



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Public Health (Improvement and Protection) Project (PPP)				
Module Code	UZVRMN-45-M	Level	M	Version	1
UWE Credit Rating	45	ECTS Credit Rating	22.5	WBL module?	No
Owning Faculty	Faculty of Health and Applied Sciences	Field	Health, community and policy studies		
Department		Module Type	Standard		
Contributes towards	MSc Environmental Health Professional Practice				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
First CAP Approval Date	01/02/2017		Valid from	September 2017	
Revision CAP Approval Date			Valid from		

Review Date	
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Part 2: Learning and Teaching	
Learning Outcomes	<p>In line with CIEH requirements for the Public Health intervention field, on successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Produce a comprehensive and critical review of the literature and critically evaluate and explore aspects of the research process including issues of reliability, validity and trustworthiness • Evaluate and contribute to theoretical and methodological debate in their discipline • Demonstrate high standards of ethical practice in research and critically reflect on ethical issues • Demonstrate an awareness of how policy is made in the context of environmental and public health and personally contribute toward policy development and identify the potential or actual impact of the policy on those targeted • Investigate environmental health problems which affect a community of people and require the application of surveillance and assessment in which data is collected, collated, analysed, interpreted and communicated • Assess the effectiveness of an intervention, programme or service designed to

	<p>improve health and well-being</p> <ul style="list-style-type: none"> • Demonstrate an understanding of partnership working, how engagement with partnership working has contributed towards addressing a problem that affects a community and the role of the Environmental Health Practitioner in Public Health • Reflect upon the experience of undertaking the intervention in terms of the uncertainties involved in judging risk, the effectiveness of the course of action and any incidental problems encountered. <p>All learning outcomes will be targeted by assessment component A.</p>
Syllabus Outline	<ul style="list-style-type: none"> • Surveillance and assessment of a populations health and wellbeing • Assessing evidence of the effectiveness of interventions, programmes and services to improve population health and wellbeing. • Policy and strategy development and implementation to improve population health and well-being. • Leadership and collaborative working to improve population health and well-being. • Evidence based policy and practice (the role of evidence in the policy process; the concept of a public or environmental health intervention and use of evidence) • Clarifying research aims, objectives, research questions, research strategy and methods. • Literature searching databases • The nature of evidence: the disciplinary basis of evidence, hierarchies of evidence, exploring reliability and validity of evidence, different methodologies used as a basis for the development of evidence CASP critical appraisal tools and production of research critiques • Approaches to review and analysis of the evidence base • Assessment of scientific evidence and its contribution to public and environmental health practice and policy including evaluation of effectiveness of interventions • Ethical issues surrounding the collection, interpretation, dissemination and use of public and environmental health information. • Critical review of contemporary issues in evidence based public and environmental health
Contact Hours	<p>150 hours of contact to include lectures, seminars or tutorials, laboratory sessions, site visits, field work and one to one project supervision.</p> <p>This will be supported/supplemented by synchronous virtual form:</p> <ul style="list-style-type: none"> • Students can opt to study some of the lecture materials through a virtual learning environment. • As part of the above, students are offered tutorial support, either face-to-face, or through a virtual learning environment.
Teaching and Learning Methods	<p>The Teaching and Learning Strategy is designed to support students to learn to undertake and evaluate research independently by the end of the module. Scheduled learning support to students will be front loaded to the initial months of the module with students increasingly learning to work as independent researchers as the module progresses.</p> <p>Scheduled learning will include generic workshops on general module issues and specialist workshops tailored to the students' chosen methodological approach, team supervision and individual feedback on ethics applications and selected draft dissertation sections.</p>

The majority of student time will be spent in independent learning including reading and synthesising research literature, planning, undertaking and analysing research data and writing up the project submission.

Workshops, field activities and e-learning will provide the framework for this primarily student centred module.

Field activities will be provided to cover the following 4 public health interventions from the CIEH Portfolio of Professional Practice (PPP):

PH1: Investigation into a public health problem requiring the application of surveillance and assessment of the population’s health and well-being.

PH2: Assessment of the effectiveness of an intervention, programme or service designed to improve health and well-being with which you have had personal involvement.

PH3: Make a personal contribution (alone or in collaboration with others) to the development of a specific policy or strategy in a field of Environmental Health (or in another context with which you are familiar).

PH4: Involvement in collaborative working which addresses a discrete problem that affects a community, reflect upon the experience and its impact on health and well-being.

Reflective practice and critical appraisal are integral to the approach taken in this module and assessment.

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				
<i>Number of credits for this module</i>				
				45
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
450	150	300	0	450

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:

	<table border="1" data-bbox="584 150 1278 387"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td>100%</td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td></td> <td></td> <td>100%</td> <td></td> </tr> </table>	Total assessment of the module:				Written exam assessment percentage		0%		Coursework assessment percentage		100%		Practical exam assessment percentage		0%				100%	
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Practical exam assessment percentage		0%																			
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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 SkillZone 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. Environmental Health also benefits from a subject-specific Library Workbook.</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>Most up to date editions of:</p> <p>Donaldson, L.J., Scally, G. Donaldsons Essential Public Health. Oxford Radcliffe Publishing.</p> <p>Pendon, D., Guest, C., Melzer, D., Gray, M. Oxford Handbook of Public Health.</p> <p>Orme, J., Powell, J., Taylor, P., Grey, M. Public Health for the 21st Century. Open University Press.</p> <p>Aveyard, H. Doing a Literature Review in Health and Social Care. A Practical Guide. Open University Press</p> <p>Bell, J. Doing your research project: a guide for first time researchers in education and social science. [online] 5th ed..Milton Keynes: Open University Press</p> <p>Blaikie, N. Designing Social Research. 2nd ed. Cambridge: Polity Press.</p> <p>Blaxter, L., Hughes, C. and Tight, M. How to Research. [online] 4th ed. Milton Keynes: Open University Press.</p> <p>Bowling, A. Measuring disease: A Review of disease-specific quality of life measurement scales. 2nd ed. Milton Keynes: Open University Press.</p> <p>Bowling, A. Research Methods in Health. [online] 3rd ed. Maidenhead: Open University Press.</p>																				

	<p>Creswell, J.W. Qualitative Inquiry and Research Design. 3rd ed. London: Sage Publications.</p> <p>Denscombe, M. The Good Research Guide: for Small-scale Social Research Projects [online] 4th ed. Milton Keynes: Open University Press.</p> <p>Green, J. and Thorogood, N. Qualitative Methods for Health Research. 2nd ed. London: Sage Publications</p> <p>O’Leary, Z. The Essential Guide to Doing Your Research Project. London: Sage.</p> <p>Silverman, D. Doing Qualitative Research. 3rd ed. London: Sage Publications.</p> <p>Thomas, D.R. and Hodges, I.D. Designing and Managing Your Research Project: Core Knowledge for Social and Health Researchers. London: Sage</p>
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Part 3: Assessment	
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Assessment Strategy	<p>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 met and the relevant learning outcomes for PPP interventions PH1 to PH4 are attained.</p> <p>The assessment strategy is designed to support students to complete a well-designed and evaluated research project based on the PH1 to PH4 Public Health PPP interventions:</p> <p>PH1: Investigation into a public health problem requiring the application of surveillance and assessment of the population’s health and well-being.</p> <p>PH2: Assessment of the effectiveness of an intervention, programme or service designed to improve health and well-being with which you have had personal involvement.</p> <p>PH3: Make a personal contribution (alone or in collaboration with others) to the development of a specific policy or strategy in a field of Environmental Health (or in another context with which you are familiar).</p> <p>PH4: Involvement in collaborative working which addresses a discrete problem that affects a community, reflect upon the experience and its impact on health and well-being.</p> <p>Interventions covering PH1 to PH4 will form part of the teaching for this module.</p> <ul style="list-style-type: none"> • The first stage of assessment will be the production of a research proposal. Students will be given guidance on producing a research proposal that outlines their research strategy, aims, objectives, research questions and methods in relation to a public health intervention. Feedback will be given on the strengths and weaknesses of the protocol with particular reference to methodological clarity, feasibility and ethicality. • Summative assessment will be based on the submission of the completed dissertation which will be assessed against the module learning outcomes.
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A: 100%	B:
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	

1. Project proposal (2000 words)	20%
2. Written project submission (11000 words)	80%
Component B Description of each element	Element weighting

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting
1. Project proposal (2000 words)	20%
2. Written project submission (11000 words)	80%
Component B Description of each element	Element weighting
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.	