

UNIVERSITY OF WOLVERHAMPTON

# ***BSc (Honours) Environmental Health***

**COURSE GUIDE 2012/3**

[About this guide](#)

[Welcome](#)

[Attendance](#)

[The Wolverhampton Graduate](#)

[About the Course](#)

[Academic Regulations](#)

[Course information](#)

[Course Structure](#)

[University Academic Calendar 2012/3](#)

[Course Management](#) and [Staff Involved with the Course](#)

[Where to Get Help with your Course](#)

[Employability & Your Personal Development Portfolio \(PDP\)](#)

[Health and Safety Issues](#)

[Progression for Further Study](#)

[Career Opportunities](#)

[School Charter for Students](#)

[Academic Misconduct](#)

## About this guide

This Course Guide will help you plan your course. It tells you which modules you must study and pass, and lists the optional ones which contribute to your award. The Guide also offers you brief descriptions of each module, including general information about assessment tasks, and an overview of how the Course can be used for future career choices.

You should read this Course Guide in conjunction with the [Undergraduate Student Guide: the University's Policies and Regulations](#) and/or [Postgraduate Student Guide](#). These documents should provide you with all the basic information that we think you will need for your period of study here.

You are encouraged to read this Guide through now. It will be a considerable advantage to you to be familiar from the outset with the various aspects of your studies that are described. It may be that the relevance of some of the sections will not be immediately obvious. Keep it somewhere accessible, so that you can refer to it as needed. The answers to many of the questions that you will want to ask are contained in it.

Obviously even in a document like this we have not covered every query and problem that you might have about the course. If you find that there is something you need to know, please check on [SAS Student Support Portal in WOLF](#) or contact the SAS Student Support Office (details below). You can also consult the University's [Student Services Gateway](#) as appropriate. We are pleased to hear your views and welcome suggestions for ways of improving the operation of the Course.

Please enter the contact details for your Personal Tutor for your future reference:	----- <i>The name of your Personal Tutor will be given to you at the beginning of your course and can be checked via e:Vision</i>
Your School Student Support Office is:	<b>Student Support Office</b> <b>Room: MA104</b> <b>Tel : 01902 322129</b> <b>Email: <a href="mailto:sasstudentsupport@wlv.ac.uk">sasstudentsupport@wlv.ac.uk</a></b>
Your local <i>HERE 2 HELP</i> is:	Ground floor MD Building, City Campus (South) Tel: 01902 322487 Fax:01902 322185

Please note that in order to develop and improve the Course, it may be necessary on occasions to amend or revise the details given in this Course Guide.

## Welcome

On behalf of the Course Management Team I should like to extend to you a very warm welcome and I would like to take this opportunity to wish you every success in your studies at the University of Wolverhampton, and trust that your time at the University of Wolverhampton will prove to be enjoyable, stimulating and rewarding.

Environmental Health is one of many run by the School of Applied Sciences which has established an excellent reputation for the quality of its courses, for an innovative approach to teaching and learning, and for the friendliness of its staff.

We believe it is important that you are encouraged to make your own contribution to the effective operation and development of your chosen course. We are, therefore, keen to hear your views and would welcome any suggestions that you may have about ways of improving any aspect of your course and/or the student experience here at the University. In practice, you will have the opportunity to do this through our 'student voice' processes, such as student forums.

Remember that the outcome of your studies could affect the whole of your future career and therefore study should certainly be your first priority. In resolving to work hard however, do not forget to have time for recreation and social activities. Make sure you take full advantage of the [University facilities](#) at your disposal.

**Dr Hazel Gibson, Course Leader**  
[h.gibson@wlv.ac.uk](mailto:h.gibson@wlv.ac.uk)

## **Attendance**

The University recognises that you have made a significant investment in both time and money in choosing to study for a degree. Staff are committed to helping you fulfil your potential. Your attendance at, and participation, in classes is a key factor in ensuring that you do so.

Attendance will help you to:

- Understand the subject area you are studying;
- Acquire and develop the skills and knowledge needed to ensure success;
- Prepare for and undertake assessments;
- Learn from and with your fellow students;
- Receive feedback from teaching;
- Participate in practical and group work;
- Develop your communication skills.

If you are unable to attend a class please let your tutor know that you are unable to do so. He/she will then be able to give you advice on what was covered in the class, and what you need to do to catch up. Please do remember how important attendance is to your success.

**The University considers this to be so important that it reserves the right to review the position of students who fail to attend.**

## **The Wolverhampton Graduate**

By the end of your course, the university expects you to be a Wolverhampton Graduate who is knowledgeable and enterprising, digitally literate and a global citizen.

### **Digitally Literate**

Our graduates will be confident users of advanced technologies; they will lead others, challenging convention by exploiting the rich sources of connectivity digital working allows.

### **Knowledgeable and Enterprising**

Our graduates will know how to critique, analyse and then apply knowledge they acquire in an enterprising way.

### **Global citizens**

Our graduates will bring an informed understanding of their place and ethical responsibilities in the world.

Further information can be found on the University student webpage for [Graduate Attributes](#).

## About the Course

This Guide outlines the modules which are available, teaching and learning activities and assessment tasks. If there is anything you need to discuss further, please contact Dr Hazel Gibson, Course Leader.

The role of Environmental Health Practitioners (EHP) is to ensure that the social and physical environments in which we work, eat, live and play are safe and therefore their work affects our health and well-being. Completing a **Chartered Institute of Environmental Health (CIEH)** accredited course is the first stage to becoming a registered Environmental Health Practitioner and following a career in this very varied profession with excellent prospects.

To become an EHP, you must pass:

- Your CIEH accredited degree course
- Professional Practice Portfolio (PPP) and Professional exams assessed by the CIEH
- Food Inspection examination

The Environmental Health Course develops scientific knowledge and understanding of the key disciplines of environmental health; public health, health and safety, food safety, environmental protection and housing.

Year one focuses on developing key study skills and knowledge for the rest of the course and includes an introduction to the context of environmental health.

Year two focuses on key areas of environmental health such housing, health and safety, food microbiology and biochemistry and development of further practical skills.

Students may take an optional, but strongly recommended sandwich work placement year after year 2. For the work-based learning to contribute the Experiential Portfolio requirement of EHP registration, students must register with the Environmental Health Registration Board (EHRB) of the CIEH before undertaking the work placement. Alternatively you may choose to complete the Experiential Portfolio after year 3 of study.

The final year is the culmination of the course and a holistic approach to Environmental Health is developed through case study-based modules and the Honours project, which is an independent research project in an area of interest.

During the second or third year of the course you will have the opportunity to complete the Food Inspection examination. This is not an integral part of the course but a requirement for subsequent registration as an EHP. Please note that there will be an additional charge for this training course (price to be confirmed)

The Environmental Health course is prescribed i.e. all modules are core modules at all levels and there are no free choice elective modules. This level of prescription ensures that the requirements of the professional body (Chartered Institute of Environmental Health) are met.

### **The educational aims of the course are:**

- provide a coherent course of study, which develops multidisciplinary knowledge and understanding needed to underpin the Environmental Health disciplines.
- develop the ability to critically analyse, apply knowledge and judgement to protect public health.

- enhance employability through the provision of applied practical experience and learning so that students have the personal and professional values to continue the process of becoming EH practitioners.

**At the end of this course you will be able to:**

1. Critically analyse the implications of biological, chemical, physical, social and psychosocial stressors on human health in relation to food safety, health and safety, housing, environmental protection and public health
2. Apply the legislative framework related to environmental health.
3. Collect, critically appraise data and information to make informed decisions and formulate appropriate solutions.
4. Demonstrate cognitive and communication skills in relation to the application of knowledge and judgment to identify and make effective interventions to protect public health.
5. Develop personal and professional development skills through engagement with self-managed and reflective learning.

These will be achieved a wide variety of **learning activities** throughout the course including lectures, tutorials, workshops, laboratory practical work, fieldwork, field visits, case studies, project work, problem based learning, on-line exercises, computer workshops, structured laboratory classes, group work, an individual research project, and the promotion of reflective/ self managed learning

The University's **blended learning** strategy means that your learning is supported through the integration of technology throughout the course such as copies of module materials, online formative and summative assessments and personal development portfolios.

## **Academic Regulations**

This course adheres to the University's academic regulations. A full version of these regulations can be found on the University web page [for Policies and Regulations](#). These regulations govern your course and will be binding on you. It is, therefore, important that you read and become familiar with them.

**Please note that for this course, you must pass all modules which means that there is no compensation of E (marginal fail) grades**

## **Course information**

A variety of **assessment methods** are used throughout the course. At level 4, where fundamental knowledge and basic skills are developed the assessments include tests,

coursework, poster and an introduction to portfolio development. At level 5 to promote a deep approach to learning and encourage self-directed learning, the assessments include coursework activities, examinations requiring application of the knowledge, a practical report and a portfolio to evidence of skills and reflection on learning. At level 6, students are required to demonstrate a holistic approach to environmental health and apply knowledge from multi-disciplinary areas. This is assessed by focus on in depth case studies, project work and portfolios.

As registration as EHP involves submission of an Experiential Learning Portfolio to CIEH, assessment by portfolios of evidence and reflection on learning contributes to the development of essential skills in Environmental Health graduates.

This is a generic Environmental Health course, involving academic staff with research and consultancy experience related to the breadth of Environmental Health. Environmental Health practitioner input into the course is key and delivered through University staff and extensive links with practitioners in Local Authorities and the private sectors. The course includes the development of practical and fieldwork skills and offers opportunities for overseas field trips.

UG Regulations (This section does not apply to Higher Nationals, Foundation Degrees and RN/Dip HE.)	
Students will study: <b>Standard Full-time:</b> modules worth 120 credits each academic year, taught over two semesters in the academic year.	
<b>Part-time:</b> normally modules worth no more than 80 credits each academic year.	

## Course Structure for undergraduate courses

### Level 4 (1)

Year long modules			
C	4EH003	Environmental Health in context	20 Credit

C	4EH004	Personal and professional skills	20 Credit
---	--------	----------------------------------	-----------

Semester 1				Semester 2			
C	4EH002	Human Health and the Environment	20 credit	C	4HW003	Exploring the development and scope of public health	20 credits

C	4EH001	The Natural Environment	20 credit	C	4HW002	The impact of work on health	20 credits
---	--------	-------------------------	-----------	---	--------	------------------------------	------------

### Level 5 (2)

Year long modules			
C	5EH003	Housing and Law	20 Credit

C	5EH002	Analytical and field skills in environmental health	20 Credit
---	--------	---	-----------

Semester 1				Semester 2			
C	5EH005	Environmental Pollution	20 Credit	C	5EH001	Food Microbiology and biochemistry	20 Credit

C	5EH004	Legal enforcement and compliance	20 Credit	C	5HW001	Managing health and wellbeing	20 Credit
---	--------	----------------------------------	-----------	---	--------	-------------------------------	-----------

### Level 6 (3)

Year long modules			
C	6HL004	Promoting health: assessing and addressing health need	20 Credit

C	6EH004	Research project	20 Credit
---	--------	------------------	-----------

Semester 1				Semester 2			
C	6EH001	Control of water and foodborne disease	20 Credit	C	6EH001	Environmental Health Practice (Health & Safety/ Food)	20 Credit

C	6EH002	Environmental Protection	20 Credit	C	6EH003	Practice skills in Environmental Health	20 Credit
---	--------	--------------------------	-----------	---	--------	---	-----------

### Options

After Level 5 study, students may take an optional sandwich placement year (**5EH007 Work experience**). Alternatively, student may be supported through development of the Experiential Learning Portfolio by registering on **7EH001 Experiential Learning** after completion of level 6 study.

## University Academic Calendar 2012/13

[University Academic Calendar.](#)

### Course Management and Staff Involved with the Course

**Course Leader** *Dr Hazel Gibson*  
01902 32 2771  
[h.gibson@wlv.ac.uk](mailto:h.gibson@wlv.ac.uk)

**Key course team** *Dr David Williams* ([D.R.Williams@wlv.ac.uk](mailto:D.R.Williams@wlv.ac.uk))  
*Dr Clive Roberts* ([C.L.Roberts@wlv.ac.uk](mailto:C.L.Roberts@wlv.ac.uk))  
*Dr Steve Henderson* ([steven.henderson@wlv.ac.uk](mailto:steven.henderson@wlv.ac.uk))  
*Dr Roy Protheroe* ([R.G.Protheroe@wlv.ac.uk](mailto:R.G.Protheroe@wlv.ac.uk))  
*Dr Glynn Watkin* ([D.G.Watkin@wlv.ac.uk](mailto:D.G.Watkin@wlv.ac.uk))  
*Dr Chris Young* ([C.H.Young@wlv.ac.uk](mailto:C.H.Young@wlv.ac.uk))  
*Michelle Crosbie* ([M.Crosbie@wlv.ac.uk](mailto:M.Crosbie@wlv.ac.uk))

Denise Bellingham-Young ([D.Bellingham-Young@wlv.ac.uk](mailto:D.Bellingham-Young@wlv.ac.uk))  
Jean Brant ([Jean.Brant@wlv.ac.uk](mailto:Jean.Brant@wlv.ac.uk))

## Where to get help with your course

If you find that there is something you need to know, please check on [SAS Student Support Portal in WOLF](#) or contact the SAS Student Support Office in room MA104, Tel: 01902 322129 or Email: [sasstudentsupport@wlv.ac.uk](mailto:sasstudentsupport@wlv.ac.uk)

### Student Support

If you encounter any issues (personal or academic) the following diagram directs you to the appropriate department or staff member.



## **Employability & Your Personal Development Portfolio (PDP)**

### **What is 'Employability'?**

'Employability' is concerned with the development of skills aimed at enhancing your employment prospects throughout your time here at the University of Wolverhampton. Developing specialist subject and academic knowledge is important for employers but they also want to employ individuals who are able to:

- Communicate effectively,
- Work in a team and have good interpersonal skills.
- Solve problems
- Work on their own using their own initiative and are able to adapt to changing situations
- Be self-confident

### **How Will You Develop Your Employment Skills?**

At the School of Applied Sciences we aim to provide you with the opportunity to develop these through the modules you will be studying. The assessments you do for your modules are designed to help you develop Subject specific skills through the research you undertake for the assignments. In addition, they are also designed to help you develop other key skills such as your written communication skills. Where you have formal presentations, this will build your self-confidence in addition to helping you develop your skills of verbal communication. Working as part of a team will develop vital group-work skills. Attending your classes regularly will further ensure that you have the opportunity to develop other skills.

Throughout your time at the University, you will develop and be able to demonstrate a number of skills, some of which are listed below:

- Working as part of a group
- Demonstrating teamwork skills and leadership skills
- Effective communication
- Written (via reports etc.)
- Oral (through formal presentations)
- Problem-solving
- IT skills (which include use of basic packages for word processing, spreadsheets, use of email etc.)
- Time management – attending classes, handing in of assignments, planning study time

You may also be working part-time. The experience you gain within a work environment is a very worthwhile one and also helps you to develop transferable skills which are valued by employers.

The Environmental Health course is structured to provide relevant practical experience to develop the skills required to join the Environmental Health profession. The course involves input from Environmental Health practitioners in Local Authorities and the private sectors and the development of appropriate practical and fieldwork skills through a variety of case studies and visits. You may choose to undertake a placement year as part of your course to enhance your employment skills further. Finally, there are opportunities of overseas field trips with numerous existing

## **Health & Safety issues**

In addition to the normal University guidelines about health, safety and behaviour, you will also be required to adhere to codes of practice covering working in laboratories and in the field.

You will be asked to read and sign documents about field and laboratory safety at the start of your course. You must provide yourself with a protective laboratory coat. You must be particularly vigilant when working in the field or laboratory, or with specialised equipment, and follow all safety instructions issued to you by a member of staff. Any student who is deemed to be putting himself/herself or others at risk will be asked to leave the laboratory or field course with any consequent loss of study credits and possible resultant financial penalty.

### **Progression for Further Study**

On completion of the course, graduates could pursue their specialism through Postgraduate study e.g. in noise and acoustics or environmental protection

### **Career opportunities**

Environmental Health provides a broad spectrum of work opportunities ranging from food safety to environmental protection and enables you to improve the quality of life for many people. Working as an Environmental Health Practitioner will enable you to pursue a career in food safety, housing, health and safety, environmental protection and public health within local authorities or in the private sector (food industry, retail and consultancy) The CIEH website provides case studies of careers ([http://www.ehcareers.org/meet\\_us.html](http://www.ehcareers.org/meet_us.html))

## School Charter for Students

The University is a community of learning; each and every member, be they staff or students, have responsibilities to that community as well as to themselves. All students of the university have the right to study in an environment that promotes success. This means that no one should be distracted by the inconsiderate behaviour of others; for example by people who arrive late, or talk in lectures or the learning centre.

### **In order to help you achieve your objectives with us, we will strive to provide:**

- Effective impartial advice and guidance
- An effective introduction to the University, the School of Applied Sciences and your chosen course
- A welcoming environment with quiet places to study
- Appropriate resources including books and computing resources
- Qualified and professional tutors and staff
- Stimulating and well planned learning opportunities
- Well-defined and appropriate programmes of study
- Opportunities to plan and review progress with tutors and student support workers
- Access to learning support
- Access to confidential counselling and careers advice

### **We will aim to ensure that**

- Timely and appropriate feedback will be provided on assessments
- You have a personal tutor
- You can book an appointment with your tutor using the on-line booking system
- You will have access to the information you need to progress on your course e.g. each module you study will be accompanied by a module guide, similarly your award/pathway will have a guide or handbook

You will find information about all of the above in your Pathway Guide or Award Handbook, or from your tutor or from the web.

### **The University expects and needs you to:**

- Make regular use of the electronic systems provided for your use e.g. E-Mail, E-Vision, Wolf and the student appointments system If you do not make use of these resources you cannot perform well.
- Attend regularly and punctually, this means for example, that you should not enter a teaching room after the session has started or miss appointments you have made to see staff.
- Given in all your assessments on time (or they will not be marked)
- Show courtesy and respect to staff and other students, this means for example, that cell phones should be turned off in all teaching sessions.
- Ensure that you understand the requirements of your award/pathway
- Ensure that you are aware of the requirements of each module you are studying and are aware which sessions to attend and what the assessment procedures are
- Respect and abide by University Regulations, e.g. Equal Opportunities Policy, ID Cards, quiet areas.
- Bring all the personal equipment that you require to classes/workshops
- Show consideration to others by listening attentively and participating in class activities
- Keep your tutor informed if you have personal problems that affect your work; if these problems make it necessary to seek extensions, to do so before the deadline
- Identify for yourself what constitutes academic misconduct such as plagiarism and make every effort to avoid it. (See <http://www.wlv.ac.uk/polsregs> for definitions and help)
- Use the student support office (Room MA104) to get quick answers to your queries without hunting for a lecturer.
- Seek approval for and confirm any change of programme within the deadlines
- Inform the University when your address or other contact details change
- Follow Health and Safety guidelines in laboratory and fieldwork settings.
- Behave appropriately as an ambassador for the University when working off campus.

## Academic Misconduct

***The University considers seriously all acts of academic misconduct, which by definition are dishonest and in direct opposition to the values of a learning community. Academic misconduct, if not challenged, will ultimately devalue academic standards and honest effort on the part of students.***

### Defining Academic Misconduct

#### ***Cheating***

*Cheating is defined as any attempt to gain unfair advantage in an assessment by dishonest means, and includes, for example, all breaches of examination room rules, impersonating another student, falsifying data, and obtaining an examination paper in advance of its authorised release.*

This is not an exhaustive list and other common examples of cheating would include –

- Being in possession of “crib notes” during an examination
- Copying from the work of another student
- Prohibited communication during an examination
- Acts of plagiarism or collusion as defined below

#### ***Collusion***

*Collusion is when two or more people combine to produce a piece of work for assessment that is passed off as the work of one student alone. The work may be so alike in content, wording and structure that the similarity goes beyond what might have been coincidence. For example – where one student has copied the work of another, or where a joint effort has taken place in producing what should have been an individual effort.*

Collusion should not be confused with the normal situation in which students learn from one another, sharing ideas and group work to complete assignments (where this is specifically authorised).

#### ***Plagiarism***

*Plagiarism is the act of taking someone else’s work and passing it off as your own. This includes incorporating either unattributed direct quotation(s) or substantial paraphrasing from the work of another/others. It is important to cite all sources whose work has been drawn on and reference them fully in accordance with the referencing standard used in each academic school.*

The most common forms of plagiarism are –

- Cut or copied and pasted materials from websites
- Copying the work of another student (past or present) including essays available through “essay bank” websites – or other data.
- Copying material from a text book or journal

*Students may go to great lengths to disguise the source reference they have been consulting in contributing to an assignment – without understanding that with proper referencing this is entirely acceptable.*

### **Support for Students**

The University, through its academic staff, will be both sympathetic and supportive in preventing plagiarism and other forms of academic misconduct.

A variety of support mechanisms are in place to help students succeed and avoid academic misconduct.

- Visit our study skills support website at [www.wlv.ac.uk/skills](http://www.wlv.ac.uk/skills) See the section on tackling academic misconduct.
- Download the Students' Union guide to Avoiding Academic Misconduct ("Read, Write, Pass") - available from the same webpages.
- Book an appointment to see a study skills adviser - through the Learning Centres.
- Speak to your personal tutor or module leader.
- There is help available if you need it. The University caught and prosecuted 500 cases of Academic Misconduct last year - it is better to do the work than think you can get away with cheating - the penalties are severe...

### **Penalties**

Where an offence is admitted, or a panel decides that cheating, plagiarism or collusion has occurred, a penalty will be imposed. The severity of the penalty will vary according to the nature of the offence and the level of study. Penalties will range from failure of the assignment under investigation to a restriction of the award a student may ultimately achieve or a requirement to leave the University.

Full details about the University's policy on Academic Misconduct and regulations and procedures for the investigation of academic misconduct are available at our website: [www.wlv.ac.uk/polsregs](http://www.wlv.ac.uk/polsregs)