



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Public Health Futures				
Module Code	UZVSLE-30-3	Level	3	Version	1.1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	Faculty of Health and Applied Sciences	Field	Health, community and policy studies		
Department	Health and Social Sciences	Module Type	Standard,		
Contributes towards	BSc (Hons) Public and Environmental Health MSci Environmental Health and Practice				
Pre-requisites	none	Co- requisites	none		
Excluded Combinations	none	Module Entry requirements	none		
First CAP Approval Date	4/5/2012	Valid from	. 01/09/2012		
Revision CAP Approval Date	01/02/2017	Valid from	September 2017		

Review Date	
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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"> Apply the principals of evidenced based public health.(Component A, element 1; Component B, element 1) Critically appraise the validity and reliability of evidence used in public health.(Component A, element 1; Component B, element 1) Assess the relation between housing, a sustainable environment and the health of individuals, neighbourhoods and communities within a holistic framework (Component A, element 1). Evaluate the organisations and agencies involved in the housing systems, governmental intervention and the changing role and operation of local government in housing and urban renewal in the UK (Component A, element 1). Critically discuss how pollution may be managed and controlled to protect human health and the environment (Component A, element 1 or Component B, element 1). Appraise the role of policy and strategy development and implementation for population health and well-being.(Component A, element 1; Component B, element 1) Assess the evidence of effectiveness of interventions, programmes and services to improve population health and well-being and the application to practice through planning, audit and evaluation. (Component A, element 1; Component B, element 1) Critically discuss sustainable development and sustainability and how these concepts are implicit to improving environmental quality and managing resources. (Component A, element 1; Component B, element 1)
Syllabus Outline	<ul style="list-style-type: none"> Surveillance and assessment of the population's health and well-being,

	<p>focusing on the quantitative and qualitative assessment of the population's health and well-being, including managing, analysing, interpreting and communicating information that relates to the determinants of health and well-being, needs and outcomes.</p> <ul style="list-style-type: none"> • Assessing the evidence of effectiveness of interventions, programmes and services to improve population health and well-being. Critical assessment of evidence relating to the effectiveness and cost-effectiveness of health and well-being and related interventions, programmes and services and the application to practice through planning, audit and evaluation • Policy and strategy development and implementation for population health and well-being and the means by which policies, implemented through strategies, serve to improve health and well-being. How this might be measured and the policy/strategy duly evaluated. • Health Protection focusing on the means of preventing the transmission of communicable diseases and/or protecting against the health impact of incidents that present • Critically evaluate air quality management and noise mapping • Housing and regeneration as evidenced based outcome • Future directions of public health
Contact Hours	<p>102 hours scheduled learning</p> <p>Scheduled learning will typically include lectures, seminars, external visits and an interactive forum.</p> <p>All students are expected to attend a series of tutorials</p>
Teaching and Learning Methods	<p>Introductory lectures are supported by seminars, case studies, visits and practical workshops.</p> <ul style="list-style-type: none"> •300 hours study time of which 102 hours will represent scheduled learning. Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop. •Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion. Student study time will be organised each week with a series of both essential and further readings and preparation for practical workshops. It is suggested that preparation for lectures and seminars will take 4 hours per week with a further expectation of 40 hours preparation for Poster defence and 40 hours used in essay assignment planning and completion. •This module will be taught across both semesters on one day per week allowing both full and part time routes to be timetabled effectively. <p>The module will look at various areas of environmental health from an evidence based intervention perspective. It will use neighbourhood renewal and air quality management examples then critically consider other areas of intervention. It will look at the development of policies and strategy at a local and national level. There will be one large case study used to illustrate methods and students will be activity involved in developing possible solutions to neighbourhood health problems.</p> <p>Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p>

<p>Key Information Sets Information</p>	<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="459 367 1369 752"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4">Number of credits for this module</td> <td>30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>300</td> <td>102</td> <td>198</td> <td>0</td> <td>300</td> </tr> </tbody> </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, open book written exam, In-class test Coursework: Written assignment or essay, report, dissertation, portfolio, project Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical 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="568 1155 1264 1391"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>40%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>60%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table>	Key Information Set - Module data					Number of credits for this module				30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	102	198	0	300	Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	40%	Practical exam assessment percentage	60%		100%
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<p>Reading Strategy</p>	<p>Access and Skills:</p> <p>The development of literature searching skills is supported by a Library sessions in Public Health Project module. 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.</p> <p>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.</p> <p>This guidance will be available in the programme handbook, module handbook and via module information on Moodle.</p> <p>Essential reading:</p> <p>Any essential reading will be indicated clearly, along with the method for accessing it.</p>																														

	<p>Students may be asked to purchase a set text, be given a print study pack or be referred to texts that are available electronically.</p> <p>Further reading:</p> <p>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.</p> <p>All further reading resources will be available via both College and University libraries</p>
Indicative Reading List	<p>Core Reading</p> <p>Hunter, J., Buckley, S. Mapping Health Toolkit (2013) CIEH available from http://www.cieh.org/WorkArea/showcontent.aspx?id=51114</p> <p>Department for Communities and Local Government (2012) Regeneration to enable growth; A toolkit supporting community-led regeneration. Crown copyright – available online: https://www.gov.uk/government/publications/community-led-regeneration-toolkit</p> <p>Blum,A. (2005) Sustainable neighbourhoods : assessment tools for renovation and development Leibnz-Institut</p> <p>Building Research Establishment (2008) Good Housing Leads to Good Health: A toolkit for Environmental Health Practitioners [online]. Available from: http://www.cieh.org/uploadedFiles/Core/Policy/Housing/Good_Housing_Leads_to_Good_Health_2008.pdf</p> <p>Department of Communities and Local Government (2015) English Housing Survey: Headline report [online]. Available from: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/406740/English_Housing_Survey_Headline_Report_2013-14.pdf</p> <p>Tacagni, R., (2015) Tackling rogue landlords: analysis of private rented housing prosecutions in London [online]. Available from: http://www.londonpropertylicensing.co.uk/tackling-rogue-landlords-analysis-private-rented-housing-prosecutions-london</p> <p>Lupton, R. (2013) What is neighbourhood renewal policy for? [online]. Available from: http://extra.shu.ac.uk/ppp-online/wp-content/uploads/2013/10/neighbourhood-renewal-policy.pdf</p> <p>Pendon,D.,Guest,C.,Melzer,D.,Gray,M.(2006) Oxford Handbook of Public Health.</p> <p>Orme,J.,Powell,J.,Taylor,P.,Grey,M.(2007) Public Health for the 21st Century. Open University Press.</p>

Part 3: Assessment	
Assessment Strategy	<p>Assessment strategy</p> <p>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.</p> <p>Critical Essay: An extended piece of writing encouraging students to engage with both the essential and the further reading to justify an intervention and to test the ability to discuss, evaluate, analyse, summarise and criticise</p> <p>Poster Defence and Summary Report: Output from a case study in the field of public health will be assessed by questioning. Students will be expected to</p>

	<p>justify their intervention of choice with a critical analysis of relevant research literature. This work will be produced individually and defended individually.</p> <p>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</p>
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	60%	40%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Poster Defence (30 mins) In-class	100%	
Component B Description of each element		
1. Critical Essay (3000 words)	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Poster Defence (30 mins) In-class.	100%	
Component B Description of each element		
1. Critical Essay (3000 words)	100%	
<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>		