

Postgraduate Certificate in Risk Analysis in Health and Food Safety: Programme Specification



14. JACS Code	TBC
15. Relevant QAA subject benchmark group(s)	N/A
16. Reference points	
N/A	
17. Educational aims of programme	

Aims:

The main aim of the course is to provide a learning environment in which individuals can develop a thorough understanding of the principles and methods of risk analysis in health and

Teaching/learning methods

Teaching, learning and assessment activities are aligned to ensure the objectives of the course are clearly defined and that candidates have the opportunity to achieve these outcomes. Topics within each module help to establish the theoretical knowledge base, and practical and assessment activities are designed to enhance the learning process and help students with assessing their own progress and develop the critical thinking and analytical skills required to become competent risk analyst. A reading week at the end of both Modules 1 and 2 allows time for consolidation before students complete assessments. All teaching, learning and assessment activities are designed to help candidates become actively involved in their learning and provide tools for them to achieve the learning objectives to the best of their ability.

It is acknowledged that each candidate's learning requirements are different and that they will change as they progress through the course. During the first two modules of the course, candidates are given structured guidance and face-to-face learning support to develop their knowledge and understanding of risk analysis, develop practical skills and help them become reflective practitioners. During the third module, student-centred modes of learning will encourage and facilitate independent study and foster the development of a professional approach to lifelong learning. Collaborative learning and inter-learner discussions will also be encouraged. This will be achieved via on-line seminars, forums and discussion boards. Discussion and sharing of learning points with others on the course will be encouraged to help each learner develop his or her own understanding of the content. The teachers and tutors will provide feedback and hints for improving performance and learning.

Specific teaching and learning activities for the mixed-mode programme:

1. Face-to-face modules of two weeks based on existing learning materials that have been tested, updated and revised regularly, and which combine theoretical and practical activities;
2. Tutor and peer observation of presentations and critical appraisal by tutors;
3. Critical evaluation of relevant publications selected by the course teachers;
4. Online presentations and discussions using 'Elluminate' or 'GoToMeeting' software for synchronous discussions;
5. Asynchronous discussions in the virtual learning environment using discussion boards;
6. Directed real world problem solving tasks;
7. Literature-based research;
8. Self-directed and independent study, using ModelAssist, reading material provided by the course teachers in Modules 1 and 2 as well as a range of resources available via the RVC online library.

In this programme the student will be provided with all the materials that are needed to study for the PG Cert.

Support and guidance:

As indicated in Chapter B3 of the UK Quality Code for Higher Education, students need to have an identified contact, either local or remote through email, telephone, fax or post.

From the onset of their study of this programme, each student will be allocated an individual tutor, appointed by the PG Cert Management Committee. They will be the students' point of contact throughout the course, and will give them constructive feedback and guidance on their academic progression. During Modules 1 and 2, tutors and tutees will have one face-to-face meeting and weekly email contacts in order to discuss student progress, written feedback from assessments, as well as topic and data for Module 3. During module 3, students will have one remote tutorial per week. Weekly tutorials will be used to discuss ICA feedback and check

Possible graduate employment routes

19. Programme structures and requirements, levels, modules, credits and awards

The PG Cert consists of three compulsory modules; two modules of 10 credits each and one of 40 credits:

1. Introduction to risk analysis in health and food safety (10)
2. Advanced quantitative risk assessment modelling (10)
3. Practical module (40)

Each module of 10 credits is expected to take 100 notional study hours, while the 40 credit practical module is expected to take 400 notional study hours. The three modules are structured to include no more than 40 hours of study per week. This will include:

- face-to-face theoretical and practical activities,
- participation in online seminars and discussions,
- independent study using self-directed study materials and associated readings,
- development of assessed work.

20. Work Placement Requirements (BVetMed and FdSc only)

N/A