



### MODULE SPECIFICATION

Part 1: Information			
<b>Module Title</b>	Principles of Public Health		
<b>Module Code</b>	UZVYB8-30-1	<b>Level</b>	4
<b>For implementation from</b>	September 2020		
<b>UWE Credit Rating</b>	30	<b>ECTS Credit Rating</b>	15
<b>Faculty</b>	Health and Applied Sciences	<b>Field</b>	Health, Community and Policy Studies
<b>Department</b>	Department of Health and Social Sciences		
<b>Contributes towards</b>	BSc (Hons) Public and Environmental Health BSc (Hons) Environmental Health Practitioner		
<b>Module type:</b>	Standard		
<b>Pre-requisites</b>	None		
<b>Excluded Combinations</b>	None		
<b>Co- requisites</b>	None		
<b>Module Entry requirements</b>	Not offered as standalone, programme entry requirements apply		

Part 2: Description
<p>The module identifies fundamental concepts in public health and differentiates between health promotion and health protection. The 'social determinants of health' and 'health inequalities' are introduced and you are expected to consider the underlying influences on health status such as income, social class, housing, employment, neighbourhood and education. Principles of epidemiology are also introduced and therefore you will consider health surveillance and the use of statistics as a means of understanding ill health prevalence and distribution, which then leads to prevention and control. The study of anatomy and physiology is contained within this module and students are required to gain an understanding of the body's main anatomical and physiological systems and relate this knowledge to health, disease and toxicology.</p> <p>Subjects included in this module are:</p> <ul style="list-style-type: none"> <li>- social determinants of health</li> <li>- health inequalities</li> <li>- principles of health promotion</li> <li>- principles of health protection</li> <li>- obesity</li> <li>- lifestyle factors (smoking, alcohol, physical activity)</li> <li>- stress</li> <li>- toxicology</li> <li>- anatomy and physiology</li> </ul>

Students are also introduced to basic principles of epidemiology.

Generic Graduate Skill	Specific strand	Introduced	Developed	Evidence
<b>1. Communication</b>	Investigation and communication with professionals	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>2. Professionalism</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Critical Thinking</b>	'Determinants of health' essay	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4. Digital Fluency</b>	Use of IT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5. Innovative and Enterprising</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6. Forward Looking</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>7. Emotional Intelligence</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>8. Globally Engaged</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Part 3: Assessment

The Assessment Strategy has been designed to support and enhance the development of both subject-based and generic key skills, whilst ensuring that the Learning Outcomes are achieved. Presume

#### Component A– Examination

At the beginning of the module you will be presented with a series of five different scenarios related to Public and Environmental Health. Each of the scenarios will relate to plausible real-life situations, and will be accompanied by questions, and in order to answer these questions you will need to carry out an investigation and fact finding. Investigations will take you into a number of different knowledge areas, and will require reading, utilising taught knowledge, engaging in peer learning, use of mathematics and statistics, etc. To complete the module you will be examined on any two of the scenarios which the module leader will select from the original five. The assignment provides an opportunity for problem based learning and addresses learning outcomes 1, 2 and 4. It also meets several knowledge area requirements designated by The Chartered Institute of Environmental Health.

#### Component B – Essay

The essay will be centred on The Social Determinants of Health which is a fundamental concept in public health, and will require you to consider the various factors which contribute to the health status of people and their communities, both those within their own control and those imposed upon them. You will be able to choose the context of the essay by concentrating on a geographical area or a socio-economic population of your own choice, and by concentrating on particular social determinants which you feel are relevant. The essay addresses learning outcomes 3 and 5, and incorporates several knowledge area requirements designated by The Chartered Institute of Environmental Health. This is a conventional assignment and will develop academic investigative, reading and writing skills.

Students are able to discuss formative work and obtain feedback in an assignment tutorial within the module.

The completion of the portfolio of scenarios will encourage peer learning, but the fact that students are then required to sit an examination on the completed work will mean that the likelihood of plagiarism is minimised.

Identify final timetabled piece of assessment (component and element)

Component A

% weighting between components A and B (Standard modules only)		<b>A:</b>	<b>B:</b>
		<b>60%</b>	<b>40%</b>
<b>First Sit</b>			
<b>Component A</b> (controlled conditions) <b>Description of each element</b>		<b>Element weighting</b> <b>(as % of component)</b>	
Examination (90 minutes)		100%	
<b>Component B</b> <b>Description of each element</b>		<b>Element weighting</b> <b>(as % of component)</b>	
Essay (2000 words)		100%	
<b>Resit (further attendance at taught classes is not required)</b>			
<b>Component A</b> (controlled conditions) <b>Description of each element</b>		<b>Element weighting</b> <b>(as % of component)</b>	
Examination (90 minutes)		100%	
<b>Component B</b> <b>Description of each element</b>		<b>Element weighting</b> <b>(as % of component)</b>	
Essay (2000 words)		100%	
<b>Part 4: Learning Outcomes &amp; KIS Data</b>			
<b>Learning Outcomes</b>	<p>On successful completion of this module you will be able to:</p> <ol style="list-style-type: none"> <li>1. Investigate and explain how the human body is affected by toxicological and mechanical stressors. (Component A)</li> <li>2. Investigate and evaluate the impact of lifestyle choices on the health of individuals and communities. (Component A)</li> <li>3. Define and examine the terms 'health' and 'disease' and explain how these are measured and assessed. (Component B)</li> <li>4. Investigate and explain how concepts of epidemiology are used in environmental health in relation to communicable and non-communicable diseases. (Component A)</li> <li>5. Assess the impact of social, cultural, emotional and psychological factors on the health of the public. (Component B)</li> </ol>		
<b>Key Information Sets Information (KIS)</b>			

<b>Contact Hours</b>	<b>Key Information Set - Module data</b>					
	Number of credits for this module					30
<b>Total Assessment</b>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
	300	90	210	0	300	✓
	The table below indicates as a percentage the total assessment of the module which constitutes a;					
	<b>Written Exam:</b> Unseen or open book written exam					
	<b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project or in class test					
	<b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)					
	Total assessment of the module:					
	Written exam assessment percentage					60%
	Coursework assessment percentage					40%
	Practical exam assessment percentage					0%
						100%
<b>Reading List</b>	The reading list for the module is found at the following web address:  <a href="https://rl.talis.com/3/uwe/lists/7887A8A0-39E6-FAEA-A82E-3BABD55A06B3.html?lang=en-GB&amp;login=1">https://rl.talis.com/3/uwe/lists/7887A8A0-39E6-FAEA-A82E-3BABD55A06B3.html?lang=en-GB&amp;login=1</a>					

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<b>First Approval Date (and panel type)</b>	<i>Date of first {panel} approval</i>			
<b>Revision ASQC Approval Date</b> <i>Update this row each time a change goes to ASQC</i>	<b>Version</b>	1	<i>Link to RIA</i>	