



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Housing (PPP)				
Module Code	UZVSQL-30-M	Level	M	Version	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	Health and Social Sciences	Module Type	Standard		
Contributes towards	MSc Environmental Health Professional Practice MSci Environmental Health and 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>On successful completion of this module students will meet the following learning outcomes within the context of Housing:</p> <ul style="list-style-type: none"> • Critically appraise knowledge, research, new evidence and innovations in Environmental Health Practice. (Component A & B) • Consult relevant legislation, guidance, procedures and other secondary sources and use them to assess risk and inform relevant interventions to secure compliance and/ or protect health and wellbeing. (Component A & B) • Identify the range of solutions that might be available to deal with an environmental health problem and be able to justify the most appropriate course of action to secure compliance and/or protect health and wellbeing. (Component A & B) • Show how the acquisition of information through observation, inspection, sampling provides the means of making judgements or otherwise of a risk to health. (Component A & B) • Use judgement to determine appropriate interventions to protect health and well-being. (Component A & B) • Identify hazards to health and relate these to risk in the context of the

	<p>circumstances encountered. (Component A & B)</p> <ul style="list-style-type: none"> • **Demonstrate an understanding of partnership working and the role of the Environmental Health Practitioner in Public Health. (Component A) • **Demonstrate an understanding of the role of the Environmental Health Practitioner in the management of a communicable disease outbreak. (Component A) • Critically 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. (Component A & B) <p>All learning outcomes will be targeted by assessment components A and B. The professional requirements of the CIEH are that students are involved in and submit all five intervention areas for assessment. In order to reduce the written assessment burden, one of the interventions will be assessed by controlled interview.</p> <p>**If the Public Health intervention ‘PH5 – communicable disease outbreak investigation’ is included in the Housing week, the two learning outcomes marked ** will be included. PH5 can be run as a stand-alone intervention, or as an intervention combined with another (where appropriate). If PH5 is included in the Housing week it will be assessed via controlled interview (component A). The remaining five Housing interventions will be assessed through a mixture of formative and summative assessment (2000 words per intervention report) (See Part 3: Assessment).</p>
Syllabus Outline	<ul style="list-style-type: none"> • Demonstration of the use of the Housing Health and Safety Rating System (HHSRS) or a similar process designed to establish the suitability (or otherwise) of residential property and so justifying (or not) an intervention appropriate to the circumstances. • Carry out, and report upon, an inspection of a problematic House in Multiple Occupation. • Undertake an inspection of, and report upon, a house in single family/household occupancy in which housing defects have been encountered or are suspected. • The investigation of a problem presenting a risk to the health of occupants of a property from one of the following: a drainage defect; unsatisfactory drinking or recreational water quality; radon infiltration; or a pest infestation. • Involvement in an area- or community-based intervention designed to bring about housing/ environmental improvement or regeneration. • **Leadership and collaborative working to improve population health and well-being. <p>**I If the Public Health intervention ‘PH5 – communicable disease outbreak investigation’ is included in the Housing week.</p>
Contact Hours	<p>48 hours face-to-face scheduled activity delivered in a one-week block. This will be supported by synchronous virtual form:</p> <ul style="list-style-type: none"> • Between 12 and 24 hours of distance learning materials on the subject of Health and Safety. • Between 3 and 6 hours of tutorial support, either face-to-face, or through a virtual learning environment. • In addition to that outlined above, after each week’s block activities (representing a module) students will have the opportunity to submit one draft intervention report out of the five to be completed. General formative feedback will be provided relating to the three skill areas and the reflection. Detailed feedback will not be provided, although if students have clearly missed a major technical or regulatory issue, this will be pointed out. This aligns with CIEH professional practice and meets accreditation requirements.
Teaching and	The module will be delivered in a variety of ways requiring the student to utilise the

<p>Learning Methods</p>	<p>skills of independent learning. A holistic approach to studies will be developed, setting health risks and interventions in a wider context. Students will be required to consider the role of partnership and multi-agency work, as well as the impact of their own working practices in achieving objectives in public and environmental health.</p> <p>Workshops, field activities and e-learning will provide the framework for this primarily student centred module.</p> <p>Reflective practice and critical appraisal are integral to the approach taken in this module and assessment.</p> <p>Scheduled learning will include lectures, seminars, demonstration, practical classes and workshops, fieldwork lab work and external visits.</p> <p>The majority of student time will be spent in independent learning, including reading and synthesising appropriate literature and writing up the reflective portfolio entry.</p>																														
<p>Key Information Sets Information</p>	<p>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.</p> <table border="1" data-bbox="459 779 1369 1164"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4">Number of credits for this module</td> <td>30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>300</td> <td>80</td> <td>220</td> <td>0</td> <td>300</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Written Exam: Unseen written exam, open book written exam, In-class test</p> <p>Coursework: Written assignment or essay, report, dissertation, portfolio, project</p> <p>Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>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:</p> <table border="1" data-bbox="571 1585 1264 1814"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>70%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>30%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table>	Key Information Set - Module data					Number of credits for this module				30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	80	220	0	300	Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	70%	Practical exam assessment percentage	30%		100%
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<p>Reading Strategy</p>	<p>Access and Skills</p> <p>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</p>																														

	<p>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 study skills pages (available at: http://www1.uwe.ac.uk/students/studysupport/studyskills.aspx). 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</p> <p>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</p> <p>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</p> <p>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>The most recent editions of:</p> <ul style="list-style-type: none"> *Marshall, D Understanding Housing Defects. Estates Gazette (Available as an e-book in the UWE library) *Marshall, D. and Worthing, D. The Construction of Houses. Estates Gazette (Available as an e- book in the UWE library) *Ormandy, D Housing and Health in Europe: The WHO LARES Project. Routledge Ltd – available online: http://www.euro.who.int/en/health-topics/environment-and-health/Housing-and-health/activities/the-large-analysis-and-review-of-european-housing-and-health-status-lares-project *Basset W. H. Environmental Health Procedures. Taylor & Francis (Available as an e-book from the UWE library) *Department for Communities and Local Government Regeneration to enable growth; A toolkit supporting community-led regeneration. Crown copyright – available online: https://www.gov.uk/government/publications/community-led-regeneration-toolkit Blum,A. Sustainable neighbourhoods : assessment tools for renovation and development Leibnz-Institut *Housing Act 2004 United Kingdom: The National Archives. Available from: http://www.legislation.gov.uk/ukpga/2004/34/contents *Great Britain Office of the Deputy Prime Minister Housing Health and Safety Rating System: Operating Guidance [online]. London: The Office of the Deputy Prime Minister. (available via Blackboard) Building Research Establishment Good Housing Leads to Good Health: A toolkit for Environmental Health Practitioners [online]. Available from: http://www.cieh.org/uploadedFiles/Core/Policy/Housing/Good_Housing_Leads_to_Good_Health_2008.pdf Department of Communities and Local Government English Housing Survey: Headline report [online]. Available from: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/406740/English_Housing_Survey_Headline_Report_2013-14.pdf Tacagni, R., Tackling rogue landlords: analysis of private rented housing prosecutions in London [online]. Available from: http://www.londonpropertylicensing.co.uk/tackling-rogue-landlords-analysis-private-

rented-housing-prosecutions-london

Lupton, R. **What is neighbourhood renewal policy for?** [online]. Available from: <http://extra.shu.ac.uk/ppp-online/wp-content/uploads/2013/10/neighbourhood-renewal-policy.pdf>

*Great Britain Office of the Deputy Prime Minister **Housing Health and Safety Rating System: Enforcement Guidance** [online]. London: The Office of the Deputy Prime Minister. Available from: <https://www.gov.uk/government/publications/housing-health-and-safety-rating-system-enforcement-guidance-housing-conditions>

*House of Commons **Houses in Multiple Occupation (HMOs)** [online]. Available from: <http://researchbriefings.files.parliament.uk/documents/SN00708/SN00708.pdf>

Battersby, S. **A house is not a home when it causes ill-health** [online]. Available from: <http://www.cieh.org/WorkArea/DownloadAsset.aspx?id=39846>

Pendon, D., Guest, C., Melzer, D., Gray, M. **Oxford Handbook of Public Health**.

Orme, J., Powell, J., Taylor, P., Grey, M. **Public Health for the 21st Century**. Open University Press.

Data bases: (Available from: <http://www1.uwe.ac.uk/library/>)

Lexis Library

Web sites:

UK Government **Extending mandatory licensing of houses in multiple occupation and related reforms** [online]. Available from: <https://www.gov.uk/government/consultations/extending-mandatory-licensing-of-houses-in-multiple-occupation-and-related-reforms>

www.communities.gov.uk

Part 3: Assessment

<p>Assessment Strategy</p>	<p>Assessment is by portfolio and oral presentation which is a professional requirement of the Chartered Institute of Environmental Health (CIEH). All PPP interventions undertaken during the module will be potentially assessable. One outcome will be assessed formatively to provide feedback to students. This outcome will be chosen at the beginning of the module. Four of the remaining outcomes will form the summative assessment, three by portfolio submission and one by controlled interview. The assessment of the Housing PPP interventions is set out by the CIEH.</p> <p>“The portfolio requires candidates to undertake a range of interventions (which can be described as actions that EHPs take to control, eliminate or mitigate adverse health impacts that arise from environmental stressors on the physical, social and human worlds) and develop a range of skills that should enable experiential learning to take place. Candidates are required to reflect on their experience of undertaking different interventions and developing skills throughout the PPP to enable reflective practice to take place” (CIEH, 2013)</p> <p>All learning outcomes will be targeted by assessment components A and B. The professional requirements of the CIEH are that students are involved in and submit all five intervention areas for assessment. In order to reduce the written assessment burden, one of the interventions will be assessed by controlled interview.</p> <p>Component B consists of a 6000 word portfolio, comprising three 2000 word intervention reports. Each of the three reports in the portfolio submission will be marked separately. The requirements for passing the module are as follows:</p> <p>Module run without PH5 (Public Health) intervention:</p> <p>In line with CIEH requirements, the student must achieve a minimum of 50% in the oral presentation. In addition, the student must pass TWO of the written</p>
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	<p>intervention reports in the portfolio with a minimum of 50% AND achieve an overall component grade of at least 50%.</p> <p>Module run with PH5 (Public Health) intervention:</p> <p>In line with CIEH requirements, the student must achieve a minimum of 50% in the oral presentation. In addition, the student must pass ALL of the written intervention reports in the portfolio with a minimum of 50%.</p> <p>Where necessary, and appropriate, an alternative medium of assessment may be negotiated.</p>
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Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A: 30%	B: 70%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
1. Oral presentation (20 minutes) (covering one intervention)	100%	
Component B Description of each element		
1. Portfolio of Professional Practice (6000 words)	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting	
1. Oral presentation (20 minutes) (covering one intervention)	100%	
Component B Description of each element		
1. Portfolio of Professional Practice (6000 words)	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>		