






ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Principles of Evidence Based Public Health				
Module Code	UZVRDY-20-3	Level	3	Version	4
UWE Credit Rating	20	ECTS Credit Rating	10	WBL module?	No
Owning Faculty	Health and Applied Sciences	Field	Health Community and Policy Studies		
Department	Health and Social Sciences	Module Type	Standard		
Contributes towards	BSc (Hons) Public Health: Specialist Community Public Health Nursing				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	UZVSDK-20-M Principles of Evidence Based Public Health	Module Entry requirements	None		
First CAP Approval Date	10 <sup>th</sup> October 2012	Valid from	September 2012		
Revision CAP Approval Date	26 <sup>th</sup> February 2016 (SCPHN Panel)	Revised with effect from	September 2016		

<b>Review Date</b>	
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>Assess the need for, and importance of, evidence-based public health.</li> <li>Appreciate and discuss the use of evidence in the formation of public health policy and practice.</li> <li>Compare and contrast the types of evidence routinely used as a basis for public health policy and practice.</li> <li>Appraise the validity and reliability of evidence from a range of research designs.</li> <li>Evaluate the concepts of systematic review and meta-analysis for public health.</li> <li>Discuss the role of evaluation in public health research.</li> <li>Recognise and discuss the facilitators, constraints and barriers for the implementation of public health theory and research into practice.</li> </ul>
Syllabus Outline	<ul style="list-style-type: none"> <li>Introduction: the concept of evidence based policy and practice (the role of evidence in the policy process; the concept of a public health policy intervention and use of evidence)</li> <li>Literature searching database</li> <li>The nature of evidence:</li> <li>The disciplinary basis of evidence</li> <li>Basic epidemiological principles</li> <li>Hierarchies of evidence</li> <li>Exploring reliability and validity of evidence</li> </ul>

	<ul style="list-style-type: none"> <li>• Health Needs Assessment / Health Impact Assessment</li> <li>• Different methodologies used as a basis for development of evidence</li> <li>• CASP critical appraisal tools and production of research critiques</li> <li>• Approaches to systematic review of the evidence</li> <li>• The assessment of scientific evidence and its contribution to public health practice and policy including evaluation of effectiveness of interventions (including health impact assessment), including current public health programmes at different geographical scales</li> <li>• The dissemination and communication of evidence and the role of the media</li> <li>• Ethical issues surrounding the collection, interpretation, dissemination and use of public health information.</li> <li>• Critical review of contemporary issues in evidence based public health</li> </ul>																																	
Contact Hours	<ul style="list-style-type: none"> <li>• 10 hours of lectures, plus 10 hours of seminars.</li> <li>• Blended learning activities in preparation for each seminar session, consisting of a critical appraisal activity linked to a range of academic papers.</li> </ul>																																	
Teaching and Learning Methods	<ul style="list-style-type: none"> <li>• In order to foster an interdisciplinary approach the module is delivered by a multidisciplinary teaching team from the Department of Health and Social Sciences and Nursing and Midwifery.</li> <li>• Scheduled learning involves four contact days which consist of lectures and small-group seminars.</li> <li>• Independent learning includes an e-learning resource 'Using Health Research', subject-specific quizzes, and self-directed study.</li> </ul>																																	
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table border="1" data-bbox="475 1131 1385 1523"> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="border: 2px solid black;">20</td> <td></td> </tr> <tr> <td>Hours to be allocated</td> <td>Scheduled learning and teaching study hours</td> <td>Independent study hours</td> <td>Placement study hours</td> <td>Allocated Hours</td> <td></td> </tr> <tr> <td>200</td> <td>20</td> <td>180</td> <td></td> <td>200</td> <td style="text-align: center;"></td> </tr> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p><b>Written Exam:</b> Unseen written exam, open book written exam</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> <table border="1" data-bbox="587 1832 1278 2060"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td>100%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td>0%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td>0%</td> </tr> <tr> <td colspan="2"></td> <td>100%</td> </tr> </table>	<i>Number of credits for this module</i>				20		Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours		200	20	180		200		Total assessment of the module:			Written exam assessment percentage		100%	Coursework assessment percentage		0%	Practical exam assessment percentage		0%			100%
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<p>Reading Strategy</p>	<p>It is essential that students access and read all of the materials under 'Learning Materials' materials on Blackboard. Students will be directed to supportive reading for the module and the assessment, which is available electronically via links on the module page of Principles of Evidence Based Public Health on Blackboard.</p> <p>Additional reading support is available through UWE Library online services. This includes interactive tutorials on search skills and on the use of specific electronic library resources. Sign up workshops are also offered by the library.</p> <p>Students will also be expected to read more widely by identifying relevant material using the Module handbook and the Library catalogue.</p>
<p>Indicative Reading List</p>	<p>Suggested pre-course reading (Available in hard copy from Glenside library, or online as an e-book from the UWE library):</p> <ul style="list-style-type: none"> <li>• "Why read papers at all?" In Greenhalgh, T. (2014) How to read a Paper: The basics of evidence based medicine (5th edition), pp 1-13. London: BMJ Books.</li> </ul> <p>Core texts for the module:</p> <ul style="list-style-type: none"> <li>• Greenhalgh, T. (2014). How to read a Paper: The basics of evidence based medicine (5th edition). London: BMJ Books.</li> <li>• Aveyard, H. &amp; Sharp, P. (2013). A beginner's guide to evidence-based practice in health and social care (2nd edition). Maidenhead; Open University Press.</li> </ul> <p>General texts relating to evidence-based public health:</p> <ul style="list-style-type: none"> <li>• Chalmers, I., &amp; Altman, D. (1995). Systematic Reviews. BMJ Publishing Group.</li> <li>• Davies, H., Nutley, S., &amp; Smith, P. (2000). What Works? Evidence-based policy and practice in public services. Policy Press.</li> <li>• Harrison, T. (2003). Evidence-based multidisciplinary public health. In (Eds) Orme, J. Powell, J. Taylor, P. Harrison, T &amp; Grey, M. Public Health for the 21st century: New perspectives on policy, participation and practice (2nd edition), pp.251-268. Maidenhead: Open University Press.</li> <li>• Kings Fund. (2000). Evidence and Public Health, towards a common framework. Accessed at: <a href="http://www.kingsfund.org.uk/publications/evidenceand-public-health">http://www.kingsfund.org.uk/publications/evidenceand-public-health</a>.</li> <li>• Nutley, S. (2003) Bridging the policy/research divide: Reflections and lessons from the UK. Accessed at: <a href="http://www.ruru.ac.uk/pdf/Bridging%20Research%20Policy%20Divide.pdf">www.ruru.ac.uk/pdf/Bridging%20Research%20Policy%20Divide.pdf</a>.</li> <li>• Research Unit for Research Utilisation (2002) Evidenced-based policy and practice: Moving from rhetoric to reality. Accessed at: <a href="http://www.cem.org/attachments/ebe/P086-P095%20Huw%20Davies%20and%20Sandra%20Nutley.pdf">www.cem.org/attachments/ebe/P086-P095%20Huw%20Davies%20and%20Sandra%20Nutley.pdf</a></li> <li>• Rychetnik, L., Frommer, M., Hawe, P., &amp; Shiell, A. (2002). Criteria for evaluating evidence on public health interventions. Journal of Epidemiology and Community Health, 56:119-127.</li> </ul>

### Part 3: Assessment

<p>Assessment Strategy</p>	<p>Summative assessment - There is one component to the assessment. It is a controlled component consisting of a two hour exam comprised of 30 multiple choice questions (MCQs) and 6 short answer questions (SAQs) based on</p>
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	<p>module learning outcomes.</p> <p>Formative assessment during the module includes: online quizzes, critical appraisal-based seminar activities, Q&amp;A sessions during lectures.</p>
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>100</b>	<b>0</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Multiple choice questions and short answer examination	100	
2.(etc)		
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. N/A	0	
2.(etc)		

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Multiple choice questions and short answer examination	100	
2.(etc)		
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. N/A	0	
2.(etc)		
<p>If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.</p>		