



MCAST

Malta College of Arts, Science & Technology

MQF Level 6

AS6-05-20

MCAST Bachelor of Science (Honours) Environmental
Health

Course Specification

Course Description

Prospective students following this programme will be dealing with the various, often inter-related, facets of environmental health that include: public health; environmental health and safety; food and water safety; health aspects relating to domestic, leisure and work-place environments, and the impact of these various factors on the individual and on society at large.

Students will gain the knowledge, skills and competences on how to assess, analyse, devise and implement efficient solutions to environmental health issues, with a view that successful candidates may be employed in advisory, enforcement or educational positions. They will also learn about current local policies and legal frameworks that oversee the governance of these environmental health factors.

Programme Learning Outcomes

At the end of the programme the learner will be able to:

- 1. Understand the underlying scientific principles of public health upon which to make sound judgement.*
- 2. Work with others and develop the ability to communicate at all levels within a multidisciplinary team.*
- 3. Understand the general legal framework within the EU, and its application to the practice of environmental health.*
- 4. Demonstrate problem-solving skills by analysing and synthesizing information and knowledge relating to public health.*

Entry Requirements

-MCAST Advanced Diploma in Health Sciences

or

-MCAST Advanced Diploma in Environmental Sustainability

or

-MCAST Advanced Diploma in Food Technology

or

-2 A-Level passes and 2 I-Level passes

Compulsory A-Level: Biology and one subject from English or Chemistry

Preferred I-Level: Chemistry or Mathematics
Compulsory A-Level: Physics or Mathematics (Pure or Applied) or Biology or Chemistry

Current Approved Programme Structure

| Unit Code | Unit Title | ECTS | Year |
|-------------------------|---|-------------|-------------|
| ASPHY-506-1900 | Anatomy for Health Practice | 6 | 1 |
| ASPHY-506-1901 | Physiology for Health Practice | 6 | 1 |
| ASBIO-506-1502 | Animal Biology and Physiology | 6 | 1 |
| ASFDD-506-1901 | Food Chemistry and Nutrition | 6 | 1 |
| ASFDD-506-1902 | Food Safety and Microbiology | 6 | 1 |
| ASANM-506-1501 | Implementation of SOPs and principles of HACCP | 6 | 1 |
| ASANM-506-1505 | Processing of animal products | 6 | 1 |
| ASWBL-503-2007 | Work Based Experience 1 | 3 | 1 |
| ASWBL-503-2008 | Work Based Experience 2 | 3 | 1 |
| ASRSH-506-1900 | Research Methods within a Research Project 1 | 6 | 1 |
| CDKSK-503-1907 | English I | 3 | 1 |
| CDKSK-503-1905 | Critical Thinking I | 3 | 1 |
| ASRSH-506-1901 | Research Methods within a Research Project 2 | 6 | 2 |
| ASFDD-506-1903 | Food Analysis 1 | 3 | 2 |
| ASFDD-503-2002 | Food Analysis 2 | 3 | 2 |
| ASENV-506-1604 | Comprehensive Environmental Impact Techniques | 6 | 2 |
| ASCHM-506-1512 | Environmental Chemical Analysis | 6 | 2 |
| ASENV-506-1602 | Environmental Systems | 6 | 2 |
| ASENV-506-1607 | Sustainable Development | 6 | 2 |
| ASENV-506-1608 | Waste Management | 6 | 2 |
| ASHRT-506-1512 | Pesticides and Safe Pesticide Application | 6 | 2 |
| CDKSK-604-1909 | Entrepreneurship | 4 | 2 |
| CDKSK-602-1910 | Intra and Interpersonal Skills | 2 | 2 |
| CDKSK-503-1908 | English II | 3 | 2 |
| CDKSK-503-1906 | Critical Thinking II | 3 | 2 |
| ASHTS-606-1900 | Decontamination Techniques | 6 | 3 |
| ASANM-606-1511 | Animal Health-diseases, epidemiology and management | 6 | 3 |
| CSHSC-606-1521 | Ethical Issues and Decision Making | 6 | 3 |
| ASHTS-606-1901 | Public Health | 6 | 3 |
| ASHTS-606-1902 | Quality Assurance and Quality Control | 6 | 3 |
| ASHTS-606-1903 | Environmental Health Practice and Legislation | 6 | 3 |
| ASHTS-606-1904 | Sociological, Psychological and Socio Economic Principles | 6 | 3 |
| ASH&S-606-1900 | Health and Safety for Environmental Health | 6 | 3 |
| ASDIS-612-1601 | Dissertation | 12 | 3 |
| Total ECVET/ECTS | | 180 | / |

ASPHY-506-1900 - Anatomy for Health Practice

Level: MQF Level 5

Credits: 6 ECTS

Unit Description

This course aims to provide a basic knowledge in applied human anatomy to act as a base for learning in other units. An introduction will be provided into the basic anatomy/histology of body systems and to human embryology important for work in environmental health.

The outcome of this course is an understanding of the structure and relationship between body parts, and some malfunctions and diseases affecting these systems. The complexities of the cells, tissues, major organs and systems of the human body will be covered in areas related to neural & hormonal homeostatic control mechanisms, as well as the musculoskeletal, circulatory, respiratory, digestive, urinary, reproductive, and endocrine organ systems.

Comprehensive and up-to-date information will be provided allowing for advanced human biology knowledge, giving students the opportunity to apply this understanding to related fields as well as for aiding for further practical application and management in some pathology of the subject matter.

Learning Outcomes

On completion of this unit the student will be able to:

1. *Describe the foundation of cell anatomy.*
2. *Explain the anatomy of basic units and systems.*
3. *Describe the role of the plasma membrane and generation of a Potential Difference across cell membranes.*
4. *Understand the processes involved in early embryology.*
5. *Describe some applied anatomical conditions and their management.*

ASPHY-506-1901 Physiology for Health Practice

Level: MQF Level 5

Credits: 6 ECTS

Unit Description

Learning Outcomes

On completion of this unit the student will be able to:

This unit aims to provide a basic knowledge in human physiology allowing one to grasp a basic understanding of the subject matter and to use it as a base for learning other medical subjects.

An introduction will be provided into the physiological functioning of basic units and systems, and on some applied physiology/pathology of these systems.

The outcome of this course is understanding the function of human body parts and the body as a whole, and some diseases affecting these systems. The complexities of the cells, tissues, major organs and systems of the human body will be covered in areas related to neural & hormonal homeostatic control mechanisms, as well as the musculoskeletal, circulatory, respiratory, digestive, urinary, immune, reproductive, and endocrine organ systems.

Comprehensive and up-to-date information will be provided allowing for advanced human biology knowledge, giving students the opportunity to apply this understanding to other related fields as well as for aiding in diagnostic assessment and treatment.

Learning Outcomes

On completion of this unit the student will be able to

1. *Describe the foundation of cell physiology and function.*
2. *Explain the physiological functioning of basic units and systems.*
3. *Explain the role of transport and neural communication systems in regulating organ functions.*
4. *Describe the concept of homeostasis.*
5. *Describe the physiological and disease and process in particular body systems.*

ASBIO-506-1502 Animal Biology and Physiology

Level: MQF Level 5

Credits: 6 ECTS

Unit Description

The aim of this unit is to deepen the student's understanding of the complexities of the animal body and how the biological systems integrate to respond to the external environment. It is only by fully appreciating the intricate associations between all of the biological systems within an animal's body that one can begin to fine tune management and husbandry procedures such that animal health and welfare can be maintained at an optimum regardless of the expectations being placed upon that animal. Study of anatomy and physiology prepares the way for students to formulate their own opinions on husbandry practices that they encounter within the work place as it provides the scientific context within which to orientate their judgments. The unit builds on knowledge and understanding obtained through study at level 4, and in many cases incorporates the study of evolutionary change in response to ecological factors. It begins by examining the physiology of the locomotory system, and the numerous adaptations to the support and movement systems that exist in the diversity of the animal kingdom.

The unit then turns to the cardiovascular system and their adaptations, and draws on chemical principles studied previously and elsewhere within the programme to explain oxygen and carbon dioxide exchange mechanisms. Reproduction is often the focal point of the performance expectations of many animals and a full appreciation of this phase of life is critical to successful husbandry and management. Underpinning all of the biological systems is the network of control pathways, which is explored through the homeostasis outcome. Finally, the processes used by an animal to acquire raw materials and eliminate waste are explored. Throughout the unit, strategies used by animals to morphologically and physiologically adapt to a particular environment are discussed.

Learning Outcomes

On completion of this unit the student will be able to:

1. *Describe the variety of solutions that have evolved to provide support and locomotion in animal bodies.*
2. *Discuss the cardio vascular system and its adaptations in a range of animal species.*
3. *Describe the reproductive processes in a range of animal species.*
4. *Discuss homeostatic processes and mechanisms to obtain and excrete materials from the body.*

ASFDD-506-1901 Food Chemistry and Nutrition

Level: MQF Level 6

Credits: 6 ECTS

Unit Description

This unit is mainly theory based and one of its main objectives is to introduce the learners to the chemistry of the main food components; carbohydrates, lipids and proteins. Initially, learners will be introduced to basic organic chemistry concepts to be able to recognize different classes of biomolecules based on their functional groups and structures; and be able to understand reactions such as reactions which occur during food processing and improper storage conditions of food. The learner will be encouraged to link how the structure of the different food components affect chemical changes during food processing and functions.

The other main objective of this unit is to introduce basic nutritional concepts that are essential to health recommendations and food legislation. These include important food components, specific nutritional needs of people who have diet-related conditions, the importance of avoiding cross-contamination, and nutritional measures. The learner will also participate in discussions about current nutritional issues such as food additives, the role of regulatory authorities, genetically modified organisms and food labelling.

This unit is significant for learners who wish to pursue their studies in environmental health as it will enable them to develop their knowledge and understanding about topics related to food chemistry and nutrition with respect to good health.

Learning Outcomes

On completion of this unit the student will be able to:

1. *Evaluate how the structure of carbohydrates affects the chemical changes and functions.*
2. *Evaluate how the structure of proteins and enzymes affects the chemical changes and functions.*
3. *Evaluate how the structure of lipids affects the chemical changes and functions.*
4. *Outline the basic nutritional concepts which are pivotal to health recommendations and food legislation.*

ASFDD-506-1902 Food Safety and Microbiology

Level: MQF Level 5

Credits: 6 ECTS

Unit Description

Micro-organisms can transform food in a beneficial way through food fermentation, however micro-organisms are also associated with food spoilage and foodborne illnesses. It is of utmost importance that any food and beverage that is consumed is safe. This poses a significant public health challenge, especially to prevent foodborne diseases.

Micro-organisms are frequently utilised for the production of various food and beverages. Nowadays, these micro-organisms are grown on a large scale to produce commercial products. Microbial growth, growth cycles and factors that affect growth will be studied. Growth of these micro-organisms can be optimised by changing environmental conditions to influence the end product. Understanding how different types of food and the environment it is subjected to can influence the micro-organisms present, will allow predictions to be made on storage conditions, shelf-life of the product and food safety. The role of genetic engineering within the food industry will also be assessed.

Learners will develop a deep understanding of micro-organisms associated with food spoilage and foodborne diseases. The modes of transmission, clinical symptoms associated with the disease and common food reservoirs will be discussed.

Methods used to control microbial contamination will also be assessed, as well as ways to treat water systems to prevent the spread of diseases through water. Learners will develop an appreciation of the need for health and safety industry standards together with compliance with legislation with particular reference to food safety, and health and safety when manufacturing food and beverage products.

Microbiological analysis of food, water and environmental swabs are required to identify any microbial contaminants present. Learners will know how to interpret microbiological test results and the acceptable limits from different samples. Practical cases will be discussed and a plan on how to investigate a foodborne disease outbreak will be developed. Methods to control the outbreak as well as legal requirements will also be assessed.

Learning Outcomes

On completion of this unit the student will be able to:

1. *Understand the importance of micro-organisms in the food and beverage industry and the factors affecting their growth.*
2. *Describe the features of foodborne pathogens and foodborne diseases.*
3. *Understand methods available to decrease pathogens in food and beverage products.*
4. *Interpret results of foodborne disease outbreaks and related measures to control the microbial contamination.*

ASANM-506-1501 Implementation of SOPs and principles of HACCP

Level: MQF Level 5

Credits: 6 ECTS

Unit Description

The unit will set the context for understanding of the role of standard operating procedures (SOPs), and hazard analysis critical control point (HACCP) plans within a food safety and quality management system. HACCP is the management tool that ensures that the documented management system focuses on product safety as well as quality issues. A food safety and quality management system in the agricultural supply chain will contain a range of pre-requisite programmes (PRPs) of which SOPs form one element. The PRPs can include personal and premises hygiene programmes and waste control procedures; equipment control and site maintenance procedures; supplier approval and incoming material inspection procedures; traceability procedures, calibration programmes, pest control programmes and training programmes. The importance of record keeping will also be emphasised.

The unit will cover the purpose, development, implementation and verification of SOPs in a food supply chain environment and also how food safety plans are developed, documented, validated, implemented and verified in the agricultural supply chain. The course will focus on the Codex Alimentarius method of developing HACCP Plans and includes the methodology of food safety risk assessment. Emphasis is placed on quality assurance and the role of quality control throughout the agricultural supply chain, including both product and process controls.

Learning Outcomes

On completion of this unit the student will be able to:

- 1. Demonstrate the principles of HACCP and how to develop, implement and monitor a simple food safety plan.*
- 2. Develop standard operating procedures in the agricultural setting and produce relevant procedures that support the effective operation of the business.*
- 3. Define how agricultural businesses, through the adoption of appropriate management systems, can effectively address food quality and mitigate food safety risk.*

ASANM-506-1505 Processing of Animal Products

Level: MQF Level 5

Credits: 6 ECTS

Unit Description

For centuries before processing of animal products has been taking place where people have using meat and dairy products from the animals and adding value to them.

This unit provides an understanding of animal products (meat, dairy, egg and fish), legislation and problems with processing and quality parameters. It will look at how food has evolved from a simple fresh product to a more complicated added value products and how safety and quality of the developed product is key to its success. The unit is relevant to learners wishing to further their knowledge of the different food processing methods, principles and shelf-life control and stabilisation.

Drying, pickling, curing, salting, sugaring, canning and fermenting are all techniques that have been essential activities throughout history aiming at killing or inhibiting the growth of microorganisms prolonging the shelf-life of the product.

This unit will explore how each of those techniques work, the benefits, the limitations from food safety and quality perspective. It will also provide a practical guideline step by step on how learner can produce it themselves. Learner will also be introduced to the different bee products and their amazing benefits discovered by scientists.

Finally, learners should have the underpinning knowledge and understanding to make food using all the main traditional preservation method.

Learning Outcomes

On completion of this unit the student will be able to:

1. *Demonstrate an understanding of global supply and demand for animal products.*
2. *Review the methods used to evaluate the quality of animal products and assess the processing, adding value and marketing of animal products.*
3. *Describe the meat and dairy processing procedures that convert the raw animal product into a saleable food item.*

ASENV-506-1604 Comprehensive Environmental Impact Techniques

Level: MQF Level 5

Credits: 6 ECTS

Unit Description

This is a skills based unit and will allow learners to demonstrate they have the necessary skills to understand what it entails to carry out an Environmental Impact Assessment (EIA). They will also be able to understand the different skills involved in carrying out the different baseline studies done in order to do an EIA. They will also be able to understand the role played by the different stakeholders involved in the process. Finally, they will be given the basic skills in report writing.

The unit is relevant to learners wishing to further develop their knowledge of impact assessments and relevant documentation and procedures associated with such reports. On completion of the Unit learners will understand how an EIA is carried out and who participates in such a process. This Unit will provide the Learner with the ability to use different skills designed to analyse and interpret data obtained during the process.

Learners will carry out an assessment based on a hypothetical scenario and using available data to prepare an assessment. This will therefore require learners to be confident in analysing data, predicting impacts and suggesting mitigation measures and presenting reports.

Learning Outcomes

On completion of this unit the student will be able to:

1. *Explain why and when an Environmental Impact Assessment (EIA) is required.*
2. *Explain the interaction between all stakeholders.*
3. *Explain the documentation involved in the process.*
4. *Explain the sources and methodologies used to collate data for an EIA.*
5. *Explain the role of the public in the EIA process.*
6. *Explain how to prepare a baseline report.*

ASCHM-506-1512 Environmental Chemical Analysis

Level: MQF Level 5

Credits: 6 ECTS

Unit Description

This is a skills and knowledge based unit that will allow learners to demonstrate that they have a proper understanding of environmental chemical analysis, starting from underpinning principles of pollutant chemicals in the environment, to sampling and testing techniques, and environmental modelling regimes. Students will familiarise themselves with the distribution of various chemical species in the environment, with particular reference to their sources and the various types of biological and chemical transformations which they undergo once released into the environment. This information will allow the learners to better grasp the techniques and methods of how environmental chemical analysis is employed for tackling various chemical pollutants.

The unit is meant to serve as a proper introduction to pollution from an environmental chemistry perspective. While some of the concepts may have been covered in other units, this module strictly takes a chemical route to environmental pollution. On completion of the Unit, learners will be able to differentiate between pollution effects of different chemical species, with a proper understanding of their sources and various transformations once present in the environment. In addition, learners will also be introduced to methods by which chemical analysis is undertaken directly at the sampling site and in the laboratory. An introduction to the use of environmental models is also included in this unit, so that learners can grasp the notions of using models to predict potential environmental issues prior to them occurring.

Learners will be able to complete laboratory experiment write-ups and examinations for this unit after following the content described below. Lectures will be complemented by experimental work in the laboratory which will allow learners to visualise concepts which have been covered during lectures.

Learning Outcomes

On completion of this unit the student will be able to:

1. *Describe chemical principles in an environmental context.*
2. *Demonstrate how chemical analysis is used in environmental monitoring.*
3. *Perform quantitative environmental analysis.*
4. *Examine the applications of environmental modelling.*

ASENV-506-1602 Environmental Systems

Level: MQF Level 5

Credits: 6 ECTS

Unit Description

This is a skills based unit and will allow learners to demonstrate they have the necessary skills to be able to understand environment systems and how these work. Learners will be able to understand how the different components of environmental systems work together in order to have the current state of the planet. They will also be able to understand that any changes which could occur to these components have far reaching effects on all the system, hence the importance of fully understanding the mechanics behind these systems.

The unit is relevant to learners wishing to further develop their knowledge of their surrounding environment thus helping them better understand the relationships between the living and non-living parts of that environment. On completion of the Unit learners will understand how to forecast scenarios following changes in environmental ecosystems.

Learners will carry out field work and data collection in order to predict different scenarios in the local and international context.

Learning Outcomes

On completion of this unit the student will be able to:

1. *Recognise environmental systems.*
2. *Identify the characteristics of the lithosphere.*
3. *Recognise the characteristics of water within hydrological systems.*
4. *Evaluate the relationship between global climate and environmental systems.*
5. *Explain the relationship between the ecosphere and environmental systems*
6. *Describe the effect of man on ecosystems.*

ASENV-506-1607 Sustainable Development

Level: MQF Level 5

Credits: 6 ECTS

Unit Description

This is a skills based unit and will allow learners to demonstrate they have the necessary skills to be able to identify and utilise the concepts used in Sustainable Development at different levels, that is on a global, regional and local level. Learners will be in a position to identify the required information and datasets in order to identify whether a country is promoting sustainable development or not. In the latter case they would be able to identify any shortcomings.

The unit is relevant to learners wishing to further develop their knowledge of sustainable development as a tool to help provide solutions at different levels. On completion of the Unit learners will understand how sustainable development started off as a global concept and how such a concept is applied at different levels. They will also be in a position to understand the problems associated in achieving such a form of development and the potential benefits which could be derived from it. Learners will be in a position to understand how sustainable development is being tackled at different levels, that is in a global, European, Mediterranean and local context.

Learning Outcomes

On completion of this unit the student will be able to:

1. *Identify the principles of sustainable development.*
2. *Explain the role of environmental management in sustainable development.*
3. *Explain the role of international law and agreements in sustainable development.*
4. *Explain the role of International Institutions in sustainable development.*
5. *Demonstrate sustainable development in the regional and local context.*
6. *Identify whether we have reached the point of no return or whether we can still achieve sustainable development goals.*

ASENV-506-1608 Waste Management

Level: MQF Level 5

Credits: 6 ECTS

Unit Description

As European society has grown wealthier it has created more and more waste. Each year in the European Union alone approx. 3 billion tonnes of waste are generated.

Waste can be managed with benefit to the economy and to the environment, or mismanaged with potentially serious consequences to the community that produces it and beyond. It is therefore no surprise that, with approx. 30 binding many legislative instruments, the waste sector is one of the most controlled sectors in the European Union. Moreover, the process of legislating waste sector is a dynamic one, with old legislation being reviewed and new legislation being adopted on a regular basis. This is challenging for the waste sector itself and to businesses that generate waste. It is imperative, for the sake of competitiveness, that businesses keep up to date, and that tomorrow's workforce be fully informed of the obligations and opportunities that are related to the waste sector.

This is a knowledge-based Unit and is designed to provide adequate knowledge to the students when these find themselves in a business environment. The Unit provides the students with knowledge on the legislation that controls waste as well as how businesses can avoid waste and turn unavoidable waste into a resource. The Unit is also aimed at students who intend to further develop their knowledge on the subject.

Learning Outcomes

On completion of this unit the student will be able to:

1. *Identify the factors related to the generation of waste.*
2. *Recognise the nature of waste and its classification.*
3. *Recognise the effects of waste on human health and the environment.*
4. *Outline the legislative instruments related to the management of waste.*
5. *Review the Waste Hierarchy and selected techniques for the sustainable and safe management of waste in a business environment.*

ASHRT-506-1512 Pesticides and Safe Pesticide Application

Level: MQF Level 5

Credits: 6 ECTS

Unit Description

This module provides the opportunity to study the chemicals used for crop protection purposes in horticultural crop production and their safe and effective use in horticulture.

The module will develop an understanding of the principles, techniques and equipment used to optimize and exploit the biological activity of pesticides in horticultural crop protection.

The groups of central relevance are those that are utilised for the control of pest populations such as insects, weeds, fungi, nematodes, and bacteria, by direct toxic action. Note that the definition of pesticides used throughout this module includes not only those exerting poisonous effects on the biochemistry of the target organism but also those used to disrupt other life processes such as behavior and chemicals or treatments that control the effects of injurious biota through physical means. Crop management chemicals are therefore studied in detail across a wide range of chemistries and uses.

The module will develop an understanding of the interaction between pesticides and organisms and the principles and techniques used in the assessment of the biological properties and activity of pesticides.

Toxicology is introduced to describe the general action of toxic chemicals on populations, and the theory of bioassay and probit analysis is presented. Studies include the use of bioassays to identify pesticide tolerant populations, the joint action of pesticides in synergism, antagonism, and potentiation. The biochemical, biophysical, and application basis of pesticide target/non-target selectivity will be studied.

Modes of action of the principal groups of chemicals used in horticultural production are included. Pesticide formulation is reviewed and the principles of formulation chemistry are studied in relation to the production, storage, use, and biological performance of active ingredients and commercial products.

The module will develop knowledge of the various types of equipment used for the application of crop protection chemicals together with an appreciation of the practical techniques involved in the compliance with legislation to achieve the safe and effective use of pesticides through application equipment.

A wide range of application technologies are studied, and the comparative advantages and disadvantages of relevant application systems are appraised. Pesticide safety is discussed in relation to both human and environmental aspects. Techniques and methods used to quantify risk and hazard are studied in relation to legislative requirements for the safe and effective use of

pesticides. Safe use is studied at applicator level, and the requirements for achieving this are reviewed in the context of good horticultural practice.

The use of pesticides is approached with the theme of integrated pest management (IPM), and the requirement for product management to sustain the effective lifetime of new horticultural pesticide products. At the end of this unit, learners will be in a position to sit for Malta's pesticide applicator license.

Learning Outcomes

On completion of this unit the student will be able to:

1. *Appreciate and understand the biological, chemical and physical properties of the range of chemicals used for crop protection purposes in horticulture.*
2. *Describe the biological mode of action of pesticides and the terminology and methods used to estimate toxicity to humans and the environment.*
3. *Appreciate the role of legislation to reduce health and environmental risks posed by pesticides.*
4. *Demonstrate familiarity with the principles and practice of the safe and effective use of pesticides.*

ASANM-606-1511 Animal Health-Diseases, Epidemiology and Management

Level: MQF Level 6

Credits: 6 ECTS

Unit Description

This unit highlights the importance of adequate animal health and the significance of preventing disease and injury. Diseases and conditions are subdivided into three main areas, infectious, metabolic diseases and mechanical injuries and traumas. The unit aims to provide knowledge and understanding of the general epidemiological facets of diseases as well as explaining the process of common specific diseases/conditions and injuries of the main companion and farm animals.

Learning Outcomes

On completion of this unit the student will be able to:

1. *Understand the disease process, different nature of diseases and the role of the immune system in animals.*
2. *Explain the process and management of common metabolic disorders of the main companion and farm animals.*
3. *Explain the process and management of common infectious diseases of the main companion and farm animals.*
4. *Explain the appropriate management and cure of common injuries of the main companion and farm animals.*

CSHSC-606-1521 Ethical Issues and Decision Making

Level: MQF Level 6

Credits: 6 ECTS

Unit Description

The exploration of ethical issues involved when managing a Health and Social Care setting has always been a challenge. This is because, in Health or Social Care sometimes or even very often, different situations arise in which core values of the profession conflict. This conflict of values is leading to ethical dilemmas. An ethical dilemma in Health and Social Care Setting is defined as a situation in which professional duties and obligations, rooted in core values, clash. When dealing with these dilemmas professionals must decide which values - as expressed in various duties and obligations take precedence.

To make these choices more difficult, professionals need to be familiar with contemporary thinking about ethical decision making since it is connected directly to professional malpractice and misconduct. Ethical issues and decision making is where the concept of trained sensitivity to ethical issues intersects with making decisions. It therefore ties trained sensitivity with a practiced method for exploring the ethical aspects of a decision and weighing the consideration that should impact our choice of a course action. Having a method for ethical decision making is absolutely essential.

In addition to that, it is important to tackle and be aware of another aspect in dealing with ethical issues. Every time a person chooses between alternatives (related or not related to ethics), the choice is based on assumptions that lie at a heart of a moral code. The search for excellence begins with ethics. Many people, therefore, regardless what they do, deal with ethical issues every day even though they sometimes do not realize it.

Ethics exists in our society - as laws and professional codes, in our conscience - as values and commitments, in our minds - as rational principles and in our hearts -. as ideals and personal commitments. *(Hall, 2000.)*

Therefore, everyone is faced with having to make decisions on ethical issues whether in personal relationships, in working environment or as a part of society. This is why, ethical dilemmas do not only occupy our professional lives. Of course, there are ethical issues on which one's opinion has direct impact and, of course, there are certainly a number of those on which the individual citizen's opinion may not have a direct impact. Ethical questions which are facing humankind or are likely to face humankind due to advanced science and technology progress, especially in medical areas, leave us on our own - as the first generation to be affronted with specific ethical dilemmas.

Since ethical problems within Health and Social Care are concerning not only professionals but as well the humankind directly, people are in general very eager to get involved in ethical controversies and are showing a significant interest. Currently there are more than 30 significant ethical issues that remain unsolved and invite more and more discussion by the general public.

Many of them unsolved are tied around ethics due to above mentioned advanced science and technology progress. To be able to take a greater control of our lives (in a positive manner) we all need a set of skills to enable us to arrive at answers on all possible choices or alternatives that we

are or will be faced with. Putting it shortly, ethics is about choices, about evaluation; it's normative and includes reasoning. And, ethics as a discipline, is often called a moral philosophy.

Learning Outcomes

On completion of this unit the student will be able to:

1. *Have the general understanding of ethics and ethical principles.*
2. *Have the practical knowledge in decision making process.*
3. *Be able to examine, investigate and make choices about various ethical problems.*
4. *Be encouraged to do the critical thinking for themselves about ethical issues.*

ASHTS-606-1901 Public Health

Level: MQF Level 6

Credits: 6 ECTS

Unit Description

The study unit in public health offers a broad-based introduction to the discipline of public health and aims to help students develop a wide understanding of the subject. The definition, development and functions of public health will be explored. This unit will help students appreciate inequalities in health and the extent by which health is determined by diverse agents, host factors, social, economic, environmental and other conditions. It will introduce the students to the basic methods for the measurement of population health and public health surveillance. Examples of public health surveillance and research will be used to highlight such methods. The major public health concerns in developed and developing countries and the health needs of specific population groups will be presented.

As the major focus of Public Health is the prevention of disease and promotion of healthy living, the study unit will familiarise students to methods for the prevention and control of main public health hazards including health promotion and health education as a process designed to empower people to increase control over and improve their health. Legislation underpinning the principles of public health will be discussed. Topics will be supported by local statistics, policies and practices.

Learning Outcomes

On completion of this unit the student will be able to:

1. *Outline the scope and concerns of public health.*
2. *Recognise the main health problems experienced by populations and by main groups within them.*
3. *Describe methods of surveillance and assessment of the population's health and well-being.*
4. *Give examples of methods used to promote and protect the population's health and well-being.*

ASHTS-606-1902 Quality Assurance and Quality Control

Level: MQF Level 6

Credits: 6 ECTS

Unit Description

Laboratories exist for a number of reasons ranging from supporting manufacturing processes and providing contractual services through to areas such as high performance forensic and research analytical services. The credibility of test results from an Analytical Laboratory is fundamental to its reputation and sustainability. This unit provides Learners with the opportunity to understand the related concepts and issues. The critical roles of Quality Control (QC), Quality Assurance (QA) and Quality Management System (QMS) accreditation are covered.

For those who may be unfamiliar with the difference between the principles of Quality Control and Quality Assurance the terms will be defined at the outset. Where possible, field trips to a variety of different specialized Laboratories settings may be used to help bring the subject to life, stimulate student discussion and embed the learning.

In essence, the unit covers the validity of analytical results, the power and use of internal and external Quality Control processes, the power and use of Quality Assurance processes and the value of Laboratory accreditation to specific related industry standards.

Learning Outcomes

On completion of this unit the student will be able to:

1. *Explain the validity of analytical results in a quality framework.*
2. *Use Quality Control methods in Laboratory analysis.*
3. *Use Quality Assurance methods in a Laboratory setting.*
4. *Explain the benefits of Laboratory accreditation.*