



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Quantitative Health Research (distance learning)				
Module Code	UZVRTL-15-M	Level	M	Version	1
Owning Faculty	Health and Applied Sciences	Field	Health and Social Sciences		
Contributes towards	PGCert/PGDip/MSc Environmental Health MSc Environmental Health Studies				
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	
Valid From	January 2015		Valid to	September 2019	

CAP Approval Date	22 nd October 2014
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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. Identify and critically analyse the strengths, limitations and issues to consider with different types of epidemiology studies for public health policy and practice 3. Demonstrate familiarity with the sources of evidence routinely used as a basis for health policy and practice, including strengths and limitations. 4. Understand and interpret basic statistical analysis, particularly relating to inferential statistics. 5. Critically appraise evidence used in public health, utilising various tools and techniques. 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. • Sources of public health data. • 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	<p>This distance learning module provides a blended learning approach utilizing asynchronous online activities (including lectures, reading, quizzes, videos) and synchronous tutorials (seminars/discussions). Progress through the module is managed through time-dependent release of online resources to ensure structured progression through the learning materials and the synchronous activities promote</p>

development of the student-tutor relationship and encourage a cohort identity in addition to supporting core learning. Approximately 24 hours of directed study (online lectures, seminars etc.) are delivered via Blackboard.

Teaching and Learning Methods

Teaching is delivered in the format of up to 8 online lectures (delivered as audio podcasts or video capture linked with Adobe presenter or equivalent), plus online seminars and other web-based activities. Online seminar activities include student-centred active learning techniques (e.g. via Collaborate) and access to a module discussion board or blog. These are delivered via the Blackboard online learning platform.

Essential, indicative and supplementary online learning materials and resources are also provided via Blackboard, with links to online library resources.

Key Information Sets

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.

Further detail on Key Information Sets and how the University is implementing its requirements can be found at:

<https://share.uwe.ac.uk/sites/ar/kis/KIS%20Background%20Information/Forms/AllItems.aspx>. This also contains further guidance on how to complete the information requested below.

A KIS is required for every undergraduate programme (including integrated Masters and foundation degrees) so please fill this section if this module will contribute to an undergraduate programme.

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
150	30	120	0	150

*This includes synchronous and asynchronous activities.

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		0%	
Coursework assessment percentage		0%	
Practical exam assessment percentage		100%	
		100%	

Reading Strategy

Core and Further Readings

All essential, indicative and supplementary reading are indicated and available via Blackboard, which include access to online databases, journals and e-textbooks. Students are recommended two or three core e-textbooks, which they can choose to purchase if they wish. They are required to access a range of indicated peer reviewed online academic journals to prepare for the assignment, all accessible via the online UWE Library.

All recommended reading is available online via Blackboard and the UWE Library, which supports individual lectures, seminars and topics. Students are expected to research other reading materials relevant to their assignment and to read widely using the variety of online resources at their disposal. The purpose of further reading is to ensure students become familiar with current research and practice relevant to the syllabus.

Access and Skills

Development of literature searching skills is supported by the online UWE Library service which includes 24 hour online support, tutorial support and downloadable materials; these include interactive tutorials on finding books and journals, evaluating information and referencing. Further details are available at <http://www1.uwe.ac.uk/library/>.

Indicative Reading List

Indicative Reading List

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. Its currency may wane during the life span of the module specification. However, as indicated above, *current* advice on readings are available via the module's Blackboard homepage.

Ajetunmobi, O. (2003). Making sensed of critical appraisal. London: Hodder Arnold.

Campbell, M.J. (2009) Statistics at Square One.London: BMJ Books.

Coggan, D. (2003) Epidemiology for the uninitiated. 5th ed. London: BMA

Critical Appraisal Skills Programme (1999) Evidence-based Health Care. Available from: <http://www.sph.nhs.uk/what-we-do/public-health-workforce/resources/critical-appraisals-skills-programme>.

Greenhalgh, T. (2010) How to read a Paper 4th ed. London: BMJ Books.

Moon, G. et. al. (2000) Epidemiology: an introduction. Milton Keynes: Open University Press.

Petrie, A. and Sabin, C. (2013) Medical Statistics at a Glance Workbook. London: Blackwell.

Sackett, D., Rosenberg, W., Muir Gray, J., Haynes, R. and Richardson, W. (1996) Evidence-based medicine: what it is and what it isn't. British Medical Journal 312 pp. 71 – 72.

Websites

Relevant recommended websites are listed in the online module handbook and on Blackboard.

Part 3: Assessment

Assessment Strategy

The Assessment Strategy has been designed to support and enhance the development of both subject-based and generic key skills, whilst ensuring that the module's Learning Outcomes are attained. The assessment comprises of multiple Choice Question Quizzes, short answer question and a structured online test.

This three part assessment is an innovative and suitable form of assessment as it enables students to i) develop a deep understanding of epidemiology and its significance to improving the public health ii) increase their understanding and develop their competence around key approaches to quantitative research. It assesses all the specific module learning outcomes in addition to the CIEH Knowledge and Skills domains.

The following assessment details will be published in the module handbook at the start of the module. There will be three components to the summative assessment, all unseen and completed online. These are embedded within the module to provide a sufficient level of control:

1. Online Multiple Choice Question (MCQ) quizzes (3 sets of 5 questions spread evenly throughout the course) will assess understanding of epidemiological definitions and concepts
2. An online short answer question (40 minutes half way through the course) directly relating to taught material, will assess understanding of more complex epidemiological issues, and the ability to apply these to real examples
3. A structured online test (50 minutes towards the end of the course) will assess interpretation of results (table/graph/text) from one of the papers studied during the course

Formative Assessment

Opportunities exist for formative assessment in the module, through online quizzes, Blackboard collaborate sessions and individual feedback.

Full details can be found in the Module Handbook and on the module's Blackboard site.

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)	Element weighting	
Element 1: 15 online MCQs	30%	
Element 2: Online short answer question	30%	
Element 3: Structured online test	40%	

Resit (further taught input is not required)	
Component A (controlled conditions)	Element weighting
Element 1: 15 online MCQs	30%
Element 2: Online short answer question	30%
Element 3: Structured online test	40%
<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>	