



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Environmental Health Principles and Practice				
Module Code	UZVSRL-30-M	Level	M	Version	
Owning Faculty	Health and Applied Sciences	Field	Health Community and Policy Studies		
Contributes towards	MSc Environmental health				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites			Co- requisites		
Excluded Combinations			Module Entry requirements		
Valid From	September 2013		Valid to	September 2019	

CAP Approval Date	19 May 2013
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <p>Assessed Outcomes</p> <ol style="list-style-type: none"> 1. Demonstrate a critical understanding of the European and UK legal systems and have the ability to apply this to environmental health.(Component A and B) 2. Understand the concepts of risk assessment and management and be able to apply these to environmental health situations.(Component A and B) 3. Apply environmental health theory to practice.(Component A and B) 4. Determine, apply and evaluate a variety of environmental health interventions. (Component A and B) 5. Understand the role of the environmental health practitioner in professional practice. (Component A and B) 6. Demonstrate development as a reflective practitioner. (Component A and B) <p>Non Assessed Outcomes</p> <p>In addition the educational experience may explore, develop, and practise but not formally discretely assess the following</p> <ol style="list-style-type: none"> 1. The development of study and critical thinking skills to support learning throughout the programme. Development of employability skills appropriate to a career in Environmental Health Practice.

Syllabus Outline	<p>Environmental Health Law and Compliance</p> <p>The English legal system: Sources of law custom & equity precedent and case law civil and criminal law, the court system, the role of the environmental health practitioner.</p> <p>The legislative process, development of environmental health laws, statutes and delegated legislation. Interpretation of statutes. Investigations and evidence gathering, option generation. The enforcement hierarchy and its application to interventions.</p> <p>The nature of governance in the UK, taking this through from the role of central government as the legislature informed by its civil service and others, discharge of responsibilities through departments of state, non-ministerial agencies and non-governmental organisations through to local government.</p> <p>Risk Management</p> <p>Theories of risk and their influence on policy, regulatory practice and public understanding of health issues. Ongoing theoretical and practical developments in the field of risk management will be explored.</p> <p>Both quantitative statistical, toxicological, epidemiological, cost benefit data; and qualitative social risk knowledge theory will be applied. Models of risk at individual, organisational and societal levels will be critically reviewed. The roles of organisations, agencies and the rights of stakeholder representation about environmental health risk decision-making will be appraised.</p> <p>Evidence-based hazard assessment and health impact analysis of a range of environmental and public health issues; as well as solutions and remedial measures to remove, reduce and/or control risks will be examined. These will include environmental infection and pest control.</p> <p>Techniques and methodologies of hazard identification; inspection, audit and investigation will be developed. Policy development and organisational response to environmental health hazards will be critically analysed.</p> <p>Role of the Environmental Health Practitioner</p> <p>Identification of the points where the role of the EHP might be best practised as a means of intervening to prevent, control or mitigate the impact of stressors, but recognising the need to consider the political, technological and financial implications.</p> <p>The assimilation and integration of data from works of authority, codes of practice and local sources to inform and maximise the impact of environmental health interventions.</p> <p>The use of alternative enforcement/ compliance strategies and their uses in achieving desired health outcomes.</p> <p>Personal objective and goal setting, developing confidence to work independently and as part of a team. Understanding the value of partnership and how effective intervention strategies can arise through joint working.</p> <p>Evaluating the effectiveness of interventions through measurement of health impacts and cost effectiveness.</p> <p style="text-align: center;">Developing as a reflective practitioner</p>				
Contact Hours	<table border="0"> <tr> <td>Lectures</td> <td>24 Hours</td> </tr> <tr> <td>Seminars</td> <td>12 Hours</td> </tr> </table>	Lectures	24 Hours	Seminars	12 Hours
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Seminars	12 Hours				

	Field Activities 36 Hours																		
Teaching and Learning Methods	<p>The module will be delivered in a variety of ways requiring the student to utilise the skills of independent learning. A holistic approach to studies in depth is developed setting health risks and interventions in a wider context and in consideration of partnership, multi-agency roles and working practices in achieving objectives in public and environmental health. Lectures, seminars and e learning will provide the framework for this integrating module. Opportunities to integrate theory with practice are provided by a series of field activities and reflective practice is integral to the approach taken in this module and assessment.</p> <p>Organisation of Student Experience</p> <table border="1"> <thead> <tr> <th>Activity</th> <th>Hours</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>24</td> </tr> <tr> <td>Seminars</td> <td>12</td> </tr> <tr> <td>Field Activities</td> <td>36</td> </tr> <tr> <td>Oral Presentation Preparation</td> <td>24</td> </tr> <tr> <td>Professional Exam Preparation</td> <td>24</td> </tr> <tr> <td>Essential Reading</td> <td>56</td> </tr> <tr> <td>Seminar Preparation</td> <td>24</td> </tr> <tr> <td>Total</td> <td>200</td> </tr> </tbody> </table>	Activity	Hours	Lectures	24	Seminars	12	Field Activities	36	Oral Presentation Preparation	24	Professional Exam Preparation	24	Essential Reading	56	Seminar Preparation	24	Total	200
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Reading Strategy	<p>Access and Skills All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with 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 iSkillZone available via the Library web pages. 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>Essential Reading Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a print study pack or be referred to texts that are available electronically.</p> <p>Further Reading Further reading will be required to supplement the set textbook and other printed readings. 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>Blackboard This module is supported by Blackboard where students will be able to find all necessary module information. Direct links to information sources will also be provided from within Blackboard</p>																		
Indicative Reading List	<p>Indicative reading list</p> <p>Adams,J.(2007) Risk. Routledge</p> <p>Bennett P and Calman K (eds) (1999), Risk Communication and Public Health. Oxford. Oxford University Press.</p> <p>Bassett,W.H.(2007). Environmental Health Procedures. Seventh Edition Taylor and Frances.</p> <p>Cabinet Office (2002): Risk: Improving Governments capability to handle Risk &</p>																		

	<p>Uncertainty, Strategy Unit report, Cabinet Office.</p> <p>DETR/EA/IEH (2000): Guidelines for Environmental Risk Assessment & Management, DETR.</p> <p>Malcolm,R.,Pointing,J.(2005) Food Safety Enforcement. Chadwick House Publishing. London.</p> <p>Malcolm,R.,Pointing,J.(2012) Statutory Nuisance Law and Practice. Oxford.</p> <p>Moran,T.(1997) Legal Competence in Environmental Health. E and FN Spon. London.</p> <p>Partington,M.(2010). Introduction to the English Legal System. Third Edition. Oxford.</p> <p>Cabinet Office (2002): Risk: Improving Governments capability to handle Risk & Uncertainty, Strategy Unit report, Cabinet Office.</p> <p>DETR/EA/IEH (2000): Guidelines for Environmental Risk Assessment & Management, DETR.</p> <p>Royal Society (1992) Risk Analysis Perception and Management</p> <p>Smith, K., (2004), Environmental Hazards - Assessing Risk and Reducing Disaster, 4th Ed., Publ. Routledge, London.</p>
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Part 3: Assessment	
Assessment Strategy	<p>The assessment will be by oral presentation (component B) and examination (component A). The oral presentation will be based on current environmental and public health issues and provide evidence of the students understanding of how environmental health principles apply in practice. The examination comprises an unseen examination based on a seen topic. The topic will be issued not less than 2 weeks prior to the examination. This is an accreditation requirement of the Chartered Institute of Environmental Health (CIEH).</p> <p>In addition there are opportunities for formative assessment. Verbal formative feedback will also be given where appropriate in seminars.</p> <p>Component A 3 hour unseen examination Component B Oral Presentation</p>

Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	50	50
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Unseen examination (3 hours)	100%	
2		

Component B Description of each element	Element weighting (as % of component)
1. Oral Presentation	100%
2.	

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Unseen examination (3 hours)	100%
2.	

Component B Description of each element	Element weighting (as % of component)
1. Oral Presentation	100%
2.	

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.