# Course Specification

## Programme Rationale

### Course aims

This course aims to:

Enable students, especially non-traditional learners i.e. those who may not previously have considered or had the opportunity to study for a higher education qualification, to gain a Certificate in Higher Education via both College-based and work-based learning.

Develop and extend the student's knowledge and skills in both the academic content of their subject and in the professional and vocational skills necessary for current and future employment in Environmental Health/Food Safety.

Provide students with an intellectually challenging and satisfying programme to a standard appropriate to their development and training needs.

Enable students employed as Environmental Assistants or Technicians in Local Authority Environmental Health Departments to develop their careers by completing this Diploma, and then, if they and their employers wish, by satisfying the further requirements of the Chartered Institute of Environmental Health (CIEH) for professional qualification as a registered Food Safety Practitioners.

Advise and offer opportunities for students to develop study skills.

To ensure a close working relationship and partnership between academic staff and those responsible for work-based learning.

These aims will be achieved by means of high-quality teaching and learning.

**Programme specification**

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|---|---|---|
| 1 | Awarding Institution | Nescot |
| 2 | Teaching Institution | Nescot |
| 3 | Accrediting Authority | CIEH |
| 4 | Final Award | Diploma in Food Control |
| 5 | Names of routes | Food Premises Inspection and Food control |
| 6 | UCAS code | n/a |
| 7 | QAA benchmark group | 065 10/2004 |
| 8 | Date of production | September 2013 |
| 9 | Main Educational Aims | The programme aims to enable students to:-<br>i. understand the principles of Environmental Health/Food Safety and the ways in which those principles have been developed; |
| | | ii. successfully apply in the workplace the knowledge and skills learnt throughout the programme;<br>iii. understand the main methods of enquiry in Food Control and be able critically to analyse information and to consider and apply appropriate approaches to the solution of problems in a Local Authority Food Safety context;<br>iv. understand the limits of their knowledge and the sources of advice and guidance in those aspects of problems that are outside their experience or field of study; |
| 10 | Programme outcomes | |
| | A knowledge and understanding of: Food Control relevant to their work as a Food Safety Officer. | Teaching and learning strategies will include:<br>Lectures, case studies, practical exercises, vle and e-learning, resource based-learning, preparation for verbal and poster presentations.<br><br>Assessment methods will include:<br>Essays, multi-choice papers, data interpretation, work-place simulations, examinations and time-constrained assignments. |

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|---|---|---|
| | Cognitive skills necessary: To understand and apply relevant legislation with care and precision.<br>Evaluate the outcomes of their work as Environmental technicians<br>Demonstrate sound judgement in a work context<br>Demonstrate critical thinking, problem solving and reflection<br>Recognise their own abilities and limitations | Teaching and learning strategies will include:<br>Case-studies, seminars, discussion groups, presentations, question and answer sessions, tutorials.<br><br>Assessment methods will include:<br>Case-studies, work-place simulations, contributions to discussions, performance in seminars and tutorials and the use of personal development plans |
| | Practical skills e.g.<br>An ability to perform inspections, conduct sampling and recording, apply routine procedures and techniques<br>handle numerical data and conduct simple statistical tests<br>Identify and recommend safe and effective practice. | Teaching and learning strategies will include:<br>Demonstrations, visits, discussions with visiting practitioners, practical exercises, written and verbal exercises involving simulated work situations.<br><br>Assessment methods will include both observer and peer-group assessment of performance during the above plus:<br>case studies and tutorial exercises. |
| | Transferable skills<br>Demonstrate knowledge of effective inter-professional working practices that respect and utilise the contributions of all working professionals in all aspects of Food Control. Understand the need for change and participate in change management.<br>Respect and utilise the contributions of other professionals | Teaching and learning strategies will include:<br>Joint exercises, discussions and work simulations, visits and communal exercises<br><br>Assessment will include peer and tutor evaluation of performance in the above. |
| | Key skills<br>Demonstrate literacy Numeracy<br>IT<br>Problem solving<br>Working with others. | Teaching and assessment of key skills in an integral part of all lesson planning and all class-based and work-based exercises. |
| 11. | Route/Pathway | To provide a progression pathway to CIEH registration and hence to working as a Food Safety Officer. |

**All 4 modules of the Higher Certificate in Food Premises Inspection must be successfully completed before progression.**

**Level 6 Diploma in Food Control**

| Course Structure for Part-Time Students | | |
|---|---|---|
| | **Sem 3** | **Food Law and Compliance (30 Credits)** |
| | **Sem 3** | **Food Recognition and Identification (30 Credits)** |

**All modules must be passed in order to successfully complete the course.**

**Modules contributing to the programme**
**ROUTE 2 - FOOD CONTROL – MODULES 5 AND 6**

## 5 FOOD CONTROL LAW AND COMPLIANCE

30 Credits
300 notional learning hours
52 college taught hours
248 work-based and or independent study-based hours

### Pre-requisites

Modules 1 to 4 Higher Certificate Food Premises Inspection must be completed satisfactorily before completing Module 5.

### Introduction

This module aims to enable students to apply knowledge gained regarding the legislative consequences when food may be unfit or of poor quality, nature; enabling effective seizures, detention, inspections, audits to control hazards related to misleading claims, labels, and unsafe ingredients.

### Learning outcomes

At the end of this module and following completion of an appropriate amount of independent study, a student will be able to:

- Articulate the powers, duties and responsibilities of the authorised officer working in an enforcement role against all relevant provisions of the enabling legislation, substantive law and codes of practice as they relate to food control: entry to food premises; inspection of food, collection of evidence, service of notices and initiation of legal proceedings.
- Understand the role of those authorised to protect health and the wider interests of the consumers at different points in the food chain, considering, especially, meat and poultry meat inspectors at abattoirs, fish inspectors at wholesale markets and official veterinarians and port health officers at border inspection posts and inland authorities, recognising their powers and duties in respect of both imported food and food destined for export.

- Understand the circumstances when sampling for compositional compliance, chemical analysis and microbiological examination might be carried out as a legal requirement, the roles performed by the Public Analyst and Food Examiner, and the responsibilities and duties of the sampling officer.
- Understand the ways in which different foods might be affected adversely by the actions of others, who, whether wittingly or unwittingly, pass off, misrepresent or otherwise cause to mislead another as to the fitness, quality or provenance of that food, identifying the measures available to detect and prevent food fraud, and in the event of transgression, the means of intervening to protect health and the interests of the consumer.
- Understand the role performed by 'passive surveillance' in producing data on the incidence of disease and prevalence of particular pathogens, and by 'active surveillance' in supplying data that alerts the wider public health workforce to cases and outbreaks and informs the epidemiology of food-borne disease.
- Recognise the need to collate and record information on a range of food safety matters, including the outcome of inspections, sampling and enforcement activity, and to see this made available in the form required by any suitably authorised agency or body requesting it.
- Understand the process to be followed when called upon to investigate a complaint involving a foodstuff, including the need to acquire and manage information from different sources, secure evidence, and recommend a course of action, before seeing this assembled into a report or other suitable form, ahead of dissemination.
- Appreciate the means by which data is acquired 'in the field', so understanding: the physical means of measuring accurately the temperature of food in storage; recording the physical appearance of a food commodity; and, the taking of a representative sample of food for analysis and aseptically for microbiological examination.
- Recognise the purpose and value of labelling as a means of informing consumers of compositional and nutritional attributes and forewarning consumers of potential hazardous constituents, including allergens and additives, and in so doing identify misleading claims and contraventions of labelling regulations.
- Have a detailed understanding of the powers to detain, seize and order the subsequent condemnation and disposal of unfit or suspect food

**Assessment**

This module will be assessed by a research project/coursework
There will also be an end of module examination/timed assessment. The examination may be open book. All assessments are equally weighted.

**Indicative Reading**

Battersby, S. (ed.) (2022) Clay's handbook of environmental health. 22nd edn. London: Routledge. E-book
Deveaux, T. and Bassett, W.H. (2019) Bassett's environmental health procedures. 9th edn. London: Routledge. E-book
Forsythe, S.J. and Hayes, P.R. (1998) Food hygiene, microbiology and HACCP. 3rd edn. Gaithersburg: Aspen. Shelved at 664.001579 FOR

Hyde, R. (2017) Regulating food-borne illness: investigating, control and enforcement. Oxford: Hart Publishing. Shelved at 344.04232 HYD
Smith, M. (2019) Food safety and inspection: an introduction. London: Routledge. Shelved at 363.19264 SMI

Online
Wallace, C.A., Sperber, W.H. and Mortimore, S. (2018) Food safety for the 21st century: managing HACCP and food safety throughout the global supply chain. 2nd edn. Hoboken, NJ: Wiley. E-book

**Websites:**

Chartered Institute of Environmental Health: http://cieh.org/ Food Standards Agency: http://www.food.gov.uk Public Health England - GOV.UK: https://www.gov.uk/government/organisations/public-health-england The Ministry of Justice: http://www.justice.gov.uk/ WHO: https://www.who.int/

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## 6 FOOD RECOGNITION AND IDENTIFICATION

30 Credits
300 notional learning hours
52 college taught hours
248 work-based and or independent study-based hours

### Pre-requisite

Modules 1 to 5 must be completed satisfactorily before completing Module 6.

### Introduction

This module aims to ensure that students have the skills and knowledge to identify and describe all food types relevant to the UK and be equipped to enforce the legislation confidently and identify when food is deemed to be unfit for human consumption and presents a risk to human health.

### Learning outcomes

At the end of this module and following completion of an appropriate amount of independent study a student will be able to:

- Describe the structure and function of the main organs and systems of the human body, most notably the alimentary canal, explaining how pathogenic agents or toxins (like scombotoxin or botulinum toxin), once ingested, come to cause infection or intoxication, and the likely prognosis once affected.
- Draw from a body of knowledge on the comparative anatomy and physiology of the common food animals, and with particular focus on the functional systems in life, identify the cuts, organs and tissues that are normally encountered at retail, and be able to establish whether they are fit for human consumption.
- Recognise the appearance of healthy and wholesome tissue of the common food animals when presented at the point of retail sale, and thereafter able to discuss the hazards and risks to human health when presented as a food commodity (including the common pathological and physiological conditions that might present at this point) before passing judgment on its fitness for human consumption and consumer acceptability.
- Identify plant-derived foods (fruits, vegetables, cereals, pulses, seeds, herbs and spices), - eggs and dairy products found commonly at retail sale or in use in catering environments, describing characteristics of their use, means of preparation, and conditions that may cause them to deteriorate or be deemed to be unfit for human consumption, and thus able to discuss the hazards commonly associated with these products and the likely impact on human health.
- Identify the fish, shellfish and fishery products commonly found at retail in the UK, distinguishing them through their anatomical features and physiological characteristics, before determining their condition and fitness for human consumption.
- Describe the cause and effect of the hazards associated with fish, fishery products and shellfish presented at retail sale in the UK, together with the nature and appearance of specimens and fishery products when they have spoiled or are deemed to be unfit for human consumption.
- Identify the key allergens associated with food products sold in the UK, relating the hazard to the legislative requirement to forewarn customers and consumers by labelling and other means, and the measures expected of manufacturers, retailers and caterers to control against undeclared ingredients

## Assessment

The module will be assessed by one pieces of coursework/ research project and by an examination/timed assessment. The examination may be open book. All assessments are equally weighted.

## Indicative Reading


Battersby, S. (ed.) (2022) *Clay's handbook of environmental health*. 22nd edn. London: Routledge.
E-book
Belitz, H-D., Grosch, W. and Schieberle, P. (2004) *Food chemistry*. 3rd rev. edn. Berlin: Springer-Verlag.
E-book
Bell, C. and Kyriakides, A. (2009) *Campylobacter: a practical approach to the organism and its control in foods*. Chichester: Wiley-Blackwell.
Shelved at 664.001579 BEL
Bell, C. and Kyriakides, A. (2000) *Clostridium botulinum: a practical approach to the organism and its control in foods*. Oxford: Blackwell Science.
Shelved at 664.00579 BEL
Bell, C. and Kyriakides, A. (1998) *E. coli: a practical approach to the organism and its control in foods*. London: Blackie Academic and Professional.
Shelved at 664.001579 BEL
Bell, C. and Kyriakides, A. (2005) *Listeria: a practical approach to the organism and its control in foods*. 2nd edn. Oxford: Blackwell.
Shelved at 664.001579 BEL
Bell, C. and Kyriakides, A. (2002) *Salmonella: a practical approach to the organism and its control in foods*. Oxford: Blackwell Science.
Shelved at 664.001579 BEL
Bhunia, A.K. (2018) *Foodborne microbial pathogens: mechanisms and pathogenesis*. 2nd edn. New York: Springer.
E-book
Boziaris, I.S. (ed.) (2014) *Seafood processing: technology, quality and safety*. Chichester: Wiley Blackwell.
E-book
Campbell-Platt, G. (ed.) (2018) *Food science and technology*. 2nd edn. Hoboken, NJ: Wiley-Blackwell.
Shelved at 664 FOO
Chan, P.K.S., Guan, H. and Chan, M.C.W. (eds.) (2017) *The Norovirus: features, detection, and prevention of foodborne disease*. Amsterdam: Academic Press.
Shelved at 664.001579 NOR
Coultate, T.P. (2016) *Food: the chemistry of its components*. 6th edn. Cambridge: Royal Society of Chemistry.
Shelved at 641.300154 COU
Cummins, E.J. and James G. Lyng, J.G. (eds.) )2017) *Emerging technologies in meat processing: production, processing and technology*. Chichester: Wiley Blackwell.
E-book
DeMan, J.M. (2018) *Principles of food chemistry*. 4th edn. Heidelberg: Springer.
Shelved at 641.300154 PRI
Dodd, C.E.R. *et al*. (eds.) (2017) *Foodborne diseases*. 3rd edn. London: Academic Press.
E-book
Forsythe, S.J. (2020) *The microbiology of safe food*. 3rd edn. Chichester: Wiley-Blackwell.
Shelved at 664.001579 FOR

Hester, R.E. and Harrison, R.M. (eds.) (2001) *Food safety and food quality*. Cambridge: Royal Society of Chemistry.
Shelved at 363.1927 FOO
E-book
Morris, J.G. and Potter, M,E. (eds.) (2013) *Foodborne infections and intoxications*. 4th edn. London: Academic Press.
E-book
Ortega, Y.R. (ed.) (2006) *Foodborne parasites*. New York: Springer.
E-book
Proudlove, R.K. (2009) *The science and technology of foods*. 5th ed. Oldham: Forbes.
Shelved at 664 PRO
Soares, N.F., and Vicente, A.A. and Martin, C.M.A. (2016) *Food Safety in the seafood industry: a practical guide for ISO 22000 and FSSC 22000 Implementation*. Chichester: Wiley Blackwell.
E-book
Vaughan, J.G. and Geissler, C.A. (2009) *The new Oxford book of food plants*. 2nd edn. Oxford: Oxford University Press.
E-book
Wilson, W. (2005) *Wilson's practical meat inspection*. 7th edn. Oxford: Blackwell Science.
E-book
World Health Organisation (2001) *Joint FAO/WHO expert consultation on risk assessment of microbiological hazards in foods: hazard identification, exposure assessment and hazard characterization of campylobacter spp. In broiler chickens and vibro spp. In seafood*. Available at: https://apps.who.int/iris/bitstream/handle/10665/67090/WHO_SDE_PHE_FOS_01.4.pdf?sequence=1&isAllowed=y (Accessed: 14 December 2022).
Online

**Websites:**

Chartered Institute of Environmental Health: http://cieh.org/
Food Standards Agency: http://www.food.gov.uk
Public Health England - GOV.UK: https://www.gov.uk/government/organisations/public-health-england
The Ministry of Justice: http://www.justice.gov.uk/
WHO: https://www.who.int/