UNIVERSITY OF ULSTER
PROGRAMME SPECIFICATION

PROGRAMME TITLE: BSc (Hons) Environmental Health with DIS (C210UJ)
BSc (Hons) Environmental Health (C205UJ)

PLEASE NOTE. This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he or she takes full advantage of the learning opportunities provided. More detailed information on the specific learning outcomes, content and the learning, teaching and assessment methods of each module can be found at http://www.engineering.ulster.ac.uk/ and in the programme handbook.

1. AWARDING INSTITUTION/BODY: UNIVERSITY OF ULSTER
2. TEACHING INSTITUTION: UNIVERSITY OF ULSTER
3. LOCATION: Jordanstown Campus
4. PROGRAMME ACCREDITED BY: Chartered Institute of Environmental Health
5. FINAL AWARD: BSc (Hons) Environmental Health with Diploma in Industrial Studies
BSc (Hons) Environmental Health
6. MODE OF ATTENDANCE: Full-time
7. SPECIALISMS: None
8. UCAS CODE: B910
B911
9. QAA SUBJECT UNIT: Built Environment

10. EDUCATIONAL AIMS AND OBJECTIVES OF THE PROGRAMME

- To provide a caring, supportive learning environment that encourages students to fulfil their potential as students of environmental health, and fosters a commitment to the development of personal transferable skills.

- To reflect appropriate balance between the fundamental principles of environmental health and the application of environmental health solutions to public health concerns.

- To provide a stimulating and challenging programme that is informed by the research and scholarship of the academic staff.

- To develop, in students, an appreciation of the roles of the environmental health professional in society, in particular awareness of their role as part of a wider public health discipline, and the legislative frameworks within which the environmental health professional and associated disciplines operate.

- To produce environmental health graduates with the enthusiasm, confidence, flexibility and independence required by a modern profession and which allows them to assume positions of responsibility within public health and other disciplines.

- To expand the student’s communicative skills and intellectual powers.

- To provide an intellectual framework to further develop decision-making abilities and empower an imaginative approach to problem-solving

- To prepare a student to undertake research in both the academic and professional fields.

In addition for students on the Diploma in Industrial Studies Programme:

- To enhance an understanding of the work place environment and develop personal and professional skills.
## 11. MAIN LEARNING OUTCOMES
The programme provides opportunities for students to achieve and demonstrate the following learning:

### 11A SUBJECT RELATED QUALITIES
The student demonstrates Knowledge and Understanding of:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1</td>
<td>the mathematical and scientific principles, frameworks and theories appropriate to environmental health</td>
</tr>
<tr>
<td>K2</td>
<td>the structure and function of EU and UK governmental and legislative systems in the context of environmental health</td>
</tr>
<tr>
<td>K3</td>
<td>global, European, national and local factors influencing environmental health</td>
</tr>
<tr>
<td>K4</td>
<td>sustainability and the built environment issues relating to environmental health</td>
</tr>
<tr>
<td>K5</td>
<td>practical issues, methods, practices and interventions in the core environmental health areas of Food Control, Environmental Protection, Occupational Health and Safety, Housing and Public Health.</td>
</tr>
<tr>
<td>K6</td>
<td>integration of environmental health with other professions and agencies</td>
</tr>
<tr>
<td>K7</td>
<td>risk analysis theory and practice</td>
</tr>
</tbody>
</table>

**Learning and Teaching Methods:**

Knowledge and understanding of the subject are acquired primarily through lectures, tutorials, practical work carried out in the laboratory and field, directed reading, case studies, seminars, and IT based resources.

**Assessment Methods:**

Assessment of the above is principally through formal closed book examinations, class tests and coursework assignments consisting of reports on laboratory and field work, essays, individual and group exercises, a major individual project, scientific paper and oral/poster presentations.

### 11B INTELLECTUAL QUALITIES
The student is able to:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>I1</td>
<td>analyse and solve a range of environmental health problems using appropriate scientific principles and methods, recognising and using relevant theories, paradigms, concepts and principles</td>
</tr>
<tr>
<td>I2</td>
<td>construct and develop balanced arguments and apply risk analysis to the core areas of environmental health</td>
</tr>
<tr>
<td>I3</td>
<td>formulate creative solutions to problems through the synthesis of ideas from a range of sources</td>
</tr>
<tr>
<td>I4</td>
<td>research relevant sources of information and formulate, evaluate and apply the appropriate intervention strategies associated with risks to environmental health</td>
</tr>
<tr>
<td>I5</td>
<td>develop a multidisciplinary approach to determining and applying appropriate interventions for health protection and promotion with recognition of associated moral and ethical issues</td>
</tr>
<tr>
<td>I6</td>
<td>plan, conduct and report on a programme of research.</td>
</tr>
</tbody>
</table>

**Learning and Teaching Methods:**

These qualities are developed through seminars/tutorials, coursework assignments, individual and group studio work, case studies and project.

**Assessment Methods:**

The above are assessed through formal examinations, class tests and more open ended coursework assignments consisting of a range of case studies, poster and oral presentations/interviews and project.
11C PROFESSIONAL / PRACTICAL SKILLS

The student is able to:

P1 undertake experimental laboratory work using relevant test and measurement apparatus.

P2 employ appropriate mathematical and statistical methods/software to analyse environmental health related data

P3 appreciate environmental health issues ‘in-depth’ with a view to formulating solutions and action plans using appropriate resources and involving appropriate agencies and professionals

P4 evaluate the effect of current and proposed policies and legislation in relation to environmental health

P5 research and reference environmental health related literature/information from reliable sources

P6 take account of environmental, political, legislative, commercial and societal constraints in environmental health issues

P7 apply appropriate management techniques and professional skills to specific problems and investigations

Learning and Teaching Methods:

Professional and practical skills are gained through coursework assignments including laboratory, case studies, assignments and studio work undertaken individually or in small groups and a substantial final year research project. Those who undertake the professional training can experience and thus enhance these skills during the placement period.

Assessment Methods:

Assessment of the above skills is by practical tests including reports on laboratory, fieldwork and problem simulation, case study submissions, and project dissertation. Some aspects are also assessed by formal closed book examination.

11D TRANSFERABLE / KEY SKILLS

The student is able to:

T1 locate, extract and analyse data from multiple sources including the Internet

T2 solve problems using methods based on the evaluation of a variety of information sources

T3 use general software tools including spreadsheet, wordprocessing and database packages to present and analyse data

T4 demonstrate creativity and innovation in problem solving

T5 work with limited or contradictory information and present reasoned, supported arguments

T6 communicate effectively using appropriate techniques

T7 have an holistic view of problem solving

T8 manage time and resources effectively for personal, academic and career development

T9 work effectively in a team, individually and demonstrate leadership

T10 developing the skills necessary for self-management and lifelong learning

Learning and Teaching Methods:

Basic IT and communication skills are taught in Years 1 and 2. These and the other skills listed above are developed through coursework assignments including the preparation of reports on laboratory and fieldwork, case studies, studio work undertaken individually or in small groups and a substantial final year research project.

Assessment Methods:
The above skills are assessed by reports on laboratory, fieldwork and case studies, a major final year project, oral and poster presentations. Those undertaking professional training will also be assessed by environmental health professionals.
## MODULE OUTCOME MAP

Please Note: The matrix displays only the main measurable outcomes. There may be other outcomes detailed in the module descriptions (e.g., attitudes and behaviours) which are not assessed.

<table>
<thead>
<tr>
<th>MODULES</th>
<th>CODE</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>K 1  K 2</td>
</tr>
<tr>
<td>Physical Sciences for Health</td>
<td>ENH110J</td>
<td>●</td>
</tr>
<tr>
<td>Environment &amp; Health (1)</td>
<td>ENH111J1</td>
<td>●</td>
</tr>
<tr>
<td>Law &amp; Government</td>
<td>ENH116J1</td>
<td>●</td>
</tr>
<tr>
<td>Communicating Sustainability</td>
<td>ENE110J1</td>
<td>●</td>
</tr>
<tr>
<td>Quantitative Studies for Risk Assessment</td>
<td>ENH113J2</td>
<td>●</td>
</tr>
<tr>
<td>Environment &amp; Health (2)</td>
<td>ENH114J2</td>
<td>●</td>
</tr>
<tr>
<td>Introductory Health Technology</td>
<td>ENH115J2</td>
<td>●</td>
</tr>
<tr>
<td>Environmental Sciences</td>
<td>ENH310J1</td>
<td>●</td>
</tr>
<tr>
<td>Built Environment</td>
<td>ENH311J1</td>
<td>●</td>
</tr>
<tr>
<td>Occupational Health &amp; Safety</td>
<td>ENH312J1</td>
<td>●</td>
</tr>
<tr>
<td>Communication &amp; Project Methods</td>
<td>ENH313J1</td>
<td>●</td>
</tr>
<tr>
<td>Environmental Protection</td>
<td>ENH314J1</td>
<td>●</td>
</tr>
<tr>
<td>Food &amp; Consumer Safety</td>
<td>ENH315J1</td>
<td>●</td>
</tr>
<tr>
<td>Housing &amp; Public Health</td>
<td>ENH316J1</td>
<td>●</td>
</tr>
<tr>
<td>E H Placement</td>
<td>ENH307J4</td>
<td>●</td>
</tr>
<tr>
<td>Environmental Health Management &amp; Practice</td>
<td>ENH520J4</td>
<td>●</td>
</tr>
<tr>
<td>Environmental Health Project</td>
<td>ENH516J4</td>
<td>●</td>
</tr>
<tr>
<td>Food and Workplace Health &amp; Safety</td>
<td>ENH517J4</td>
<td>●</td>
</tr>
<tr>
<td>Environmental Protection and Housing</td>
<td>ENH518J4</td>
<td>●</td>
</tr>
<tr>
<td>Environmental Health Integrative Studies</td>
<td>ENH519J4</td>
<td>●</td>
</tr>
</tbody>
</table>
12 PROGRAMME STRUCTURE AND REQUIREMENTS FOR THE AWARD

• The BSc (Hons) degree with Diploma in Industrial Studies is a thick sandwich programme of 4 years duration. Years 1, 2 and 4 are each comprised of modules totaling 120 credit points studied over 2 semesters. Year 3 is spent in supervised professional placement.

• The BSc (Hons) degree is a three-year full-time programme. It is identical in academic content to the sandwich programme.

<table>
<thead>
<tr>
<th>Module Code &amp; Title</th>
<th>Credit Level</th>
<th>Credit Points</th>
<th>Module Status</th>
<th>Awards</th>
</tr>
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<tbody>
<tr>
<td>ENH110J1 Physical Sciences for Health</td>
<td>1</td>
<td>20</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>ENH111J1 Environment &amp; Health (1)</td>
<td>1</td>
<td>20</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>ENH112J1 Law &amp; Government</td>
<td>1</td>
<td>10</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>ENH113J2 Quantitative Studies for Risk Assessment</td>
<td>1</td>
<td>20</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>ENH114J2 Environment &amp; Health (2)</td>
<td>1</td>
<td>20</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>ENH115J2 Introductory Health Technology</td>
<td>1</td>
<td>20</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>ENH310J1 Environmental Sciences</td>
<td>2</td>
<td>20</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>ENH311J1 Built Environment</td>
<td>2</td>
<td>20</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>ENH312J1 Occupational Health &amp; Safety</td>
<td>2</td>
<td>20</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>ENH313J2 Communication &amp; Project Methods</td>
<td>2</td>
<td>10</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>ENH314J2 Environmental Protection</td>
<td>2</td>
<td>20</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>ENH315J2 Food &amp; Consumer Safety</td>
<td>2</td>
<td>20</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>ENH316J2 Housing &amp; Public Health</td>
<td>2</td>
<td>20</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>ENH307J4 DIS Placement: Environmental Health</td>
<td>?</td>
<td>60</td>
<td>C</td>
<td>DIS on award of Degree</td>
</tr>
<tr>
<td>ENH520J1 Environmental Health Management &amp; Practice</td>
<td>3</td>
<td>20</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>ENH516J4 Environmental Health Project</td>
<td>3</td>
<td>20</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>ENH517J4 Food and Workplace Health &amp; Safety</td>
<td>3</td>
<td>20</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>ENH518J4 Environmental Protection and Housing</td>
<td>3</td>
<td>20</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>ENH519J4 Environmental Health Integrative Studies</td>
<td>3</td>
<td>40</td>
<td>C</td>
<td></td>
</tr>
</tbody>
</table>

13 SUPPORT FOR STUDENTS AND THEIR LEARNING

Students and their learning are supported in a number of ways:

• A comprehensive induction for new students regardless of entry level.
• Programme handbook and module booklets.
• Access for students to the Course Director and academic staff.
• Student representation on the course committee.
• Opportunity to address general programme concerns through the student/staff consultative committee.
• Personal studies advisors allocated to each student.
• Opportunity for feedback on academic progress at the end of each semester.
• Guidance and information on safety-related matters.
• Facilities and assistance offered by the Learning Resource Centre (LRC) and computer services (ISD).

• Student e-mail accounts and full access to the Internet
- Department of Student Affairs provides services in the fields of accommodation, health, counselling & guidance, careers, childcare, finance & special needs.
- The Careers Service, in conjunction with programme teams, provides careers advice and the preparation for Industrial Placement.
- University has protocols for assessment of students with disabilities.
- Student membership and participation in the CIEH is encouraged.
- Students Union, in conjunction with the International Office, runs an orientation course for overseas students.

### 14. CRITERIA FOR ADMISSION TO THE PROGRAMME

Applicants must satisfy the University’s general entry requirements.

#### 14.1 Published entry requirements for admission to the sandwich and full-time modes are detailed below:

**GCE - A' level**

280 points to include at least Grades B, C @ GCE A’ level, preferably including one from Physics, Maths, Chemistry and Biology. If Geography and Home Economics are offered together they will be considered. In the absence of Chemistry A'level, must offer Double Award Science @ GCSE grade BB. Physics, Chemistry and Biology are also acceptable.

**VCE - Vocational A’ levels**

280 points to include at least grades B, C from double award/2 single awards @ VCE A’ level in the following: Science, Engineering, Construction and the Built Environment, Information and Communication Technology.

- Hospitality and Catering
- Health and Social Care
- Refer to Selector
- Business

**ILC (Highers)**

(425-480) B B B B C C or B B B B B in including Chemistry plus one other science (ie. Maths, Physics and Biology)

**BTEC ND**

(Science, Sports Science, Food Technology & Health Studies) Successful completion of Btec ND with D, M, M profile with Merits in appropriate Science modules.

**HND**

(Food Production, Environmental Science & Applied Biology) All Merits in final year subjects including appropriate Science modules for Year 1 entry. For Year 2 entry refer to Selector.

**Access Programmes**

Science/Science & Technology. Overall average of 65%. (Candidate will be interviewed to assess suitability).
The following mechanisms are used:

**Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards:**
- Formal student feedback is sought on the content and delivery of each module via a module evaluation questionnaire, a free response method or a module forum.
- Upon completion the module team reviews each module. Statistical information, student feedback, content, delivery, assessment methods, resources and proposed enhancements are considered.
- Periodic validation involving external industrial and academic panel
- The programme is re-accredited periodically by the Chartered Institute of Environmental Health
- Annual Subject Monitoring, including views of External Examiner and module evaluation
- Staff teaching performance is monitored annually through student questionnaires. In addition, staff members participate in peer observation of their teaching.
- Staff appraisal is carried out on a 2 year cycle with attention given to the development needs of the individual staff member.

**Committees with responsibilities for monitoring and evaluating quality:**
- The course committee considers module evaluations and other student feedback, with matters of concern highlighted for action, as part of the annual subject monitoring.
- The Board of Examiners, consisting of programme members, external examiners and faculty and university representatives has the responsibility of ensuring that decisions made in relation to student progression are appropriate and consistently applied.
- At school and faculty levels there are active Learning and Teaching Committees responsible for co-ordinating developments and initiatives relating to innovative methods for delivery, technology mediated learning, as well as general resource issues. In addition, this committee is responsible for regulating faculty codes of practice relating to programme management and delivery.

**Mechanisms for gaining student feedback on the quality of their learning experience:**
- Regular student/staff consultative meetings provide the means of highlighting any difficulties, relating to the programme, experienced by the cohort.
- Regular meetings of the Student-Staff Consultative Committee, chaired and serviced by student representatives
- Students are given opportunity to be represented at course committee.

**Staff development includes:**
- The encouragement of staff updating through research and scholarship.
- Supports and funds specific research/projects into improvement of delivery and overall student experience.
- The Staff Development Unit, provides specific training/development for staff, supports and funds specific research/projects into improvement of delivery and overall student experience. Specifically, all new staff members (opportunity is also provided for existing staff) have to pursue a formal teaching qualification (Postgraduate Certificate) and are encouraged to apply for membership of the ILT.
- Involvement in relevant consultancy.
Assessment rules.

General programme regulations are in accordance with the current University of Ulster “Charter, Statutes, Ordinances and Regulations” and updated annually in the Student Handbook for the programme.

In modules that are assessed by either coursework or written examination, the pass mark is 40%. In modules that are assessed by a combination of coursework and written examination, the pass mark for each assessment element is 40%.

The pass mark for the award of the Diploma in Industrial Studies placement year is 50%; a mark of 40% is sufficient for progression to the next stage of the programme.

Classification Of Final Result

Level 2 modules contribute 20% and level 3 modules 80% to the Honours classification. Each module is weighted in proportion to its credit point rating.

The following percentages are used as a basis for determining a candidate’s overall classification:

- Class I: At least 70%
- Class II (division i) (Iii): At least 60% and less than 70%
- Class II (division ii) (Ii)ii: At least 50% and less than 60%
- Class III: At least 40% and less than 50%

In order to be considered for a particular class of Honours degree a candidate must normally have obtained marks in the appropriate range or above in at least 50% of the modules taken in the final level of the programme.

Award of Diploma in Industrial Studies

The following are the minimum percentages used in determining the overall gradings of candidates.

- DIS
  - Pass with Commendation: At least 70%
  - Pass: At least 50% and less than 70%

External Examination

Two External Examiners are appointed for the programme. One is normally an academic and the second a practising environmental health professional. His/her term of office is normally 4 years. The role of the External Examiner is to moderate and approve examination papers and other forms of assessment, ensure that academic standards are maintained and that individual students are treated fairly. The External Examiner is required to submit a report on the standard of the programme, assessment and student performance, comparability of these standards with those of similar programmes, and the administration of the assessment schemes and processes. Detailed duties are as specified in the current University of Ulster “Code of Practice for External Examiners”.
17. *INDICATORS OF QUALITY RELATING TO LEARNING AND TEACHING*

- Teaching staff within the Faculty of Engineering and School of the Built Environment are encouraged to become accredited members of the HEA.
- As well as teaching, some staff are actively engaged in research that informs their teaching. In addition, most have substantial industrial/professional experience prior to joining the University. A significant number are full members of appropriate professional bodies (e.g. CIEH, CIOB, IoE, IoC, IoA).
- A staff member in the Programme Team has been awarded the Distinguished Teaching Award from the University.
- In the last HEFCE/Quality Assurance Agency assessment a score of 21/24 was awarded.
- The Environmental Health, Protection and Safety Centre (EPHaS) operates the CIEH CPD by Assignment scheme.
- A member of the programme team is an appointed academic member of the CIEH Education and Professional Development Committee.
- Graduates frequently win prizes in the annual competition for the best environmental health graduate among all UK environmental health programmes, most recently a silver medal in 2003.
- Graduates from the programmes have a record of achieving employment both locally, in the Republic of Ireland and in Gt Britain. Most will have paid employment within 3 months of graduation.
- The programmes are accredited by the Chartered Institute of Environmental Health. The most recent accreditation visit was in 2004.