



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Public Health Foundations				
Module Code	UZVSL6-30-1	Level	1	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	Department of Health and Social Sciences	Module Type	Standard		
Contributes towards	FdSc 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	September 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"> • Describe the key concepts and perspectives of health and development of public health policy (Component A, element 1) • Understand physiological, toxicological and epidemiological concepts, definitions and mechanisms in relation to health, illness and disease. (Component A, element 1) • Identify the roles of the agencies in surveillance of populations and the use of this epidemiological data to plan for local and national level management of incidents (Component A, element 1) • Comprehend the impact on health arising from poor nutrition, alcohol and drug misuse, exposure to sexually-transmitted diseases, lack of exercise and the range of mediating factors that impact on the likelihood and severity of outcome (Component A, element 1) • Establish the nature and epidemiological significance of a range of communicable diseases, identifying those that have a particularly strong environmental association (Component A, element 1) • Understand the principles of microbiology as they relate to our understanding of health, disease, hygiene and food technology (Component A, element 1; Component B, element 1)

	<ul style="list-style-type: none"> • Reproduce basic skills in the safe handling and containment of microorganisms, culture and standard operating procedures (Component B, element 1)
Syllabus Outline	<ul style="list-style-type: none"> • This module provides an introductory framework focusing on the study of human health, promotion and protection and also introduces public health and environment, health and safety context for later studies in the programme • Key concepts and definitions of health, public health and environmental health. Disciplinary perspectives; medical, social and ecological models of health. • Epidemiological concepts and definitions. Statistical concepts and definitions in relation to public health including sources and quality of public and environmental health data, at local, national and international level. This covers human populations and the factors which influence the frequency and distribution of diseases and ill health, how they can be studied and how data relating to these factors can be analysed, the sources and quality of public health data at local and national level needed to provide appropriate approaches and interventions to promote and protect health. • Physiological knowledge and human health - regulation and pathological mechanisms. Introduction to stressors and human toxicology • Psychological knowledge and human health - human behaviour and health outcomes. • Selected case studies to introduce interpretation of public health evidence and most probable solution, for establishing an association between risk factor and disease. Holistic and multi-disciplinary approaches to public health. • Introduction to key public health policy issues; health and government sector organisation, workforce and roles; community and voluntary sector. Introduction to health protection, health promotion and health improvement. • The role of health related practitioners in contributing to health protection and promotion is introduced, Skill development in this module making links to the professional and real world context of practice. • Microbiology - classification of cell type. Range of sizes. Eubacteria –groups based on characteristic structure, size, motility, reproduction, colony characteristics and staining reactions. • Basic Microbial Techniques: Aseptic technique. Media preparation. Selective and differential media. • Microbial interactions: Intermicrobial interactions, plant-microbe interaction, animal-microbe interactions. The ways in which microbes are utilized in industry; in particular within the fields of remediation, waste management and food production • Microbial pathogenicity
Contact Hours	<ul style="list-style-type: none"> • 300 hours total study time • 102 hours scheduled learning <p>Scheduled learning will typically include lectures, seminars, case studies, external visits and an interactive forum. 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, external visits; work based learning; case study in teams. • 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 the case studies. It is suggested that preparation for lectures and seminars will take 2 hours per week with a further expectation of 13 hours preparation for Presentation, 14 hours used in case study planning and completion and 25 hours study in preparation for the written examination.

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 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.

Placement learning: may include a practice placement, other placement, year abroad.

Key Information Sets Information

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.

Key Information Set - Module data				
Number of credits for this module				15
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	102	198	0	300

The table below indicates as a percentage the total assessment of the module which constitutes a -

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

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:

Total assessment of the module:	
Written exam assessment percentage	40%
Coursework assessment percentage	60%
Practical exam assessment percentage	
	100%

Reading Strategy

Core reading

Any core reading will be indicated clearly, along with the method for accessing it, eg students may be required to purchase a set text, be given a print study pack or be

	<p>referred to texts that are available electronically or in the Library. Module handbooks will also reflect the range of reading to be carried out.</p> <p>Further reading</p> <p>Further reading will be required to supplement the set text and other printed reading. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.</p> <p>Access and skills</p> <p>The development of literature searching skills is supported by a Library seminar provided within the first semester. Students will be presented with further opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. Additional support is available through the library web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library.</p> <p>Indicative reading list</p> <p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, current advice on readings will be available via the module handbook.</p>
Indicative Reading List	<p><i>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms. You are directed toward the latest editions of:</i></p> <p>Orme, J., Powell, J.E., Taylor, P. & Grey, M. (eds) Public Health for the 21st Century: Key Issues in Policy, Participation and Partnership Maidenhead: McGraw Hill/Open University Press</p> <p>Prescott, Harley & Klein Microbiology. 8th edn. Wm. Brown</p> <p>Burke S, Gray I, Paterson K and Meyrick J, Environmental Health 2012, a key partner in delivering the public health agenda. Health Development Agency HDA</p> <p>Coggon, D., Geoffrey, R and Barker, D.J.P., Epidemiology for the Uninitiated. 5th ed. London: BMJ</p> <p>Ewles, L., Key topics in public health: essential briefings on prevention and health promotion , Elsevier Churchill Livingstone</p> <p>Stewart J, Bushell F and Habgood V, Environmental Health as public health. London: CIEH publications</p> <p>Godfrey, H, Understanding the Human Body: Biological Perspectives for Healthcare. Oxford: Churchill Livingstone.</p> <p>Health Protection Agency, Health protection in the 21st Century, Understanding the burden of disease, preparing for the future, HPA Health Protection Agency</p> <p>Hunter D Public Health Policy, Polity Press</p> <p>Naidoo J and Wills J, Health Studies, Basingstoke , Palgrave</p> <p>Orme J, Powell J, Taylor P , Grey M, Public Health for the 21st Century, New Perspectives in Policy Participation and Practice (2nd edition)</p> <p>Open University Press/ McGraw Hill</p> <p>Electronic resources:</p> <p>Healthy Lives Healthy People http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAnd</p>

[Guidance/DH_121941](#)

Marmot Review

<http://www.marmotreview.org/AssetLibrary/pdfs/Reports/FairSocietyHealthyLivesExecSummary.pdf>

DOH 2007 Infectious diseases: an historical perspective

http://www.dh.gov.uk/en/Aboutus/MinistersandDepartmentLeaders/ChiefMedicalOfficer/ProgressOnPolicy/ProgressBrowsableDocument/DH_5014705

DOH 2004 Choosing Health: Making healthy choices easier 2004

http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4094550

DOH Health Survey for England

<http://www.dh.gov.uk/en/Publicationsandstatistics/PublishedSurvey/HealthSurveyForEngland/index.htm>

European Union Public Health Information System: Determinants of Health

http://www.euphix.org/object_class/euph_determinants_of_health.html

Community Health Partnerships

<http://www.communityhealthpartnerships.co.uk/>

CDC [Centre for Disease Control]

<http://www.cdc.gov/>

World health Organisation

<http://www.who.int/en/>

<http://www.euro.who.int/>

Determinants of Health WHO

<http://www.who.int/hia/evidence/doh/en/index.html>

EU Public Health

http://ec.europa.eu/health/index_en.htm

JOURNALS: (all available from: <http://www1.uwe.ac.uk/library/>)

Journal of Environmental Health Perspectives

British Medical Journal

Journal of Public Health Policy

Journal of Epidemiology and Community Health

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.

Examination: A set of questions will be designed to allow students to apply the fundamental principles of public health and anatomy & physiology acquired throughout the module.

Practical Reports: This will comprise a series of reports designed to assess students' development of knowledge and skill based competencies within the field of microbiology. Each session will introduce a range of standard operating procedures performed using aseptic technique that will embed

	<p>practical protocols.</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:
	40%	60%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Examination (2 hours)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Practical Reports	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Examination (2 hours)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Practical Reports	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>		