



STUDENT AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Quantitative Health Research				
Module Code	UZVSML-15-M	Level	M	Version	2
Owning Faculty	Health and Applied Sciences	Field	Health & Social Sciences		
Contributes towards	MRes MSc Public Health MSc Environmental Health				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co- Requisites	None	
Excluded Combinations	None		Module Entry Requirements	None	

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Understand the historical basis for epidemiology in public health. 2. Critically analyse the strengths, limitations and issues to consider with different types of epidemiological studies. 3. Assess the sources of evidence routinely used as a basis for health policy and practice, including strengths and limitations. 4. Interpret and apply the results of basic statistical analyses, particularly inferential statistics. 5. Use appropriate tools to critically appraise the evidence used in public health. 6. Understand how evidence is used in the policy process.
Syllabus Outline	<ul style="list-style-type: none"> • History of epidemiology and our understanding of disease causation in populations. • Characteristics, strengths and weaknesses of epidemiological studies. • . • Basic statistics – descriptive and inferential. • Introduction to statistical tests, including parametric and non-parametric. • Controlling for bias and confounding in epidemiological studies. • The concept of evidence-based policy and practice. • Hierarchies of evidence. • Tools and techniques in critical appraisal. • The dissemination and communication of evidence. • Ethical issues in the use of data.
Contact Hours	There will be a total of 27 hours of contact time delivered through lectures, seminars groupwork and workshops, plus 3 hours of on-line learning.

Teaching and Learning Methods	<p>Scheduled learning includes lectures, seminars, groupwork and workshops.</p> <p>Independent learning includes hours engaged with essential reading, workshop preparation, assignment preparation and completion and self-directed study.</p> <p>Technology Enhanced Learning will supplement taught sessions, to enable all students to access essential and supplementary learning materials via Blackboard. Module support will be supplemented with an electronic discussion board (either via Blackboard or via a dedicated Blog). Podcasts / Video will be used to accompany lecture input.</p>
Reading Strategy	<p>Core and further readings</p> <p>Students will be directed to this reading which is available electronically. Essential texts will be clearly indicated and digitised and provided via Blackboard wherever possible. Students will be expected to read more widely by identifying relevant material using the Module Guide, the Library Catalogue and a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. The purpose of this wider 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>Additional support is available online via the UWE Library Services web pages, including interactive tutorials on literature searching skills and the use of electronic library resources. Workshops are also offered by the library. These can be accessed via the UWE Library Services web pages http://www1.uwe.ac.uk/library/.</p> <p>Indicative reading list</p> <p>The following indicative reading 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, <i>current</i> advice on readings will be available via the Module Guide.</p>
Indicative Reading List	<p>Ajetunmobi, O. (2003). <i>Making sense of critical appraisal</i>. [online] London: Hodder Arnold. [Accessed 8 March 2013].</p> <p>Beaglehole, R. (1993) <i>Basic epidemiology</i>. Geneva: World Health Organisation.</p> <p>Campbell, M.J. (2009) <i>Statistics at Square One</i>. [online] London: BMJ Books [Accessed 8 March 2013].</p> <p>Coggan, D. (2003) <i>Epidemiology for the uninitiated</i>. [online] 5th ed. London: BMA</p> <p>Critical Appraisal Skills Programme(1999) <i>Evidence-based Health Care</i>. Available from: http://www.sph.nhs.uk/what-we-do/public-health-workforce/resources/critical-appraisals-skills-programme [Accessed 8 March 2013].</p> <p>Crombie, I.K. (1996) <i>The Pocket Guide to critical Appraisal</i> London: BMJ Books.</p> <p>Farmer, R. and Miller, D. (2004) <i>Lecture notes on epidemiology and public health medicine</i>. 5th ed. London: Blackwell Scientific.</p> <p>Friedman, G.D. (2004) <i>Primer of epidemiology</i>. 5th ed. London:McGraw Hill.</p> <p>Greenhalgh, T. (2010) How to read a Paper [online] 4th ed. London: BMJ Books. [Accessed 8 March 2013].</p> <p>Hennekens, C.H. and Buring, J.E. (1987) <i>Epidemiology in Medicine</i>. New York: Little, Brown and Company.</p> <p>Moon, G. et. al. (2000) <i>Epidemiology: an introduction</i>. [online] Milton Keynes: Open University Press. [Accessed 8 March 2013].</p>

	<p>Petrie, A. and Sabin, C. (2009) <i>Medical Statistics at a Glance</i>. 3rd ed. London: Blackwell.</p> <p>Sackett, D., Rosenberg, W., Muir Gray, J., Haynes, R. and Richardson, W. (1996) Evidence-based medicine: what it is and what it isn't. <i>British Medical Journal</i> 312 pp. 71 – 72.</p> <p>Rowntree, D. (2004) <i>Statistics without Tears</i>. Boston, Mass.: Pearson/Allyn and Bacon</p>
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Part 3: Assessment		
Assessment Strategy	<p>A two hour examination including MCQs and short answer questions to assess the candidates knowledge and understanding of epidemiological concepts and quantitative techniques. This will include a structured critical appraisal of an abridged, unseen research paper, and interpretation of the statistical results (Assesses all Learning Outcomes). The assessment details will be published in the module handbook at the start of the module.</p>	
Identify final assessment component and element	Component A 100%	
% 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. Two hour examination	100%	
Component B Description of each element	Element weighting (as % of component)	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Two hour examination	100%
Component B Description of each element	Element weighting (as % of component)
<p>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.</p>	

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First CAP Approval Date	19 th May 2013			
Revision CAP Approval Date	31/5/2017	Version	2	MIA 10627