



## MODULE SPECIFICATION

Part 1: Information			
<b>Module Title</b>	Professional Practice		
<b>Module Code</b>	UZVYBF-20-3	<b>Level</b>	6
<b>For implementation from</b>	September 2020		
<b>UWE Credit Rating</b>	20	<b>ECTS Credit Rating</b>	10
<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		
<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>This module consolidates learning undertaken at Levels 1 and 2, bringing together technical skills and environmental, health and regulatory knowledge to address the type of real-world scenarios undertaken by practitioners in professional practice.</p> <p>Students will engage in a range of field activities and/or simulated scenarios, enabling them to demonstrate their ability to assess environmental health risks and devise appropriate courses of action, having regard to legislative requirements, statutory and non-statutory guidance. Students will also develop their approach to systematically managing complaints, inspections and audits, and will explore theories of leadership, professional standards and ethics in the context of environmental health.</p> <p>The linkages between environmental health and other professions are examined, and students will recognise the importance of partnership working in the delivery of positive public health outcomes. The module will allow students to develop their ability to appraise the efficacy of environmental health interventions, identifying innovative methods of service delivery.</p> <p>Subjects taught in the module include:</p> <ul style="list-style-type: none"> <li>- Investigating and resolving complaints</li> <li>- Theories of leadership in an Environmental Health context</li> <li>- Professional ethics, professional codes of ethics</li> <li>- The limits of own scope of practice and when to seek advice from others</li> <li>- Collaboration with partner agencies to ensure effective environmental health interventions</li> <li>- improvements in order to enhance services</li> <li>- innovative professional practice</li> </ul>	

Generic Graduate Skill	<i>Specific strand</i>	Introduced	Developed	Evidenced
1. Communication		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2. Professionalism		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3. Critical Thinking		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4. Digital Fluency		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
5. Innovative and Enterprising		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
6. Forward Looking		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
7. Emotional Intelligence		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
8. Globally Engaged		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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.

#### Component A – Written Exam

The exam will be case-study based, with students receiving the case study two weeks prior to the date of the written exam. The case study will be no more than 2000 words and will have no more than five pages of appendices of supporting data evidence which can include, for example, tables, graphs, photographs or other data. The case study will be themed around two of the five core areas of environmental health: food safety, health and safety, housing, public health, and environmental protection. The case study exam will be developed to allow for subjectivity in order for students to draw on their knowledge.

#### Component B – Professional Discussion

Prior to the commencement of the professional discussion, students will be given three scenarios from three different areas of environmental health. Students will have 20 minutes to read all three scenarios and prioritise these in order of environmental/public health risk. During this time, students are permitted to make notes on each of the three scenarios. After the 20 minutes, students will have 5 minutes to verbally justify their prioritisation order, focusing on their understanding of environmental/public health risk. Following the prioritisation exercise, students will select one of the three scenarios, which will form the basis for a 30 minute professional discussion with assessors.

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

Identify final timetabled piece of assessment (component and element)




Component B

% weighting between components A and B (Standard modules only)

A:  
50%

B:  
50%

First Sit

<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>																														
Written Exam - (2 hours)	100%																														
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>																														
Professional Discussion – (35 minutes)	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>																														
Written Exam - (2 hours)	100%																														
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>																														
Professional Discussion – (35 minutes)	100%																														
<b>Part 4: Learning Outcomes &amp; KIS Data</b>																															
<b>Learning Outcomes</b>	On successful completion of this module students will be able to: <ol style="list-style-type: none"> <li>1. Critically evaluate the procedures and practices involved in carrying out evidence and risk-based inspections, audits and investigations (Components A and B).</li> <li>2. Demonstrate the ability to investigate and resolve suspected non-compliance with legislative requirements, demonstrating an in-depth understanding and application of legislative provisions, statutory guidance, criminal investigation procedures and enforcement powers (Components A and B).</li> <li>3. Critically evaluate the efficacy of public and environmental health interventions, the benefits of partnership working, stakeholder engagement and opportunities to enhance professional practice (Components A)</li> <li>4. Critically evaluate the concepts and principles of leadership and professional ethics and their application to own practice (Components B).</li> </ol>																														
<b>Key Information Sets Information (KIS)</b>	<table border="1"> <thead> <tr> <th colspan="5"><b>Key Information Set - Module data</b></th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </thead> <tbody> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="text-align: center;">20</td> </tr> <tr> <td>Hours to be allocated</td> <td>Scheduled learning and teaching study hours</td> <td>Independent study hours</td> <td>Placement study hours</td> <td>Allocated Hours</td> </tr> <tr> <td style="text-align: center;">200</td> <td style="text-align: center;">60</td> <td style="text-align: center;">140</td> <td style="text-align: center;">0</td> <td style="text-align: center;">200</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;"></td> </tr> </tbody> </table>	<b>Key Information Set - Module data</b>										<i>Number of credits for this module</i>				20	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	200	60	140	0	200					
<b>Key Information Set - Module data</b>																															
<i>Number of credits for this module</i>				20																											
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours																											
200	60	140	0	200																											
																															
<b>Contact Hours</b>	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p><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)</p>																														

<b>Total Assessment</b>					
	Written exam assessment percentage				50%
	Coursework assessment percentage				0%
	Practical exam assessment percentage				50%
					100%
<b>Reading List</b>	The reading list for the module can be found at the following web address:  <a href="https://rl.talis.com/3/uwe/lists/A117E41C-63D5-A68B-3223-DEBD5834A98F.html?lang=en-GB&amp;login=1">https://rl.talis.com/3/uwe/lists/A117E41C-63D5-A68B-3223-DEBD5834A98F.html?lang=en-GB&amp;login=1</a>				

**FOR OFFICE USE ONLY**

<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>	<i>1</i>	<i>Link to RIA</i>