






ACADEMIC SERVICES

MODULE SPECIFICATION

| Part 1: Basic Data | | | | | |
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| Module Title | Principles of Evidence Based Public Health | | | | |
| Module Code | UZVSDK-20-M | Level | M | Version | 3 |
| 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 | PG Dip Public Health: Specialist Community Public Health Nursing | | | | |
| Pre-requisites | None | Co- requisites | None | | |
| Excluded Combinations | UZVRDY-20-3 Principles of Evidence Based Public Health | Module Entry requirements | None | | |
| First CAP Approval Date | 10 th October 2012 | Valid from | September 2012 | | |
| Revision CAP Approval Date | 26 th February (SCPHN Panel) | Revised with effect from | September 2016 | | |

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| Review Date | |
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| Part 2: Learning and Teaching | |
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| Learning Outcomes | <p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> Justify the need for and importance of evidence-based public health. Critically analyse the use of evidence in the formation of public health policy and practice. Evaluate the types of evidence routinely used as a basis for public health policy and practice. Critically examine the validity and reliability of evidence from a range of research designs. Critically analyse the concepts of systematic review and meta-analysis for public health. Review and critically appraise the role of evaluation in public health research. <p>Review and critically analyse the facilitators, constraints and barriers for the implementation of public health theory and research into practice.</p> |
| Syllabus Outline | <ul style="list-style-type: none"> 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) Literature searching database The nature of evidence: The disciplinary basis of evidence Basic epidemiological principles Hierarchies of evidence Exploring reliability and validity of evidence Health Needs Assessment / Health Impact Assessment |

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| | <ul style="list-style-type: none"> • Different methodologies used as a basis for development of evidence • CASP critical appraisal tools and production of research critiques • Approaches to systematic review of the evidence • 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 • The dissemination and communication of evidence and the role of the media • Ethical issues surrounding the collection, interpretation, dissemination and use of public health information. • Critical review of contemporary issues in evidence based public health | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Contact Hours | <ul style="list-style-type: none"> • 10 hours of lectures, plus 10 hours of seminars. • Blended learning activities in preparation for each seminar session, consisting of a critical appraisal activity linked to a range of academic papers. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teaching and Learning Methods | <ul style="list-style-type: none"> • 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. • Scheduled learning involves four contact days which consist of lectures and small-group seminars. • Independent learning includes an e-learning resource 'Using Health Research', subject-specific quizzes, and self-directed study. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 1099 1385 1491"> <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>Written Exam: Unseen 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 1800 1278 2033"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td style="border: 1px solid black;">100%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td style="border: 1px solid black;">0%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td style="border: 1px solid black;">0%</td> </tr> <tr> <td colspan="2"></td> <td style="text-align: center;">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% |
| <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"> • "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. <p>Core texts for the module:</p> <ul style="list-style-type: none"> • Greenhalgh, T. (2014). How to read a Paper: The basics of evidence based medicine (5th edition). London: BMJ Books. • Aveyard, H. & Sharp, P. (2013). A beginner's guide to evidence-based practice in health and social care (2nd edition). Maidenhead; Open University Press. <p>General texts relating to evidence-based public health:</p> <ul style="list-style-type: none"> • Chalmers, I., & Altman, D. (1995). Systematic Reviews. BMJ Publishing Group. • Davies, H., Nutley, S., & Smith, P. (2000). What Works? Evidence-based policy and practice in public services. Policy Press. • Harrison, T. (2003). Evidence-based multidisciplinary public health. In (Eds) Orme, J. Powell, J. Taylor, P. Harrison, T & Grey, M. Public Health for the 21st century: New perspectives on policy, participation and practice (2nd edition), pp.251-268. Maidenhead: Open University Press. • Kings Fund. (2000). Evidence and Public Health, towards a common framework. Accessed at: http://www.kingsfund.org.uk/publications/evidenceand-public-health. • Nutley, S. (2003) Bridging the policy/research divide: Reflections and lessons from the UK. Accessed at: www.ruru.ac.uk/pdf/Bridging%20Research%20Policy%20Divide.pdf. • Research Unit for Research Utilisation (2002) Evidenced-based policy and practice: Moving from rhetoric to reality. Accessed at: www.cem.org/attachments/ebe/P086-P095%20Huw%20Davies%20and%20Sandra%20Nutley.pdf • Rychetnik, L., Frommer, M., Hawe, P., & Shiell, A. (2002). Criteria for evaluating evidence on public health interventions. Journal of Epidemiology and Community Health, 56:119-127. |

Part 3: Assessment

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| <p>Assessment Strategy</p> | <p>Summative assessment - There is one component to the assessment. It is a controlled component consisting of a two hours and 30 minute exam comprised of 35 multiple choice questions (MCQs) and 10 short answer questions (SAQs) based on module learning outcomes.</p> |
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Formative assessment during the module includes: online quizzes, critical appraisal-based seminar activities, Q&A sessions during lectures.

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| Identify final assessment component and element | Component A | |
| % weighting between components A and B (Standard modules only) | A: | B: |
| | 100 | |
| First Sit | | |
| Component A (controlled conditions) Description of each element | Element weighting (as % of component) | |
| 1. Unseen Exam 2.5 hours | 100 | |
| 2.(etc) | | |
| Component B Description of each element | Element weighting (as % of component) | |
| 1. N/A | 0 | |
| 2.(etc) | | |

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| Resit (further attendance at taught classes is not required) | | |
| Component A (controlled conditions) Description of each element | Element weighting (as % of component) | |
| 1. Unseen Exam 2.5 hours | 100 | |
| 2.(etc) | | |
| Component B Description of each element | Element weighting (as % of component) | |
| 1. N/A | 0 | |
| 2.(etc) | | |
| 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. | | |