University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

.Part 1: Basic Data						
Module Title	Public Health Project					
Module Code	UZVSLC-30-3		Level	3	Version	1
Owning Faculty	Health and Life Sciences		Field	Health and Applied Social Sciences		
Contributes towards	BSc (Hons) Public and Environmental Health					
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Project	
Pre-requisites	None		Co-requisites	None		
Excluded Combinations	None		Module Entry requirements	2011 syllabus accredited CIEH FdSc or other accredited route		
Valid From	01/09/2012		Valid to	01/09/2018		

CAP Approval Date	4/05/2012

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Select, develop and justify a research question or hypothesis in a relevant area of public or environmental health (Component A) • Critically evaluate research and current issues in the chosen area of study (Component A) • Identify, use and evaluate appropriate research methods for the chosen area of study taking into account reliability, validity and significance (Component A) • Draw appropriate conclusion which triangulate with the work of others, demonstrate personal analysis and show awareness of the limitation of the work (Component A) • Manage an extended piece of work using a full range of resources and analysis tools available (Component A) In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following • Working independently under the guidance of a supervisor • Time management skills

	• Scientific academic writing skills
Syllabus Outline	• Evidence based policy and practice (the role of evidence in the policy process; the concept of a public or environmental health intervention and use of evidence) • Literature searching databases • The nature of evidence: the disciplinary basis of evidence, hierarchies of evidence, exploring reliability and validity of evidence, different methodologies used as a basis for the development of evidence CASP critical appraisal tools and production of research critiques • Approaches to systematic review of the evidence base • Assessment of scientific evidence and its contribution to public and environmental health practice and policy including evaluation of effectiveness of interventions • Ethical issues surrounding the collection, interpretation, dissemination and use of public and environmental health information. • Critical review of contemporary issues in evidence based public and environmental health
Contact Hours/Scheduled Hours	• 300 hours in total • 102 hours scheduled learning Scheduled learning will typically include lectures, seminars, supervision and an interactive forum. All students are expected to attend a series of tutorials.
Teaching and Learning Methods	Introductory lectures are supported by seminars and individual/group supervision • 300 hours study time of which 102 hours will represent scheduled learning. Scheduled learning includes lectures, seminars and supervision. • Independent learning includes hours engaged with essential reading, preparation, project preparation and completion etc. Student study time will be organised each week with a series of both essential and further readings and preparation for supervision. It is suggested that preparation for lectures and seminars will take 4 hours per week with a further expectation of 78 hours preparation for the project. • This module will be taught across both semesters on one day per week allowing both full and part time routes to be timetabled effectively.
Reading Strategy	**Access and Skills** The development of literature searching skills is supported by a Library seminar provided within the first semester and by the Graduate Development Programme embedded in Tutorial entitlement at level three. These level three skills will build upon skills gained by the student whilst studying at levels one and two. Additional support is available through the Library Plus Services and via Moodle web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. In addition additional academic study skills support is available via the HE Drop-in sessions.

	All students will be encouraged to make use of the print and electronic resources available to them through membership of both the college and the university. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. Weston College Library's web pages provide access to subject relevant resources and to the library catalogue as well as signposting the University Library's web pages. Many resources can be accessed remotely. This guidance will be available in the programme handbook, module handbook and via module information on Moodle. **Essential reading** Any essential reading will be indicated clearly, along with the method for accessing it. Students may be asked to purchase a set text, be given a print study pack or be referred to texts that are available electronically **Further reading** Students will be encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature. All further reading reading resources will be available via both College and University libraries.
Indicative Reading List	Aveyard, H. **Doing a Literature Review in Health and Social Care. A Practical Guide**. McGraw Hill Machi, l., McEnvoy, B. T. **Literature Review**. Corwin Press Reardon, R. **Doing your Undergraduate Research Project**. Sage Robson, C. **How to do a Research Project. A guide for Undergraduate Students** Saks, M., Allsop, J. Chapter 3 Doing a Literature Review in Health and Chapter 4 Using documents in Health Research. **Researching Health, Qualitative, Quantitative and Mixed Methods**. Sage

Part 3: Assessment	
Assessment Strategy	A range of assessment techniques will be employed to ensure that learners can meet the breadth of learning outcomes presented in this module alongside the ability to demonstrate transferable skills e.g. communication skills. Project Proposal: It is expected that students will present a description of an interesting research problem, justification for the choice of topic area, a literature search, a breakdown of the research methodology and a description of how the research findings will be

	used. Research Paper: Students are expected to use secondary data to write a research paper in scientific language using scientific conventions based upon the research proposal. This piece of extended writing is an opportunity to engage with critical reasoning and writing. Opportunities for formative assessment exist for each of the assessment strategies used. Verbal feedback is given and all students will engage with personalised tutorials setting SMART targets as part of the programme design.

Identify final assessment component and element	**Component A, element 2**	
% weighting between components A and B (Standard modules only)	**A:**	**B:**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Project proposal (1000 words)	25%
2. Research Paper (3000 words) FINAL ASSESSMENT	75%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Project proposal (1000 words)	25%
2. Research Paper (3000 words) FINAL ASSESSMENT	75%
If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.	