications

### Attendance Requirements

In order that you obtain the most from the programme, you must attend all learning sessions, unless approved by your Course Manager, the Sergeant Major Instructor or the Training Officer. This applies to wherever your studies are being undertaken, except during your placement in Block 3 where your Placement Mentor should be informed. You must attend all sessions on time. It should be noted that the Placement Mentor or university will notify DEOH at the earliest opportunity of any disruption to your training.

The purpose of the attendance requirement is to ensure that you meet the learning outcomes for the module. Many learning outcomes are achieved through participation in laboratories, workshops and seminars, for example. The module leader will normally keep a register of attendance. Attendance at all practical and laboratory classes is compulsory, as failure to attend will result in your inability to complete the necessary coursework. In addition, all presentations and group work activities must be attended.

If your attendance falls short of the minimum required to meet the learning outcomes of the module you may face administrative or disciplinary action.

Assessment Schedule

### General

The assessment of students by theoretical and practical tests is a means of ensuring you will be able to meet the requirements of the Honours Degree and graduate as a Military Environmental Health Practitioner on completion of the programme. Formative assessments (progress tests) will be utilised throughout the programme to:

* Support and reinforce learning
* Recognise lack of understanding
* Confirm successful learning

Passing formative assessments is not a pre-requisite to further training. A range of formative assessments will be utilised in addition to the above formative tests. These may include online discussions; quizzes; learning projects and relevant written tasks. Effective communication, adequate notice and constructive feedback will be provided. These will not contribute to the final mark but will be considered to modify teaching and learning to ensure that the student participation and attainment is enhanced.

Summative assessments will be given throughout the programme and at the end of each training block. These will determine whether you pass each module and count towards your overall trade qualification and degree award. Set out in each module narrative is guidance on what you must achieve to ensure that you pass.

How all assessments are conducted is governed by Service and University policy. This will be explained to you during your induction week. Failure to comply with this policy could result in academic or Service disciplinary action being taken.

### Assessment Plan

The assessment matrix is at Annex A and should be read in conjunction with the module narratives. This plan is to allow you to anticipate when both the formative and summative assessments are due and adequately prepare for them. In conjunction with the Course Programme, this will enable you to predict when assessments are due by subject area and by calendar date over the block periods.

The plan in conjunction with the module narratives will highlight the specific subject areas and learning outcomes, which will be assessed formatively and summatively, enabling you to prioritise what specific subject areas to revise prior to the assessments.

Assessment Support

Assessment is an important aspect to your programme. You may find, at times, personal circumstances can impact on your studies and your performance on assessments. In the first instance you must notify the Course Manager or the Training Officer of any potential impact to ensure that you are appropriately supported.

Within the bounds of examination policy, Module Leaders or any other member of DEOH staff will provide assistance and support to assist you in your preparation for assessment, if requested. In addition, there are other points of contact at DMS(W) who may be consulted for assessment support.

In addition, your Module Leaders will be happy to assist you with any queries you may have about assessment of a particular module.

Professional, statutory and/or regulatory body requirements

### Chartered Institute of Environmental Health (CIEH)

The CIEH is the English, Welsh and Northern Irish chartered independent professional body representing those that work in environmental health and related disciplines. One of its main tasks is to promote the principles and practices of environmental health for the benefit of the public.

The programme taught by DEOH, and the University is accredited by the CIEH which enables students to begin their professional qualification pathway to becoming an Environmental Health Practitioner. Students on this programme can enrol as Affiliate members of CIEH.

### Work Based Learning Elements

The programme is designed to have dedicated work-based learning modules at two points throughout the course programme. These have been created to allow you to integrate your experiential practice learning with your degree programme. The main aim of these modules is to develop your ability to reflect on your practical work and to learn from your experiences. These modules also seek to encourage and develop the identification of the health impacts of work practices on personnel throughout a range of military settings and environments.

### Work Based Learning – Block 3

It is envisaged that on completion of your first year (Blocks 1 and 2), you will be able to start your first placement (Block 3), which would operate from July 2024 to March 2025. Placements for Block 3 are arranged by staff at DEOH and can be UK based or overseas placements. Placements are respectively to a Regional Forces (Headquarters Regional Command) Environmental Health Team for Army students and the Centre of Aviation Medicine for RAF students, with secondments to other establishment/units/stations during the placement period. The quality of training during your placement is ensured through careful selection of units/mentors and no student will be placed at a Unit where their training is likely to be, or become, locally unsupported or unproductive. If the situation changes during your placement, you may be moved a different location where you will receive the best level of support.

Whilst on this placement you will need to complete modules DMS1600, and DMS 2500. For the DMS 2500 module you will have to collect and produce a portfolio of evidence to demonstrate that you have enough experience of each of the core competencies to become a Military Environmental Health Practitioner. This is known as the Experiential Learning Portfolio. To supplement this, you will be required to produce evidence to demonstrate experience in the core competencies commensurate with the role of Service EH Practitioners.

### Work Based Learning – Block 5

The second placement, which commences on completion of Block 4, will effectively run throughout years 3 and 4 of the programme for the duration of Block 5. During this latter placement, you will need to complete modules DMS 3100, DMS 3200, DMS 3250 and DMS 3330, which will include attendance at DMS(W) and university.

The working experience utilised for this module can be undertaken at any time during your military career but must not include tasks previously used for DMS 2500. You may have already undertaken a placement at a Local Authority or worked within the private or voluntary sectors but the tasks you choose to use for the module must have been undertaken recently to be able to demonstrate learning at the appropriate level.

Students will be able to develop their core skills in relation to the role of the operational environmental health practitioner and consider the skills that are common to the 5 fields of environmental health, namely:

* Food Safety
* Environmental Protection/Pollution
* Housing
* Public Protection/Public Health
* Health & Safety

There is no minimum period to be spent in a particular role, and you can use as many different opportunities as you prefer to build up your work experience and portfolio. Students are expected to spend short periods with a Local Authority or similar agency to gain first-hand experience of enforcement strategies and areas of environmental health that military EHPs are not routinely exposed to, such as public health nuisance. Where students have trouble in obtaining a placement with a Local Authority, they must seek assistance from DEOH.

### Module Support

During Block 2, seminars and presentations will be run to explain the process of how to administer and complete the military requirements of the ELP in Block 3. Additionally, information on how the ELP will be assessed and supported during your work placement will be outlined. You will always be able to discuss issues with tutors’ face to face.

You will be overseen by 2 persons for the duration of your placement on Block 3:

* A placement tutor, (a DEOH instructor) who will periodically visit you in your workplace to ensure that everything is running smoothly, the module aims are being met and offer you advice on the successful completion of the Block.
* A placement mentor who will oversee your day-to-day training during placement. They will be your first point of contact to discuss any issues or problems that you might be experiencing.

During your Block 3 placement at least 3 visits will be made to your workplace. Your placement tutor will meet with you and your placement mentor, to establish how well the training is going and to offer any advice you may require on the completion of your work-based learning modules. The outcomes of all visits will be formally recorded, and outcomes acted upon as necessary.

Upon commencing DMS 3250 Work Based Learning module in Block 5, you will attend several sessions aimed at introducing you to placement learning. These sessions will explain what is required of you, the assessment process and assist you in completing the learning outcomes.

All students are encouraged to support each other by sharing information and openly discussing how they have developed their learning progress (whilst avoiding plagiarism). This could be achieved by sharing examples of case work for others to comment on with a view to widen the learning experience and to share best practice. To gain the most out of the module students are encouraged to work with peers through the submission of initial assessments and provide positive and constructive feedback on this work.

DEOH understands that this may cause friction, having to show your work to colleagues for comment. However, the feedback can assist and help you to visualize how others construct their work and can form a large part of the learning process.

Service Careers

### Military Environmental Health

All Students on successful completion of the programme will become Military Environmental Health Practitioners. There are a range of career opportunities and pathways within both the Army and Royal Air Force Environmental Health (EH) Practitioner Cadres awaiting you on completion of your Practitioner training. These include:

|  |
| --- |
| Both Army and RAF |
| Operational Deployment as may arise  Overseas Training Exercises – Worldwide  British Forces Falkland Islands (Including Ascension Island)  Defence Medical Services (Whittington)  Joint Health Briefing Team  Joint Services Health Unit (Cyprus)  Long-Look exchange placements in Australia and New Zealand |
| Army |
| Army HQ – Senior Health Advisor/Army Health Unit  HQ Field Army - Environmental Monitoring Team  Operational Division or Brigade EH Teams  HQ Regional Command  BATUK – Kenya  Brunei  UK Special Forces (DSF)  British Forces Gibraltar  16 Air Assault Bde  3 Cdo Bde |
| RAF |
| Air Command Chief of Staff (Health)/Director General Medical Services  Centre of Aviation Medicine (CAM)   * EH Flight * Occupational Health Flight   Tactical Medical Wing  RAF Station EH Teams  RAF EH Regional Teams |

The OIC Training DEOH, Trade Training Manager and Course Managers have helped to plan your academic programme and are available to give advice on professional and personal development in relation to your career goals, training placements, career options, postgraduate study, self-awareness and decision-making.**LEARNING, TEACHING AND ASSESSMENT**

General

Learning, Teaching and Assessment approaches are aimed at encouraging you to be actively involved in your learning and to engage with other students. We aim to give you prompt feedback on your learning and opportunities to reflect upon and learn from that feedback.

You will be actively involved in a range of learning, teaching and assessment approaches as part of your Military Environmental Health Practitioner Course. Such active learning approaches put students at the centre of their learning where they are immersed and engaged in all aspects of their learning and its assessment. Your programme will require your full participation in learning activities and engagement with your peers both individually and collaboratively, working and learning with other students as part of a small group. Learning activities will occur both inside and outside the classroom.

Your learning will also be supported by technology. Increasingly your tutors will be using blended learning technologies to engage you in e-learning activities. Your programme will be facilitated using a variety of media and online tools which will allow you flexible access to a diverse range of online resources, quizzes and learning materials as well as collaborative tools with which you can engage and learn with your peers. Not confined by time and space you will be able to take part in online discussions and learning activities from wherever you are studying. E-learning is an aspect of learning that you will see being developed by teaching staff during your studies at DEOH and the University.

For many, this will be the first time that you have ever studied environmental health related subjects. You will have enrolled on your programme of study with individual expectations of military life and the way in which you will learn to become an environmental health professional. It is important to note that at DEOH and university, there is great emphasis on both helping you develop the knowledge, attitudes and skills required by professional environmental health practice, and on your development as an individual learner.

DEOH and our partner university aspire to becoming a true learning community based on the principles of: collaboration, dialogue, equality, autonomy and responsibility between all stakeholders. DEOH and our partner university recognise the value of learning, wherever and whenever it takes place. This is reflected in the DEOH strong belief in using and facilitating learning opportunities in a range of workplace and practice settings as well as in the university. The student is at the centre of the learning process and is recognised by DEOH as a unique individual who will have their own motivation to learn and preferred ways of learning. DEOH have a strong commitment to helping students to develop as individual learners. Students who successfully complete programmes of study will gain subject/discipline knowledge; and skills that will enable them to develop as lifelong learners to respond positively to challenge and change whilst demonstrating enterprise.

DEOH and our partners acknowledge that a variety of Learning, Teaching and Assessment methods will continue to be necessary to meet the needs of both a diverse student population and diverse service provision. Assessment is an integral part of learning, and you may hear it referred to as formative or summative. Formative assessment is primarily developmental in nature and is designed to give feedback to learners on their performance and how it can be improved. Formative assessment is a key part of the learning process and has been shown to contribute to enhancement of learning and raising performance standards.

Summative assessment on the other hand, is designed to measure the extent to which a learner has achieved the intended learning outcomes of a module. The summative component of an assessment task is designed solely to provide a measure of the student’s achievement of a learning outcome. Summative assessments assess understanding of all learning outcomes in a secure, fair and accurate manner.

Assessment may also involve self, peer or group approaches. For example, you may be asked to self-assess your own work, indicating where you feel you have clearly demonstrated your understanding, and identifying areas that you can see could be improved. Assessment may also be a peer process where peers individually, or as groups, offer feedback on one another’s work. Group assessment may also be part of your programme, where part of the assessment process requires you to demonstrate your ability to work as part of a group or team, and possibly receive a group mark.

Virtual Learning Environment

It is the Commander’s intent that DMS(W) will be a beacon of training, worthy of 21st Century armed forces. Consequently, training at DMS(W) is embracing new evolving technology. During your induction week the training staff will brief you on the learning environment opportunities available to you during your studies at DEOH.

Support for Students with Specific Learning Difficulties (SpLD) at DMA

DMA recognises the benefits to be gained from assisting personnel with SpLD. Students with SpLD can learn and work effectively but have certain attributes that can in some cases negatively impact upon the learning process. SpLD may exist despite normal intellectual ability and conventional teaching and are independent of socio-economic or language background. Accompanying weaknesses may be identified in areas such as speed of processing, short-term memory, sequencing (organisational skills), auditory and/or visual perception, spoken language and motor skills. SpLD cover a range of conditions, such as dyslexia, dyspraxia, and dyscalculia. SpLD are not medical conditions and, therefore, cannot be cured, however, an individual can be encouraged to build on strengths and to develop coping strategies.

SpLD are not always easy to recognise and quite often confused with poor Basic Skills (poor literacy and numeracy). Remedial training for each is very different; for SpLD it involves developing personal coping strategies whilst with poor Basic Skill repetition and development of capability is required to improve. SpLD will often come to light in Phase 1 training (i.e. basic service training), however, it may not fully appear until Phase 2 training (i.e. the degree programme) when the academic pressure is greater. If a Course Manager or Instructor suspects an individual has SpLD they will offer assistance to them, including informing the student what support is offered at DMS(W) and recommend that an appointment be made for the student with the Learning Support Officer (LSO).

In line with DMA policy DEOH aims to ‘train in’ students and not ‘select out’ to ensure that students are given the best opportunity to successfully complete their training and this may involve the input from the Learning Support Officer (LSO) to enable them to reach their potential. The policy for SpLDs for students can be found

### Action

Should course managers or instructors identify a student who is struggling with the course work or have a student who has already been diagnosed, they may refer them to the LSO for further diagnostic work and support as deemed appropriate by the LSO. This is additional support to assist students to achieve the required standards of training.

The LSO will work in collaboration with the course instructors and the functional skills tutors as appropriate to determine the nature and duration of support that should be offered. If appropriate this will result in an Individual Learning Plan to assist the student in reaching the required standard.

### Provision of Learning Support

The LSO is to be used to identify the possibility of SpLD and assist the student in developing their own learning strategies. Individual learning support will be offered to any student who displays symptoms of SpLD, that are identified by DMA staff or the student themselves.

In addition, the LSO provides a study skills lesson/group activity as part of the Phase 2 student’s induction programme. Learning Support should be carried out during the normal working day, taking into consideration the availability of both students and the LSO to ensure that minimal disruption occurs to the normal training schedule.

Learning Resources

All EH students have access to the Defence Medical Library Service (DMLS), which provides library and information services. The DMLS Library is located on the upper floor of Lichfield Block. The Library has a good selection of Environmental Health textbooks and has access to the British Library collection for publications it does not hold. The library also has access to several electronic databases e.g. Barbour, professional publications and journals all of which are available to you. You should endeavour to utilise the librarians, who have a wealth of experience to assist you in your research. Any necessary passwords for these facilities will be provided to your course during induction.

A Service laptop computer can be made available to you whilst you are studying at DMA. Due to MoD security regulations these computers may not been taken off the DMA site. During the induction week you will be given a log in and password for the site Wi-Fi network.

In terms of access to resources, extensive use will be made of online materials and all reference lists will be reviewed to ensure that, as far as is practicable, material is available online. The University Library already has a dedicated team in place to support offsite learners who can assist students with postal loans, journal article supply, access to electronic sources of information etc., and can also provide help with system access issues. Details of their services can be found at:

Turnitin

Turnitin is used to evaluate and improve student writing. Turnitin’s cloud-based service is used by the University for originality checking, online grading and peer review. Please be aware that this is as per the University marking system.

When submitting work through Turnitin, it will provide a summary of matching or similar areas of text found in a submitted paper. It gives a detailed breakdown of text matches to academic journals, other publications, websites and student papers at the Universities. Both you and your tutor can use an originality report to identify examples of incorrect referencing and citation in your work. If you’re unsure about the results of the report, please consult with your tutor.

When directed by your tutor, you are to submit work via Turnitin. To avoid submission errors, please refer to the Turnitin guide

Assessment Feedback

Feedback on your assessment (both formative and summative) provides the opportunity for you to reflect on your submission and engage with constructive observations. The main basis of this feedback is to further your learning and improve your work. Feedback can take many forms and may be informal or formal. For example, it may be offered via informal discussions in classroom sessions either collectively or individually. Formal feedback might be delivered for example in written or oral form from peers or academic staff. Understanding your feedback is very important so you are encouraged to discuss feedback with your peers and academic staff to achieve this.

All forms of assessment are part of the learning process, both formative and summative. Receiving feedback on your work is an essential and important part of your learning, and all programmes will therefore provide regular opportunities to assess your work formatively and provide feedback on it. The nature of the formative assessment and the feedback will vary from programme to programme. University Regulations will detail feedback arrangements under a Code of Assessment Practice. DEOH adheres to these regulations.

You will normally be provided with feedback within 15 working days of the published coursework component submission date. You will receive feedback on your overall performance in each module after completion, in addition to assessment results.

Annex A provides guidance on the dates of assessment submission of coursework and assessment dates. The module leader will explain the assessment requirements, when coursework must be handed in and confirm exact assessment dates at the beginning of each module.

You will receive both verbal and written feedback on all formative assessments to enable improvement. The Course Manager will provide a written/verbal appraisal of the test of both performance and the non-performance criteria in the subject areas, with learning exercises to rectify the deficient outcomes. If remedial work is required, then you will produce an action plan to fulfil the learning exercises outlined during feedback, with set dates agreed with the instructor.

### Marking Policy

All programmes at DEOH and University are subject to rigorous approval, monitoring and review procedures, a key feature of which is the involvement of external subject matter experts to assure the standards and quality of University’s qualifications.

As an external course provider, and in accordance with University Regulations, all levels 5 and 6 summative assessments and marking guides are produced by the relevant module leader and forwarded to an external examiner for approval and amendment where necessary.

All summative assessments, once marked, are moderated by the OIC Training to ensure accuracy and consistency against the marking guide. Summative assessments at levels 5 and 6 are mostly moderated by university staff, with some exceptions. All coursework and examinations which are failed would be second marked as matter of routine procedure.

The summative assessments at Level 5 and 6 are also forwarded to an External Examiner[[1]](#footnote-2) once marked for further ratification.

Progressing on your programme

During your programme, you will be required to meet the standards set for each module. For all modules in Blocks 1 to 4 (at levels 4 and 5), the DMA mandated pass mark of 60% are applied, which is an agreed exception to that of the University regulations, due to specific military requirements. This has been agreed during the University’s Validation of the Programme. However, for University-delivered modules in Block 5 (at level 6), the University’s pass marks will be applied, which are generally…Some competence-based assessments (e.g. in the Work-Based Learning module and the Practical Food Inspection examination) are purely graded PASS/FAIL and this is made clear in this handbook and will be explained at the start of each module.

Where a single summative examination has a number of component parts, e.g. portfolios and workbooks, failure to meet the pass mark in an individual component would require a re-sit of that component part only, not the entire portfolio. However, if you have any queries, please raise these to your Course Manager, Trade Training Manager or the Training Officer.

### Gradings

All grades are expressed as a percentage and the pass mark for level 4 and 5 modules throughout the programme is 60%. These are for each component part (i.e. a module may be assessed by a written and practical examination or case study) and for the module overall. The marks for the various assessments are aggregated depending on the weighting, for example:

Essay (weighting 50%): Grade – 72%

Essay (weighting 40%): Grade – 65%

Overall aggregate: Grade – 68.5%

Exam (weighting 50%): Grade – 65%

Exam (weighting 60%): Grade – 80%

Overall aggregate: Grade – 74%

Students should note the table below which summarises the standard of work required to obtain the grades listed.

|  |  |
| --- | --- |
| Quantitative Definition | Qualitative Definition |
| Overall average grade 75% or better | Excellent understanding of the subject, with evidence of extensive reading and individual investigation. Theoretical work shows outstanding analytical ability and critical thought. Very good organisational and presentational skills. Practical work shows outstanding flair and originality. |
| Overall average between 65 to 65.9% | Thorough understanding of taught work along with evidence of a wider appreciation of EH concepts. Good organisational and presentational skills. Written work makes good use of examples to illustrate points and justify arguments and shows ability to argue logically. Practical work shows flair and originality. |
| Average mark of 60 - 64.9% | Good basic understanding of the taught components of EH, but little evidence of wider reading. Competent organisational and presentational skills. Practical work quite good but lacking in originality. Limited problem-solving ability. |

### University Marking and BSc (Hons) Classification

The university adopts the following conventions for the marking of assessed work for an award of the university and to assist Boards of Examiners in determining honours degree classification. (Please be aware that this is just to provide an indictation)

At level 6 for modules delivered and assessed by University’s a pass mark of 40% will be used.

|  |  |  |  |
| --- | --- | --- | --- |
| University’s Classification | | | DEOH Grading |
| A | Excellent Outcome | First Class | 75% |
| B | Above Average Outcome | Upper Second Class | 65 – 74.9% |
| C | Average Outcome | Lower Second | 60-64.9% |
| D | Satisfactory Outcome | Class  Third Class |  |
| F1 | Unsatisfactory Outcome | Fail |  |
| F2 | Unsatisfactory: Very Poor Outcome | Fail |  |
| F3 | Unsatisfactory: Extremely Poor Outcome | Fail |  |

There are some circumstances where the university will apply a different percentage to your final degree classification for an assessment. Examples are following re-sit assessments, late submission and potentially academic misconduct due to differences in the University Regulations and DMA requirements to demonstrate competence in a subject area. This will be explained at Induction.

### Honours Classification

The Bachelor’s Degrees with Honours awarded by the University are available with the following classifications:

* First Class
* Upper Second Class
* Lower Second Class
* Third Class

Subject to successful completion of all modules, Phase 2 students who undertake the whole programme at University’s will be awarded their BSc (Hons) Environmental Health Studies in accordance with the following criteria:

**C4.6.2 Determination of Honours Degree Classification**

In determining the class of the Bachelor’s degree with Honours to be recommended, a Board of Examiners should take account of the weighted average of the best 100 credits at levels 5 (25%) and 6 (75%) in relation to the numerical conventions at Section C1.6.1.

**C4.6.3 Components of Honours Degree Classification**

In determining the class of the Bachelor’s degree with Honours to be recommended, a Board of Examiners will consider student outcomes at both Level 5 and Level 6 as follows:

• The best 100 credits of Level 5 work at 25% weighting.

• The best 100 credits of Level 6 work at 75% weighting.

**C4.6.4 Calculation of Honours Degree Classification: Average**

In calculating the average performance in relation to the numerical conventions used by the University, the following formula will be used:

• The best 100 credits of Level 5 work at 25% weighting added to.

• The best 100 credits of Level 6 work at 75% weighting.

It is imperative that students complete all assessed work (coursework, presentations, exams, etc) that is required for each module. Non-adherence to this requirement will result in failure in the individual component concerned, or even the module as a whole.

### Deferral

You may seek permission to defer all or part of the assessment in a module to the next available opportunity. This can only be granted where exceptional circumstances prevent you from completing assessment through no fault of your own and where documentary evidence is supplied. Request to defer are made through your Course Manager to the Training Officer who will process the request. For modules taught by University’s advice from the University Link Tutor is sought by DEOH staff in line with University Regulations on mitigation.

### Extenuating Circumstances

If you do not wish to defer assessment but are concerned that exceptional personal circumstances (e.g. ill health) might have affected your performance in an assessment, you must raise these with your Course Manager or the Training Officer soonest after taking the examination. The extenuating circumstances will be summarised by the Training Officer and brought to the attention of the appropriate assessment board. Extenuating circumstances are only considered when determining the progression or the final classification of borderline students. They are not used to change the grade in a module.

### Academic Appeals

You can make appeals to both DMA and the University, dependant on the circumstances. All Academic appeals to DMA are made in writing through the OC DEOH, within 14 days of receiving the results of an assessment board. The only grounds for making an appeal are:

* If your performance in the assessment suffered through illness or other factors which you were unable or, for valid reasons, unwilling, to disclose to the Assessment Board (through the extenuating circumstances procedures) before it reached its decision. An appeal on this ground will normally be dismissed unless an acceptable explanation is given for not presenting these extenuating circumstances to the assessment board at the appropriate time.
* If there has been an administrative error in the conduct of the assessment.
* If the assessment was not run in accordance with the approved programme regulations.
* If the Assessment Board has failed to consider circumstances relating to the delivery of a module which adversely affected your performance in assessment and which have been subject to a complaint upheld via the Student Complaints and Grievance Procedures.
* That following a penalty imposed for academic misconduct; you have grounds for appeal.

You can only appeal against an Assessment Board's formal, published decision - not against an informal mark or grade which has yet to be approved by the Board. You cannot appeal against the academic judgement of an Assessment Board. You cannot make an appeal based on a claim that you did not understand or were not fully aware of the assessment regulations and procedures of your programme of study, or that you were unaware of your rights and responsibilities as a student which includes the process for presenting extenuating circumstances to the Assessment Board.

If you feel that you have in some way been disadvantaged during your studies at University’s and this is reflected in your results, then you may have grounds for an academic appeal.

After your results are available on Results Online you have 15 working days to submit a request for an appeal hearing. You will find the information you need, including grounds for appeal at:

### Examination Boards

At the end of each academic year, your results will be considered by an Examination Board and if you have successfully completed all your assessment you will be able to progress to the following year. The membership of the Examination Boards shall conform to that outlined in the Regulations, unless specific arrangements are agreed at Validation.

### Academic Honesty

Potential cases of academic misconduct such as cheating, plagiarism and other academic misconduct will be dealt with by DMA and the University concurrently. The mapping of both DMA and the University policies are described in the DEOH Student Warning and Trainee Review Board Policy. You will be briefed on these systems during induction.

Plagiarism is the presentation by a student, as his or her own work, of a body of material (written, visual or oral) which is wholly or partly the work of another. In fact, plagiarism extends to cover one's own work previously assessed or published which is also required to be properly referenced. Taking unfair advantage over other authors, students or oneself in this way is considered by the University and Defence School of Healthcare Education to be a serious offence. The University and Defence School of Healthcare Education will take serious action against any student who plagiarises whether through negligence, foolishness or deliberate intent. Make sure written material, ideas, theories, formulae, etc are acknowledged with quotation marks, references and bibliographies. Information on the correct way of acknowledging work from other sources is taught during Block 1.

Collusion, contract cheating and the use of generative artificial intelligence (AI) tools to gain an unfair advantage are also included in academic misconduct,(see web link below for guidance on the use of generative artificial intelligence).

Definitions and the potential consequences of an admitted or found breach of academic honesty are detailed in the Academic Regulations.

There is a range of resources available to help you understand what is and what is not permitted and how to use other people’s ideas in your assessed work. These include:

If you are found to have committed Academic Misconduct, this may result in administrative or disciplinary action, formal removal from training and consideration of discharge from the Armed Forces. For determination of academic credits allocated on withdrawal from the programme or the indicative mark towards the student’s final degree classification, this will be subject to the University’s regulations.

In order to avoid this, University run an online course in ‘Promoting Academic Integrity’ that aims to help you to understand what plagiarism is and explains how to avoid plagiarism by correctly citing, referencing and paraphrasing another person's work.

To access the course, you need to:

All students are to complete this module at the start of the course.

### Late Submissions and Re-Sit Examinations

Late submission without mitigation is viewed seriously by DMA and the University. Penalties will be dealt with in a manner that meets both DMA policy and University Regulations. Late submissions are a form of Academic Misconduct and students submitting work, without valid extenuating circumstance(s), after a deadline are liable to be given an Academic Warning in accordance with the DEOH Student Warning and Trainee Review Board Policy. In addition, penalties will be applied in accordance with the University Regulations. As part of this, the recorded mark for academic purposes will be defined by the University under their Regulations.

Arrangements are covered at student induction. As an example, a student who submitted a piece of work that was marked at 60% but was two days late, a mark of 50% would be recorded.

For any re-sit examinations passed following a previous failure, the maximum mark applied for academic gradings will be capped to the minimum pass mark, in accordance with DMA and the University Regulations, irrespective of how high a mark is achieved on the re-sit examination.

### DEOH Academic Warning System

Given the unique curriculum and programming of the EHP Course assessments, it is imperative that any failing trainee is given opportunity to improve progress and develop with the appropriate support. The course is run annually and at a significant academic pace, therefore back classing or the provision of intermittent training, as used in other DMA courses, is not appropriate. The Warning System and the Trainee Review Board (TRB) procedure will be formally programmed as a briefing to the students during their Induction Week on commencing the course (and repeated during all other Block phases). The Trainee 3 Level Warning System is used to formally make a trainee aware of their shortcomings and to advise on action required to meet the expected standards; it should be used in conjunction with Disciplinary Action and Minor Administrative Action (MAA) where appropriate.

The types of warning that can be issued are detailed as follows:

1. **Academic**. These warnings are awarded due to the failure of a summative assessment. These are assessments that a trainee must pass for successful completion of the course or in some cases, to also progress onto the next training Block. However, an academic warning may also be considered for failure of formative assessment.
2. **Attitude/Behaviour**. These warnings can be awarded for failure to meet the standards required of Service personnel. Situations where these might be appropriate include:
   1. Academic Misconduct, including plagiarism.
   2. Disruptive behaviour.
   3. Disobedient, abusive, or uncooperative behaviour.
   4. Poor punctuality.
   5. Shortcomings in personal administration.
   6. Poor professional performance due to inappropriate social activity.
   7. Deliberately failing elements of the course.
   8. Award of Remedial Training and/or MAA.
   9. Disciplinary action.

(10) Failure to maintain military values and standards.

c. **Fitness**. The guidance and process to be followed for the administration of Fitness Testing is published within single Service policy documents. This includes separate and distinct instructions for administrative action and discharge from Service following failure. The TRB will need to consider any action agreed at the Unit Health Committee.

### Trainee Review Board (TRB)

The TRB will be convened as and when required by OC DEOH, when a trainee(s) has shortcomings in the academic, behavioural, attitudinal or fitness standards required. The composition of the TRB will be as follows:

* The trainee/student will be made aware that they are going to be discussed at a TRB and subsequently briefed as to the outcome.
* TRB will discuss the way forward to manage the failure of the trainee with various options available.

### Trainee 3 Level Warning System

DEOH operates within the wider establishment Trainee 3 Level Warning System, its primary use being to formally make a trainee aware of their shortcomings and to offer advice on what action is needed in order that they can meet the expected standards. It is used in conjunction with Disciplinary Action and Minor Administrative Action (MAA) where appropriate.

Academic warnings are awarded due to failure of a summative assessment that a trainee must pass for successful completion of the course or in some cases, to also progress onto the next training Block. Academic warning may also be considered for failure of formative assessment.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Level of Warning** | **Reason for Warning** | **Warning Issuer** | **Review Period** | **Reviewer** |
| Level 1 | Academic | Course Manager | 1 month | TO |
| Discipline | Course Manager | 1 month | SMI |
| Fitness | Course Manager | 1 month | SMI |
| Attitude | Course Manager | 1 month | SMI |
| Level 2 | Academic | OIC Training | 1 month | OC |
| Discipline | SMI | 1 month | OC |
| Fitness | SMI | 1 month | OC |
| Attitude | SMI | 1 month | OC |
| Level 3 | Academic | OC | 2 weeks | CO |
| Discipline | OC | 2 weeks | CO |
| Fitness | OC | 2 weeks | CO |
| Attitude | OC | 2 weeks | CO |

Full details of the procedures summarised above are annotated in the latest version of the DEOH Student Warning and Trainee Review Board policy.

### Learning Contract

One of the most important features of support offered to students who may experience academic difficulty is a learning contract. The learning contract is a documented pathway, its purpose being to detail the process whereby a trainee can meet the required academic standard. Its content is agreed both the trainee/student and a mentor who will be assigned to them.

### Module size, effort hours and study load

Each module is worth a certain number of credits, depending on how much time it takes to complete. Taught modules may have any value in multiples of 5 credit points. The commonest sizes in undergraduate courses are typically 10 and 20 credit points and occasionally 30 or even 40 credit points.

Notionally, one credit point represents approximately 10 hours of effort. The normal workload for a full-time course of study in a standard academic year (comprising the autumn and spring semesters i.e. September-May) is 120 credit points. This amounts to roughly 35 hours of study per week. A 10-credit module will therefore require an average of 100 hours of study, and a 20-credit module will require an average of 200 hours of study.

Note that these figures are inclusive of taught class time, practical’s, private study, and assessment. As you are on a full-time course programme worth 120 credits over the academic year, you will be required to study around 1200 hours over the course of a year.

How you spend the 1200 hours will depend on the types of study required by your course. Some courses involve a great deal of contact time with academic staff, while others require students to do more independent study. All study hours are meant as guidelines. Exactly how much time you spend studying will depend on how challenging you find the module, and how motivated you are to achieve good grades.

COMMUNICATION

We are committed to keeping students informed about developments and changes and DEOH constantly reviews the tools it uses to keep students informed.

### MODNet e-mail

During your induction you will be given a MODNet computer account, if you do not have one already. Your email address will remain your email address throughout your career in the Services.

### Defence Medical Education VLE - cutting edge training delivery

The Wi-Fi enabled system is a custom-built secure server system that offers the internet and a Virtual Learning Environment (VLE). This system can prevent access to non-training related internet websites during the working day. After hours, the internet will be available to enable comprehensive homework, practice and research to be accomplished. You will have full access to recorded lectures, notes and all the resources that are available in a classroom. Learning need no longer be limited to set classroom hours.

Smart Board technology has been incorporated into these facilities with touch screen features that allow instructors to run programmes directly from the screen simply by tapping the application. Different learning styles can be accommodated to create an inclusive learning environment, with blended learning so every student can benefit and learn.

### Accessing your own University records including your timetable and letter requests

Full details of the course and future standard student academic calendars are at:

Once you have enrolled, you will have a student login. You can then find confirmation of your personal timetable by selecting the appropriate link after logging on the Student Hub from the University.

### University E-mail

### Data Protection and Privacy

The information that you provide at enrolment is held on a computerised database and maintained in accordance with the Data Protection Act. We ensure that the data is held securely and not disclosed to third parties without your consent, unless we are obliged to do so by law.

SUPPORT

Academic Support

Programme and Curriculum Advice

You are expected to be independent and to take responsibility for your own academic and personal life. However, there is a lot of help available. Your Course Manager, Trade Training Manager, Instructors and the Training Officer will guide you through the requirements of the Programme and are there for advice.

Counselling

### Welfare and Counselling

The MoD has a legal and moral obligation to care for the wellbeing of recruits and trainees. The Commanding Officer of every training establishment is directly responsible and accountable for ensuring a pragmatic supervisory care regime is in place for the recruits and/or trainees and other students, including those on holdover/awaiting training, within his/her establishment.

In accordance with the above statement and the guidelines issued, DMA conforms to the Supervisory Care Directive that is in place and is to be adhered to in order that DMA can provide the required level of supervision and welfare support for all Phase 2 Trainees DMA Supervisory Care Directive takes account of the trainee population of both Phase 2, Commissioned and Other Ranks (OR) training, the calibre of trainee, the type of training and the local conditions and environment within DMA, to ascertain the appropriate supervisory requirements for both duty hours and silent hours. A copy of the Supervisory Care Directive will be made available to Trainees during Induction.

Additionally, as Trainees/students you must maintain your own responsibilities, the level of commitment expected from you and your expected behaviour, both internally and externally of DMA, towards other students and staff, for the maintenance of good order and military discipline.

DMA benefits from a comprehensive welfare service that is available to all permanent staff and students attending courses here. It comprises a team of welfare advisors drawn from within the training staff cadre under the guidance of the Unit Welfare Officer and a Welfare SNCO. The team is augmented by Service Welfare staff, medical staff and Padre who, as a combined resource, are able to offer 24-hour, year-round support. We operate with the guidance and support of the Army Welfare Service (AWS) and abide by the AWS Code of Conduct (of which you will receive a copy on induction). Trainees/Students are not to use the University Welfare system.

### Access

If you are experiencing difficulties in resolving, or have major issues or concerns about, for example: family, finances, social issues/housing, personal, relationship, academic or equal opportunity issues, discuss in the first instance with your course manager or welfare support can be accessed by asking a member of staff or using the drop-in facility to approach a member of the welfare team. You will find photo boards and contact details on most notice boards and on the ‘credit card’ info leaflet that is given to you as part of your induction brief.

**Calling the welfare office via the published number**

An issue requiring immediate support after duty hours only requires you to bring it to the attention of one of the duty staff on call (Duty Orderly Officer, Duty SNCO, Duty JNCO). If they cannot assist, they have the means to contact the duty welfare staff via the out-of-hours number held on file.

The welfare team manages a centre to deliver welfare services from a bespoke facility at Marabout Hall. Here 10 recreation rooms offer a cinema experience with a sound-proof music recording studio. Study/library rooms are also available for group revision. The Services Welfare staff have a private room for students to consult on welfare issues in complete confidentiality.

An internet room with access to Skype is available for students to contact loved ones at home. Fully functional games room providing Table tennis, Table soccer, XBOX, PS3 and Air Hockey give the students areas to relax and unwind. In the main room an overhead projector and screen have been installed for showing major sporting and music events.

Disability Support Service

The Armed Forces are exempt from parts of the Equality Act 2010 and other disability legislation. However, where a student had a disability which still enables them to be employed by the Armed Forces all measures and support required for that student will be provided. This will be dealt on a case-by-case basis.

Health, Safety and Welfare

### DMA

Within DMA overall responsibility for Safety, Health, Environment and Fire (SHEF) matters rests with the Commanding Officer DMA. Their policy, organisation and arrangements are promulgated via notice boards around the site. You will be fully briefed on the arrangements for implementation of the policy upon your arrival at the DMA and arrangements are available on the LAN (you will be given access to the LAN during your induction week).

On placement you have the same health and safety responsibilities as any other employee in the workplace and you must take reasonable care of your own health and safety and that of other people. Guidance notes for students on work placement are those stipulated by standing orders of the unit you are attached to.

### University’s Policy

### Student Union membership

QUALITY OF YOUR PROGRAMME AND EXPERIENCE

Quality assurance and enhancement of your programme

To ensure the high standards and quality of University’s provision, all Programmes are subject to the University’s academic quality assurance procedures (which include those procedures related to programme approval, monitoring and review). A key feature of these processes is the input from external subject experts (external examiners) who ensure that University’s awards are comparable to those of other UK higher education institutions, and that the programme curriculum, teaching, assessment and resources are appropriate.

You also have a very important role in enhancing our programmes by feeding back on a regular basis via student surveys, Enhancement and Development Boards and other formal and informal mechanisms. Your feedback plays a major role in programme monitoring and review.

University’s, and its programmes, are subject to periodic audit or review by external quality agencies such as the Quality Assurance Agency for Higher Education (QAA). These audits and reviews place confidence in the quality and standards of provision as operated at the University. QAA audits of quality and standards conducted of University’s awards, are of those programmes delivered in-house. Outcomes of these audits show that confidence can reasonably be placed in the soundness of the University’s current and likely future management of the academic standards of its provision, and, of the quality of the learning opportunities available to students. QAA review and audit reports can be viewed at: <https://www.qaa.ac.uk/>

External Examiners

External Examiners are a central part of the quality assurance and enhancement of your programme. They are experienced, senior academics or industry professionals with expertise in the field of environmental health who may be identified by DMA but are appointed by and report to University’s. Their role is to act as independent moderators and to consider student attainment with impartiality. By drawing on their expertise and experience External Examiners provide one of the principal means by which University’s and DMA ensure the programme remains comparable to national standards. The impartiality of External Examiners is paramount to ensuring equity for students and furthermore to ensuring the fair application of the regulations.

The duties of External Examiners include the following:

* To attend meetings of the Assessment Board of which they are a member.
* To comment when consulted on the content and form of all assessments.
* To scrutinise all work which has been recommended for first class/distinction grades or for failure by internal examiners, and a representative sample of work in each classification (where applicable).
* To advise on the appropriateness and effectiveness of the internal assessment processes, the relevant assessment regulations and procedures in respect of module assessments, the desirability of any recalibration or (exceptionally) remarking of assessed work, and the appropriateness of the standards against which the assessment process has taken place.

Additionally, each External Examiner is required to produce a report at the end of the academic year in which they comment on:

* Programme design, content and standards,
* Student performance (general comments, no individuals are named),
* Assessments: structure, design and marking,
* Effectiveness and quality of feedback to students on their work,
* Assessment Boards; organisation and operation,
* Role of the External Examiner,
* Recommendations or actions for change and
* Areas of good practice which should be shared.

These reports are an integral part of University’s monitoring procedures and are considered by the University and DMA as well as being an item on Enhancement and Development Meeting agendas which is where student representatives are given the opportunity to view the report. If you are not a student representative but would like to see the External Examiners’ report then you should contact the Training Officer at DEOH.

Feedback from you

### Enhancement and Development Meetings

The purpose of an Enhancement and Development Meeting is to provide a forum for discussion between your student representatives and staff involved in all aspects of your programme.

You have student representatives to be members of the meeting at the start of each academic year to ensure that all the various interests on the programme are adequately represented.

Each programme holds regular Enhancement and Development Meetings. The membership includes:

* Student representatives.
* Director of Programme/Head of Department.
* University Link Tutor.
* Institutional Link Tutor.
* Academic staff aligned to the delivery of the Programme.
* Support services representatives.

Your student representative represents the programme or year group and is responsible for notifying the meeting of issues which have been brought to them by you. You should be aware of the function of the Enhancement and Development Meetings and should ensure that you inform your representative of any matters of concern or suggestions for improvement in good time.

Minutes are made of the discussion and decisions of each Board meeting and these are circulated to members with outcomes. The minutes are included with the Programme Annual Monitoring Report which is considered by University’s. The points raised at the meeting are carefully recorded so action can be taken upon them and are available through the course managers.

### Terms of Reference

The Enhancement and Development Meetings are convened by DEOH but conducted in accordance with University’s regulations. University’s Enhancement and Development Meetings terms of reference can be found in our University Academic Principles and Regulations at

### Dates

The Enhancement and Development Meetings are aligned to significant stages of the programme, i.e. at the end of Block 2, the end of Block 4 and at the end of Block 5.

### Other Committees

As users of the Junior Ranks Mess, it is expected that a course member will represent the views of the cohort at any messing meetings that are held for the JRM. In addition, a student representative will be required to attend the DMA PRI Meeting.

### Programme Feedback

The aim of the feedback Internal Validation (INVAL) process is to give you the opportunity to give your views on the quality of your programme of study.

You can expect to receive a report on any issues that have been identified. The report would also describe the measures taken to resolve any problems. All reports will be an item for discussion during Enhancement and Development Meetings and will, where necessary, be reported upon during the quality/continuous improvement/annual monitoring process. The whole feedback process will also be reviewed on a regular basis, to ensure that that it is effective in helping provide a good quality experience for students.

### Other Surveys

From time to time the DMA will promote surveys to give you the opportunity to give your views on the quality of the services and facilities offered by DMA and your experience of areas other than your programme of study. These surveys will be completely anonymous and form part of the MoD’s wider recruit training survey for service personnel who are in Phase 1 (initial recruit) and Phase 2 (trade) training.

As with programme feedback you can expect to receive a report on any issues that have been identified, which will describe the measures taken to resolve any problems and will be included as an item for discussion during Enhancement and Development Meetings and will, where necessary, be reported upon during the quality monitoring process each year.

### Suggestions and Complaints

We welcome your suggestions on how we might improve your experience whilst studying at DMA, even when this takes the form of a complaint about a service, a member of staff or another student. These issues should be raised in the first instance to your course manager, Trade Training Manager, the Sergeant Major Instructor or the Training Officer. DEOH will investigate any complaint or grievance fairly and promptly. All complaints will be acknowledged in writing within 48 hours upon receipt of your complaint and will be dealt with in accordance with DMA Student Care Directive. Complaints can be raised either verbally or in writing.

If you have a complaint and do not wish to raise the matter with your programme staff then it can be raised with the Unit welfare services, chaplains, Service Welfare, Equality and Diversity representative or medical staff. Their contact details are available from the information boards located through the Unit. The complaint procedure will be covered in your induction week but is also described on student notice boards.

Subject to the nature of your complaint you are also reminded that you have a legal right to make a Service Complaint. However, the intent is that complaints are dealt with at the lowest possible level; and resolution achieved as quickly and informally as possible. In dealing with a complaint, the guidance within [JSP 831: Redress of Complaints-Service Complaints](http://defenceintranet.diif.r.mil.uk/Reference/DINsJSPs/Pages/JSP831.aspx) is to be consulted.

The complaints and grievance procedures of the Armed Forces and DMA must be followed and have been fully exhausted before the University’s “Complaints in relation to collaborative partner institutions” may be followed. This complaints procedure can be found in the Student Complaints and Grievance Procedures section the University’s regulations:

Students are also to be made aware that there is a separate complaints procedure to follow for external qualifications i.e. NEBOSH delivered courses by DEOH. Should you have concerns surrounding the delivery of the course or issues with members of staff, the direction outlined above is to be followed. If you remain unsatisfied from the outcome of the training provider’s decision you can pursue your complaint further by contacting NEBOSH, the awarding examination body, direct. Further information on the details of NEBOSH complaints procedures is contained in <https://www.nebosh.org.uk/policies-and-procedures/complaints-procedure/>

Failing to secure a satisfactory outcome with NEBOSH complaints procedures, students may also seek regulatory advice from the Scottish Qualifications Authority (SQA) Accreditation for UK based providers <https://www.sqa.org.uk/sqa/70972.html> **ANNEXES**

A. Assessment Matrix.

B. Accessing IT systems.

C. Programme Specification.

D. Programme Learning Outcomes.

E. Curriculum Map for Honours Degree in Environmental Health Studies.

F. Summary of Military Environmental Health Practitioner – Operational Performance Statement Requirements.

G. Module Narratives.

Annex A – Assessment Matrix 2025-29

**Summative Assessments**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Module Titles | Examination | Practical Examination | Coursework/Assignment | Coursework/Case Study | Interview | Coursework Portfolio | Laboratory Workbook/ Report | Research Proposal | Research Report | Online Quizzes |
| Anatomy Physiology and Pathology  Level 4 | 50 |  | 50 |  |  |  |  |  |  |  |
| Developing Transferable Skills  Level 4 |  |  |  |  |  | 100 |  |  |  |  |
| Fundamentals of Environmental Health Level 4 | 100 |  |  |  |  |  |  |  |  |  |
| Fundamentals of Science  Level 4 |  |  |  |  |  |  | 70 |  |  | 30 |
| Health Effects from the Built Environment Level 4 | 50 |  |  | 50 |  |  |  |  |  |  |
| Introduction to Law and Governance  Level 4 |  |  | 40 |  |  | 60 |  |  |  |  |
| Micro-organisms Vectors and Controls  Level 4 | 50 |  |  |  |  |  | 50 |  |  |  |
| Military Health Stressors  Level 4 | 70 |  |  | 30 |  |  |  |  |  |  |
| Operational and Practice Skills Development Level 4 | 100 | P/F |  |  |  |  |  |  |  |  |
| Applied Military Environmental Health Skills Level 5 | 40 |  |  |  |  | 60 |  |  |  |  |
| Food Safety and Legislation  Level 5 | 50 |  |  | 50 |  |  |  |  |  |  |
| Health and Safety Management  Level 5 | 60 |  |  | 40 |  |  |  |  |  |  |
| Integrated Pollution Control and Chemical Processes Level 5 | 80 |  |  |  |  |  | 20 |  |  |  |
| Occupational Hygiene  Level 5 | 50 |  |  | 50 |  |  |  |  |  |  |
| Professional Development  Level 5 |  |  |  |  |  | P/F |  |  |  |  |
| Applied Environmental and Public Health Strategy Level 6 |  |  | 100 |  |  |  |  |  |  |  |
| Food Inspection and Safety Level 6 |  | P/F |  |  |  |  |  |  |  |  |
| Work-Based Learning Level 6 |  |  |  |  | 100 | P/F |  |  |  |  |
| Research Methodology and Dissertation Level 6 |  |  |  |  |  | 20 |  | 20 | 60 |  |
| Military Viva Voce (Interview Panel Examinations) – Blocks 2 and 4 |  |  |  |  | P/F |  |  |  |  |  |

Figures equate to % of final grade mark allocation of each assessment (not the pass mark)

P/F = Pass/Fail

### Formative Assessments

The following Formative Assessments are completed within the programme. Although this involves completion of formal examinations for award of several other qualifications (e.g. NEBOSH General Certificate in Occupational Safety and Health), it must be noted that these are still formative assessments and are not required to pass the Military Environmental Health Practitioner Course.

|  |  |  |
| --- | --- | --- |
| Developing Transferable Skills | DMS 1111 |  |
| Military Health Stressors | DMS 1660 | F1, F2, F3, FC, FO F4 |
| Fundamentals  of Environmental Health | DMS 1215 | F1, F2, F3, F4 |
| Operational & Practical Skills | DMS 1220 | FP F4 FW |
| Fundamentals of Science | DMS 1014 |  |
| Anatomy, Pathology & Physiology | DMS 1501 |  |
| Food Safety & Legislation | DMS 2551 | F5 F6 F7 F8 |
| Micro-organisms, Vectors & Control | DMS 1515 |  |
| Health & Safety Management | DMS 2440 | F5 F6 F7 F8 FW (NEBOSH National Certificate Written Examinations and Practical Assessment) |
| Occupational Hygiene | DMS 2425 | F5 F6 F7 F8 FW (INM/Southampton University – Competent Noise Assessor Award) |
| Professional Development | DMS 2500 | FC (Narrative/Case Study) |
| Introduction to Law & Governance | DMS 1600 |  |
| Health Effects from the Built Environment | DMS 1230 | F8 |
| Applied Military Environmental Health Skills | DMS 2230 | F8, FW (RSPH Level 2 Examination – Pest Management) |
| Integrated Pollution Control and Chemical Processes | DMS 2034 |  |
| Research Methodology and Dissertation | DMS 3330 |  |
| Food Inspection and Fitness | DMS 3200 |  |
| Applied Environmental and Public Health Strategy | DMS 3100 |  |
| Work Based Learning | DMS 3250 | Workplan and FC |

**LEGEND**

|  |  |  |  |
| --- | --- | --- | --- |
| **Formative Test** | |  | |
| F1 – F12 | Progress Tests |  |  |
| FP | Practical Assessments |  |  |
| FC | Practice Case Studies |  |  |
| FO | Presentation |  |  |
| FL | Assessed Lab Report |  |  |
| FW | Mock Exam |  |  |

Annex B – Accessing IT Systems

Logging onto University Databases/Electronic Learning Resources

**Welcome to all our new students**

**Induction will take place during September 2025**

### Register and Enrol Online

### New Students

### Online Welcome – Create Account

**New Students**

**What to do if you lose you Campus Card:**

### Your Course Induction and Timetable

**MODNET**

Your MODNET password and training will be provided during your induction week.

Annex C – Programme Specification for Military Environmental Health Practitioner Course

|  |  |
| --- | --- |
| 1. Programme title | Honours Degree in Environmental Health Studies |
| 2. Awarding institution | University |
| 3. Teaching institution | University and Defence Medical Academy |
| 4. Programme accredited by | University  CIEH |
| 5. Final qualification | Honours Degree |
| 6. Academic year | XXXXX |
| 7. Language of study | English |
| 8. Mode of study | Full Time |

|  |
| --- |
| 9. Criteria for admission to the programme |

|  |
| --- |
| Applicants must be members of the Armed Forces and therefore meet the criteria laid down as per the Armed Forces Careers Office and Phase One Training Establishment (Basic Military Skills). Applicants are then assessed via an annual, single Service, selection procedure.  **Academic Entry Requirements Level 4 Entry**  **UCAS Points:** 104  **Minimum:** 32 from 2 A Levels or equivalent, excluding General Studies  **Additional Requirements:** **GCSEs**  You will require GCSE C/4-9 grades in Mathematics, English Language and the Double Science award or equivalent qualification. Key Skills Level 2, Functional Skills Level 2 and the Certificate in Adult Literacy/Numeracy are accepted in place of GCSEs.  **Access to HE Diploma:**  Pass overall with 60 credits. A minimum of 45 credits at Level 3, with Merit must be achieved. GCSE English Language and Maths equivalents, if required, must be achieved from additional units.  **Scottish Awards:**  Minimum of 5 subjects at grade B at Higher Level.  **Irish Leaving Certificate:**  Minimum of 5 subjects at grade C1 or above at Higher Level of which at least 3 must be at B2.  All applicants will normally be required to meet the GCSE requirements. Mature applicants with relevant experience can be admitted without meeting the requirements for A Levels or equivalent subject to satisfactory performance in the selection procedures outlined above. Applicants without relevant experience will normally have to achieve the academic entry requirements in full, but this may be waived in the case of an applicant who performs exceptionally well in either selection process. Should this occur, approval to admit the student will need to be granted by both the University and the CIEH.  **International Requirements**  English Language Requirement (IELTS): The English requirement for this course is IELTS 6.0 with no skills below 5.5 or equivalent.  For international applicants, qualifications will be screened for equivalence via the Army Medical Service Recruiters at AMS Recruiting or by the RAF Ground Trade Recruiters at RAF Cranwell. |

| 10. Aims of the programme |
| --- |

|  |
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| The Course aims to produce graduates who are competent to serve as Environmental Health Practitioners within the armed forces, both in the UK and wherever deployed throughout the world.  To meet the CIEH requirements, the Course has been designed to comply with the CIEH Professional Standards Framework (see Annex F).  To achieve the level of competence required by the armed forces, the Course will include elements of practical training, and there will also be increased emphasis on global Public Health issues. Both aspects also align well with the University’s aims to foster employability and a global outlook in its graduates.  It is also incumbent that graduates of the Course are equipped with extremely well-developed lifelong learning skills as an Environmental Health Practitioner must be able to maintain competence in the face of rapid changes in the working environment whether this be through legislative change, amendments to the regulatory framework or the emergence of new threats to Public Health. This requires enhanced emphasis on development of information literacy skills, and on the skills required to enable them to be motivated self-directed learners so that they can acquire and subsequently maintain the knowledge required to underpin whatever role they undertake.  In addition, Environmental Health Practitioners within the armed forces, must be able to communicate with and influence both higher and lower ranks, and therefore require exceptionally well-developed communication, negotiation, and motivation skills, and this has been reflected in the design of the Course.  At a more technical level, there is increasing use of risk assessment to support the decision-making process in relation to both when and how to intervene, and it is therefore now important that students are provided with a thorough grounding in the theory and principles of this vital technique.  In the light of the above, it is also necessary that graduates have developed the qualities of resilience and flexibility so that they are able to cope with a rapidly changing environment throughout their professional lives.  All of the above factors have been taken into account in designing the Course such that alongside the development of knowledge and skills within the 5 intervention areas there is a process of development of Personal and Professional Skills to help students to become motivated self-directed learners who have the ability to continue to study as appropriate to their subsequent careers, and who are ready to embark on the next stage of their professional development to become Registered Environmental Health Practitioners.  **Course Aims**  The general aim of the Course is to produce graduates who are competent to serve as Environmental Health Practitioners within the armed forces, both in the UK and wherever deployed throughout the world. Implicit within this aim is that graduates will have qualities of confidence, self-awareness, independent critical judgment, reflection, leadership and the ability to work as part of a team. Additionally, students will have acquired a breadth of technical knowledge that will enable them to take a holistic view of the health impacts of stressors in any given context and to be able to select appropriate interventions within a broader framework. They will also have developed the skills and qualities required to enable them to be lifelong learners who are able to attain and subsequently maintain the knowledge required to underpin competence in their area of work.  The general aim of the course will be achieved by the developing the students’:   1. Intellectual, conceptual, reflective and imaginative powers; 2. Understanding of the fundamental scientific, technological, legal, administrative and social principles underlying Environmental Health issues; 3. Understanding and knowledge of circumstances giving rise to health inequalities and the wider determinants of health; 4. Understanding of the physical, social and human worlds and their interface with the environment; 5. Knowledge of a range of stressors, their public health impacts and the identification and implementation of appropriate interventions with the purpose of eliminating, controlling or mitigating those public health impacts; 6. Knowledge of significant areas of intervention; 7. Problem solving capabilities, particularly in a multidisciplinary environment; 8. Ability to assess risk, and to use this information to inform judgments about when and how to intervene; 9. Ability to work as an effective team member but also to operate independently where necessary; 10. Communication and interpersonal skills appropriate to the audience; 11. Ability to adapt to rapid changes in professional and administrative requirements;   Ability to maximize effectiveness through inter-sectorial collaboration and to recognize the role of other professionals in tackling complex Environmental Health and Public Health problems. |
| **Overarching Course Learning Outcomes**   1. To have acquired a broad knowledge base relevant to the Environmental Health profession. 2. To have developed the ability to investigate, critically analyse and evaluate a range of information to assess risk across a range of health stressors and generate appropriate solutions to practical problems. 3. To have developed the capabilities of self-learning and motivation to become reflective thinkers who are able to take responsibility for their personal and career development including enhancing their knowledge and skills to the level required to attain and subsequently maintain competence as appropriate to their area of work. 4. To be able to work effectively both independently and as part of a team with all sections of the community, and to have developed enough knowledge of the activities of related professional groups to be able to work productively with them. 5. To possess the capability to adapt to rapidly changing demands in the technological, professional and performance requirements of Environmental Health. 6. To be ready to continue the process that will lead to registration as an Environmental Health Practitioner, and the achievement of competence as appropriate to their area of work. 7. To meet all other requirements of the MoD Environmental Health Practitioner Operational Performance Statement. |

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| 11. Programme outcomes | |
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| A. Knowledge and understanding  On completion of this programme the successful student will have knowledge and understanding of:  The scientific, technological, legislative and managerial principles that impact on environmental and occupational health and safety practice.  The principal environmental and occupational stressors and vectors and how to control them.  Hazard analysis, risk assessment and management.  Professional scope of practice.  The compliance dimension in a variety of professional settings.  Monitoring and surveillance in a variety of settings and evaluation of the results. | Teaching/learning methods  Students gain knowledge and understanding through attendance in lectures, seminars, and work-based activity, through a variety of directed and self-directed learning activities e.g. group projects, case study analysis, laboratory-based learning, professional development and portfolio production, and from work placement.  Assessment Method  Students’ knowledge and understanding is assessed by work-based portfolio, laboratory reports, coursework, examination and presentations. |
| B. Cognitive (thinking) skills  On completion of this programme the successful student will be able to:  Analyse and recognise good practice in environmental and occupational health.  Evaluate the results of audit, and investigative analysis and the application of tools and methods in formulating action plans.  Relate knowledge of health stressors to the workplace.  Appreciate the complexities of environmental and occupational health interventions.  Reflect on own practice and that of others.  Prioritise a range of options and select appropriate communication formats to convey solutions. | Teaching/learning methods  Students learn cognitive skills through case study analysis, work-based portfolio, laboratory-based exercises and experiments, group and mini seminars, workshops, and work placement.  Assessment Method  Students’ cognitive skills are assessed by placement portfolio, essay, written and oral examination. |
| C. Practical skills  On completion of the programme the successful student will be able to:  Inspect and investigate low and medium risk environmental and occupational health issues.  Application of remedial measures in a range of complex situations.  Apply knowledge of health and environmental stressors on which to base option appraisal and formulation of recommendations.  Apply and interpret data gained within defined guidelines.  Make use of safe laboratory practice.  Identify partnership, including military and civilian agencies that can assist in solving complex health and environmental related issues. | Teaching/learning methods  Students learn practical skills through interactive participation in modules, through practice, group work, and work placement.  Assessment method  Students’ graduate skills are assessed by portfolio, laboratory reports, oral and written examinations. |
| D. Graduate Skills  The student will be able to demonstrate a range of graduate skills including:  Communication and teamwork.  Effective learning.  Information technology.  Personal and career development.  Numeracy.  Time management. | Teaching/learning methods  Students learn key skills through participation in the programme, group work, exercises and during work placement.  Assessment  The assessment of students’ key skills are integrated into the other forms of assessment. |

| 12. Programme structure (levels, modules, credits and progression requirements) |
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| 12.1 Overall structure of the programme |
| The programme is studied full time, over 4 years commencing in September of each year. The programme is divided into teaching blocks, the first 2 is based at Whittington, Lichfield and the University from September (Year 1) to July (Year 2). A practical placement then occurs in Block 3 (July to February the following year). Block 4 operates from February to July and is based at the University and DMA. Block 5 is completed over 2 years and encompasses taught elements at DMA, the University and a further placement.  Students acquire credits upon completion of academic modules. The breakdown of credits for each block is given:  Block 1: 90 level 4 credits  Block 2: 20 level 4 and 60 level 5 credits  Block 3: 20 level 4 and 40 level 5 credits (10 months)  Block 4: 10 level 4 and 40 level 5 credits  Block 5: 120 level 6 credits  Modules have a credit value of 10, 20, 30 or 40 credits. For illustrative purposes, a 10-credit module represents approximately 90 hours of learning, with 20 credit modules representing 180 hours of learning. The Honours degree is achieved after completion of 19 modules, with 140 credits at FHEQ Level 4, 140 credits at FHEQ Level 5 and 120 at FHEQ level 6. |

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| 12.2 Levels and modules | | |
| Level 4 (1) | | |
| COMPULSORY | OPTIONAL | PROGRESSION REQUIREMENTS |
| Students must take all the following:  DMS1111 Developing Transferable Skills  DMS1660 Military Health Stressors  DMS1230 Health Effects from the Built Environment  DMS 1215 Fundamentals of Environmental Health  DMS1014 Fundamentals of Science  DMS1501 Anatomy, Physiology and Pathology  DMS 1515 Micro-organisms, Vectors and Control  DMS1220 Operational and Practical Skills Development  DMS1600 Introduction to Law and Governance | Nil | Nil |

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| 12.2 Levels and modules continued | | |
| Level 5 (2) | | |
| COMPULSORY | OPTIONAL | PROGRESSION REQUIREMENTS |
| Students must take all the following:  DMS2551 Food Safety and Legislation  DMS2440 Health and Safety Management  DMS2425 Occupational Hygiene  DMS2500 Professional Development  DMS2034 Integrated Pollution Control and Chemical Processes  DMS2230 Applied Military Environmental Health Skills | Nil | Nil |

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| 12.2 Levels and modules continued | | |
| Level 6 (3) | | |
| COMPULSORY | OPTIONAL | PROGRESSION REQUIREMENTS |
| DMS 3100 Applied Environmental and Public Health Strategy  DMS 3200 Food Inspection and Fitness  DMS 3330 Research Methodology and Dissertation  DMS 3250 Work Based Learning | Nil | Nil |

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| 12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels) | |
| Module level | Module code |
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| 13. A curriculum map relating learning outcomes to modules |
| See Curriculum Map attached. |

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| 14. Information about assessment regulations |
| Overarching regulations applying to assessments in military training establishments are found in JSP 822 Defence Training Management Manual and the DMA Training Directive. University Regulations are at: |

| 15. Placement opportunities, requirements and support (if applicable) |
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| Students will undertake two placements during Blocks 3 and 5. The overall aim of the placements will be to ensure that students develop the necessary competencies to be able to serve as Military Environmental Health Practitioners. Army students will be placed with a HQ Regional Command Environmental Health Team whilst RAF students will be placed with the Centre for Aviation Medicine, but in both cases, students will be seconded to other establishments/units to broaden their experience. This will also include attachments with Local Authorities. There are specific Joint Venture Agreements with the Army and RAF to guarantee the requirements for these Blocks.  During Block 3, the students compile a comprehensive Experiential Learning Portfolio, however much emphasis is placed on the overall development and learning process, not just ELP completion. Student Placements are carefully selected to ensure that the students will receive the support required (from both an academic and wider perspective). DEOH provide specific training to the Workplace Mentors. During this period, the Students receive at least 3 visits from their Course Manager, with routine communication in between. The Course Manager also liaises with the Placement Mentors at this time, in addition to routine discussions in between. Student Representatives on Block 3 also attend the Enhancement and Development Board during this period for formal feedback.  Where specific outcomes cannot be met with real-life situations (e.g. post aircraft crash management) these are completed by case studies/desktop exercises.  During Block 5, the students will complete a Work Based Learning Module, focused on the CIEH Curriculum needs, in addition to the military requirements.  The CIEH will be invited to both Block 1 and Block 5 induction periods to brief the students on the profession and CIEH membership. |

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| 16. Future careers (if applicable) |
| Personnel on this programme have mapped career paths within the Armed Forces. Successful completion of the Degree provides the gateway to further professional development and higher-level membership of the CIEH and IOSH. |

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| 17. Particular support for learning (if applicable) |
| Support can be found at the learning facilities at DMA and the University, Microbiology Laboratory, Science Laboratories, Entomology materials, specialist external lecturers, practical field training facilities, syndicate and computing suite, dedicated Course Manager, dedicated teaching space, library, and specialist teaching externally to DMA. |

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| 18. JACS code  (or other relevant coding system) | Direct application |
| 19. Relevant QAA subject benchmark group(s) | Health Studies, Bio-sciences, Earth Science.  Environmental Science and Environmental Studies. |
| 20. References | |
| The following reference points were used in designing the programme:  Relevant Subject benchmarks Earth Sciences, Environmental Sciences and Environmental Studies (2007) and Health Studies (2008)  Honours Degree Qualification Benchmark, QAA,  University Learning and Teaching policies and strategy  University Assessment Policy and Procedures  Defence Service Standard Operational Procedures  University’s Course Syllabus  Chartered Institute of Environmental Health core curriculum for undergraduate programmes 2011  Stakeholder Role Performance Statement | |

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| 21. Other information |
| Each module on the programme will be evaluated by means of both formal and informal approaches. Formally by means of student module evaluation forms and informally by means of logbook and tutorials, specifically about student key and common skills.  Representatives from your programme also attend Enhancement and Development Boards, which are an opportunity to formally report issues relating to your programme. Informally any issues should be reported at the earliest opportunity to the Programme Leader for informal resolution. All modules are non compensatable.  The programme is overseen by an external examiner who is a practising professional and audits the programme. At the end of the year a comprehensive annual monitoring report is compiled for DMA and the university. At the end of each semester module leaders formally report on the operation of their modules. |

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Annex D – Graduate Attributes

The table below identifies where the graduate attributes are developed and assessed within the course modules. Where attributes are identified as being assessed (A), they are also being developed (D) (see table below for A & D).

The Graduate Attributes are as follows:

**Enterprise**

Enterprise skills are germane to the work of Environmental Health Practitioners as they are required to deal with complex scenarios involving human as well as technical issues, and to propose innovative solutions to problems. Consequently, there is significant emphasis on the analysis of scenarios in delivery and assessment throughout the course which is why this attribute has been identified as being developed or assessed in almost all modules. There is progression through the course in terms both of the complexity of the scenarios used and the knowledge and skills required to propose solutions, such that by Level 6, students will be required to demonstrate to a high level the full range of skills required including the ability to synthesise complex human and technical information and an ability to prioritise both within the solution of a specific problem and when confronted with multiple problems simultaneously.

**Digital Literacy**

There is an expectation that an Environmental Health Practitioner will have very well-developed word-processing skills to enable the production of reports etc., together with some familiarity with other packages such as Excel. Through the induction process and throughout the programme, students will be encouraged to reflect on their learning needs in this area, and if necessary, will be directed towards support. Reinforcement of these skills will be fostered through a requirement for students to demonstrate them in the assignments they produce.

Also, once in practice, graduates will be heavily reliant on Web-based sources for legal and other technical information, and it is important to develop skills in searching for, identifying and retrieving appropriate documents. Many of the modules include requirements to obtain this type of information. During Level 4, students will be directed towards these information sources, e.g. through the provision of links via the VLE, and where necessary, will be supported in using them. Through Levels 5 and 6, they will increasingly be expected to identify and locate them for themselves, although some direction will continue to be provided, e.g. through the VLE. In parallel with this, students will also be required to develop skills of searching, identifying and retrieving information from the academic literature, and there will be specific support for this during induction, the Developing Transferable Skills module at Level 4 and throughout the programme. These skills will then be consolidated at Level 6, especially in the Honours Project (EH).

Other aspects include electronic communication, use of statistical packages, and use of monitoring equipment, e.g. in acoustics.

**Global Outlook**

As Environmental Health Practitioners serving in the Armed Forces must be capable of operating anywhere in the world, this course must adopt a truly global perspective in respect both of wider Public Health issues and the specific hazards to health that exist in areas of the world where they are likely to be active. Moreover, even Environmental

Health Practitioners who operate solely within the UK have to be prepared to deal with issues that have a global dimension. It is also important to engender within the students an awareness that the major Public Health problems of previous centuries have not been eradicated but have been controlled in the Western World through the implementation of measures such as improved sanitation, and this can be best achieved by reference to situations where such measures are not yet in place.

Another specific aspect where a Global Outlook is important is in relation to consideration of legislation. Obviously, there has to be a significant emphasis on UK legislation, but even that has now to be explored in the context of European Legislation. Moreover, the need for students to be able to operate in other countries and the fact even Environmental Health Practitioners operating in the UK need to be able to update their knowledge of legislation, demand that attention is paid to the universal principles on which legislative systems are based. Finally, both the diversity within the Armed Forces, and the need for these students to be able to operate throughout the world, make it imperative that students are aware of diversity in respect of race, culture, faith etc and adhere to MoD Equality & Diversity policies.

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| **Module** | **Enterprise** | **Digital Literacy** | **Global Outlook** |
| **Level 4** | | | |
| Anatomy Physiology and Pathology | A | D | D |
| Developing Transferable Skills | D | A |  |
| Fundamentals of Environmental Health | D | D | D |
| Fundamentals of Science |  | D | D |
| Health Effects from the Built Environment | A | D |  |
| Introduction to Law and Governance | D | D | D |
| Micro-organisms Vectors and Controls | A | D | D |
| Military Health Stressors | A | D | A |
| Operational and Practice Skills Development | A | D | A |
| **Level 5** | | | |
| Applied Military Environmental Health Skills | A | D | A |
| Food Safety and Legislation | A | D | D |
| Health and Safety Management | A | D | D |
| Integrated Pollution Control and Chemical Processes | D | D | D |
| Occupational Hygiene | A | A | D |
| Professional Development | A | A | D |
| **Level 6** | | | |
| Applied Environmental and Public Health Strategy | A | A | D |
| Food Inspection and Fitness | D | D | A |
| Work-Based Learning | A | D | D |
| Research Methodology and Dissertation | A | A | D |

**Annex E – Mapping of BSc (Hons) EH Studies to the CIEH Professional Standards Framework 2020**

| **FOOD SAFETY AND INTEGRITY**  **Complex food and feed supply chains may pose risks. Physical, chemical and microbiological contamination can occur. The hazards associated with food safety and integrity must be assessed and managed throughout all stages of the food chain.** | | |
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| **Competency heading** | **Competency statement** | **Learning centres evidence to support delivery of this outcome** |
| **FSL1: Principle and supplementary food safety legislation** | Understand the application and scope of principle and supplementary legislation including relevant guidance/ codes of practice. | * Food Inspection and Safety Module Specification and Module Guide * Food Inspection and Safety including CIEH Practical Food Examination marking scheme with suggested content |
| **FSL2: Food safety management systems** | Understand current and emerging food safety management systems. | * Food Safety and Legislation Module Specification and Module Guide * Food Inspection and Safety including CIEH Practical Food Examination marking scheme with suggested content |
| **FSL3: Product labelling** | Understand the legislative, presentational and public health requirements for appropriate food labelling. | * Food Safety and Legislation Module Specification and Module Guide * Food Inspection and Safety including CIEH Practical Food Examination marking scheme with suggested content |
| **FSL4: Imported food and feed controls** | Understand the legislative and public health requirements regarding the control of imported food and feed products. | * Food Safety and Legislation Module Specification and Module Guide * Food Inspection and Safety including CIEH Practical Food Examination marking scheme with suggested content |

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| **FST1: Food microbiology** | Understand the microorganisms that inhabit, create, or contaminate food, including those causing food poisoning or spoilage. | * Micro-organisms, Vectors and Control Module Specification and Module Guide * Military Health Stressors Module Specification and Module Guide * Anatomy, Physiology and Pathology Module Specification and Module Guide * Food Inspection and Safety including CIEH Practical Food Examination marking scheme with suggested content |
| **FST2: Consumer protection** | Understand the rights that protect consumers in relation to food safety, nutrition and integrity. | * Food Safety and Legislation Module Specification and Module Guide * Food Inspection and Safety including CIEH Practical Food Examination marking scheme with suggested content |
| **FST3: Food technology** | Understand current and emerging developments in food technology and their impact on public health. | * Food Inspection and Safety module specification and Module Guide together with the * CIEH Practical Food Examination marking scheme with suggested content |
| **FST4: Nutritional science** | Understand the scientific basis of nutrition including its impact on health and well-being. | * Military Health Stressors & Food Safety Module specification and Module Guide |
| **FST5: Food allergens** | Understand the public health significance of food allergens. | * Food Inspection and Safety Module Specification and Module Guide together with the CIEH Practical Food Examination marking scheme with suggested content |
| **FST6: Food sampling** | Understand the rationale and practice of sampling techniques for food safety. | * Food Safety and Legislation Module Specification and Module Guide |
| **FST7: Enforcement/compliance** | Understand enforcement options and their application to ensure compliance. | * Anatomy Pathology and Physiology Module Specification and Module Guide * Food Safety and Legislation Module Specification and Module Guide * Food Inspection and Safety Module Specification and Module Guide together with the * CIEH Practical Food Examination marking scheme with suggested content * Work Based Learning Module Guide |
| **FST8: Food fraud** | Understand the public health and consumer impact of food fraud. | * Anatomy, Pathology and Physiology Module Specification and Module Guide * Food Inspection and Safety Module Guide and Module Specification with the CIEH Practical Food Examination marking scheme with suggested content * Food Safety and Legislation Module Specification and Module Guide |
| **FST9: Principles of food inspection** | Understand the principles of food inspection to determine nature, substance and quality. | * Food Inspection and Safety Module Specification and Module Guide and CIEH Practical Food Examination marking scheme with suggested content |
| **FSG4: Food chain** | Understand the public health and other related risks at each stage of the food chain. | * Anatomy, Pathology and Physiology Module Specification and Module Guide * Food Safety and Legislation Module Specification and module guide * Food Inspection and Safety Module Specification and Module Guide * CIEH Practical Food Examination marking scheme with suggested content |

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| **G1: Social, political and economic factors** | Understand the wider social, economic and political factors that impact public health and well-being. | * Military Health Stressors Module Specification and Module Guide * Applied Environmental and Public Health Strategy module specification and module guide * Health Effects From The Built Environment module specification and Module Guide |
| **G2: Government agencies** | Understand the inter-relationship between the environmental health profession and relevant government departments and other agencies. | * Applied Environmental and Public Health Strategy module specification and module guide * Fundamentals of Environmental Health module specification and Module Guide * Anatomy Pathology and Physiology module guide and module specification |
| **G3: Health and well-being** | Understand the contribution that the environmental health profession can make to improve health and well-being. | * Applied Environmental and Public Health Strategy module specification and module guide * Military Health Stressors Module Specification and Module Guide * Fundamentals Of Environmental Health module specification and Module Guide |

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| **HEALTH AND SAFETY**  **The complex interaction between people, the work environment, the equipment they use, and the activities undertaken can be hazardous. These hazards need to be risk assessed and managed, effectively engaging both employees and employers within a safety culture.** | | |
| **Competency heading** | **Competency statement** | **Learning centres evidence to support delivery of this outcome** |
| **HSL1: Health and Safety Law** | Understand the relevant legislation within the judicial system. | * Health and safety Management Module Specification and Module Guide * Introduction to Law & Governance Module Specification and Module Guide |
| **HST1: Proactive interventions** | Understand the critical need of undertaking discrete proactive interventions to improve or maintain health and safety. | * Health and safety Management Module Specification and Module Guide |
| **HST2: Incident management** | Understand the need to dynamically manage health and safety incidents. | * Health and safety Management Module Specification and Module Guide |
| **HST3: Safety management and culture** | Understand how the principles of effective safety and management impact upon a safety culture. | * Health and safety Management Module Specification and Module Guide |
| **HST4: Hazard identification and risk control** | Understand the principles of hazard identification, assessment and associated risk control. | * Health and safety Management Module Specification and Module Guide |
| **HST5: Business impact** | Understand how decisions relating to health and safety can affect organisations. | * Health and safety Management Module Specification and Module Guide |
| **HST6: Support** | Understand the importance of utilising appropriate specialist resources in order to achieve the most satisfactory outcomes. | * Health and safety Management Module Specification and Module Guide |
| **G1: Social, Political and economic factors** | Understand the wider social, economic and political factors that impact public health and well-being. | * Health and safety Management Module Specification and Module Guide * Applied Environmental and Public Health Strategies Module Specification and Module Guide |
| **G2: Government agencies** | Understand the inter-relationship of the environmental health profession and relevant government departments and other agencies. | * Health and safety Management Module Specification and Module Guide * Applied Environmental and Public Health Strategies Module Specification and Module Guide |
| **G3: Health and well-being** | Understand the contribution that the environmental health profession can make to improve health and well-being. | * Health and safety Management Module Specification and Module Guide * Applied Environmental and Public Health Strategies Module Specification and Module Guide |

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| **HOUSING AND COMMUNITIES**  **Housing must provide an environment that is safe and healthy as poor living conditions are a major cause of accidents and ill health. Actions to improve poor housing protects health, safety and well-being.** | | |
| **Competency heading** | **Competency statement** | **Learning centres evidence to support delivery of this outcome** |
| **HL1: Housing legislation** | Understand the relevant legislation within the judicial system. | * Housing Update – Housing Update Programme * Health Effects of the Built Environment Module Specification and Module Guide |
| **HL2: Legislation options in housing** | Understand the breadth of legislative options that apply to the resolution of poor housing conditions. | * Housing Update- Housing Update Programme |
| **HL3: Fire safety law** | Understand the breadth of legislative options that apply to fire safety. | * Housing Update- Housing Update Programme * Health Effects of the Built Environment Module Specification and Module Guide |
| **HT1: Building construction and applied technology** | Understand building construction techniques, emerging technologies and potential health impacts. | * Health Effects of the Built Environment Module Specification and Module Guide |
| **HT2: Housing defects and deficiencies** | Understand the range of defects and deficiencies and the remedial actions required. | * Health Effects of the Built Environment Module Specification and Module Guide |
| **HT3: Range of housing tenure** | Understand the complexity of housing tenure including its history, regulation and investment challenges. | * Housing Update Programme |

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| **HT4: Social and environmental stressors** | Understand the external factors that impact on the health and well-being of communities. | * Health Effects of the Built Environment Module Specification and Module Guide * Applied Environmental and Public Health Strategies Module Specification and Module Guide * Housing Update Programme |
| **HT5: Community cohesion and sustainability** | Understand the factors that can affect community cohesion and how building sustainably can have a positive impact. | * Health Effects of the Built Environment Module Specification and Module Guide * Applied Environmental and Public Health Strategies Module Specification and Module Guide * Housing Update Programme |
| **G1: Social, Political and economic factors** | Understand the wider social, economic and political factors that impact public health and well-being. | * Health Effects of the Built Environment Module Specification and Module Guide * Applied Environmental and Public Health Strategies Module Specification and Module Guide * Housing Update Programme |
| **G2: Government agencies** | Understand the inter-relationship of the environmental health profession and relevant government departments and other agencies. | * Health Effects of the Built Environment Module Specification and Module Guide * Applied Environmental and Public Health Strategies Module Specification and Module Guide * Housing Update Programme |
| **G3: Health and well-being** | Understand the contribution that the environmental health profession can make to improve health and well-being. | * Health Effects of the Built Environment Module Specification and Module Guide * Applied Environmental and Public Health Strategies Module Specification and Module Guide * Housing Update Programme |

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| **PUBLIC PROTECTION AND WELL-BEING**  **Proactive action is essential in resolving risks identified from current and emerging public health threats. Biological, chemical, radiological, physiological and psycho-social threats to health must be identified, assessed and managed in order to safeguard public health.** | | |
| **Competency heading** | **Competency statement** | **Learning centres evidence to support delivery of this outcome** |
| **PPL1: Public health legislation** | Understand the purpose of public health legislation and the roles and functions of stakeholders. | * Applied Environmental and Public Health Strategies Module Specification and Module Guide |
| **PPL2: Health inequalities** | Understand the causes of, and factors influencing, health and social inequalities. | * Applied Environmental and Public Health Strategies Module Specification and Module Guide * Housing Update Programme |
| **PPT1: Population health and well-being** | Understand the distribution and causes of disease and ill health in populations. | * Applied Environmental and Public Health Strategies Module Specification and Module Guide |
| **PPT2: Initiatives and strategy development** | Understand the importance of evidence- based initiatives to deliver short and long-term health and well-being strategies. | * Applied Environmental and Public Health Strategies Module Specification and Module Guide |
| **PPT3: Prevention and control of disease** | Understand different types of disease and their prevention and control. | * Applied Environmental and Public Health Strategies Module Specification and Module Guide * Microorganisms Vectors and Control Module Specification and Module Guide * Military Health Stressors Module Specification and Module Guide |
| **PPT4: Promoting well-being** | Understand the complex concept of good mental health and well-being and how it may be affected by the environment. | * Applied Environmental and Public Health Strategies Module Specification and Module Guide * Housing Update Programme * Health Effects from the Built Environment |
| **PPT5: Positive psychology** | Understand the contribution positive psychology makes to well-being. | * Applied Environmental and Public Health Strategies Module Specification and Module Guide |
| **PPT6: Partnership working** | Be able to engage with multiple stakeholders in order to achieve the most satisfactory outcomes. | * Applied Environmental and Public Health Strategies Module Specification and Module Guide |
| **PPT7: Health Impact Assessment** | Understand the principles and processes of Health Impact Assessments. | * Applied Environmental and Public Health Strategies Module Specification and Module Guide |
| **PPT8: Nutritional science** | Understand the role of nutrition in relation to malnutrition and disease. | * Military Health Stressors & Food Safety Module specification and Module Guide |
| **PPT9: Port health** | Understand how the port health function prevents and controls cross- border movement of public health and environmental hazards. | * Food Inspection and Safety Module Specification And Module Guide * CIEH Practical Food Examination marking scheme with suggested content * Food Safety and Legislation Module Specification and Module Guide * Port Health Traning package at Her Majesty’s Ship locations (Plymouth and Portsmouth) |
| **PPT10: Pest management** | Understand the principles of integrated pest management in order to minimise the integrated impact upon human health, safety and economic factors. | * Application of Military Environmental Health Skills Specification and Module Guide * Operational and Practical Skills Development Module Specification and Module Guide * Food Safety Specification and Module Guide |
| **G1: Social, political and economic factors** | Understand the wider social, economic and political factors that impact public health and well-being. | * Applied Environmental and Public Health Strategies Module Specification and Module Guide |
| **G2: Government agencies** | Understand the inter-relationship of the environmental health profession and relevant government departments and other agencies. | * Applied Environmental and Public Health Strategies Module Specification and Module Guide |

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| **G3: Health and well-being** | Understand the contribution that the environmental health profession can make to improve health and well-being. | * Applied Environmental and Public Health Strategies Module Specification and Module Guide |

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| **ENVIRONMENTAL PROTECTION AND SUSTAINABILITY**  **The long-term protection of our environment is critical to maintaining health and well-being. Actions to secure the provision of clean air, potable water, sustainable waste management and a pollutant and nuisance-controlled environment are fundamental.** | | |
| **Competency heading** | **Competency statement** | **Learning centres evidence to support delivery of this outcome** |
| **EPL1: Statutory nuisance legislation** | Understand how relevant legal procedures apply in achieving compliance. | * Integrated Pollution Control & Chemical Processes Module Specification and Module Guide |
| **EPL2: Contaminated land, air and water** | Understand how relevant legal procedures apply in achieving compliance. | * Integrated Pollution Control & Chemical Processes Module Specification and Module Guide |
| **EPL3: Environmental permitting** | Understand how relevant procedures apply in achieving compliance. | * Integrated Pollution Control & Chemical Processes Module Specification and Module Guide |
| **EPT1: Environmental cycles** | Understand the inter- relationships between human health and the environment. | * Integrated Pollution Control & Chemical Processes Module Specification and Module Guide |
| **EPT2: Sustainable resource management** | Understand how finite environment, economic and social resources need sustainable management. | * Integrated Pollution Control & Chemical Processes Module Specification and Module Guide |
| **EPT3: Natural and man-made impacts on the environment** | Understand the fundamental principles and threats relating to the sustainable management of air quality, soil and water resources. | * Integrated Pollution Control & Chemical Processes Module Specification and Module Guide |

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| --- | --- | --- |
| **EPT4: Statutory nuisance** | Understand the role of statutory procedures in achieving the most appropriate course of action. | * Integrated Pollution Control & Chemical Processes Module Specification and Module Guide |
| **EPT5: Resilience, major incidents and emergencies** | Understand how to dynamically manage environmental incidents utilising health risk assessment skills. | * Integrated Pollution Control & Chemical Processes Module Specification and Module Guide |
| **G1: Social, political and economic factors** | Understand the wider social, economic and political factors that impact public health and well-being. | * Integrated Pollution Control & Chemical Processes Module Specification and Module Guide * Fundamentals of Environmental Health Module Specification and Module Guide |

Annex F – Summary of Military Environmental Health Practitioner – Role Performance Statement Requirements

|  |  |  |  |
| --- | --- | --- | --- |
| **SERIAL** | **RPS REQUIREMENTS** | | |
| **1** | **PROCESS MEDICAL INFORMATION** | |
| 1.a | Collect and collate health related data and medical information | Submit requests for Information to clarify EH aspects of Medical Intelligence products |
| 1.b | Interpret Environmental Health aspects of Medical Intelligence products | Monitor & Review health related trends, and communicate those through the CofC to help inform the Med Int Process |
| 1.c | Advise Chain of Command on Environmental Health aspects of Medical Intelligence products | Contribute to the Medical Estimate process |
| **2** | **ADVISE ON HEALTH ASPECTS OF FORCE HEALTH PROTECTION (FHP)** | |
| 2.a | Apply principles of health risk management to assess health risks | Audit the effectiveness of MFP measures |
| 2.b | Integrate health risk interventions into MFP process |  |
| **3** | **ADVISE ON WATER SUPPLY AND CARRY OUT INTERVENTIONS** | |
| 3.a | Advise on health-related aspects of Force water plan | Produce potable water |
| 3.b | Interpret results of bacteriological and chemical water sample analysis | Advise on and monitor aircraft water supplies and Aircraft Water Replenishment Points (AWRPs) |
| 3.c | Undertake water sampling from raw sources and distribution systems and swimming pools | Provide advice to Force Medical Advisor on health effects of short-term deviation of water quality standards |
| **4** | **ADVISE ON FOOD SAFETY LEGISLATION AND CARRY OUT FOOD SAFETY AUDITS** | |
| 4.a | Advise on suitability of local food contractors | Audit Food Safety standards |
| **5** | **ADVISE ON AND CARRY OUT DISEASE INVESTIGATION AND CONTROL** | |
| 5.a | Undertake investigation of disease outbreaks | Monitor and interpret health surveillance systems on deployments |
| 5.b | Instigate and monitor measures to control disease outbreaks | Support infection control in operational medical facilities |
| 5.c | Produce an outbreak report |  |
| **6** | **ADVISE ON AND CARRY OUT HEALTH PROMOTION/TRAINING** | |
| 6.a | Prepare and deliver health briefs | Assist in the identification of needs for and develop health education programmes |
| **7** | **ADVISE ON FIELD SANITATION** | |
| 7.a | Advise on scales and types of field sanitary appliances | Advise on waste disposal including clinical waste |
| 7.b | Advise on best use and common defects in field sanitary appliances | Advise on human and animal remains disposal |
| **8** | **PROVIDE HEALTH ADVICE ON THE POSITION, CONSTRUCTION, STRIKING AND MANAGEMENT OF CAMPS IN THE FIELD** | |
| 8.a | Contribute to the planning, positioning and management of field accommodation, incl. CPERS and DP Camps | |
| **9** | **MANAGE VECTOR AND PEST CONTROL** | |
| 9.a | Develop vector and pest control measures | Undertake pest/vector control |
| 9.b | Undertake pest and disease vector surveys | Advise and assist CHA/CHD and LEC personnel |
| 9.c | Undertake entomological surveys | Assist veterinary staff in the control and management of feral animals |
| **10** | **PROVIDE ADVICE ON ENVIRONMENTAL HEALTH IN A CBRN ENVIRONMENT** | |
| 10.a | Interpret EH aspects of medical intelligence in a CBRN environment | Undertake and advise on EIH Role 2 Assessments |
| 10.b | Operate within a CBRN and EIH environment | Advise on field hygiene, food and water supply and stock monitoring |
| 10.c | Undertake and advise on Role 1 EIH Assessments | Provide EH advice and training |
| **11** | **ADVISE AND AUDIT HEALTH & SAFETY MANAGEMENT SYSTEMS** | |
| 11.a | Provide advice to Command Staffs and Unit trained H&S staff on H&S compliance issues and control measures | Audit of H&S management systems |
| **12** | **ADVISE ON OCCUPATIONAL HYGIENE (OCC HYG) AND CARRY OUT OCC HYG SURVEYS** | |
| 12.a | Undertake Occupational Hygiene monitoring | Analyse and interpret monitoring results |
| 12.b | Conduct Environmental Monitoring of the working environment | Advise on health surveillance requirements in conjunction with OM and OHN staffs |
| 12.c | Assess efficacy of workplace control measures |  |
| **13** | **ADVISE ON ENVIRONMENTAL MANAGEMENT SYSTEMS (EMS)** | |
| 13.a | Undertake pre and post occupation environmental impact assessments (EIA) | Audit EP practices |
| 13.b | Advise on and monitor pollution incidents | Advise on health impacts of land, air and water pollution |
| **14** | **MANAGE EQUIPMENT** | |
| 14.a | Undertake military stores accounting | Perform equipment husbandry |
| **15** | **CARRY OUT FIELD ADMINISTRATIVE DUTIES OF AN ENVIRONMENTAL HEALTH PRACTITIONER** | |
| 15.a | Set up, operate and maintain communications equipment | Process reports and returns(R2) |
| 15.b | Drive Land-Rover TUM with trailer |  |
| **16** | **PROVIDE ENVIRONMENTAL HEALTH SUPPORT TO AN AIR CRASH SITE** | |
| 16.a | Advise on and monitor field hygiene of recovery personnel | Monitor and take remedial action for pollutants |
| 16.b | Assess and monitor occupational exposure to hazardous substances | Liaise with relevant authorities |
| **17** | **SURVEY ACCOMMODATION** | |
| 17.a | Detect conditions for all types of buildings (including medical facilities) that might adversely affect occupant’s health | |
| **18** | **ADVISE ON THE HEALTH ASPECTS OF BIO-SECURITY** | |
| 18.a | Advise on bio-security health threats | Contribute to the planning on bio-security threats |
| **19** | **ADVISE ON AND UNDERTAKE COMPLIANT MEASURES IN RESPECT TO PORT HEALTH** | |
| 19.a | Undertake port health functions, ensuring infectious disease does not spread from vessel to aircraft | Advise on enforcing controls on imported food |

Annex G – Module Narratives

**Part A: Module Definition**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module Title** | DMS 1111 – Developing Transferable Skills | | | |
| **Short Module Title**  *Fewer than 30 characters* | **Transfer Skills** | | | |
| **Level** | 4 |  | **Credits** | 20 |
| **HESA Cost Centre** | 5 |  | **JACS Code** | B910 |
| **Programmes requesting this module as core** | BSc (Hons) Environmental Health Studies | | | |
| **School** | RF |  | **Faculty** | **HSS** |

**Part B: Module Information**

|  |  |
| --- | --- |
| **Module Developer** | OIC Training DEOH |
| **Module Leader** |  |
| **Module Deputy** |  |
| **Brief Module Description** | To allow the students to develop skills required to be an effective practitioner. |
| **PSRB requirements** | BSc (Hons) Environmental Health Studies: accredited by the Chartered Institute of Environmental Health (CIEH). To meet the requirements for an accredited award, this module must be passed.  To maintain training status and funding, the minimum component mark is 60%. |
| **Attendance requirements** | Full Time |
| **Delivery type** | Blended |

**Part C: Module Learning, Teaching and Assessment Information**

|  |  |
| --- | --- |
| **Module aims** | This module begins the process of the development of skills required to become an autonomous and lifelong learner. It provides a foundation from which the identified skills can be developed in relation to the subject studied throughout the students’ programme of study and beyond in the world of work. |
| **Learning outcomes** | On satisfactory completion of this module students will be able to: |
| Learning Outcome 1 | Engage in personal and career development planning (E + D) |

|  |  |  |  |
| --- | --- | --- | --- |
| Learning Outcome 2 | Describe and apply strategies for effective learning (E + D) | | |
| Learning Outcome 3 | Communicate effectively to different audiences and in a range of formats (D + G) | | |
| Learning Outcome 4 | Demonstrate the development of key skills in the areas of team working, numeracy and information technology (D) | | |
| **Graduate attributes** | Attribute | Developed | Assessed |
| Enterprise |  |  |
| Digital literacy |  |  |
| Global outlook |  |  |

|  |  |
| --- | --- |
| **Module content** | Personal Career Development  a. Identify personal and career development.  b. Explore current, personal, skills and motivations.  c. Plan for personal development as a student in the light of career interests.  d. Identify career interests and possible career routes.  Effective learning  a. Consider how learning can develop.  b. Identify positions and arguments in assigned reading.  c. Use library resources and identify information needs and suitable sources for obtaining information.  d. Manage time effectively, take responsibility for own learning and plan targets, considering personal learning style and learning opportunities.  e. Adapt approaches to learning to meet the requirements of different assessment methods.  f. Seek and use feedback.  Communication  a. Demonstrate ability to formulate and propose relevant questions and comments in contributing to class or group discussions.  b. Select, analyse and compare a range of printed information sources on a selected topic.  c. Recognise and construct an argument, considering views of others.  d. Reference written materials appropriately using established referencing conventions.  e. Use standard English appropriately.  f. Understand and use effective note making and paraphrasing of lectures, reading, thinking and discussion.  g. To use the Military Guide (JSP 101) for service writing to effectively communicate in the Defence environment.  h. Demonstrate the ability to construct a laboratory report.  i. Consider how interpersonal skills, questioning and negotiation can be applied to professional practice.  Teamwork  a. Identify the skills necessary for successful teams.  b. Show that they have worked in a team.  c. Effectively assess their own contribution to the team as well as that of others and the achievements of the team.  Information technology  a. To be able to manipulate computers and hard based communication (letters, document ers and loose minutes) to enable them to be filed and retrieved.  b. Manipulate information and convey ideas in a windows environment by:  c. Using word processing to convey information demonstrating appropriate use of available tools to format documents effectively.  d. Using presentation packages to prepare slides. Using MODNet email systems and student information systems.  e. Find information electronically by:  1) Selectively searching and retrieving appropriate information from the web.  2) Using ILRS tools to locate information.  Numeracy  a. Use numbers confidently in everyday life and studies.  b. Interpret numerical data represented in various ways (charts newspaper articles, advertisements, research reports).  c. Represent numerical data in a variety of ways.  d. Demonstrate an understanding of a range of numerical concepts – fractions, decimals, percentages.  e. Use algebraic notation chemical and equations.  f. Be able to use and interpret basic statistics used in epidemiology. |
| **Learning activities** | Strategies focus on the development of the students’ ability to identify the ways in which they learn, to assess information and to participate in the process of learning in group situations and individually. Students will be exposed to a range of learning methods including group work, group/individual tutorials and laboratory sessions. |
| **Learning and teaching activities** | |
| **Activity** | Number of hours |
| Lectures | 15 |
| Practical sessions | 4 |
| Fieldwork | 10 |
| **Minimum total contact hours** | 29 |
| Placement | 100 |
| Guided independent study | 71 |
| **Total notional hours** | 200 |
| **Assessment tasks** | |
| **Formative assessments**  A range of formative assessments will be utilised in addition to the above formative tests. These may include online discussions; quizzes; learning projects and relevant written tasks. Effective communication, adequate notice and constructive feedback will be provided. These will not contribute to the final mark but will be considered to modify teaching and learning to ensure that the student participation and attainment is enhanced. | |
| **Summative assessments** | |

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| --- | --- | --- | --- | --- |
| Assessments:  1. Scientific/Laboratory Report (1500 word)  2. Numeracy & Literacy Test (Short Answer)  3. Time Management Plan (Tabular)  4. Group Presentation (Timed 20 min max)  5. Personal Development Plan (Tabular)  6. Reflective Essay (1500 word) | Type | Weighting | Learning outcome(s) assessed | |
| 1 x course portfolio incorporating 6 pieces of work | 100% | 1 | X |
| 2 | X |
| 3 | X |
| 4 | X |
| Exam length:  *If applicable* | | Word count:  *If applicable* | |
| Due week commencing: | | End of Block 1 | |
|  | KIS category | | Coursework | |

**Part D: Resources to Support Learning**

**Books – Essential Reading**

JSP 101 Defence Writing Guide. Version 4.1. 2019. Ministry of Defence.

JSP 441 Defence Records Management Manual. DG Information Corporate Memory -Version 3. 2007. Ministry of Defence.

Cottrell, S (2013) The Study Skills Handbook. (4th Ed). Palgrave MacMillan, Basingstoke.

**Books – Recommended Reading**

Blackwell, G. (1997) Mastering Mathematics, (2nd Ed), MacMillan, London.

Capron, HL (1998) Computers: Tools for an Information Age. (5th Ed.) Addison Wesley, London.

Cottrell, S. (2010) Skills for Success: Personal Development and Employability. (2nd Ed) Palgrave MacMillan, Basingstoke.

Northedge, A. (1997) The Sciences Good Study Guide, Open University, Milton Keynes

**Databases**

|  |  |
| --- | --- |
| Description | Barbour Index |
| URL | <https://www.barbour.info/> |

**Additional resources**

DMLS / University’s Library / British Library Collection

**Specialist equipment**

DMA Student tablet / DMA LAN

**Part A: Module Definition**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module Title** | DMS 1660 – Military Health Stressors | | | |
| **Short Module Title**  *Fewer than 30 characters* | MHS | | | |
| **Level** | 4 |  | **Credits** | 10 |
| **HESA Cost Centre** | 5 |  | **JACS Code** | B910 |
| **Programmes requesting this module as core** | BSc (Hons) Environmental Health Studies | | | |
| **School** | RF |  | **Faculty** | HSS |

**Part B: Module Information**

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| --- | --- |
| **Module Developer** |  |
| **Module Leader** |  |
| **Module Deputy** |  |
| **Brief Module Description** | To allow the student to develop an understanding of the health stressors that affect the military and the basic interventions available. |
| **PSRB requirements** | BSc (Hons) Environmental Health Studies: accredited by the Chartered Institute of Environmental Health (CIEH). To meet the requirements for an accredited award, this module must be passed.  To maintain training status and funding, the minimum component mark is 60%. |
| **Attendance requirements** | Full time |
| **Delivery type** | Blended |

**Part C: Module Learning, Teaching and Assessment Information**

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| **Module aims** | The aim of the module is for the student to develop an understanding of the health stressors that affect the military, and their basic interventions. This includes disease transmission and immunology, climatic injury, nutritional requirements of the military, work life balance and other health promotion topics. |
| **Learning Outcomes** | On satisfactory completion of this module students will be able: |
| Learning Outcome 1 | To identify and discuss major causes of disease in the armed forces including micro-organisms, climatic injuries and poor diet; |

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| --- | --- | --- | --- |
| Learning Outcome 2 | To describe processes for the management of these stressors including formal reporting mechanisms, and the chain of medical care present within the services; | | |
| Learning Outcome 3 | To discuss the benefits of healthy lifestyle choices and how these may be promoted; | | |
| Learning Outcome 4 | To carry out an investigation into a communicable disease outbreak and a climatic injury, including offering appropriate recommendations and effective controls. | | |
| **Graduate attributes**  \* See the refocus handbook for more guidance | Attribute | Developed | Assessed |
| Enterprise | Y | Y |
| Digital literacy | Y |  |
| Global outlook | Y | Y |
| **Module content** | * The history of microbiology. * The transmission of disease and the infectious disease cycle. * Disease terminology and the chain of infection. * The diversity of microbial groups. * Introduction to the control of disease including the methods of prevention, control and eradication of unwanted organisms. * Communicable disease control legislation and notification. * The investigation of infectious disease incidents. * Principles of immunity and immunisation policy. * The military chain of care from point of wounding to rehabilitation. * Health in extremes of climate, including the physiology of body heat regulation and the Wet Bulb Globe Temperature index. * Investigation of climatic injuries. * Nutrition requirements of a balanced diet and military requirements and composite rations, with emphasis on sustenance during Operations. * Health promotion and Healthy living. * Laboratory support for Environmental Health Practitioners | | |
| **Learning activities** | Interactive lectures and student-led seminars and tutorials examining practical situations. Alternatively, a resource-based guide has been produced broken down into study units with in-built discussion topics, review questions and revision tests assisted by tutorials with the teaching team. | | |
| **Learning and teaching activities** | | | |
| **Activity** | Number of hours | | |
| Lectures | 25 | | |
| Seminars | 9 | | |
| Practical sessions | 3 | | |
| Supervised studio/lab | 6 | | |
| External visits | 4.5 | | |
| **Minimum total contact hours** | 47.5 | | |
| Guided independent study | 52.5 | | |
| **Total notional hours** | 100 | | |
| **Assessment tasks** | | | |

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| **Formative assessment**  A range of formative assessments will be utilised. These may include online discussions; quizzes; learning projects and relevant written tasks. Effective communication, adequate notice and constructive feedback will be provided. These will not contribute to the final mark but will be considered to modify teaching and learning to ensure that the student participation and attainment is enhanced. | | | | |
| **Summative assessment** | | | | |
| Assessment 1 | Type | Weighting | Learning outcome(s) assessed | |
|  | Written Exam | 70% | 1 | X |
|  |  |  | 2 | X |
|  |  |  | 3 | X |
|  |  |  | 4 |  |
|  | Exam length: 3 hours | | Word count: n/a | |
|  | Due week commencing: | | n/a | |
|  | KIS category | | Written | |
| Assessment 2 | Type | Weighting | Learning outcome(s) assessed | |
|  | Case Study | 30% | 1 |  |
|  |  |  | 2 |  |
|  |  |  | 3 | X |
|  |  |  | 4 | X |
|  | Exam length: 2 hours | | Word count: n/a  Open Book | |
|  | Due week commencing: | | n/a | |
|  | KIS category | | Case Study | |

**Part D: Resources to Support Learning**

**Books – Essential Reading**

JSP 375 – Management of Health and Safety in Defence

Volume 1: Arrangements

Chapter 41 – Heat Illness Prevention

Chapter 42 – Cold Injury Prevention

JSP 950 – Medical Policy

Volume 3: Force Protection

Volume 6: Occupational Health/Medicine, Chapter 5: Climatic Policy

Volume 7: Public Health

**Books – Recommended Reading**

Heymann, D.L. (2008). Control of Communicable Diseases Manual (19th Ed). American Public Health Association.

Service, M. (2004). Medical Entomology for Students (3rd Ed). Cambridge University Press.

Madigan, M.T. Martinko, J.M. & Paker, J. (2004). Biology of Micro-organisms (10th Ed). Prentice Hall.

Mims, C.M. Dockrell, H. M. Goering, R.V. Roitt, I. Wakelin D. & Zuckermann M. (2004). Medical Microbiology (3rd Ed). Mosby Publishers Limited.

Jekel, J.F. Katz, D.L. Elmore, J.G. (2004). Epidemiology, Biostatistics and Preventative Medicine (2nd Ed). WB Saunders Company.

**Websites**

UK Health Security Agency (UKHSA)– [UK Health Security Agency - GOV.UK (www.gov.uk)](https://www.gov.uk/government/organisations/uk-health-security-agency)

The Lancet – [www.thelancet.com](http://www.thelancet.com)

Department of Health – [www.gov.uk/government/organisations/department-of-health-and-social-care](http://www.gov.uk/government/organisations/department-of-health-and-social-care)

**Databases**

Barbour Index <https://www.barbour.info/>

**Additional resources**

DMLS / University’s Library / British Library Collection

**Specialist equipment**

DMA Student laptop / DMA LAN

**Part A: Module Definition**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module Title** | DMS 1215 - Fundamentals of Environmental Health | | | |
| **Short Module Title**  *Fewer than 30 characters* | **Fundamentals of EH** | | | |
| **Level** | 4 |  | **Credits** | 10 |
| **HESA Cost Centre** | 5 |  | **JACS Code** | B910 |
| **Programmes requesting this module as core** | BSc (Hons) Environmental Health Studies | | | |
| **School** | RF |  | **Faculty** | HSS |

**Part B: Module Information**

|  |  |
| --- | --- |
| **Module Developer** | OIC Training DEOH |
| **Module Leader** |  |
| **Deputy** |  |
| **Brief Module Description** | Students will develop an understanding of the need for maintaining health and the role of the military EH Practitioner. |
| **PSRB requirements** | BSc (Hons) Environmental Health Studies: accredited by the Chartered Institute of Environmental Health (CIEH). To meet the requirements for an accredited award, this module must be passed.  To maintain training status and funding, the minimum component mark is 60%. |
| **Delivery type** | Blended |

**Part C: Module Learning, Teaching and Assessment Information**

|  |  |
| --- | --- |
| **Module aims** | The aim of the module is to introduce the fundamentals of environmental health covering the spectrum of environmental health disciplines in a civilian and military setting. |
| **Learning outcomes** | On satisfactory completion of this module, students will be able to: |
| Learning outcome 1 | Explain the importance of health within the military environment; (All Graduate Attributes) |
| Learning outcome 2 | Outline the structure and organisation of both civilian and military environmental health services, and how EH personnel may interact with Service HQs; (Enterprise and Global Outlook Graduate Attributes) |

|  |  |  |  |
| --- | --- | --- | --- |
| Learning outcome 3 | Describe UK waste management policy and systems, methods and processes involved in the treatment of civilian water supplies, the civilian sewerage treatment process and operation and standards required for swimming pools; (Global Outlook Graduate Attribute) | | |
| **Graduate attributes**  \* See the refocus handbook for more guidance. | Attribute | Developed | Assessed |
| Enterprise |  |  |
| Digital literacy |  |  |
| Global outlook |  |  |
| **Module content** | * The history and importance of disease within the military with specific reference to various historical and current environments and conflicts * Organisation of Armed Forces including environmental and occupational health cadres in each Service and public health in the DMS). * The actions and roles of EH personnel on previous and current operations. * Unit responsibilities for the health of service personnel. * Structure and role of the single Services. * Function of service HQs and the responsibilities and functions of the J1-J9 staff branches. * The role and function of UK LA EH Depts. * Civilian waste management systems. * Operation and standards for civilian sewage treatment plants. * Operation and standards for civilian water treatment systems, including bottling plants, monitoring protocol and analysis techniques. * The operation and standards required for the safe operation of swimming pools. | | |
| **Learning activities** | **Internal**. Lectures and self-study tasks are all utilised to full effect during the module.  **External**. Use of external subject matter experts to provide some elements of learning. Visit to civilian water and sewage treatment works and an operating swimming pool. | | |
| **Learning and teaching activities** | | | |
| **Activity** | Number of hours | | |
| Lectures | 54 | | |
| External visits | Water and Sewage Treatment Visit (6 hours).  Military Swimming Pool Visit (3 hours). | | |
| **Minimum total contact hours** | 63 | | |
| Guided independent study | 46 | | |
| **Total notional hours** | 109 | | |
| **Assessment tasks** | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Formative assessment**  A range of formative assessments will be utilised in addition to the above formative tests. These may include online discussions; quizzes; learning projects and relevant written tasks. Effective communication, adequate notice and constructive feedback will be provided. These will not contribute to the final mark but will be considered to modify teaching and learning to ensure that the student participation and attainment is enhanced. | | | | |
| **Summative assessment**  A summative assessment is held after completion of the theoretical lesson delivery. The summative assessment is a three-hour unseen written examination accounting for 100% of the module mark. The written examination consists of 5 essay style questions, where the students will answer four of five questions provided. Each question is worth 25 marks and the total time allocated is 3 hours. Students are not allowed access to written revision material during the examination and there are no specified word counts. Students can use diagrams where they believe this can support their answer. | | | | |
| Assessment 1 | Type | Weighting | Learning outcome(s) assessed | |
| Written examination | 100% | 1 | X |
| 2 | X |
| 3 | X |
| Exam length: 3 hours | | Word count: N/A | |
| Due week commencing: | |  | |
| KIS category | | Examination | |

**Part D: Resources to Support Learning**

**Books – Essential Reading**

JTTP 4.10.1 FHP and Risk Management

JSP 950 Leaflet 1-4-1 The Operational Patient Care Pathway

Joint Warfare Publication 4-01 Logistic Enablers for Joint Operations, 4-01.1 Water. Ministry of Defence.

Joint Doctrine Publication 4-03, Joint Medical Doctrine. Ministry of Defence.

ACSO 9001 The Army Policy for Audit and Inspection. Ministry of Defence.

ACSO 9017 Force Health Protection Audit. Ministry of Defence.

Air Publication 1269 – RAF Manual of Medical Administration. Ministry of Defence.

NATO Standard AMedP 4.9 – Requirements for water potability during field operations and in emergency situations. Edition A Version 1. March 2013.

Queens Regulations for the Royal Air Force – QR 1482. - Ministry of Defence.

**Books – Recommended Reading**

Arundel, J. (1999). Sewage and Industrial Effluent Treatment (2nd ed.), Oxford: Wiley-Blackwell.

Binnie, C. Kimber, M. and Smethurst, G. (2002). Basic water treatment (3rd ed.), Cambridge: Royal Society of Chemistry.

Franks, F. (1983). Water, Cambridge: Royal Society of Chemistry.

Fewtrell. L. and Bartram, J. (2011). Water Quality: Guidelines, Standards and Water (1st ed.), London: IWA publishing.

Gleeson, C. and Gray, N. (1997). The Coliform Index and Waterborne Disease – Problems with Microbial Drinking Water Assessment (1st Ed), London: E&FN Spon.

Sport England & HSC (2003). HS(G) 179. Managing Health & Safety in Swimming Pools. (Available Online).

**Websites**

The Water Supply (Water Quality) Regulations 2018 - <http://www.legislation.gov.uk>

The Private Water Supplies (England) Regulations 2018 – [http://www.legislation.gov.uk](http://www.legislation.gov.u)

Drinking Water Inspectorate - <http://www.dwi.gov.uk/>

Government Legislation - <http://www.legislation.gov.uk/>

**Databases**

|  |  |
| --- | --- |
| Description | Barbour Index |
| URL | <https://www.barbour.info/> |

Additional resources

DMLS / University’s Library / British Library Collection

**Specialist equipment**

DMA Student tablet / DMA LAN

**Part A: Module Definition**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module Title** | DMS 1501 - Anatomy, Physiology & Pathology | | | |
| **Short Module Title**  *Fewer than 30 characters* | **APP** | | | |
| **Level** | 4 |  | **Credits** | 20 |
| **HESA Cost Centre** | 10 |  | **JACS Code** | B910 |
| **Programmes requesting this module as core** | BSc (Hons) Environmental Health Studies | | | |
| **School** | RF |  | **Faculty** | HSS |

**Part B: Module Information**

|  |  |
| --- | --- |
| **Module Developer** |  |
| **Module Leader** |  |
| **Brief Module Description** | This module is designed to provide students with an understanding of the human anatomical and physiological systems together with how the different body systems are affected by basic stressors on human health and how they operate to try and prevent ill health. In addition, comparative anatomy, physiology and pathology of food animals are introduced. The module then develops a awareness of microbiological, physical and chemical hazards that can be present in food animals and can transfer to man and the controls in place to reduce or eliminate these hazards. |
| **PSRB requirements** | BSc (Hons) Environmental Health Studies: accredited by the Chartered Institute of Environmental Health (CIEH). To meet the requirements for progression and award on the accredited route, this module is designated as “Professional” and must be passed. |
| **Attendance requirements** | None |
| **Delivery type** | Blended |

**Part C: Module Learning, Teaching and Assessment Information**

|  |  |  |  |
| --- | --- | --- | --- |
| **Module aims** | This module is designed to provide students with an understanding of the human anatomical and physiological systems and an understanding of how the different body systems are affected by stressors and operate to try and prevent ill health.  In addition, it covers an understanding of comparative anatomy, physiology and pathology of food animals. The module then develops awareness of microbiological, physical and chemical hazards that can be present in food animals and can transfer to man and the controls in place to eliminate or reduce these hazards. | | |
| **Learning outcomes** |  | | |
| Learning outcome 1 | To be able to demonstrate knowledge and understanding of the anatomy of the major systems of the human body and evidence an understanding of how the different body systems operate to try and prevent ill health. | | |
| Learning outcome 2 | To be able to demonstrate knowledge of the comparative anatomy and physiology and pathology of food animals. | | |
| Learning outcome 3 | To be able to demonstrate knowledge and understanding of the controls in place and the agencies involved to ensure food safety from farm to fork. | | |
| **Graduate attributes**  \* See the refocus handbook for more guidance | Attribute | Developed | Assessed |
| Enterprise | Y | Y |
| Digital literacy | Y |  |
| Global outlook | Y |  |
| Enterprise skills are developed using work-related scenario-based problem-solving activities, and through provision of training in practical skills, and students will need to demonstrate these skills in the summative examination.  Digital scholarship will be developed using online tutorials which will include tasks for the students to engage in and a requirement to contribute to discussions. This activity will be formatively assessed. In addition, students will be directed to some online literature.  Global Outlook is developed through use of examples in a national and international context. The subject matter is not bounded by geography and the stressors affecting human and animal health are studied in a global context. | | | |
| **Module content** | Functional anatomy and physiology of the human body  Disruption of tissues and organs by biological, toxicological and mechanical effects.  Requirements for health and survival.  Immunological principles and defence mechanisms.  The anatomy, physiology of food animals.  Recognition and differentiation between organs and carcasses of food animals including red meat, poultry and game.  Common Pathological conditions of food animals.  Slaughterhouse process, meat inspection and hygiene.  Red and White Meat quality and safety.  Microbiological, chemical and physical hazards inherent in food of animal origin.  Controls and strategies to reduce or eliminate the inherent hazards in food of animal origin. | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Learning activities** | | The module will commence with an introduction to the module at the University and then practical tuition in animal anatomy, pathology and physiology.(APP) This is followed by a further day h of lectures on human APP . Tutorials and further study will be delivered online and feature videos, recordings and photographs with formative activities. The module will conclude with a one-day practical session at the University in the Food inspection laboratory. | | | |
| **Learning and teaching activities** | | | | | |
| **Activity** | | Number of hours | | | |
| Lectures | | 12 | | | |
| Tutorials | | 12 | | | |
| Practical sessions | | 6 | | | |
| **Minimum total contact hours** | | 30 | | | |
| Guided independent study | | 170 | | | |
| **Total notional hours** | | 200 | | | |
| **Assessment tasks** | | | | | |
| **Formative assessment**  A range of formative assessments will be utilised in addition to the above formative tests. These may include online discussions; quizzes; learning projects and relevant written tasks. Effective communication, adequate notice and constructive feedback will be provided. These will not contribute to the final mark but will be considered to modify teaching and learning to ensure that the student participation and attainment is enhanced. | | | | | |
| **Summative assessment** | | | | | |
| Assessment 1 | Type | | Weighting | Learning outcome(s) assessed | |
| Assignment | | 50% | 1 | X |
| 2 |  |
| 3 |  |
| Exam length:  *If applicable* | | | Word count:  *If applicable* | |
| Due week commencing: | | | End of Block 1 | |
| KIS category | | | Coursework | |
| Assessment 2 | Type | | Weighting | Learning outcome(s) assessed | |
| Unseen examination | | 50% | 1 |  |
| 2 | X |
| 3 | X |
| Exam length: 2 hours  *If applicable* | | | Word count:  *If applicable* | |
| Due week commencing: | | |  | |
| KIS category | | | Written Examination | |

**Part D: Resources to Support Learning**

**Books – Essential Reading**

Bauman R.W., (2007). *Microbiology with diseases*. 2nd Ed. Prentice Hall

Wilson W., (2005). *Practical Meat Inspection*. 7th Ed. Wiley-Blackwell

Marieb Elaine, N. (2006). *Essentials of Human Anatomy and Physiology: With Essentials of Interactive Physiology CD-ROM* (8th Edition)

Tortora G etal, (2006). *Introduction to the Human Body: The Essentials of Anatomy and Physiology.* John Wiley & Sons Inc

Jenkins G. et al, (2006). *Anatomy and Physiology: From Science to Life*. John Wiley & Sons Inc

Dorling Kindersley (2001). *The Human Body: An Illustrated Guide to Every Part of the Human Body and How It Works.*

**Journals**

|  |  |
| --- | --- |
| Title | British Food Journal |
| Publisher | Emerald |
| ISSN/E-ISSN | 0007-070X |
| URL | <http://emeraldinsight.com/journals.htm?issn=bfj> |

**Websites**

World Health Organisation - <http://www.who.int/en/>

Public Health England - <https://www.gov.uk/government/organisations/public-health-england>

Food Standards Agency - [www.food.gov.uk](http://www.food.gov.uk)

**Databases**

|  |  |
| --- | --- |
| Description | Pub med |
| URL | <http://www.ncbi.nlm.nih.gov/pubmed/> |

|  |  |
| --- | --- |
| **Additional resources** | Food Laboratory Access  Food Samples |
| **Specialist equipment** | Standard Laboratory Equipment  Personal Protective Equipment |

**Part A: Module Definition**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module Title** | DMS 1014  **Fundamentals of Science** | | | |
| **Short Module Title**  *Fewer than 30 characters* | **Fundamentals of Science** | | | |
| **Level** | 4 |  | **Credits** | 20 |
| **HESA Cost Centre** |  |  | **JACS Code** |  |
| **Programmes requesting this module as core** | BSc (Hons) Environmental Health Studies | | | |
| **School** | RF |  | **Faculty** | HSS |

**Part B: Module Information**

|  |  |
| --- | --- |
| **Module Developer** |  |
| **Module Leader** |  |
| **Brief Module Description** | An introduction to mathematics, physics, environmental chemistry, and biochemistry. |
| **Module appropriate for study abroad students?** | Yes |
| **PSRB requirements** | BSc (Hons) Environmental Health Studies: accredited by the Chartered Institute of Environmental Health (CIEH). To meet the requirements for progression and award, this module must be passed. |
| **Attendance requirements** | None |
| **Delivery type** | Blended |

**Part C: Module Learning, Teaching and Assessment Information**

|  |  |
| --- | --- |
| **Module aims** | To enable all students on the course, including those with limited formal sciences background, have the knowledge and the skills required to pursue further studies in environmental health. |
| **Learning outcomes** |  |
| Learning outcome 1 | 1. Comprehend the structure, properties and behaviour of common elements and compounds. 2. Explain the principles of pH, acids, alkalis, solutions, buffers and conductivity. |

|  |  |  |  |
| --- | --- | --- | --- |
| Learning outcome 2 | 1. Explain the structure and function of biological and organic molecules. 2. Discuss the role of enzymes in chemical reactions and factors that influence their activity. 3. Describe the structure of DNA and its function as the basis of hereditary information. | | |
| Learning outcome 3 | 1. Understand the nature of waves and their importance in the electromagnetic spectrum and sound propagation. 2. Discuss the principles of energy, radiation, electricity, noise and sound and the mathematical descriptions of these phenomena. | | |
| Learning outcome 4 | Carry out simple laboratory and other investigations into environmental pollution issues and communicate findings effectively. | | |
| **Graduate attributes**  \* See the refocus handbook for more guidance | Attribute | Developed | Assessed |
| Enterprise |  |  |
| Digital literacy | Y |  |
| Global outlook | Y |  |
| Digital literacy is developed as students are introduced to the use of digital sound measuring equipment and use spreadsheets and online research to analyse and evaluate results from laboratory practicals.  Global outlook is developed and assessed as the module focuses on several global environmental issues. This is reflected in some of the questions in the written assignment and in some of the online assessments. | | | |
| **Module content** | Underpinning Skills   * Principles of scientific methods. * Handling complex numbers, scientific units, rates of changes and measurement in terms of accuracy and precision.   Introduction to Chemistry   * Periodic table, atomic structure, bonding of atoms. * Water, solutions, pH, buffers. * Organic compounds and major functional groups. * Natural and man-made polymers.   Introductory Biochemistry   * Structure, function and sources of carbohydrates, fats and proteins. * Characteristics of enzymes. * Overview of carbohydrate, fat and protein metabolism and respiration. * Prokaryotic and eukaryotic cells; cell structures and function. * Structure and function of DNA, transcription and translation.   Introductory Environmental Physics and Acoustics   * Nature of Electromagnetic spectrum, applications and health effects. * Electromagnetic spectrum, radiation and radioactivity. * Electricity. * Introduction to waves, including light and sound propagation. * The decibel scales. * Simple logarithm and decibel calculations. * Frequency and frequency weighting. * Acoustic measurement parameters and procedures. * Principles of environmental and workplace noise assessment. | | |

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| **Learning activities** | | Students will be taught in face-to-face and online lectures, supported by online and face to exercises to enable students to consolidate their learning.  In addition, there will be a series of laboratory practical exercises to develop understanding of the topics taught and develop practical measurement skills.  This will be facilitated by: -   * 2 x1 day visit to the University at the start of the module in Block 1 * Material delivered via the University VLE * 5-day block of laboratory practicals and IT workshops on the University campus (in conjunction with the Anatomy, Physiology and Pathology and Microorganisms Vectors and Control modules | | | |
| **Learning and teaching activities** | | | | | |
| **Activity** | | Number of hours | | | |
| Lectures | | 10 | | | |
| Seminars | | 14 | | | |
| Tutorials | | 3 (IT workshops) | | | |
| Practical sessions | | 10 | | | |
| **Minimum total contact hours** | | 37 | | | |
| Guided independent study | | 163 | | | |
| **Total notional hours** | | 200 | | | |
| **Assessment tasks** | | | | | |
| **Formative assessment**  A range of formative assessments will be utilised in addition to the above formative tests. These may include online discussions; quizzes; learning projects and relevant written tasks. Effective communication, adequate notice and constructive feedback will be provided. These will not contribute to the final mark but will be considered to modify teaching and learning to ensure that the student participation and attainment is enhanced. | | | | | |
| **Summative assessment** | | | | | |
| Assessment 1 | Type | | Weighting | Learning outcome(s) assessed | |
| Written scientific report of one of the laboratory practicals | | 50% | 1 |  |
| 2 |  |
| 3 |  |
| 4 | X |
| Exam length:  *If applicable* | | | Word count:  *If applicable* | |
| Due week commencing: | | | End of Block 1 | |
| KIS category | | | Coursework | |
| Assessment 2 | Type | | Weighting | Learning outcome(s) assessed | |
| Written assignment based on completed laboratory practicals incorporating research and reflection on results | | 20% | 1 | X (a and b) |
| 2 |  |
| 3 | X (a and b) |
| 4 | X |
| Exam length:  *If applicable* | | | Word count:  *If applicable* | |
| Due week commencing: | | | End of Block 1 | |
| KIS category | | | Coursework | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessment 3 | Type | Weighting | Learning outcome(s) assessed | |
|  | On line learning activities (quizzes) | 30% | 1 | X (a and b) |
| 2 | X (a and b) |
| 3 | X (a and b) |
| 4 |  |
| Exam length:  *If applicable* | | Word count:  *If applicable* | |
| Due week commencing: | | End of Block 1 | |
| KIS category | | Coursework | |

**Part D: Resources to Support Learning**

**Books – Essential Reading**

Hartwell, L.H,., Hood, L., Goldberg, M.L., Reynolds, A.E., Silver, L.M., and Veres, R.C., (2004) Genetics: From Genes to Genomes. London: McGraw Hill Education.

Raven, H.P., Johnson, G.B., Losos, J.B., Mason, K.A., and Singer, R.S (2008). Biology (8th Ed.). London: McGraw Hill Education.

Silberberg, M.S., (2007). Principles of General Chemistry. London: McGraw Hill International Edition.

Engel, P. (2009) *Pain-Free Biochemistry: An Essential Guide for the Health Sciences.* New York, Wiley.

Sutton, R, Rockett, B. & Swindells P. (2008) *Chemistry for the Life Sciences 2nd Edition.* London, Taylor & Francis.

Watson, R & Downey (2008) *The Little Red Book of Acoustics* London, Blue Tree Acoustics.

Taherzadeh, S (2003) *Noise Control* Milton Keynes, Open University.

Miller. G. Tyler (2009) *Living in the environment: principles, connections and solutions.* 17th ed. Brooks/Cole.

**Journals**

|  |  |
| --- | --- |
| Title | Environmental Health News |
| Publisher | Chartered Institute of Environmental Health |
| ISSN/E-ISSN | 0969-9856 |

**Websites**

BBC website of GCSE revision notes on all sciences - <http://www.bbc.co.uk/schools/gcsebitesize/science/>

The CIEH’s web pages on environmental protection issues - <http://www.cieh.org/policy/environmental_protection.html>

DEFRA’s General information on local air quality and access to monitoring data. - <http://uk-air.defra.gov.uk/>

Chemistry teacher Dr Browns revision notes on chemistry from A Level to Key Stage 3 - <http://www.docbrown.info/>

National Atmospheric Emissions Inventory - <http://www.naei.org.uk/>

United Nations Framework Convention on Climate Change - <http://unfccc.int/2860.php>

|  |  |
| --- | --- |
| **Additional resources** | Multidisciplinary and Acoustics Laboratory Space. |
| **Specialist equipment** | Specialist noise measuring equipment.  Standard laboratory equipment.  Personal protective equipment. |

**Part A: Module Definition**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module Title** | DMS 1515 - Microorganisms Vectors and Control | | | |
| **Short Module Title**  *Fewer than 30 characters* | **Microbiology** | | | |
| **Level** | 4 |  | **Credits** | 20 |
| **HESA Cost Centre** | 10 |  | **JACS Code** | B910 |
| **Programmes requesting this module as core** | BSc (Hons) Environmental Health Studies | | | |
| **School** | RF |  | **Faculty** | HSS |

**Part B: Module Information**

|  |  |
| --- | --- |
| **Module Developer** |  |
| **Module Leader** |  |
| **Brief Module Description** | This module introduces students to the principles of microbiology regarding the life and function of microorganisms including bacteria, viruses, protozoa and fungi. The mechanisms via which microorganisms cause disease will be discussed with a focus on the interactions between the microorganism and the host. The factual knowledge of microbiology covered in the module will be delivered in online tutorial environments culminating in block delivery of lectures and block delivery of microbiology laboratory sessions to complete the acquisition of microbiological practical skills. |
| **PSRB requirements** | BSc (Hons) Environmental Health Studies: accredited by the Chartered Institute of Environmental Health (CIEH). To meet the requirements for progression and award on the accredited route, this module is designated as “Professional” and must be passed. |
| **Attendance requirements** | None |
| **Delivery type** | Blended |

**Part C: Module Learning, Teaching and Assessment Information**

|  |  |
| --- | --- |
| **Module aims** | To develop an understanding of the fundamentals of microbiology  To acquire basic laboratory skills in microbiology |
| **Learning outcomes** |  |
| Learning outcome 1 | To develop an understanding of the principles of microbiology and nature and importance of microorganisms in the environment. |

|  |  |  |  |
| --- | --- | --- | --- |
| Learning outcome 2 | To develop an understanding of the different mechanisms of disease transmission. | | |
| Learning outcome 3 | To develop an understanding of microorganisms and how they relate to health, disease and hygiene. | | |
| Learning outcome 4 | To develop practical laboratory skills in microbiology including aseptic technique. | | |
| Learning outcome 5 | Develop skills in sampling, analysis and interpretation of results against guidelines and standards. | | |
| **Graduate attributes**  \* See the refocus handbook for more guidance | Attribute | Developed | Assessed |
| Enterprise | Y | X |
| Digital literacy | Y |  |
| Global outlook | Y |  |
| Enterprise skills are developed using work-related scenario-based problem-solving activities, and through provision of training in practical skills, and students will need to demonstrate these skills in the summative examination.  Digital scholarship will be developed with online tutorials which will include tasks for the students to engage in and a requirement to contribute to discussions. This activity will be formatively assessed. In addition, students will be directed to some online literature.  Global Outlook: microorganisms are of enormous global importance, the dangers and impact of worldwide transmission of infectious diseases will be discussed. Students will be taught to use internationally recognised and standardised laboratory techniques. | | | |
| **Module content** | Basic principles of practical microbiology such as laboratory safety, aseptic technique, microbial enumeration and staining methods.  Structure, cell structure and function of bacteria, fungi, protozoa and viruses. Mechanisms of gene transfer between microorganisms.  Microbial cell growth and survival, factors influencing growth. Mechanisms of control of microbial growth.  Microbial pathogenicity, virulence and mechanisms of disease transmission. Vectors of disease.  Identification of points where the EHP may intervene to prevent, control or mitigate hazards and consideration of the choice of interventions available including advice. | | |
| **Learning activities** | Face to face and on-line lectures, tutorials, discussion boards and block delivery of practical microbiology laboratory sessions covering basic laboratory techniques, sampling, analysis and microbiological safety of ready to eat foods, growth and inhibition of growth of micro-organisms and spoilage.  The module will commence with attendance on campus to complete the Microbiology Practical work. It is intended to combine this with practical work for the Fundamentals of Science and Anatomy Physiology and Pathology modules which will be delivered intensively over a one-week period in mid-January each year. An introduction to the theory element of the module will also be provided during this week. There will then be a 2-day visit to DMA to deliver further lectures and tutorials with the remaining delivery being online. | | |
| **Activity** | Number of hours | | |
| Lectures | 6 | | |
| Seminars | 6 | | |
| Project supervision | 6 | | |
| Demonstration | 6 | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Fieldwork | | 10 | | | |
| **Minimum total contact hours** | | 34 | | | |
| Guided independent study | | 166 | | | |
| **Total notional hours** | | 200 | | | |
| **Assessment tasks** | | | | | |
| **Formative assessment**  A range of formative assessments will be utilised in addition to the above formative tests. These may include online discussions; quizzes; learning projects and relevant written tasks. Effective communication, adequate notice and constructive feedback will be provided. These will not contribute to the final mark but will be considered to modify teaching and learning to ensure that the student participation and attainment is enhanced. | | | | | |
| **Summative assessment** | | | | | |
| Assessment 1 | Type | | Weighting | Learning outcome(s) assessed | |
| Laboratory report | | 50% | 1 | X |
| 2 | X |
| 3 | X |
| 4 | X |
| 5 | X |
| Exam length:  *If applicable* | | | Word count:  *If applicable* | |
| Due week commencing: | | |  | |
| KIS category | | | Coursework | |
| Assessment 2 | Type | | Weighting | Learning outcome(s) assessed | |
| Examination | | 50% | 1 | X |
| 2 | X |
| 3 |  |
| 4 | X |
| 5 | X |
| Exam length: 2 hours  *If applicable* | | | Word count:  *If applicable* | |
| Due week commencing: | | |  | |
| KIS category | | | Examination | |

**Part D: Resources to Support Learning**

**Books – Essential Reading**

Madigan, Martinko, (2008). *Brock Biology of Microorganisms.* 12th Ed. Prentice Hall.

Bauman R.W., (2007). *Microbiology with diseases*. 2nd Ed. Prentice Hall.

Sprenger R.A., (2014). Hygiene for Management A Text for Food Safety Courses 17th Ed. Highfield.

**Journals**

|  |  |
| --- | --- |
| Title | British Food Journal |
| Publisher | Emerald |
| ISSN/E-ISSN | 0007-070X |
| URL | <http://emeraldinsight.com/journals.htm?issn=bfj> |

**Websites**

Food Standards Agency - [www.food.gov.uk](http://www.food.gov.uk)

UK Health Security Agency - [UK Health Security Agency - GOV.UK (www.gov.uk)](https://www.gov.uk/government/organisations/uk-health-security-agency)

World Health Organisation - <http://www.who.int/en/>

Chartered Institute of Environmental Health - <http://www.cieh.org/>

Office of National Statistics - <http://www.ons.gov.uk>

**Databases**

|  |  |
| --- | --- |
| Description | Barbour Index |
| URL | <https://www.barbour.info/> |

|  |  |
| --- | --- |
| Description | Pub Med |
| URL | <http://www.ncbi.nlm.nih.gov/pubmed/> |

|  |  |
| --- | --- |
| **Additional resources** | Multidisciplinary Laboratory Space. |

**Part A: Module Definition**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module Title** | DMS 1220 - Operational and Practical Skills Development | | | |
| **Short Module Title**  *Fewer than 30 characters* | Operational and Practical Skills Development | | | |
| **Level** | 4 |  | **Credits** | 10 |
| **HESA Cost Centre** | 5 |  | **JACS Code** | B910 |
| **Programmes requesting this module as core** | BSc (Hons) Environmental Health Studies | | | |
| **School** | DSHE |  | **Faculty** | DMA |

**Part B: Module Information**

|  |  |
| --- | --- |
| **Module Developer** | OIC EHP Training DEOH |
| **Module Leader** | WO2 Fatchu |
| **Deputy** | Sgt Filmer |
| **Brief Module Description** | To allow students an understanding of the main operational role of a Military EH Practitioner. |
| **PSRB requirements** | BSc (Hons) Environmental Health Studies: accredited by the Chartered Institute of Environmental Health (CIEH). To meet the requirements for an accredited award, this module must be passed.  To maintain training status and funding, the minimum component mark is 60%. |
| **Attendance requirements** | Full time |
| **Delivery type** | Blended |

**Part C: Module Learning, Teaching and Assessment Information**

|  |  |
| --- | --- |
| **Module aims** | The aim of the module is for the student to develop an understanding of the main operational roles of the military Environmental Health Practitioner. It covers a spectrum of environmental health topics focusing on the Practitioner’s diversified responsibilities to maintain health around the world in operation and peacetime environments. |
| **Learning outcomes** | On satisfactory completion of this module, students will be able: |
| Learning Outcome 1 | To explain methods of selection, layout of campsites and provide practical advice on their siting and layout including sanitary provision; |

|  |  |  |  |
| --- | --- | --- | --- |
| Learning Outcome 2 | To describe the principles and provision of safe water supplies in a variety of settings, including water sampling methods, and the instruction of military personnel in water purification methods; | | |
| Learning Outcome 3 | To discuss the role of pests and parasites in disease causation including their identification and methods and processes for their eradication and/or control in a variety of military settings; | | |
| Learning Outcome 4 | To explain the principles of disposal of waste, and of human and animal remains in a variety of military settings. | | |
| **Graduate attributes**  \* See the refocus handbook for more guidance | Attribute | Developed | Assessed |
| Enterprise |  |  |
| Digital literacy |  |  |
| Global outlook |  |  |
| Digital literacy is developed as students are introduced to the use of handheld measuring equipment and use of spreadsheets and online research to analyse and evaluate results from laboratory analysis.  Global outlook is developed and assessed as the module focuses on several environmental health issues that impact on the health of a deployed force. This is reflected in some of the questions in the written assignment. | | | |
| **Module content** | * Camp Siting. * Methods of aircraft and field sanitation including the construction, operation and maintenance of the following: * Short halt & temporary camp sanitation. * Semi-permanent sanitation – urinals and latrines. * Provision of hot water in the field, ablution benches and showers. * Field grease traps and other methods of camp drainage. * Field incinerators. * Disposal of human and animal remains. * The provision of a wholesome water supply in the field and on military aircraft. * Recognition of Pests of military importance and tropical disease control. * RSPH Level 2 Award (used as formative assessment) in Pest Management – course syllabus, including. * Pestology specific area – the diversity of vectors and pest species and their social economic importance; identification and biology of pest species; favourable habitats, life cycles and behaviour. * Integrated pest management principles. | | |
| **Learning activities** | **Internal**. Lectures, student led seminars, practical sessions, case studies and self-study tasks are all utilised to full effect during the module. Field work in operational scenarios is used to underpin theory and develop practical skills. Students will work both as individuals and as a member of a team carrying out case studies and problem-solving exercises.  **External**. Students will visit an Aircraft Water Replenishment Point, and various Royal Engineering facilities that will supplement lectures and tutorials. In addition, they will visit the Institute of Naval Medicine laboratory facility. | | |
| **Learning and teaching activities** | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Activity** | | Number of hours | | | |
| Lectures | | 35 | | | |
| Seminars | | 5 | | | |
| Demonstration | | 3 | | | |
| Practical sessions | | 15 | | | |
| External visits | | 12 | | | |
| **Minimum total contact hours** | | 70 | | | |
| Guided independent study | | 30 | | | |
| **Total notional hours** | | 100 | | | |
| **Assessment tasks** | | | | | |
| **Formative assessment**  A range of formative assessments will be utilised in addition to the above formative tests. These may include online discussions; quizzes; learning projects and relevant written tasks. Effective communication, adequate notice and constructive feedback will be provided. These will not contribute to the final mark but will be considered to modify teaching and learning to ensure that the student participation and attainment is enhanced. | | | | | |
| **Summative assessment**  Summative assessments are held on completion of the delivery of theoretical and practical lessons. The summative assessment consists of a three-hour unseen written exam and a practical assessment. The written exam accounts for 60% of the module mark. The written examination consists of 5 essay style questions, where the students will answer four of five questions provided. Each question is worth 25 marks and the total time allocated is 3 hours. The practical assessment consists of Pass/Fail mark. Students are not allowed access to written revision material during both examinations. | | | | | |
| Assessment 1 | Type | | Weighting | Learning outcome(s) assessed | |
| Written examination | | 100% | 1 | X |
| 2 | X |
| 3 | X |
| 4 | X |
| Exam length: 3 hours | | | Word count: N/A | |
| Due week commencing: | | |  | |
| KIS category | | | Written examination | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessment 2 | Type | Weighting | Learning outcome(s) assessed | |
| Practical assessment of use of: Swingfog & Compression Sprayer, Water sampling and field analysis equipment  and camp siting exercise. | Pass/Fail | 1 | X |
| 2 | X |
| 3 | X |
| 4 |  |
| Exam length: N/A | | Word count: N/A | |
| Due week commencing: | |  | |
|  | KIS category | | Practical Examination | |

**Part D: Resources to Support Learning**

**Books – Essential Reading**

Joint Doctrine Publication 3-64 Joint Force Protection (2010). Ministry of Defence.

Joint Warfare Publication 3-61 – Environmental and Industrial Hazards. Ministry of Defence.

Joint Doctrine Publication 4-03 (3rd Edition) Medical Support to Joint Operations. Ministry of Defence.

General Administrative Instruction 3006 (2007) Drinking Water Supplies for Aircraft. Ministry of Defence.

Joint Warfare Publication 4-01.1 Water. Ministry of Defence.

**Books – Recommended Reading**

Davis, J (2002). Engineering in Emergencies. 2nd ed. Nottingham: ITDG.

Arundel, J (1999). Sewage and Industrial Effluent Treatment: A Practical Guide. 2nd ed. London: Wiley-Blackwell.

Baskett, P (1988). Medicine for Disasters. London: John Wright.

Noji K E (1996). The Public Health Consequences of Disasters. London: Oxford University Press.

Joint Services Manual on Pest Control (as amended). JSP 371. UK, Army Medical Directorate, Ministry of Defence.

Service, M (2004). Medical Entomology for Students. 3rd ed. London: Cambridge University Press.

**Databases**

|  |  |
| --- | --- |
| Description | Barbour Index |
| URL | [www.barbour-index.co.uk/](https://www.barbour.info/) |

|  |  |
| --- | --- |
| **Additional resources** | DMLS / University’s Library / British Library Collection |
| **Specialist equipment** | DMA Student tablet / DMA LAN / Water purification equipment, Pest control Equipment |

**Part A: Module Definition**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module Title** | DMS 1230 - Health Effects from the Built Environment | | | |
| **Short Module Title**  *Fewer than 30 characters* | **Built Environment** | | | |
| **Level** | 4 |  | **Credits** | 10 |
| **HESA Cost Centre** | 5 |  | **JACS Code** | B910 |
| **Programmes requesting this module as core** | BSc (Hons) Environmental Health Studies | | | |
| **School** | RF |  | **Faculty** | HSS |

**Part B: Module Information**

|  |  |
| --- | --- |
| **Module Developer** | OIC EHP Training DEOH |
| **Module Leader** |  |
| **Deputy** |  |
| **Brief Module Description** | For the student to be able to identify how the built environment may affect the health of a susceptible population in the Firm Base or when deployed. |
| **PSRB requirements** | BSc (Hons) Environmental Health Studies: accredited by the Chartered Institute of Environmental Health (CIEH). To meet the requirements for an accredited award, this module must be passed.  To maintain training status and funding, the minimum component mark is 60%. |

|  |  |
| --- | --- |
| **Attendance requirements** | Full time |
| **Delivery type** | Blended |

**Part C: Module Learning, Teaching and Assessment Information**

|  |  |
| --- | --- |
| **Module aims** | The aim of the module is for the student to be able to identify how the built environment may affect the health of a susceptible population. |
| **Learning outcomes** | On satisfactory completion of this module, students will be able to: |
| Learning Outcome 1 | Describe the range and type of house and housing tenure in the UK; |
| Learning Outcome 2 | Describe the principles of building construction and land drainage; |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Learning Outcome 3 | | Identify the principle health hazards associated with housing and explain how these may impact on the health of individuals and communities; | | | | | |
| Learning Outcome 4 | | Use HHSRS to identify the common hazards within dwellings and carry out inspections as subject matter experts on “Boards of Officers”[[2]](#footnote-3). | | | | | |
| **Graduate attributes**  \* See the refocus handbook for more guidance | | Attribute | | Developed | | | Assessed |
| Enterprise | |  | | |  |
| Digital literacy | |  | | |  |
| Global outlook | |  | | |  |
| **Module content** | | * The range and type of house and housing tenure in the UK. * Building construction preliminaries, forms, contracts and legislation. * The function, principles and details related to the main and secondary elements and components used in the construction of buildings. * Building performance linked to both environmental and energy efficiency related issues. * Interpretation and analysis of technical drawings. * Aspects of external and internal movement of buildings. * The principles of drainage. * The relationship between building defects and adverse health and safety conditions. * The principle health hazards found in buildings. * The role of building defects and conditions in the causation of ill-health. * The impact of poor housing on the health, welfare and social condition of the occupants. * Recognition of common building faults and their associated health effects. * Use of HHSRS to accurately assess the common hazards within dwellings and recommend appropriate remedial action. * Carry out inspections as subject matter experts on ‘Boards of Officers’ and create a snagging list. * The fitness of military accommodation in the firm base and the principles applied to temporary field accommodation. | | | | | |
| **Learning activities** | | **Internal**. Lectures; with video supplements and self-study tasks are all utilised to full effect during the module. Students will be expected to work both as an individual and as a member of a team carrying out case studies and problem-solving exercises.  **External**. Visits to see, drainage courses, local building construction methods local buildings sites- subject to availability- will supplement the lectures and tutorials.  Also, practical aspects of site layout, planning and levelling will be covered during the module. | | | | | |
| **Learning and teaching activities** | | | | | | | |
| **Activity** | |  | | | | | |
| Lectures | | 37.5 | | | | | |
| Seminars | | 9 | | | | | |
| Tutorials | | 12 | | | | | |
| External visits | | 6 | | | | | |
| **Minimum total contact hours** | | 64.5 | | | | | |
| Guided independent study | | 35.5 | | | | | |
| **Total notional hours** | | 100 | | | | | |
| **Assessment tasks** | | | | | | | |
| **Formative assessment**  A range of formative assessments will be utilised in addition to the above formative tests. These may include online discussions; quizzes; learning projects and relevant written tasks. Effective communication, adequate notice and constructive feedback will be provided. These will not contribute to the final mark but will be considered to modify teaching and learning to ensure that the student participation and attainment is enhanced. | | | | | | | |
| **Summative assessment** | | | | | | | |
| Assessment 1 | Type | | Weighting | | Learning outcome(s) assessed | | |
|  | Written examination | | 50% | | 1 | X | |
|  | 2 | X | |
|  | 3 | X | |
|  | 4 |  | |
|  | Exam length: 3 hours  *I* | | | | Word count: None | | |
|  | Due week commencing: | | | | TBC | | |
|  | KIS category | | | | Written examination | | |
| Assessment 2 | Type | | Weighting | | Learning outcome(s) assessed | | |
|  | Case study | | 50% | | 1 |  | |
|  | 2 |  | |
|  | 3 |  | |
|  | 4 | X | |
|  | Exam length:  *If applicable* | | | | Word count:  *If applicable* | | |
|  | Due week commencing: | | | | TBC | | |
|  | KIS category | | | | Coursework | | |

**Part D: Resources to Support Learning**

**Books – Recommended Reading**

R Chudley & R Greeno. *Building Construction Handbook.*  10th Ed.

D Marshall, D Worthing, N Dann & R Heath. *The Construction of Houses* 5th Ed.

D Marshall, D Worthing, N Dann & R Heath. *Understanding Housing defects.*

Alan Oliver. *Dampness in Buildings*.

**Websites**

Housing Act 2004 Part 1: Housing Conditions – <http://www.communities.gov.uk/publications/housing/housingact2>

Housing Act 2004: Guidance about inspections and assessment of hazards given under Section 9 – <http://www.communities.gov.uk/publications/housing/hhsrsoperatingguidance>

**Databases**

|  |  |
| --- | --- |
| Description | Barbour Index |
| URL | <https://www.barbour.info/> |

|  |  |
| --- | --- |
| **Additional resources** | DMLS / University’s Library / British Library Collection |
| **Specialist equipment** | DMA Student Tablet / DMA LAN, 1/20 Scale House Model  Various replica – bricks, tiles and other appropriate scale representations of common building materials.  Drawing boards.  Sample drawing portfolios. |

**Part A: Module Definition**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module Title** | DMS 1600 – Introduction to Law & Governance | | | |
| **Short Module Title**  *Fewer than 30 characters* | **Law & Governance** | | | |
| **Level** | 4 |  | **Credits** | 20 |
| **HESA Cost Centre** | 5 |  | **JACS Code** | B910 |
| **Programmes requesting this module as core** | BSc (Hons) Environmental Health Studies | | | |
| **School** | RF |  | **Faculty** | HSS |

**Part B: Module Information**

|  |  |
| --- | --- |
| **Module Developer** |  |
| **Module Leader** |  |
| **Brief Module Description** | To provide students with an introduction to Law and Governance to allow further topic specific understanding and interpretation. |
| **PSRB requirements** | BSc (Hons) Environmental Health Studies: accredited by the Chartered Institute of Environmental Health (CIEH). To meet the requirements for an accredited award, this module must be passed.  To maintain training status and funding, the minimum component mark is 60%. |
| **Attendance requirements** | Full time |
| **Delivery type** | Blended |

**Part C: Module Learning, Teaching and Assessment Information**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module aims** | | To develop an appreciation of the British legal system and constitution and of legal doctrines applicable to the Laws of Tort.  To develop an appreciation of the structure and role of agencies involved in UK governance and the practical, socio-environmental, and economic constraints upon such agencies.  To provide an exploration of the rules of compliance, which are fundamentally changing many concepts of risk and corporate responsibility. The module will also explore the relationship between enforcing bodies and the MOD. | | | | | |
| **Learning outcomes** | | On satisfactory completion of this module students will be able to: | | | | | |
| Learning Outcome 1 | | Compare the UK unwritten and flexible constitution with other constitutional models and explain the constitutional and administrative roles of the House of Parliament including the passing of Bills in to Acts and Legislation. (E, G) | | | | | |
| Learning Outcome 2 | | Discuss and reflect the legal and regulatory framework, the division of law in the UK, the structure of the judicial system, and evidential procedure, including PACE. (G) | | | | | |
| Learning Outcome 3 | | Explain the relationship between enforcing bodies and the MOD and how enforcement action can be taken against the MOD, its employees and contractors. (D) | | | | | |
| Learning Outcome 4 | | Analyse and discuss the enforcement procedures relating to food safety and the effect on food businesses and the military. (E, G) | | | | | |
| **Graduate attributes**  \* See the refocus handbook for more guidance | | Attribute | | Developed | | | Assessed |
| Enterprise | |  | | |  |
| Digital literacy | |  | | |  |
| Global outlook | |  | | |  |
| **Module content** | | * The British constitution and comparison with other administrative systems. * Role of the executive, judiciary and legislature within the constitutional framework. * Creation of primary legislation and role of delegated legislation. * Influence of government policy; the court system, sources of law, interpretation, classification of English law, and relevance of case law and precedence. * The Nominate Torts of Nuisance and Negligence Role of tribunal, public enquiries and arbitration panels. * Development of the public health movement; structure and function of local government, finance and politics. * Relations with central and non-governmental organisations and Europe. * Probity, accountability and ethics along with control procedures and risk management of public and private sector boards. * Powers of EHP’s and evidential procedure under PACE. | | | | | |
| **Learning activities** | | Interactive lectures and student led seminars and tutorials examining practical situations. Alternatively, a resource-based guide has been produced broken down into study units with in-built discussion topics, review questions and revision tests assisted by tutorials with the teaching team. | | | | | |
| **Learning and teaching activities** | | | | | | | |
| **Activity** | | Number of hours | | | | | |
| Lectures | | 10.5 | | | | | |
| Tutorials | | 1.5 | | | | | |
| **Minimum total contact hours** | | 12 | | | | | |
| Guided independent study | | 188 | | | | | |
| **Total notional hours** | | 200 | | | | | |
| **Assessment tasks** | | | | | | | |
| **Formative assessment**  A range of formative assessments will be utilised in addition to the above formative tests. These may include online discussions; quizzes; learning projects and relevant written tasks. Effective communication, adequate notice and constructive feedback will be provided. These will not contribute to the final mark but will be considered to modify teaching and learning to ensure that the student participation and attainment is enhanced. | | | | | | | |
| **Summative assessment** | | | | | | | |
| Assessment 1 | Type | | Weighting | | Learning outcome(s) assessed | | |
|  | 1 x assignment | | 60% | | 1 | X | |
|  | 2 | X | |
|  | 3 | X | |
|  | 4 | X | |
|  | Exam length:  *If applicable* | | | | Word count: 1000 words each  *If applicable* | | |
|  | Due week commencing: | | | |  | | |
|  | KIS category | | | | Coursework | | |
| Assessment 2 | Type | | Weighting | | Learning outcome(s) assessed | | |
|  | 1x reflective essay | | 40% | | 1 |  | |
|  | 2 | X | |
|  | 3 |  | |
|  | 4 |  | |
|  | Exam length:  *If applicable* | | | | Word count: 2000  *If applicable* | | |
|  | Due week commencing: | | | |  | | |
|  | KIS category | | | | Coursework | | |

**Part D: Resources to Support Learning**

Finch and Fafinski (2019). Legal Skills, 7th ed. Oxford: OUP

Ian Loveland, *Constitutional Law, Administrative Law, and Human Rights* (8th edn, OUP 2018), 3-18.

Elliott and Thomas, [Public Law](https://catalogue.leedsbeckett.ac.uk/uhtbin/cgisirsi/x/0/0/57/5/0?searchdata1=776726%7BCKEY%7D&searchfield1=GENERAL%5ESUBJECT%5EGENERAL%5E%5E&user_id=WEBSERVER), (3rd edn. Oxford University Press 2017).

Elliott and Thomas is comprehensive guide to public law and includes a section on the 2016 EU referendum.

Or

Neil Parpworth, [Constitutional and Administrative Law](https://catalogue.leedsbeckett.ac.uk/uhtbin/cgisirsi/x/0/0/57/5/0?searchdata1=776754%7BCKEY%7D&searchfield1=GENERAL%5ESUBJECT%5EGENERAL%5E%5E&user_id=WEBSERVER) (10th edition, Oxford University Press 2018).

Parpworth is a more concise text that some students may find more accessible.

You are expected to read widely and extensively for this class. The textbook should form only the background to your reading.

Martin Partington, Introduction to the English Legal System 2019-2020 (14th Edition, OUP)

**NB** All these publications can be accessed via Law Trove – University’s Library – Resources – Database

You may find it helpful to bookmark some of the high quality public law blogs:

* [Public Law for Everyone](http://www.publiclawforeveryone.wordpress.com/)
* [UK Constitutional Law Blog](http://ukconstitutionallaw.org/blog/UK)
* [Group](http://ukconstitutionallaw.org/blog/UK) [Supreme Court Blog](http://ukscblog.com/)

You should also read quality newspapers regularly to keep up to date with matters relevant to this course.

Battersby S., (2019). Bassett’s Environmental Health Procedures. (9th Ed.) Routledge.

Bomberg E., Peterson J., and Corbett R., (2011). *The European Union: How Does it Work?* (The New European Union Series) (3rd Ed.) Buckingham, Oxford University Press.

**Websites**

Going to Court, Created by Criminal Justice Department – [http://www.judiciary.gov.uk/you-and-the-judiciary/going-to-court](http://www.qaa.ac.uk/)

You Be The Judge, Created by Criminal Justice Department – [http://www.cjsonline.gov.uk/victim/index.html](http://www.leedsbeckett.ac.uk/public-information/academic-regulations/)

Role of The Supreme Court, Created by Supreme Court – [http://www.supremecourt.gov.uk/](http://www.leedsbeckett.ac.uk/)

Sentencing Guilty Parties, Created by Sentencing Council – [http://sentencingcouncil.judiciary.gov.uk/about-us.htm](http://www.leedsbeckett.ac.uk/)

The Beginning of English Law, Created by Discovery Television – [http://www.youtube.com/watch?v=gpwId3sY0nE&feature=related](mailto:M.A.Hodgson@leedsbeckett.ac.uk?v=gpwId3sY0nE&feature=related)

The Development of English Law, Created by Discovery Television – <http://www.youtube.com/watch?v=3qWCtEg9jpE&feature=related>

The Development of English Law2, Created by Discovery Television – <http://www.youtube.com/watch?feature=endscreen&NR=1&v=88VKWAYonYg>

The Development of English Law3, Created by Discovery Television – <http://www.youtube.com/watch?NR=1&v=ZrNU-3ER-Nk&feature=endscreen>

How Parliament Works, Created by UK Government – <http://www.parliament.uk/about/how/>

Making Laws, Created by UK Government – <http://www.parliament.uk/about/how/laws/>

Passage of a Bill, Created by UK Government – <http://www.parliament.uk/about/how/laws/passage-bill/>

How Byelaws are Made, Created by Direct Gov – [http://www.direct.gov.uk/en/HomeAndCommunity/WhereYouLive/SaferStreets/DG\_181635](mailto:T.M.South@leedsbeckett.ac.uk)

The Making and Enforcement of Byelaws, Created by Department For Communities – [http://www.communities.gov.uk/documents/localgovernment/pdf/byelaws.pdf](http://www.legislation.gov.uk/)

Health and Safety Executive Website, Created by Health and Safety Executive – [http://www.hse.gov.uk/index.htm](mailto:andy.lucas@wlv.ac.uk)

HSE Publications Free Electronic Versions, Created by Health and Safety Executive – [http://www.hse.gov.uk/pubns/index.htm](http://www.youtube.com/watch)

Local Authority Enforcement Information, Created by Health and Safety Executive – [http://www.hse.gov.uk/lau/lacs/index.htm](http://www.environmentalistonline.com/)

Chartered Institute of Environmental Health, Created by CIEH – [http://www.cieh.org](http://emeraldinsight.com/journals.htm)

Direct Gov UK Website – Health and Safety at Work – [http://www.direct.gov.uk/en/Employment/HealthAndSafetyAtWork/index.htm](http://www.who.int/en/)

United Kingdom Legislation – <http://www.legislation.gov.uk/>

Decided Cases, Created by The Supreme Court – <http://www.supremecourt.gov.uk/decided-cases/index.html>

**Databases**

|  |  |
| --- | --- |
| Description | Barbour Index |

|  |  |
| --- | --- |
| URL | <https://www.barbour.info/> |

|  |  |
| --- | --- |
| **Additional resources** | DMLS / University’s Library / British Library Collection |
| **Specialist equipment** | DMA Student Tablet / DMA LAN |

**Part A: Module Definition**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module Title** | DMS 2551 – Food Safety and Legislation | | | |
| **Short Module Title**  *Fewer than 30 characters* | **Food Safety** | | | |
| **Level** | 5 |  | **Credits** | 20 |
| **HESA Cost Centre** | 10 |  | **JACS Code** | B910 |
| **Programmes requesting this module as core** | BSc (Hons) Environmental Health Studies | | | |
| **School** | RF |  | **Faculty** | HSS |

**Part B: Module Information**

|  |  |
| --- | --- |
| **Module Developer** | OIC EHP Training DEOH |
| **Module Leader** |  |
| **Deputy** |  |
| **External Examiner** | External Examiner – TBC |
| **Brief Module Description** | Students begin to apply the foundation knowledge gained during Block 1 in a specific field of environmental health and assess to the risks to health from food/catering operations. Students will get the opportunity to inspect food premises to ensure compliance with both Service policy and legislation. |
| **PSRB requirements** | BSc (Hons) Environmental Health Studies: accredited by the Chartered Institute of Environmental Health (CIEH). To meet the requirements for an accredited award, this module must be passed.  To maintain training status and funding, the minimum component mark is 60%. |
| **Attendance requirements** | Full Time |
| **Delivery type** | Blended |

**Part C: Module Learning, Teaching and Assessment Information**

|  |  |  |  |
| --- | --- | --- | --- |
| **Module aims** | The module aims to develop a detailed knowledge of the composition and properties of food stuffs and their relationship with safety and quality. The module also intends to introduce food safety legislation and the courses of action available open to Local Authority Environmental Health Practitioners. | | |
| **Learning outcomes** | On satisfactory completion of this module students will be able to: | | |
| Learning outcome 1 | Evaluate and interpret the composition and properties of foodstuffs and the production methods of primary food sources and the inter-relationship with food safety and chemical, biological and physical quality. (E, G) | | |
| Learning outcome 2 | Critically discuss the major hazards associated with foodstuffs including zoonoses, microbiological, chemical and physical contamination, and how these may arise throughout the production chain. (E, G) | | |
| Learning outcome 3 | Compare and contrast the principles of food safety management systems, including HACCP, and describe the MOD approach. | | |
| Learning outcome 4 | Apply knowledge of the principles of food safety management systems and relevant food safety legislation to the conduct of premises inspections and audits, and the formulation of solutions to problems identified including the use of enforcement action or the provision of guidance as appropriate. (E, D, G) | | |
| **Graduate attributes**  \* See the refocus handbook for more guidance | Attribute | Developed | Assessed |
| Enterprise |  |  |
| Digital literacy |  |  |
| Global outlook |  |  |
| **Module content** | * Composition and properties of foodstuffs. * Production methods of common food stuffs. * Food related microbiology. * Zoonoses recognition and control. * Identification of foods and assessment of fitness. * Hazard analysis systems relating to food businesses. * Design and construction requirements for food premises. * Recommendation of preventative methods to maintain food safety/hygiene standards and prevent food related illness. * Relevant UK and European Legislation and their application to food premises. * Enforcement of food safety/hygiene in the UK. * Application and use of JSP 456 in the MoD. * The need for the provision of a wholesome, safe, secure food chain to include basic level of understanding the need for hygienic practices. * Govt policies and strategies used to ensure the standards of food safety and hygiene are delivered to the consumer to ensure maintenance of good health and well-being. | | |

|  |  |
| --- | --- |
| **Learning activities** | **Internal**. Lectures, student led seminars, practical sessions, case studies and self-study tasks are all utilised to full effect during the module. Students will work both as individuals and as a member of a team carrying out case studies and problem-solving exercises.  **External**. Visits to see military catering establishments, various civilian establishments to conduct food identification and organoleptic practicals, in-flight catering facilities will supplement any lectures and tutorials |
| **Learning and teaching activities** | |
| **Activity** | Number of hours |
| Lectures | 43.5 |
| Seminars | 7.5 |
| Tutorials | 9 |
| Practical sessions | 4.5 |
| **Minimum total contact hours** | 63 |
| Guided independent study | 137 |
| **Total notional hours** | 200 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assessment tasks** | | | | |
| **Formative assessment**  A range of formative assessments will be utilised in addition to the above formative tests. These may include online discussions; quizzes; learning projects and relevant written tasks. Effective communication, adequate notice and constructive feedback will be provided. These will not contribute to the final mark but will be considered to modify teaching and learning to ensure that the student participation and attainment is enhanced. | | | | |
| **Summative assessment** | | | | |
| Assessment 1 | Type | Weighting | Learning outcome(s) assessed | |
| Written examination | 50% | 1 | X |
| 2 | X |
| 3 | X |
| 4 |  |
| Exam length: 3 hours  *If applicable* | | Word count:  *If applicable* | |
| Due week commencing: | |  | |
| KIS category | | Written examination | |
| Assessment 2 | Type | Weighting | Learning outcome(s) assessed | |
| Food premises inspection and report | 50% | 1 |  |
| 2 |  |
| 3 |  |
| 4 | X |
| Exam length:  *If applicable* | | Word count: 3000  *If applicable* | |
| Due week commencing: | |  | |
| KIS category | | Coursework /Report | |

**Part D: Resources to Support Learning**

**Books – Essential Reading**

Sprenger R.A., (2014). Hygiene for Management A Text for Food Safety Courses 17th Ed. Highfield.

JSP 456 MoD Defence Catering Manual Volume 3 – Defence Food Safety Management. Ministry of Defence.

Adams M. R., and Moss M.O., (2010). *Food Microbiology. 2nd Edition.* Royal Society of Chemistry.

Mclaughlin J & Little C. (2007). *Hobbs Food Poisoning and Food Hygiene.* 7th Edition. HodderArnold.

**Books – Recommended Reading**

British Hospitality Association. (2016). The Industry Guide to Good Hygiene Practice: Catering Guide. <http://www.bha.org.uk/catering-guide/>

Jay J.M, Loesnner M.J and Golden D.A (2006). *Modern Food Microbiology.* 7th Edition. Springer-Verlag New York Inc.

Martimore S and Wallace C. (2013). *HACCP. A. Practical Approach*. Chapman and Hall.

MacAulan E., (2003). *Effective Food Hygiene Training*. Highfield Press, Doncaster.

Madigan, Martinko, (2008). *Brock Biology of Micro-organisms 12th Edition*. Prentice Hall.

Bauman R. W., Microbiology *with diseases 2nd Edition*. Prentice Hall.

Carol A. Wallace, (2014). *Intermediate HACCP*. 4th Ed. Highfield.co.uk.

The Food Hygiene (England) Regulations 2013.

FSA (2011) Food Law Code of Practice and guidance.

**Articles**

Fairman R and Yapp. Assessing Compliance with Food Safety Legislation in small businesses. Environmental Health Journal. Vol 3. Page 150-161.

**Websites**

Food Standards Agency – [www.food.gov.uk](http://www.food.gov.uk)

Government Legislation – <http://www.legislation.gov.uk/>

World Health Organisation – <http://www.who.int/en/>

Public Health England – <https://www.gov.uk/government/organisations/public-health-england>

**Databases**

|  |  |
| --- | --- |
| Description | Barbour Index |
| URL | <https://www.barbour.info/> |

|  |  |
| --- | --- |
| **Additional resources** | DMLS / University’s Library / British Library Collection |

|  |  |
| --- | --- |
| **Specialist equipment** | DMA Student Tablet / DMA LAN  Various replica – bricks, tiles and other appropriate scale representations of common building materials.  Drawing boards.  Sample drawing portfolios. |

**Part A: Module Definition**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module Title** | DMS 2440 – Health & Safety Management | | | |
| **Short Module Title**  *Fewer than 30 characters* | **H&S Management** | | | |
| **Level** | 5 |  | **Credits** | 20 |
| **HESA Cost Centre** | 5 |  | **JACS Code** | B910 |
| **Programmes requesting this module as core** | BSc (Hons) Environmental Health Studies | | | |
| **School** | RF |  | **Faculty** | HSS |

**Part B: Module Information**

|  |  |
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| **Module Developer** | OIC EHP Training DEOH |
| **Module Leader** |  |
| **Deputy** |  |
| **External Examiner** | External Examiner – TBC |
| **Brief Module Description** | To allow students to apply a systematic approach to reducing the risks to health and safety in the Firm Base and whilst deployed. |
| **PSRB requirements** | BSc (Hons) Environmental Health Studies: accredited by the Chartered Institute of Environmental Health (CIEH). To meet the requirements for an accredited award, this module must be passed.  To maintain training status and funding, the minimum component mark is 60%. |
| **Attendance requirements** | Full time |
| **Delivery type** | Blended |

**Part C: Module Learning, Teaching and Assessment Information**

|  |  |
| --- | --- |
| **Module aims** | This module aims to enable the student to apply a systematic approach to reducing the risks to health and safety in the work and operational environments, whilst having due regard to legislative requirements. |
| **Learning outcomes** | On satisfactory completion of this module students will be able to: |
| Learning Outcome 1 | Critique the scope and nature of occupational health and safety and explain the moral and financial reasons for promoting good standards. (E + G) |

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| Learning Outcome 2 | Apply the legal framework using supporting authoritative sources of information for the regulation of health and safety. (E + D) | | |
| Learning Outcome 3 | Discuss and evaluate the key elements of a health and safety management system including monitoring systems, risk control procedures, auditing and inspections, investigation of accidents and incidents, and promotion of a health and safety culture within the workplace. (E + D + G) | | |
| Learning Outcome 4 | Apply the principles and practices of risk assessment including the identification of a wide range of workplace hazards and the formulation of appropriate controls. (E + G) | | |
| **Graduate attributes** | Attribute | Developed | Assessed |
| Enterprise |  |  |
| Digital literacy |  |  |
| Global outlook |  |  |
| **Module content** | * Health and Safety at Work etc Act 1974. * Legal framework and other legislation associated with health and safety including the ‘six pack’. * Health and safety policies and management systems. * Roles and responsibilities. * Safety culture, human factors and behaviour. * Emergency procedures. * Risk assessment. * Sources of information. * Application to practice. * Client – contractor relationships. * Communication in health and safety. * Hierarchies of control. * Accident and incident reporting and investigation. * Common hazards and risk in the workplace. * National regulatory regime. * Role and function of the HSE and local government. * Procedure monitoring. * Proactive and reactive monitoring tools. * Practical workplace inspection. * Concept of new and emerging risks and factors which constitute them. * Role of the EHP in relation to health and safety in non-operational roles. | | |
| **Learning activities** | **Internal**. Lectures, student led seminars, practical sessions, case studies and self-study tasks are all utilised to full effect during the module. Students will work both as individuals and as a member of a team carrying out case studies and problem-solving exercises.  **External**. Visits to establishments to conduct practical audits and hazard spotting, will supplement any lectures and tutorials. | | |
| **Learning and teaching activities** | | | |
| **Activity** | Number of hours | | |
| Lectures | 80 | | |
| Tutorials | 4 | | |
| Practical sessions | 3 | | |
| **Minimum total contact hours** | 87 | | |
| Guided independent study | 113 | | |
| **Total notional hours** | 200 | | |

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| **Assessment tasks** | | | | |
| **Formative assessment**  A range of formative assessments will be utilised in addition to the above formative tests. These may include online discussions; quizzes; learning projects and relevant written tasks. Effective communication, adequate notice and constructive feedback will be provided. These will not contribute to the final mark but will be considered to modify teaching and learning to ensure that the student participation and attainment is enhanced. | | | | |
| **Summative assessment** | | | | |
| Assessment 1  Written essay type exam of 3 hrs duration (I compulsory question + 3 from 4) | Type | Weighting | Learning outcome(s) assessed | |
| Written examination | 60% | 1 | X |
| 2 |  |
| 3 | X |
| 4 |  |
| Exam length: 3 hours  *If applicable* | | Word count: N/A  *If applicable* | |
| Due week commencing: | |  | |
| KIS category | | Written examination | |
| Assessment 2  Scenario based exam exercise of 2 hrs duration (up to 10 non-essay paragraph answers) | Type | Weighting | Learning outcome(s) assessed | |
| Case study | 40% | 1 |  |
| 2 | X |
| 3 |  |
| 4 | X |
| Exam length: 2 hours  *If applicable* | | Word count: N/A  *If applicable* | |
| Due week commencing: | |  | |
| KIS category | | Case Study | |

**Part D: Resources to Support Learning**

**Books – Essential Reading**

JSP 375 Vols 1-4: MoD Health and Safety Handbook. Ministry of Defence.

St. John Holt Allan edited by Allen Jim (2013) 8th Edn. *Principles of Health and Safety at Work*. IOSH Leicester.

Ferret E. and Hughes P., (2015) *Introduction to Health and Safety at Work: The Handbook for the NEBOSH National General Certificate,* (6th Edn), Butterworth-Heinemann: Oxford.

**Books – Recommended Reading**

Moore, R (2015) *the Law of Health and Safety at Work 2015-16*. Kingston Croner Publications.

TUC (2020). *Hazards at Work: Organising for Safe and Healthy Workplaces – 6th Edn*. TUC Publications.

Ridley JR and Channing J (revised 2013). *Safety at Work.* (8th Edn). Butterworth-Heinemann: Oxford.

HSE (2012). *L144 Management of Health and Safety in Construction.* HSE London.

Tolley’s (2020). *Health and Safety at Work Handbook*. (32nd Edn) Lexis Nexis London.

Boyle T (2019). *Health and Safety: Risk Management*. (5th Edn), Routledge, London.

HSE (2019). *L5 Control of Substances Hazardous to Health*. (6th Edn) HSE London.

HSE (2018). *L22 Safe use of Work Equipment*. (4th Edn), HSE London.

**Websites**

Health and Safety Executive – <http://www.hse.gov.uk/>

<http://www.hazards.org/>

<http://www.corporateaccountability.org/>

Government Health and Safety – <http://www.direct.gov.uk/en/Employment/Employees/HealthAndSafetyAtWork/>

Institute of Occupational Safety and Health – [http://www.iosh.co.uk/](mailto:welcome@leedsbeckett.ac.uk)[http://www.healthandsafetytips.co.uk/](http://www.iosh.co.uk/http:/www.healthandsafetytips.co.uk/)

<http://osha.europa.eu>

<http://www.healthandsafetytips.co.uk/>

**Databases**

|  |  |
| --- | --- |
| Description | Barbour Index |
| URL | <https://www.barbour.info/> |

|  |  |
| --- | --- |
| **Additional resources** | DMLS / University’s Library / British Library Collection |
| **Specialist equipment** | LEARN Student Laptop / LEARN LAN |

**Part A: Module Definition**

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| --- | --- | --- | --- | --- |
| **Module title** | DMS 2425 - Occupational Hygiene | | | |
| **Short module title**  *Fewer than 30 characters* | **Occ Hygiene** | | | |
| **Level** | 5 |  | **Credits** | 20 |
| **HESA cost centre** | 5 |  | **JACS code** | B910 |
| **Programmes requesting this module as core** | BSc (Hons) Environmental Health Studies | | | |
| **School** | RF |  | **Faculty** | HSS |

**Part B: Module Information**

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| --- | --- |
| **Module developer** | OIC EHP Training DEOH |
| **Module leader** |  |
| **Deputy** |  |
| **External examiner** | External examiner - TBC |
| **Brief module description** | To introduce the students to the principles of occupational hygiene, the health effects and management of health stressors. |
| **PSRB requirements** | BSc (Hons) Environmental Health Studies: accredited by the Chartered Institute of Environmental Health (CIEH). To meet the requirements for an accredited award and achieve the academic credits this module must be passed and meet the minimum component mark set by University’s. To maintain training status and funding, the minimum component pass mark is 60%. |
| **Attendance requirements** | Full time |
| **Delivery type** | Blended |

**Part C: Module Learning, Teaching and Assessment Information**

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| --- | --- |
| **Module aims** | This module aims to introduce the student to the principles of occupational hygiene and enabling them to develop sampling strategies to monitor and evaluate the health effects of environmental and occupational stressors. |
| **Learning outcomes** | On satisfactory completion of this module student will be able to: |
| Learning outcome 1 | Explain and evaluate the principles of occupational hygiene, key strategies involved in occupational hygiene, and the role of the occupational hygiene specialist; |

|  |  |  |  |
| --- | --- | --- | --- |
| Learning outcome 2 | Contrast the legal, social and ethical aspects in relation to occupational hygiene and health; | | |
| Learning outcome 3 | Distinguish the chemical, physical and biological hazards within the workplace and determine the significance of such hazards in the context of a safe working environment; | | |
| Learning outcome 4 | Appraise, select and apply appropriate techniques for measuring occupational hazards and the relation of these to occupational exposure standards. | | |
| **Graduate attributes**  \* See the refocus handbook for more guidance | Attribute | Developed | Assessed |
| Enterprise | Y | Y |
| Digital literacy | Y | Y |
| Global outlook | Y |  |
| **Module content** | * Principles of occupational hygiene. * Background to occupational hygiene. * Social and legal aspects of occupational hygiene. * Toxicology. * Analytical techniques. * Monitoring strategies for hazardous substances. * Monitoring strategies for the physical environment. | | |
| **Learning activities** | **Internal**. Lectures, student led seminars, practical sessions, case studies and self-study tasks are all utilised during the module. Students will work both as individuals and as a member of a team carrying out case studies and problem-solving exercises.  **External**. Visits to establishments where occupational issues may occur to conduct practical surveys and assessments, with supplement lectures and tutorials. | | |
| **Learning and teaching activities** | | | |
| **Activity** | Number of hours | | |
| Lectures | 51 | | |
| Seminars | 5 | | |
| Practical sessions | 6 | | |
| Supervised studio/lab | 5 | | |
| External visits | 28 | | |
| **Minimum total contact hours** | 95 | | |
| Guided independent study | 105 | | |
| **Total notional hours** | 200 | | |

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| **Assessment tasks** |
| **Formative assessment**  Teaching activity for this module will comprise mainly of lectures. There is an expectation for students to undertake some self-directed learning, which will be comprised of (directed) reading around some topics, completion of assignments, and some additional problem-solving exercises. As a guide, the expected learning time for this module is 200 hours, with 95 hours devoted to teaching activity and 105 hours devoted to independent learning.  A range of formative assessments will be utilised including online discussions, learning projects and relevant written tasks. Effective communication, adequate notice and constructive feedback will be provided. These will not contribute to the final mark but will be considered to modify teaching and learning to ensure that the student participation and attainment is enhanced. |
| **Summative assessment** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessment 1 | Type | Weighting | Learning outcome(s) assessed | |
| Written examination | 50% | 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| Exam length: 3 hours | | Word count: n/a | |
| Due week commencing | | TBC | |
| KIS category | | Written examination | |
| Assessment 2 | Type | Weighting | Learning outcome(s) assessed | |
| Case study | 50% | 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| Exam length: 2 hours | | Word count: n/a | |
| Due week commencing | | TBC | |
| KIS category | | Coursework Case Study | |

**Part D: Resources to Support Learning**

**Books – Essential Reading**

Occupational Hygiene Training Association (OHTA). (2019). *Basic Principles in Occupational Hygiene – Student manual.* OHTA. Available from: <[http://www.ohlearning.com/W201.pdf](https://aiha-assets.sfo2.digitaloceanspaces.com/AIHA/ohta-uploads/Training-Docs/W201-Basic-Principles/KA02-v3-1-31Jul19-Student-Manual-English.pdf)> [Accessed 21 Jul 2022)

**Books – Recommended Reading**

Harrington, J.M. & Gardiner, K. (2005). *Occupational hygiene*. Blackwell Scientific.

Harrington, J.M. & Gill, F.S. (2006). *Occupational health*. Blackwell Scientific.

Cheerie, J. et al. (2010) *Monitoring for health hazards at work.* Wiley-Blackwell.

Patty, F.A. et al. (2008). *Industrial hygiene and toxicology*. Wiley.

Ashton, I. & Gill, F.S. (2000). *Monitoring for health hazards at work*. Blackwell Scientific.

Occupational Hygiene Training Association (OHTA). (2016). *Thermal Environment – Student manual.* OHTA. Available from: <[http://www.ohlearning.com/W502.pdf](https://aiha-assets.sfo2.digitaloceanspaces.com/AIHA/ohta-uploads/Training-Docs/W502-Thermal-Environment/JB38_v2-0_20Mar16_W502_Student_Manual.pdf)> [Accessed 21 Jul 2022)

Occupational Hygiene Training Association (OHTA). (2009). *Noise - Measurement and its Effects – Student manual.* OHTA. Available from: <[http://www.ohlearning.com/W503.pdf](https://aiha-assets.sfo2.digitaloceanspaces.com/AIHA/ohta-uploads/Training-Docs/W503-Noise/JC22-v1-0-26Mar10-W503-Student-Manual.pdf)> [Accessed 21 Jul 2022)

Occupational Hygiene Training Association (OHTA). (2010). *Asbestos and Other Fibres – Student manual.* OHTA. Available from: <[http://www.ohlearning.com/W504.pdf](https://aiha-assets.sfo2.digitaloceanspaces.com/AIHA/ohta-uploads/Training-Docs/W504-Asbestos-Other-Fibres/JD04-v1-0-10Apr10-W504-Student-Manual.pdf)> [Accessed 21 Jul 2022)

Occupational Hygiene Training Association (OHTA). (2009). *Control of Hazardous Substances – Student manual.* OHTA. Available from: <[http://www.ohlearning.com/W505.pdf](https://aiha-assets.sfo2.digitaloceanspaces.com/AIHA/ohta-uploads/Training-Docs/W505-Control-of-Hazardous-Substances/JE02-v1-0-16Apr10-W505-Student-Manual.pdf)> [Accessed 21 Jul 2022)

Occupational Hygiene Training Association (OHTA). (2009). *Ergonomics Essentials – Student manual.* OHTA. Available from: <[http://www.ohlearning.com/W506.pdf](https://aiha-assets.sfo2.digitaloceanspaces.com/AIHA/ohta-uploads/Training-Docs/W506-Ergonomics-Essentials/JF02-v1-0-10Apr10-W506-Student-Manual.pdf)> [Accessed 21 Jul 2022)

Occupational Hygiene Training Association (OHTA). (2009). *Health Effects of Hazardous Substances.* OHTA. Available from: <[http://www.ohlearning.com/W507.pdf](https://aiha-assets.sfo2.digitaloceanspaces.com/AIHA/ohta-uploads/Training-Docs/W507-Health-effects-of-Hazardous-Substances/JG02-v1-0-10Apr10-W507-Student-Manual.pdf)> [Accessed 21 Jul 2022)

**Websites**

Breathe freely - <https://www.breathefreely.org.uk/>

British Occupational Hygiene Society (BOHS) - <http://www.bohs.org/>

European Union Occupational Safety and Health Agency (EU-OSHA) - <https://osha.europa.eu/>

Hazards magazine - [http://www.hazards.org](http://www.hazards.org/)/

Health and Safety Executive (HSE) - [http://www.hse.gov.uk](http://www.hse.gov.uk/)/

Health and Safety for beginners - <http://www.healthandsafetytips.co.uk/>

International Occupational Hygiene Association (IOHA) – <https://www.ioha.net/>

Institute of Occupational Safety and Health (IOSH) - <http://www.iosh.co.uk/>

Occupational Hygiene learning - <http://www.ohlearning.com/>

The National Institute for Occupational Safety and Health (NIOSH) - <https://www.cdc.gov/niosh/index.htm>

Rapid Results College (RRC) - <https://www.rrc.co.uk/>

**Databases**

Barbour index – <https://www.barbour-ehs.com/>

British Standards Online – [https://identity.bsigroup.com/login](https://identity.bsigroup.com/login.aspx?ReturnUrl=%2fusers%2fissue.aspx%3fwa%3dwsignin1.0%26wtrealm%3dhttps%253a%252f%252fbsol.bsigroup.com%252f%26wctx%3drm%253d0%2526id%253dpassive%2526ru%253d%25252f%25253fwa%25253dwsignin1.0%252526wtrealm%25253dhttps%2525253a%2525252f%2525252fbsol.bsigroup.com%2525252f%252526wct%25253d2020-07-23T14%2525253a53%2525253a10Z%252526whr%25253dhttps%2525253a%2525252f%2525252fidentity.bsigroup.com%2525252fusers%2525252fissue.aspx%252526wreply%25253dhttps%2525253a%2525252f%2525252fbsol.bsigroup.com%2525252f%26wct%3d2020-07-23T14%253a53%253a11Z%26wreply%3dhttps%253a%252f%252ffederation.bsigroup.com%252f&wa=wsignin1.0&wtrealm=https%3a%2f%2fbsol.bsigroup.com%2f&wctx=rm%3d0%26id%3dpassive%26ru%3d%252f%253fwa%253dwsignin1.0%2526wtrealm%253dhttps%25253a%25252f%25252fbsol.bsigroup.com%25252f%2526wct%253d2020-07-23T14%25253a53%25253a10Z%2526whr%253dhttps%25253a%25252f%25252fidentity.bsigroup.com%25252fusers%25252fissue.aspx%2526wreply%253dhttps%25253a%25252f%25252fbsol.bsigroup.com%25252f&wct=2020-07-23T14%3a53%3a11Z&wreply=https%3a%2f%2ffederation.bsigroup.com%2f)

**Additional resources**

DMLS / University’s Library / British Library Collection / British Standards Online library.

**Specialist equipment**

DMA LEARN laptops / DMA WIFI / Occupational Hygiene Monitoring Equipment.

**Part A: Module Definition**

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| --- | --- | --- | --- | --- |
| **Module Title** | DMS 2500 - Professional Development | | | |
| **Short Module Title**  *Fewer than 30 characters* | **Prof Dev** | | | |
| **Level** | 5 |  | **Credits** | 40 |
| **HESA Cost Centre** | 10 |  | **JACS Code** | B910 |
| **Programmes requesting this module as core** | BSc (Hons) Environmental Health Studies | | | |
| **School** | RF |  | **Faculty** | HSS |

**Part B: Module Information**

|  |  |
| --- | --- |
| **Module Developer** | OIC EHP Training DEOH |
| **Module Leader** |  |
| **External Examiner** | Two External Examiners will share oversight of this course. |
| **Brief Module Description** | This module is built around professional practice within a workplace setting and students will be given the opportunity to work alongside qualified Military EH Techs and complete an experiential learning portfolio. |
| **PSRB requirements** | BSc (Hons) Environmental Health Studies: accredited by the Chartered Institute of Environmental Health (CIEH). To meet the requirements for an accredited award, this module must be passed.  To maintain training status and funding, the minimum component mark is 60%. |
| **Attendance requirements** | Full Time |
| **Delivery type** | Blended |

**Part C: Module Learning, Teaching and Assessment Information**

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| --- | --- |
| **Module aims** | Provides students with opportunity to evaluate and understand the Military working environments and apply the acquired skills and knowledge from other parts of the learning programme. |
| **Learning outcomes** | On satisfactory completion of this module students will be able to: |
| Learning Outcome 1 | Investigate a range of cases, issues or problems in an appropriate manner; |

|  |  |  |  |
| --- | --- | --- | --- |
| Learning Outcome 2 | Select, formulate, justify and implement the most appropriate course of action to solve the case, issues or problems to a satisfactory conclusion; | | |
| Learning Outcome 3 | Reflect on and evaluate the personal learning and skills developed through the activities undertaken, and propose ways of improving the work practices of their organisation; | | |
| Learning Outcome 4 | Describe the role and function of a Local Authority Environmental Health Department. | | |
| **Graduate attributes**  \* See the refocus handbook for more guidance | Attribute | Developed | Assessed |
| Enterprise |  |  |
| Digital literacy |  |  |
| Global outlook |  |  |
| **Module content** | * Learning through IT, work and the Military ELP. * The production of a portfolio of evidence including reflective practice. * Work placement or equivalent in several different settings and environments. * Tripartite process between student, the university and workplace to develop core competencies, knowledge, skills and abilities. * Govt policies and strategies used to ensure maintenance of good health and well-being to the UK workforce and wider population. | | |
| **Learning activities** | At the end of Block Two, seminars and training sessions will be run to explain the process of the Experiential Learning Portfolio, its assessment and support during the work placement.  Students will be allocated an instructor, who will be one of the Course Managers from the DEOH teaching staff, who will be the first point of contact to discuss any issues or problems that students might be experiencing completing their ELP.  During the placement a series of visits will be made to the workplace. The Training Officer or his representative, will establish how well the training is going and to offer advice to students on the completion of their work-based learning modules. At the end of Block Two students will be consulted about their preferences for their forthcoming placement. Then subject to the needs of the military, family constraints and students’ personal preferences, each student will be allocated to a training placement in keeping with their Service.  Undertake a short placement with a local authority environmental health department. | | |
| **Learning and teaching activities** | | | |
| **Activity** | Number of hours | | |
| Lectures | 6 | | |
| **Minimum total contact hours** | 6 | | |
| Placement | 194 | | |
| Guided independent study | 200 | | |
| **Total notional hours** | 400 | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assessment tasks** | | | | |
| **Formative assessment**  A range of formative assessments will be utilised in addition to the above formative tests. These may include online discussions; quizzes; learning projects and relevant written tasks. Effective communication, adequate notice and constructive feedback will be provided. These will not contribute to the final mark but will be considered to modify teaching and learning to ensure that the student participation and attainment is enhanced. | | | | |
| **Summative assessment** | | | | |
| Assessment 1  13 x Case Studies (Word count 2000 words) | Type | Weighting | Learning outcome(s) assessed | |
| Portfolio of evidence | Pass / Fail | 1 | X |
| 2 | X |
| 3 | X |
| 4 | X |
| Exam length:  *If applicable* | Word count:  *If applicable 2500 each* | | |
| Due: |  | | |
| KIS category | Coursework Portfolio | | |

**Part D: Resources to Support Learning**

**Books – Essential Reading**

CIEH (2009). Experiential Learning Portfolio: Guidance Documents.

Bolton, G., (2014). *Reflective practice: Writing and professional development*. (4th Ed.) London, Sage.

Northedge A., (2005). *The Good Study Guide*. (2nd Ed.) Bath, Open University Press.

**Books – Recommended Reading**

Cottrell S., (2013). *The Study Skills Handbook* (4th Ed). Basingstoke, Palgrave Macmillan.

**Websites**

Chartered Institute of Environmental Health - <https://www.cieh.org/professional-development/>

**Databases**

|  |  |
| --- | --- |
| Description | Barbour Index |
| URL | <https://www.barbour.info/> |

|  |  |
| --- | --- |
| **Additional resources** | DMLS / University’s Library / British Library Collection |
| **Specialist equipment** | DMA Student Tablet / DMA LAN |

**Part A: Module Definition**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module Title** | DMS 2230 - Application of Military Environmental Health Skills | | | |
| **Short Module Title**  *Fewer than 30 characters* | **Military EH Skills** | | | |
| **Level** | 5 |  | **Credits** | 20 |
| **HESA Cost Centre** | 5 |  | **JACS Code** | B910 |
| **Programmes requesting this module as core** | BSc (Hons) Environmental Health Studies | | | |
| **School** | RF |  | **Faculty** | HSS |

**Part B: Module Information**

|  |  |
| --- | --- |
| **Module Developer** | OIC EHP Training DEOH |
| **Module Leader** |  |
| **Deputy** |  |
| **External Examiner** | TBC |
| **Brief Module Description** | To allow students the ability to apply the learning outcomes from other modules, into the vocational context as a military EH Practitioner. |
| **PSRB requirements** | BSc (Hons) Environmental Health Studies: accredited by the Chartered Institute of Environmental Health (CIEH). To meet the requirements for an accredited award and achieve the academic credits this module must be passed and meet the minimum component mark set by University’s. To maintain training status and funding, the minimum component pass mark is 60%. |
| **Attendance requirements** | Full time |
| **Delivery type** | Blended |

**Part C: Module Learning, Teaching and Assessment Information**

|  |  |
| --- | --- |
| **Module aims** | The aim of the module, using case studies and practical scenarios, is to apply the learning from the other modules of this programme into a vocational context of a Military Environmental Health Practitioner. |
| **Learning outcomes** | On satisfactory completion of this module students will be able to: |
| Learning outcome 1 | Critique the operational role of the Environmental Health Practitioner and its importance within medical force protection in maintaining operational effectiveness, and its relationship to the wider military strategies on medical support, and how it compares with that adopted by Environmental Health Practitioners working in Local Authorities. (E+D+G) |

|  |  |  |  |
| --- | --- | --- | --- |
| Learning outcome 2 | Carry out audits, conduct investigations and obtain and synthesise information from a range of sources to identify health risks including bio security risks and radiation, and formulate and communicate management plans to address them. (E+D+G) | | |
| Learning outcome 3 | Identify pests of military importance, conduct vector surveys and be competent in the use of military pest control equipment. (E+G) | | |
| Learning outcome 4 | Design and implement appropriate strategies to ensure the provision of safe food including inspection of food premises and identification of training requirements. (E+G) | | |
| **Graduate attributes**  \* See the refocus handbook for more guidance | Attribute | Developed | Assessed |
| Enterprise | Y | Y |
| Digital literacy | Y |  |
| Global outlook | Y | Y |
| **Module content** | * Military doctrine & policy for medical force protection. * The relationship between military EH and civilian EH & HS enforcement. * Health Risk Management. * Environmental Industrial Hazard health risk evaluation and assessment. * Food and Water protection in the CBRN Environment. * Pest management techniques and Integrated Pest Management. * Provide advice regarding the selection of appropriate pest control contractors. * Integration of an environmental management system into an organisation’s existing management structure and writing environmental policies. * Military Food safety practice, including case studies and enforcement procedures. * Management control techniques and auditing procedures, including ISO 9000, Hazard Analysis and Critical Control Points and MOD JSP 456. * Food safety in the field and the transportation of rations. * Radiation monitoring and control. * Military catering premises inspection – planning, conducting, standards, recommendations and report writing. * Systems approach to training and hygiene training of food handlers. * The management of communicable disease control programs and outbreak investigations, including the current methods of disease and infection control employed by the military. * Utilise the current legislation, codes of practice and military publications/protocols that deal with the control and notification of disease outbreaks. * The use of statistics in Environmental Health. | | |
| **Learning activities** | Lectures, student led seminars, practical sessions, case studies and self-study tasks are all utilised to full effect during the module. Field work is used to underpin theory and develop practical skills in relation to Pest Control. Students will work both as individuals and as a member of a team (Syndicates) in carrying out case studies and problem-solving exercises. | | |

|  |  |
| --- | --- |
| **Learning and teaching activities** | |
| **Activity** | Number of hours |
| Lectures | 80 |
| Seminars | 6 |
| Tutorials | 12 |
| Practical sessions | 10 |
| Fieldwork | 75 |
| **Minimum total contact hours** | 184 |
| Guided independent study | 16 |
| **Total notional hours** | 200 |

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| --- | --- | --- | --- | --- |
| **Assessment tasks** | | | | |
| **Formative assessment**  A range of formative assessments will be utilised in addition to the below formative tests. These may include online discussions; quizzes; learning projects and relevant written tasks. Effective communication, adequate notice and constructive feedback will be provided. These will not contribute to the final mark but will be considered to modify teaching and learning to ensure that the student participation and attainment is enhanced. | | | | |
| **Summative assessment** | | | | |
| Assessment 1 | Type | Weighting | Learning outcome(s) assessed | |
| 1 three-hour essay style exam with 1 compulsory question and three from four. | Written examination | 40% | 1 |  |
| 2 | X |
| 3 | X |
| 4 | X |
| Exam length: 3 hours | | Word count:  *If applicable* | |
| Due week commencing: | |  | |
| KIS category | | Written examination | |
| Assessment 2 | Type | Weighting | Learning outcome(s) assessed | |
| 1 three-hour scenario style exam with up to eight non-essay type questions.  Reading packs will be issued 24 hours in advance. | Case study exam | 60% | 1 | X |
| 2 | X |
| 3 | X |
| 4 | X |
| Exam length: 3 Hours | | Word count:  *If applicable* | |
| Due week commencing: | |  | |
| KIS category | | Case Study | |

**Part D: Resources to Support Learning**

**Books – Essential Reading**

Grundy, J. H. (1981). *Arthropods of Medical importance*. Noble Books Ltd.

Heymann DL (2015). *Control of Communicable Diseases in Man* (20th Ed,), USA, American Public Health Association.

Bell, D. R (1995). *Lecture Notes on Tropical Medicine* (4th Ed,), Blackwell Science, Oxford.

**Books – Recommended Reading**

Stewart A (2016). *Basic Statistics and Epidemiology: A Practical Guide* (4th Ed,), CRC Press, Oxford.

Martin A et al (2012). An Introduction to Radiation Protection (6th Ed,) Hodder Arnold.

Le Baudour et al (2018). Emergency Medical Responder, First at Scene (11th Ed,) Pearson.

Shrieve, D (2010). Human Radiation Injury (1st Ed,) Lippincott Williams & Wilkins.

Apikyan, S & Diamond, D (2015). Nuclear Terrorism and National Preparedness, NATO.

Research on Health Effects of Low-Level Ionizing Radiation Exposure. Institute of Medicine and National Research Council.

Browne, D et al (2013). Treatment of Radiation Injuries (4th Ed,) Springer Science, New York.

Allied Joint Doctrine for Medical Support. AJP 4.10(B), NATO.

AP 1269 – RAF Manual of Medical Administration. Ministry of Defence.

Senior Health Advisor Policy Letter. Environmental Health and Force Health Protection Support to Army Formations and Units.

ACSO 3216 The Army’s Safety and Environmental Management System.

Chemical, Biological, Radiological and Nuclear (CBRN) - Defence Medical Services (DMS) Technical Medical Specialist for Environmental Health - Operational Performance Statement (Dated 14 Feb 11). Ministry of Defence.

AMedP-6(C) Volume III – NATO Handbook on the Medical aspects of NBC Defensive Operations (Chemical).

AMedP-6(C) Volume II – NATO Handbook on the Medical aspects of NBC Defensive Operations (Biological).

AMedP-6(C) Volume I – NATO Handbook on the Medical aspects of NBC Defensive Operations (Nuclear).

NATO STANAG 2954 – Training of Medical Personnel for NBC Operations.

2016DIN06-009: Informing Force Health Protection and Health Risk Management Through the Use of Medical Information and Medical Intelligence. Ministry of Defence.

2017DIN03-008: The Risk Assessment and Management of Force Health Protection, CBRN, Environmental and Industrial Hazards on Operations and Exercises. Ministry of Defence.

2017DIN04-137: Defence Integrated Pest Management Approved Equipment and Consumable Items. Ministry of Defence.

Queen’s Regulations for the Army.

Queen’s Regulations for the RAF.

JSP 456 – Defence Services Catering Manual – Volume Three. Ministry of Defence.

JSP 315 – Volume 1. Service Accommodation Code. Ministry of Defence.

JSP 418 – MOD Environment Manual – Volume 1 and 2. Ministry of Defence.

JSP 375 – MOD Health and Safety Manual. Ministry of Defence.

Joint Service Publication 950 – Medical Policy, Part 3 Chap 3, Part 7 Chap 2. Ministry of Defence.

JDP 4-03 (Ed 3) Medical Support to Joint Operations. Ministry of Defence.

JDP 3-64 Force Protection. Ministry of Defence.

JDN 5/10. CBRN Defence in the contemporary operating environment. Ministry of Defence.

JWP 3-61.1. NBC Defence. Ministry of Defence.

AC72212 AFM Humanitarian assistance and Disaster Relief. Ministry of Defence.

**Databases**

|  |  |
| --- | --- |
| Description | Barbour Index |
| URL | <https://www.barbour.info/> |

|  |  |
| --- | --- |
| **Additional resources** | DMLS / University’s Library / British Library Collection |
| **Specialist equipment** | LEARN Student Laptop / LEARN LAN |

**Part A: Module Definition**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module Title** | DMS 2034 - Integrated Pollution Control & Chemical Processes | | | |
| **Short Module Title**  *Fewer than 30 characters* | **IPPC** | | | |
| **Level** | 5 |  | **Credits** | 20 |
| **HESA Cost Centre** |  |  | **JACS Code** | B910 |
| **Programmes requesting this module as core** | BSc (Hons) Environmental Health Studies | | | |
| **School** | RF |  | **Faculty** | HSS |

**Part B: Module Information**

|  |  |
| --- | --- |
| **Module Developer** |  |
| **Module Leader** |  |
| **External Examiner** | Two External Examiners will share oversight of this course. |
| **Brief Module Description** | To study: -  The environmental impact of pollution from natural sources and human activities  The assessment and the technical and legislative controls of environmental pollution  The control of environmental risks through environmental management systems. |
| **PSRB requirements** | BSc (Hons) Environmental Health Studies: accredited by the Chartered Institute of Environmental Health (CIEH). To meet the requirements for progression and award, this module must be passed. |
| **Attendance requirements** | None |
| **Delivery type** | Blended |

**Part C: Module Learning, Teaching and Assessment Information**

|  |  |  |  |
| --- | --- | --- | --- |
| **Module aims** | This module aims to: -  Make students aware of the environmental impact of pollution from natural sources and human activities.  Familiarise students with skills required in the assessment of environmental pollution.  Provide students with an understanding of the scientific, legislative, technological and economic aspects relating to the sources, effects, assessment and control of pollution. | | |
| **Learning outcomes** |  | | |
| Learning outcome 1 | To appraise the legal and technical control of environmental pollution, in particular: -   1. The role of authorities, national and international agencies regarding pollution. 2. The concept of integrated pollution prevention and control as they relate to a range of pollutants. | | |
| Learning outcome 2 | Discuss the effect of natural processes and human activities on the environment and human health. | | |
| Learning outcome 3 | 1. Apply appropriate analytical techniques and standards for the study and detection of common pollutants and for interpreting results. 2. Utilise measurement and modelling approaches in assessing environmental noise. | | |
| Learning outcome 4 | Describe nuisance as legal entity and how it is used to remedy dispute of property. | | |
| **Graduate attributes**  \* See the refocus handbook for more guidance | Attribute | Developed | Assessed |
| Enterprise | Y |  |
| Digital literacy | Y |  |
| Global outlook | Y |  |
| Enterprise skills are developed as students will be expected to discuss potential solutions to environmental issues.  Digital literacy is developed as students are trained in the use of digital sound measuring equipment and use spreadsheets and online research to analyse and evaluate results from laboratory practicals.  Global outlook is developed as the module focuses on environmental issues that occur globally, a number of which are subject to international and European controls. | | | |
| **Module content** | * Sources and dispersion characteristics of major pollutants of land and air, and their environmental effects, control of pollutants from industrial combustion and vehicle emission, legal aspects. * Formation, sources and pollution aspects of fossil fuels. * Examination of the impact of vehicles and alternatives to current fuel usage. * Composition and properties of soil, land contamination, remediation and law. * Solid waste management, sustainability, toxic and hazardous waste management. * Environmental impact assessments, environmental policy, sustainable development, waste management, recycling and re-use. * Introduction to Environmental Management Systems (EMS). * Environmental Permitting. * Statutory nuisance. * Noise from commercial and industrial premises. * Waste water treatment and recreational water quality. * Civil emergency planning. | | |
| **Learning Activities** | Students will be taught in face to face and online lectures, supported by problem solving and other exercises to develop students’ understanding. This will be provided through a two day visit by the module tutor and online material made available through the VLE.  This will be complemented by a three-day block of laboratory investigations, related to the topics discussed in lectures and an interactive workshop on civil emergencies, delivered on campus. Students will be expected to evaluate the findings of their investigations through directed research | | |

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| --- | --- | --- | --- | --- | --- |
| **Learning and teaching activities** | | | | | |
| **Activity** | | Number of hours | | | |
| Lectures – face to face | | 8 (2 day visit by module tutor) | | | |
| Lectures – face to face | | 4 (On Campus Delivery) | | | |
| Lecture and other online learning activity | | 12 | | | |
| Tutorials | | 1 (On Campus Delivery) | | | |
| Practical sessions | | 2 (At DMA during module tutor visit) | | | |
| Supervised studio/lab | | 10 (On Campus Delivery) | | | |
| **Minimum total contact hours** | | 40 | | | |
| Guided independent study | | 160 | | | |
| **Total notional hours** | | 200 | | | |
| **Assessment tasks** | | | | | |
| **Formative assessment**  A range of formative assessments will be utilised in addition to the above formative tests. These may include online discussions; quizzes; learning projects and relevant written tasks. Effective communication, adequate notice and constructive feedback will be provided. These will not contribute to the final mark but will be considered to modify teaching and learning to ensure that the student participation and attainment is enhanced. | | | | | |
| **Summative assessment** | | | | | |
|  | Type | | Weighting | Learning outcome(s) assessed | |
| Assessment 1 | Examination | | 80% | 1 | X (a and b) |
| 2 | X |
| 3 |  |
| 4 | X |
| Exam length: 2 hours  *If applicable* | | | Word count:  *If applicable* | |
| Due week commencing: | | |  | |
| KIS category | | | Written examination | |
|  | Type | | Weighting | Learning outcome(s) assessed | |
| Assessment 2 | Laboratory workbook | | 20% | 1 |  |
| 2 | X |
| 3 | X |
| 4 |  |
| Exam length:  *If applicable* | | | Word count:  *If applicable* | |
| Due week commencing: | | |  | |
| KIS category | | | Coursework | |

**Part D: Resources to Support Learning**

For franchise delivery, students will also need to access local Government, Government Agency and Professional Body websites covering safety, health and environmental management to obtain information about local legislative frameworks, monitoring data etc. Details of relevant websites are provided in Section 31 of the CAT for each course.

**Books – Essential Reading**

Barratt, R (2003) *Air Quality Management* Milton Keynes, Open University

British Standards Institute (1997) *BS4142:1997 Method of rating industrial noise affecting mixed residential and industrial areas* Milton Keynes, BSI.

Burnley, S and Crompton, S (2004) *Waste Management* Milton Keynes Open University.

Department of Health– Committee on the Medical Effects of Air Pollutants (1997) *Handbook on Air Pollution and Health.* London, TSO.

Environmental Protection UK (2011) *Essential Environment: A Comprehensive Guide to UK & EU Environmental Protection Legislation* Brighton, Environmental Protection UK.

Hyde, P (2011*) Essentials of Environmental Management* Wigston, Institution of Occupational Safety and Health.

Jacobson, MZ (2002) *Atmospheric Pollution History, Science and Regulation* Cambridge, Cambridge University Press.

Nesaratnam, S (2003) *Water Pollution Control* Milton Keynes, Open University.

Peters RJ, Smith BJ and Hollins M *(*2011). *Acoustics and Noise Control.* Longman.

Taherzadeh, S (2003). *Noise Control* Milton Keynes, Open University.

**Books – Recommended Reading**

Miller. G. Tyler (2009). *Living in the environment: principles, connections and solutions.* 17th ed. Brooks/Cole.

*Watson, R & Downey* (2008). *The Little Red Book of Acoustics* London, Blue Tree Acoustics.

Harrison R., (2001). *Pollution: Causes, Effects and Control.* (4th Ed). Cambridge, Royal Society of Chemistry.

Williams P., James R., & Roberts S., (2000). *The Principles of Toxicology: Environmental and Industrial Applications*, London, Wiley Interscience.

Girling R., (2005). *Rubbish! A Chronicle of Waste*. Transworld Publishers, UK.

**Journals**

Environmental Health News, Chartered Institute of Environmental Health - ISSN/E-ISSN 0969-9856 - <http://www.ehn-online.com/>

ENDS Report, Environmental Data Services - ISSN/E-ISSN *0966* *-4076*

The Environmentalist, Institute of Environmental Management and Assessment - <http://www.environmentalistonline.com/>

**Websites**

DEFRA’s webpages on environmental permitting for IPPC andLAPPC including a general guidance manual and sector specific guidance. -<http://www.defra.gov.uk/environment/quality/industrial/>

The CIEH’s web pages on environmental protection issues - <http://www.cieh.org/policy/environmental_protection.html>

The website for Environmental Protection UK, a respected environmental campaigning organisation - <http://www.environmental-protection.org.uk>

Environment Agency guidance to business on Environmental Permitting - <http://www.environment-agency.gov.uk/business/topics/permitting/default.aspx>

United Nations Framework Convention on Climate Change - http://unfccc.int/[2860](http://unfccc.int/2860.php).php

National Atmospheric Emissions Inventory - <http://www.naei.org.uk/>

The World Health Organisation – published guidance on community noise - <http://www.who.ch>

**Databases**

|  |  |
| --- | --- |
| Description | Barbour Index |
| URL | <https://www.barbour.info/> |

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| --- | --- |
| **Additional resources** | DMLS / University’s Library / British Library Collection |
| **Specialist equipment** | DMA Student Tablet / DMA LAN, Specialist noise measuring equipment, Standard laboratory equipment.  Personal protective equipment |

**Part A: Module Definition**

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| --- | --- | --- | --- | --- |
| **Module Title** | DMS 3100 - Applied Environmental & Public Health Strategy | | | |
| **Short Module Title**  *Fewer than 30 characters* | **Applied Environmental & Public Health Strategy** | | | |
| **Level** | 6 |  | **Credits** | 30 |
| **HESA Cost Centre** |  |  | **JACS Code** | B910 |
| **Programmes requesting this module as core** | BSc (Hons) Environmental Health Studies | | | |
| **School** | RF |  | **Faculty** | HSS |

**Part B: Module Information**

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| --- | --- |
| **Module Developer** |  |
| **Module Leader** |  |
| **External Examiner** | Two External Examiners will share oversight of this course. |
| **Brief Module Description** | This module is designed to develop the student’s understanding of the theoretical and practical approaches to promotion of public health. It provides a framework for practitioners to consider how to address contemporary health issues within many settings and situations. It also seeks to allow students to review current environmental health theory, policies and procedures and to put it into practice in a safe environment.  Students will consider the operational role of the Environmental Health Practitioner and look at the skills that are common to the five areas of environmental health, health and safety, food safety, environmental protection, public health and housing. |
| **PSRB requirements** | BSc (Hons) Environmental Health Studies: accredited by the Chartered Institute of Environmental Health (CIEH). To meet the requirements for progression and award on the accredited route, this module is designated as “Professional” and must be passed. |
| **Attendance requirements** | None |
| **Delivery type** | Blended |

**Part C: Module Learning, Teaching and Assessment Information**

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| --- | --- | --- | --- |
| **Module aims** | The aim of this module is to take a strategic view of environmental and public health and to apply the strategy to a range of settings. This module provides the means for students to link academic work with a practice situation to conceptualise the meaning of theory in the wider world context. This facilitates the embedding of transferable and graduate skills necessary for future career paths and employment. It will provide knowledge, skills and abilities to practice and develop strategies to implement health gain or improvement. It also seeks to provide the student with an understanding of where their practice fits into strategic agendas and how their practice adds value to environmental and public health improvement. | | |
| **Learning outcomes** |  | | |
| Learning outcome 1 | Actively discover and consider current and credible knowledge sources, organise and interpret data and evaluate against prescribed standards and consider all aspects of an environmental and public health issue and devise strategies for prevention of damage to health. | | |
| Learning outcome 2 | Solve complex problems, manage perceived risks and actual risks and balance individual needs against the community at large | | |
| Learning outcome 3 | Engage with duty holders to identify practices, procedures, management systems and risk controls. | | |
| Learning outcome 4 | Effectively communicate with a range of people and organisations | | |
| Learning outcome 5 | Identify and bridge gaps between knowledge, skills held and need of clients to secure improvements in public health. | | |
| Learning outcome 6 | Appraise opportunities for collaborative working and identify weaknesses in organisations. | | |
| **Graduate attributes**  \* See the refocus handbook for more guidance | Attribute | Developed | Assessed |
| Enterprise | Y |  |
| Digital literacy | Y | Y |
| Global outlook | Y | Y |
| Enterprise skills will be fostered through class activities which will require the rational linking of causes to solutions and actions, and students will have to demonstrate these skills in the assessment which will involve documentation of evidence-based health promotion practice. These skills are also developed as the module is based on the student being exposed to a series of real-life scenario problem-based learning activities which are also designed to foster an ability to prioritise their work. The assessment is designed to test these skills and involves analysis of a complex scenario.  Digital literacy skills in the areas of location of academic material in electronic databases and use of discussion boards and other e-learning support, e.g. online tutorials, will be developed through the learning activities. There will be significant use made of the virtual learning environment, to provide access to key information.  Global outlook will be fostered because students will work on global case studies within the teaching and formative tasks. In addition, one of the tutors has an African context to health promotion practice. Students may also opt for an international focus for the assignment. The principles learnt in this module can be applied globally. For example, prioritising workload strategies are used around the world. | | | |

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| **Module content** | Students are to be trained in the following subjects during the module:  Health promotion strategies.  Organisational management in an environmental health and public health context.  Good communications within and between organisations, including how organisations and teams within organisations work best together.  Professional ethics in a public/ environmental health context.  Identify and articulate the rights and responsibilities of individuals and organisations whose acts or omissions might impact on public health.  Identify, link, co-operate and work with other professionals, organisations and agencies for the protection, enhancement and promotion of public health and develop policies and strategies for the protection, enhancement and promotion of public health.  Identify and practice the skills necessary to facilitate personal, financial and organisational management.  Facilitate the development of the holistic viewpoint.  Examination of the World Health Organisation concepts and concept of global public health.  Review of the UK public health agenda.  Effective compliance strategies.  Assessing need, finding and using data to support needs and risk. assessment and applying appropriate resources and skills to meet such needs. |
| **Learning activities** | Much of the applied environmental and public health strategy material will be delivered via the VLE. This will be supported by:  2 × 2-day module tutors visit to run workshops and seminars.  1 × 1-day visit by the module tutors to run a seminar and workshop.  1 video seminars for mock court via live stream  Students are expected to discuss the module using the discussion forum on the VLE.  A strong emphasis is placed on student centred learning, either as part of a group or individually using scenario based practical exercises and simulations. Lectures are centred on developing problem-solving skills, prioritisation and the practical application of knowledge. Scenarios are based on real life situations within the military, business and enforcement that the Environmental Health Practitioner may find themselves in. The examination also seeks to do this by reflecting reality.  There will be active participation in workshops and exercises with case studies of major intervention problem solving. |
| **Activity** | Number of hours |
| Lectures | 44 |
| Seminars | 10 |
| **Minimum total contact hours** | 54 |
| Guided independent study | 246 |
| **Total notional hours** | 300 |
| **Assessment tasks** | |

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| **Formative assessment**  A range of formative assessments will be utilised in addition to the above formative tests. These may include online discussions; quizzes; learning projects and relevant written tasks. Effective communication, adequate notice and constructive feedback will be provided. These will not contribute to the final mark but will be considered to modify teaching and learning to ensure that the student participation and attainment is enhanced. | | | | |
| **Summative assessment** | | | | |
| Assessment | Type | Weighting | Learning outcome(s) assessed | |
| Assignment | 100% | 1 | X |
| 2 | X |
| 3 | X |
| 4 | X |
| 5 | X |
| 6 | X |
| Exam length:  *If applicable* | | Word count: 3000  *If applicable* | |
| Due week commencing: | |  | |
| KIS category | |  | |

**Part D: Resources to Support Learning**

**Books – Essential reading**

Warwick-Booth, L. Cross, R, and Lowcock, D, (2012) *Health Studies a Contemporary Introduction.* Cambridge, Polity.

Ozin P., Norton H. & Spivey P. (2004). *A Practical Guide to the Police and Criminal Evidence Act 1984.* 2nd edition. Blackstone Practical Policing.

Baggott, R (2011) Public Health: Policy and Politics (2nd ed.) Basingstoke, Palgrave Macmillan.

Naidoo, J. and Wills, J. (2009) Foundations for Health Promotion (3rd ed). London, Bailliere Tindall.

Bassett W.H. (2014) 8th Ed. *Environmental Health Procedures.* Routledge, Taylor and Francis Group.

**Books – Recommended reading**

Marmot Review (2010) Fair Society, Healthy Lives. Strategic Review of Health Inequalities in England post-2010, Marmot Review, University College London.

**Journals**

Environmental Health News, Chartered Institute of Environmental Health - ISSN/E-ISSN 0969-9856 - <http://www.ehn-online.com/>

Journal of Public Health

Journal of Epidemiology and Community Health

Health Promotion International

**Articles**

Eisenberg, J.N.S., Desai, M.A. Levy, K. Bates, S.J., Liang,S., Naumoff, K. and Scott, J.C. (2007) Environmental Determinants of Infectious Disease: A Framework for Tracking Causal Links and Guiding Public Health Research. *Environ Health Perspect*. 115(8) 1216–1223.

Schulz, A. and Northridge, M.E. (2004)Social Determinants of Health: Implications for Environmental Health Promotion. *Health Educ Behav* 31 (4) 455-471.

**Websites**

Criminal Justice System - <http://www.cjsonline.goc.uk>

Department for Business Enterprise and Regulatory Reform - <http://www.berr.gov.uk>

Local Government Regulation - <http://www.lacors.gov.uk>

National Institute of Health and Clinical Evidence

UK Health Security Agency - [UK Health Security Agency - GOV.UK (www.gov.uk)](https://www.gov.uk/government/organisations/uk-health-security-agency)

World Health Organisation - <http://www.who.int>

Office of National Statistics - <http://www.ons.gov.uk/ons/index.html>

Chartered Institute of Environmental Health - <http://www.cieh.org>

**Databases**

|  |  |
| --- | --- |
| Description | EBSCHO useful for multidisciplinary aspects of public health |
| URL |  |

|  |  |
| --- | --- |
| Description | Barbour Index |
| URL | <https://www.barbour.info/> |

|  |  |
| --- | --- |
| **Additional resources** | DMLS / University’s Library / British Library Collection |
| **Specialist equipment** | DMA Student Tablet / DMA LAN |

**Part A: Module Definition**

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| --- | --- | --- | --- | --- |
| **Module Title** | DMS 3200 - Food Inspection and Fitness | | | |
| **Short Module Title**  *Fewer than 30 characters* | **Food Inspection** | | | |
| **Level** | 6 |  | **Credits** | 20 |
| **HESA Cost Centre** | 10 |  | **JACS Code** | B910 |
| **Programmes requesting this module as core** | BSc (Hons) Environmental Health Studies | | | |
| **School** | RF |  | **Faculty** | HSS |

**Part B: Module Information**

|  |  |
| --- | --- |
| **Module Developer** |  |
| **Module Leader** |  |
| **External Examiner** | Two External Examiners will share oversight of this course. |
| **Brief Module Description** | The module is designed to develop competency in the examination, identification and assessment of fitness for human consumption of a range of food stuffs. The module also builds on previous study regarding interventions available and competency in selecting the most appropriate intervention in a range of work-based learning scenarios culminating in the CIEH practical Food Examination. |
| **PSRB requirements** | BSc (Hons) Environmental Health Studies: accredited by the Chartered Institute of Environmental Health (CIEH). To meet the requirements for progression and award on the accredited route, this module is designated as “Professional” and must be passed. |
| **Attendance requirements** | None |
| **Delivery type** | Blended |

**Part C: Module Learning, Teaching and Assessment Information**

|  |  |  |  |
| --- | --- | --- | --- |
| **Module aims** | The module is designed to develop competency in the examination, identification and assessment of wholesomeness and of fitness for human consumption of a range of foodstuffs. Students will also be required to have an in depth understanding of the principles of food production and preservation technologies. The module also builds on competency in the application of legislation, guidance and standards to inform the critical evaluation of a range of interventions available and the reflection on action taken to inform future practice. | | |
| **Learning outcomes** |  | | |
| Learning outcome 1 | Be able to identify a wide range of foods produced globally and be able to use knowledge and skills gained to inspect, assess and make judgment on the wholesomeness and fitness for human consumption of these foods | | |
| Learning outcome 2 | Be able to demonstrate an in depth understanding of the nature, challenges and principles of food production and processing technology where the purpose is to eliminate contaminants and/or prolong shelf life and be able to appreciate the conflicting pressures in the food industry of producing safe but high-quality food. | | |
| Learning outcome 3 | To demonstrate an in depth understanding of relevant food safety legislation and Codes of Practice and be able to assimilate this knowledge together with knowledge of standards and guidelines to effectively interpret and apply this legislation to a range of situations | | |
| Learning outcome 4 | To be able to critically evaluate the range of interventions available and be able to select the most appropriate for use in a range of complex situations and be able to reflect on that action to inform future practice | | |
| **Graduate attributes**  \* See the refocus handbook for more guidance | Attribute | Developed | Assessed |
| Enterprise | Y |  |
| Digital literacy | Y |  |
| Global outlook | Y | Y |
| Enterprise skills are developed and assessed, because there will be substantial real-life scenario problem-based learning, and the skills acquired will be required to complete the assessment.  Development of Digital Literacy skills will primarily be around digital scholarship, through significant use of the VLE both to provide learning materials, and links to key information.  Global Outlook is developed and assessed, because the module covers the inspection of food from the Global Market and legislative requirements and interventions are in place throughout Europe but are also common to many countries in the world. The issues addressed are also common to the global food market and many developing countries are following the European lead. | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Module content** | | Identification and inspection of a range of foods encountered at point of sale.  Microbiological, chemical and physical hazards found in foods commonly found on sale or used in processing.  Assessment of fitness of a range of food commodities  including red meat, meat products and meat preparations, poultry, game, fish and shellfish, fruits, vegetables, nuts and pulses, milk and dairy products, canned and packaged foods, vacuum and modified atmosphere packaged foods, foods with Health Marks and Identification Marks.  High risk products of non-animal origin.  Imported food controls.  Food production technologies including Food Preservation principles and techniques.  Food Packaging.  The use of Good Hygiene Practice/ Prerequisite programmes to prevent or eliminate hazards.  Hazard analysis principles and the relationship with Prerequisite programmes.  Legal provisions and powers available for the control of hazards in foods.  Interventions and strategies available for the reduction, elimination, and control of hazards.  Assessing the most appropriate intervention.  Reflection on choice of intervention. | | | |
| **Learning activities** | | The content is delivered online using online tutorials with embedded videos, photographs and other learning materials designed to allow study anywhere and anytime. Quizzes with feedback will test achievement of learning prior to block food inspection laboratories.  Tutors from the Food Standards Agency, Senior Lecturers and Environmental Health Practitioners will deliver the learning in practical hands-on sessions. The CIEH Practical Food Examination is the assessment for this module and the exam is conducted on the afternoon of the third day.  A wide range of foodstuffs will be presented as it would be found at different points in the food chain including primary products and food found at manufacture, wholesale, retail and catering. Specimens will reflect the global food market and will include diverse and ethnic products. | | | |
| **Activity** | | Number of hours | | | |
| Tutorials | | 24 | | | |
| Practical sessions | | 15 | | | |
| **Minimum total contact hours** | | 39 | | | |
| Guided independent study | | 161 | | | |
| **Total notional hours** | | 200 | | | |
| **Assessment tasks** | | | | | |
| **Formative assessment**  A range of formative assessments will be utilised in addition to the above formative tests. These may include online discussions; quizzes; learning projects and relevant written tasks. Effective communication, adequate notice and constructive feedback will be provided. These will not contribute to the final mark but will be considered to modify teaching and learning to ensure that the student participation and attainment is enhanced. | | | | | |
| **Summative assessment** | | | | | |
| Assessment | Type | | Weighting | Learning outcome(s) assessed | |
| CIEH Practical Food Examination | | 100% | 1 | X |
| 2 | X |
| 3 | X |
| 4 | X |
| Exam length: 30 minutes  *If applicable* | | | Word count:  *If applicable* | |
| Due week commencing: | | |  | |
| KIS category | | | Examination | |

**Part D: Resources to Support Learning**

**Books – Essential Reading**

Sprenger R.A., (2014). Hygiene for Management A Text for Food Safety Courses 17th Ed. Highfield.

JSP 456 MoD Defence Catering Manual Volume 3 – Defence Food Safety Management. Ministry of Defence.

Carol A. Wallace, (2014). *Intermediate HACCP*. 4th Ed. Highfield.co.uk.

Frances Bissell, (1989). *Sainsbury’s Book of Food.*  J Sainsbury.

Adams M. R., and Moss M.O., (2010). *Food Microbiology. 2nd Edition.* Royal Society of Chemistry.

Bassett W.H. (2014) 8th Ed. *Environmental Health Procedures.* Routledge, Taylor and Francis Group.

**Books – Recommended Reading**

Jay J.M, Loesnner M.J and Golden D.A (2006). *Modern Food Microbiology.* 7th Edition. Springer-Verlag New York Inc.

Martimore, S and Wallace C. (2013). *HACCP. A. Practical Approach*. Chapman and Hall.

The Food Hygiene (England) Regulations 2013.

FSA (2011) Food Law Code of Practice and guidance.

**Websites**

Food Standards Agency - [www.food.gov.uk](http://www.direct.gov.uk/en/Employment/HealthAndSafetyAtWork/index.htm)

Government Legislation - <http://www.legislation.gov.uk/>

UK Health Security Agency - [UK Health Security Agency - GOV.UK (www.gov.uk)](https://www.gov.uk/government/organisations/uk-health-security-agency)

World Health Organisation - [http://www.who.int](http://www.who.int/)

Office of National Statistics - <http://www.ons.gov.uk/ons/index.html>

Chartered Institute of Environmental Health - <http://www.cieh.org>

**Articles**

Eisenberg, J.N.S., Desai, M.A. Levy, K. Bates, S.J., Liang,S., Naumoff, K. and Scott, J.C. (2007) Environmental Determinants of Infectious Disease: A Framework for Tracking Causal Links and Guiding Public Health Research. *Environ Health Perspect*. 115(8) 1216–1223.

Schulz, A. and Northridge, M.E. (2004)Social Determinants of Health: Implications for Environmental Health Promotion. *Health Educ Behav* 31 (4) 455-471.

**Journals**

|  |  |
| --- | --- |
| Title | British Food Journal |
| Publisher | Emerald |
| ISSN/E-ISSN | 0007-070X |
| URL | [http://emeraldinsight.com/journals.htm?issn=bfj](http://www.supremecourt.gov.uk/?issn=bfj) |

**Databases**

|  |  |
| --- | --- |
| Description | EBSCHO useful for multidisciplinary aspects of public health |

|  |  |
| --- | --- |
| URL |  |

|  |  |
| --- | --- |
| Description | Barbour Index |
| URL | <https://www.barbour.info/> |

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| --- | --- |
| **Additional resources** | DMLS / University’s Library / British Library Collection |
| **Specialist equipment** | DMEL Student Tablet / DMEL LAN, Food samples, Access to Food Inspection laboratory, Protective clothing |

**Part A: Module Definition-**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module Title** | DMS 3250 - Work Based Learning Module | | | |
| **Short Module Title**  *Fewer than 30 characters* | **WBL** | | | |
| **Level** | 6 |  | **Credits** | 30 |
| **HESA Cost Centre** | 10 |  | **JACS Code** | B910 |
| **Programmes requesting this module as core** | BSc (Hons) Environmental Health Studies | | | |
| **School** | RF |  | **Faculty** | HSS |

**Part B: Module Information**

|  |  |
| --- | --- |
| **Module Developer** | OIC EHP Training DEOH |
| **Module Leader** |  |
| **External Examiner** | Two External Examiners will share oversight of this course |
| **Brief Module Description** | Students will develop their professional skills to produce a portfolio on interventions undertaken in each field of Environmental Health. |
| **PSRB requirements** | BSc (Hons) Environmental Health Studies: accredited by the Chartered Institute of Environmental Health (CIEH).  No specific requirements for the case studies as the assessment is on a pass/fail basis. 40% pass mark for the WBL interview. |
| **Attendance requirements** | Full Time / Part Time / Distance Learning. |
| **Delivery type** | Blended |

**Part C: Module Learning, Teaching and Assessment Information**

|  |  |  |  |
| --- | --- | --- | --- |
| **Module aims** | The main aim of this module is to develop the students’ ability to reflect on their practical work and to learn from their experiences.  Students will be able to review current environmental health theory, policies and procedures and put it in to practice in a known setting to protect the health of military personnel and wider public health.  The module also seeks to encourage the identification of the impact of work practice on the service users and the wider military.  Students will be able to develop their core skills in relation to the role of the operational environmental health practitioner and consider the skills that are common to the 5 fields of environmental health:   * Food Safety * Environmental Protection/pollution * Housing * Public Protection/public health * Health & Safety | | |
| **Learning outcomes** | | | |
| Learning outcome 1 | Critically investigate a range of cases, issues or problems in an appropriate manner; (E+G) | | |
| Learning outcome 2 | Select, formulate, justify and implement the most appropriate intervention in a variety of contexts within the fields of environmental health; (E+D+G) | | |
| Learning outcome 3 | Reflect on and critically evaluate the personal learning and skills developed through the activities undertaken; (D+G) | | |
| Learning outcome 4 | Critically devise proposals for the improvement of work practices within their own organisation. € | | |
| **Graduate attributes**  \* See the student handbook for more guidance | Attribute | Developed | Assessed |
| Enterprise € |  |  |
| Digital literacy (D) |  |  |
| Global outlook (G) |  |  |
| Enterprise skills are implicit within the planning and execution of individual taskings including creativity, self-motivation, and a high level of ability to manage time and task. Digital Literacy skills will be required in the location and selection of information, and in the production of each intervention report.  Global Outlook will be developed through successful resolution of each intervention to protect health. | | | |
| **Module content**  \*\*RPL students embarking directly onto Block 5 will have acquired Level 4 (foundation) & Level 5 (core) in standard theoretical and applied knowledge, transferable skill development and competence in the field of environmental health from prior academic learning of the HND. | Learning through routine tasking reflective practice (taught in DMS 1111, DMS 2500 and as Block 5 taught element for RPL students\*\*).  The production of a work plan and portfolio of evidence.  Work placement or equivalent in several different settings and environments.  Tripartite process between student, the university and workplace to develop core competencies, knowledge, skills and abilities.  Completion of the Epigeum VLE module. | | |
| **Learning activities** | Learning through work-based learning through work experience, exposure to real life health threats and the management of them. | | |
| **Learning and teaching activities** | | | |
| **Activity** | Number of hours | | |
| Lectures | 36 (incorporates Housing for HHSRS, HMOs and Housing Renewal) | | |
| **Minimum total contact hours** | 36 | | |
| Placement | 264 | | |
| **Total notional hours** | 300 | | |
| **Assessment tasks** | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Formative assessment**  A range of formative assessments will be utilised in addition to the above formative tests. These may include online discussions; quizzes; learning projects and relevant written tasks. Effective communication, adequate notice and constructive feedback will be provided. These will not contribute to the final mark but will be considered to modify teaching and learning to ensure that the student participation and attainment is enhanced. | | | | |
| **Summative assessment** | | | | |
| Assessment 1  Workplan (formative); 6 X Case Studies (1 x Formative, 5 x Summative) Max word count 2000 words. | Type | Weighting | Learning outcome(s) assessed | |
| Portfolio of evidence | Pass / Fail | 1 | X |
| 2 | X |
| 3 | X |
| 4 | X |
| Exam length:  *If applicable* | | Word count:  *If applicable 2500 each* | |
| Due week commencing: | | 3 x Summative due 31 Jul 25  2 x Summative due 28 Feb 26 | |
| KIS category | | Coursework Portfolio | |
| Assessment 2  Panel of 2 EHO members. Duration 30 mins plus 20 mins note making. | Type | Weighting | Learning outcome(s) assessed | |
| Formal interview | 100% | 1 | X |
| 2 | X |
| 3 |  |
| 4 |  |
| Exam length:  *If applicable* | | Word count:  *If applicable* | |
| Due week commencing: | | 5 May 26 | |
| KIS category | | Interview | |

**Part D: Resources to Support Learning**

**Books – Recommended reading**

Northedge A., (2005). *The Good Study Guide (2nd Revised Edition)*. Bath, The Open University Press.

Northedge A., Thomas J., Lane A., Peasgood A., (1997). *The Sciences Good Study Guide.* Bath, The Open University Press.

Bolton G., (2014). *Reflective Practice: Writing and Professional Development* (4th Ed.). London, Sage.

Cottrell S., (2013). *The Study Skills Handbook* (4th Ed.). Basingstoke, Palgrave Macmillian.

Moon J., (2004) A Handbook of Reflective and Experiential Learning: Theory & Practice. London. Routledge.

**Websites**

Chartered Institute of Environmental Health – <http://www.cieh.org>

**Databases**

|  |  |
| --- | --- |
| Description | Barbour Index |
| URL | <https://www.barbour.info/> |

|  |  |
| --- | --- |
| **Additional resources** | DMLS / University’s Library / British Library Collection / |

|  |  |
| --- | --- |
| **Specialist equipment** | DMEL Student Tablet / DMEL LAN, |

**Part A: Module Definition**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module Title** | DMS 3330 - Research Methodology and Dissertation | | | |
| **Short Module Title**  *Fewer than 30 characters* | **Research** | | | |
| **Level** | 6 |  | **Credits** | 40 |
| **HESA Cost Centre** |  |  | **JACS Code** |  |
| **Programmes requesting this module as core** | BSc (Hons) Environmental Health Studies | | | |
| **School** | RF |  | **Faculty** | HSS |

**Part B: Module Information**

|  |  |
| --- | --- |
| **Module Developer** |  |
| **Module Leader** |  |
| **External Examiner** | Two External Examiners will share oversight of this course. |
| **Brief Module Description** | Students will develop their research skills to produce a project report on a subject relevant to the practice of Environmental Health in a military context |
| **PSRB requirements** | BSc (Hons) Environmental Health (MoD): accredited by the Chartered Institute of Environmental Health (CIEH). To meet the requirements for award, this module must be passed. |
| **Attendance requirements** | None |
| **Delivery type** | Blended |

**Part C: Module Learning, Teaching and Assessment Information**

|  |  |  |  |
| --- | --- | --- | --- |
| **Module aims** | To equip students with enough appreciation of research methods and strategies to plan and implement, in considerable depth, an extended and advanced piece of academic work on a relevant topic of interest to them.  To help students develop the capacity for independent work and critical thought. | | |
| **Learning outcomes** |  | | |
| Learning outcome 1 | Demonstrate the ability to systematically search, select, critically evaluate and synthesize from within the body of information available via physical and electronic media. | | |
| Learning outcome 2 | Critically evaluate alternative research methods and apply appropriate techniques to the collection and analysis of data for the resolution of a defined research question. | | |
| Learning outcome 3 | Produce a coherent and scholarly study of a specific topic within the broader subject area. | | |
| Learning outcome 4 | Organise and manage a significant programme of independent study, including the ability to manage time, materials and ideas. | | |
| **Graduate attributes**  \* See the refocus handbook for more guidance | Attribute | Developed | Assessed |
| Enterprise |  |  |
| Digital literacy |  |  |
| Global outlook |  |  |
| Enterprise skills are implicit within the planning and execution of research including creativity, self-motivation, and a high level of ability to manage time and task. Digital Literacy skills will be required in the location and selection of information, and in the production of the Project report. Global Outlook will be developed during the taught elements of the module using relevant exemplars, case studies etc. Depending on the project undertaken, it may also be assessed. | | | |
| **Module content** | The first part of the module introduces students to the range of research approaches and research skills, culminating in the preparation of a detailed research proposal on a topic to be chosen by the student in collaboration with the module tutor and another suitably qualified member of staff. This proposal will then form the basis of a research project to be completed with tutorial support over the following 12 months. | | |
| **Learning activities** | Much of the research methods material will be delivered via the VLE. This will be supported by;  2 × 2-day module tutor visits to run workshops seminars and individual tutorials with students. (June, July)  1 × 1-day visit by a qualitative research tutor to run a seminar and workshop. (June)  2 video seminars (June)  1 face to face or Skype tutorial for each student with a subject specialist tutor who will become their project supervisor (July/August)  Students are expected to arrange a further 7 hours of contact with their project supervisor during the conduct of their research project. | | |
| **Activity** | Number of hours | | |
| Lectures | 6 | | |
| Seminars | 6 | | |
| Tutorials | 1 | | |
| Project supervision | 8 per student | | |
| Supervised studio/lab | 6 | | |
| **Minimum total contact hours** | 27 | | |
| Guided independent study | 373 | | |
| **Total notional hours** | 400 | | |
| **Assessment tasks** | | | |
| **Formative assessment**  A range of formative assessments will be utilised in addition to the above formative tests. These may include online discussions; quizzes; learning projects and relevant written tasks. Effective communication, adequate notice and constructive feedback will be provided. These will not contribute to the final mark but will be considered to modify teaching and learning to ensure that the student participation and attainment is enhanced. | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Summative assessment** | | | | |
| Assessment 1 | Type | Weighting | Learning outcome(s) assessed | |
| Portfolio of workshop exercises | 20% | 1 | X |
| 2 | X |
| 3 |  |
| 4 |  |
| Exam length:  *If applicable* | | Word count:  *If applicable* | |
| Due week commencing: | | Week 5 | |
| KIS category | | Coursework | |
| Assessment 2 | Type | Weighting | Learning outcome(s) assessed | |
| Project proposal | 20% | 1 |  |
| 2 | X |
| 3 |  |
| 4 | X |
| Exam length:  *If applicable* | | Word count: 2000  *If applicable* | |
| Due week commencing: | | Week 14 | |
| KIS category | | Coursework | |
| Assessment 3 | Type | Weighting | Learning outcome(s) assessed | |
| Final Report | 50% | 1 | X |
| 2 | X |
| 3 | X |
| 4 | X |
| Exam length:  *If applicable* | | Word count: 8000  *If applicable* | |
| Due week commencing: | |  | |
| KIS category | | Coursework | |

**Part D: Resources to Support Learning**

**Books – Essential reading**

Bell, J. (2005). *Doing Your Research Project: A Guide for First-Time Researchers in Education, Health and Social Science.* 4th Ed. Open University Press.

Miles, M. B. & Huberman M. A. (1994). *Qualitative Data Analysis: An Expanded Sourcebook*. 2nd Ed. Sage.

Peat, Jennifer, (2001). *Health Science Research. A Handbook of Quantitative Methods*. Allen & Unwin.

Denscombe, N., (1998). *The Good Research Guide to for Small Scale Social Research Projects.* 5th Ed. Open University Press.

**Websites**

Skills for learning, University

**Databases**

|  |  |
| --- | --- |
| Description | EBSCHO useful for multidisciplinary aspects of public health |
| URL |  |

|  |  |
| --- | --- |
| Description | Barbour Index |
| URL | <https://www.barbour.info/> |

|  |  |
| --- | --- |
| **Additional resources** | DMLS / University’s Library / British Library Collection |
| **Specialist equipment** | DMEL Student Tablet / DMEL LAN, Food samples, Access to Food Inspection laboratory, Protective clothing |

1. External Examiners are central to the University's quality assurance and enhancement procedures. Their role is to act as independent moderators, and to consider student attainment overall with impartiality. External Examiners provide one of the principal means for the maintenance of nationally comparable standards. The impartiality of External Examiners is paramount to ensuring equity for students and furthermore to ensuring the fair application of University Regulations. [↑](#footnote-ref-2)
2. Boards of Officers - [↑](#footnote-ref-3)