




ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Public Health (Improvement and Protection) Project				
Module Code	UZVSQJ-30-3	Level	3	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	Department of Health and Social Sciences	Module Type	Project		
Contributes towards	MSci Environmental Health and Practice				
Pre-requisites	Work Based Learning (research)	Co- requisites			
Excluded Combinations		Module Entry requirements			
First CAP Approval Date	1 February 2017	Valid from	September 2017		

Review Date	
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> 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 (Component A) Produce a comprehensive and critical review of the literature (Component A) Evaluate the importance of, reliability of, validity and trustworthiness of different levels of evidence and how it is used in evaluation, assessment and the research process (Component A) Design and execute a well-planned research study based on relevant methodology within an appropriate framework of research governance (Component A) Demonstrate high standards of ethical practice in research and critically reflect on ethical issues (Component A) Contribute to the development of policy in a field of environmental health and identify the potential or actual impact of the policy on those targeted (Component A) Demonstrate an understanding of partnership working and the role of the Environmental Health Practitioner in Public Health (Component A)
Syllabus Outline	<ul style="list-style-type: none"> 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

	<p>evidence)</p> <ul style="list-style-type: none"> • 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 systematic review 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	<ul style="list-style-type: none"> • 102 hours of contact to include lectures, seminars or tutorials, laboratory sessions, site visits, field work and one to one project supervision. 																									
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> <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 dissertation.</p>																									
Key Information Sets Information	<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="472 1518 1386 1899"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> <tr> <td colspan="4"></td> <td style="border: 2px solid black; text-align: center;">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 style="text-align: center;">300</td> <td style="text-align: center;">102</td> <td style="text-align: center;">198</td> <td style="text-align: center;">0</td> <td style="text-align: center;">300</td> </tr> </tbody> </table> <p style="text-align: right;"></p> <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>	Key Information Set - Module data					<i>Number of credits for this module</i>									30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	102	198	0	300
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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		100%	
Practical exam assessment percentage		0%	
			100%

Reading Strategy

Core and Further Readings

All essential, indicative and supplementary reading are indicated and available via Moodle, which include access to online databases, peer reviewed online journals and e-textbooks all accessible via the online UWE Library or Weston College Library Plus. Students are recommended two or three core e-textbooks, which they can choose to purchase if they wish.

All recommended reading is available online via Weston College 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

The following 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, CURRENT advice on readings will be available via other more frequently updated mechanisms.

Aveyard, H. (2014) Doing a Literature Review in Health and Social Care. A Practical Guide. Open University Press

Bell, J. (2010) Doing your research project: a guide for first time researchers in education and social science. [online] 5th ed..Milton Keynes: Open University Press.[Accessed 8 April 2016].

Blaikie, N. (2010) Designing Social Research. 2nd ed. Cambridge: Polity Press.

Blaxter, L., Hughes, C. and Tight, M. (2010) How to Research. [online] 4th ed. Milton Keynes: Open University Press. [Accessed 8 April 2016].

Bowling, A. (2001) Measuring disease: A Review of disease-specific quality of life measurement scales. 2nd ed. Milton Keynes: Open University Press.

	<p>Bowling, A. (2009) <i>Research Methods in Health</i>. [online] 3rd ed. Maidenhead: Open University Press.</p> <p>Creswell, J.W. (2013) <i>Qualitative Inquiry and Research Design</i>. 3rd ed. London: Sage Publications.</p> <p>Denscombe, M. (2010) <i>The Good Research Guide: for Small-scale Social Research Projects</i>[online] 4th ed. Milton Keynes: Open University Press. [Accessed 8 April 2016]</p> <p>Green, J. and Thorogood, N. (2014) <i>Qualitative Methods for Health Research</i>. 2nd ed. London: Sage Publications</p> <p>O’Leary, Z. (2010) <i>The Essential Guide to Doing Your Research Project</i>. London: Sage.</p> <p>Silverman, D. (2010) <i>Doing Qualitative Research</i>. 3rd ed. London: Sage Publications.</p> <p>Thomas, D.R. and Hodges, I.D. (2010) <i>Designing and Managing Your Research Project: Core Knowledge for Social and Health Researchers</i>. London: Sage</p>
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Part 3: Assessment	
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 attained. Full details can be found in the Module Handbook and on the module’s Moodle site.</p> <p>The assessment strategy is designed to support students to complete a well-designed and evaluated research project.</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. <p>To ensure individual interventions can be identified, the final submission will be split into appropriate chapters to differentiate between the four PPP public health intervention areas. A document detailing the required project structure for submission will be issued at the beginning of the module.</p>

Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	A:	B:
	100%	
First Sit		
Component A (controlled conditions)	Element weighting (as % of component)	
Description of each element		
1. Project proposal (1000 words)	25%	

2. Written project submission (10000 words)	75%
Component B Description of each element	Element weighting (as % of component)
1.	
2.	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Project proposal (1000 words)	25%
2. Written project submission (10000 words)	75%
Component B Description of each element	Element weighting (as % of component)
1.	
2.	
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.	

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First CAP Approval Date	Special CAP event 29 th & 30 th June 2016 – approval noted at Faculty CAP 1 February 2017			
Revision CAP Approval Date		Version	1	MIA 10485