University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data		
Awarding Institution	UWE Bristol	
Teaching Institution	UWE Bristol	
Delivery Location	Frenchay/Glenside	
Faculty responsible for programme	Health and Life Sciences	
Department responsible for programme	Health and Applied Sciences	
Modular Scheme Title	Post-Graduate	
Professional Statutory or Regulatory Body Links	Chartered Institute of Environmental Health (CIEH)	
Highest Award Title	MSc Environmental Health	
Default Award Title		
Fall-back Award Title		
Interim Award Titles	PGDip/PGCert Environmental Health Studies	
UWE Progression Route		
Mode(s) of Delivery	Postgraduate	
Codes	**UCAS: B90032**	**JACS:**
	ISIS2: B90032	**HEASA:**
Relevant QAA Subject Benchmark Statements	NA	
CAP Approval Date	19 May 2013	
Valid from	September 2013	
Valid until Date	September 2019	
Version	4	

Part 2: Educational Aims of the Programme
This programme provides vocational postgraduate education in environmental health for graduates who are interested in the promotion and protection of public health. The programme is designed to enable students to develop an in-depth understanding of the relationship between humans and the environment and to develop the knowledge, experience and skills to equip them for careers as Environmental Health Practitioners (EHP) in a public health context within public and private sector employment fields .This includes local authorities, NHS bodies, government agencies and industry or commerce. Students satisfactorily completing the programme and the required Integrated Professional Assessments (IPA) of the accrediting body, the Chartered Institute of

Part 2: Educational Aims of the Programme

Environmental Health (CIEH), are eligible to become registered Environmental Health Practitioners.

Students entering the programme will normally have a scientific foundation at graduate level that provides a basis to develop professional and advanced skills associated with the identification, assessment, evaluation and control of environmental health stressors and protection of public health. The scientific basis of the programme is developed and integrated in a multi and interdisciplinary context with the technological, legal, social, political, economic, managerial and educational considerations required for promoting and protecting health.

The programme is open to graduates and to those who are more experienced, typically those already working in the environmental health field. The range of student academic backgrounds and experience will be utilised in engaging students in issue and problem based learning and practical and group work situations. Upon graduation students will have acquired knowledge and have developed the necessary skills to be able to make a positive contribution to existing environmental health practice and respond to and initiate change in line with contemporary and emergent issues.

The programme has been further developed to meet the requirements of CIEH Curriculum 2011. Central to the curriculum are the concept of “threshold concepts”. These have been identified as being essential knowledge and skills thresholds that all Environmental Health Practitioners should achieve:

Knowledge

- Dahlgren and Whiteheads 1992 conceptualisation of the determinants of health and well being.
- Assessment management and communication of risk
- Earth and health based sciences

Skills

- Knowledge acquisition and transfer including research, development and innovation.
- Evidence based practice
- Dissemination

These have been used to frame the general and specific aims of this programme.

The general aims of the programme are to enable students to;

- have an in-depth knowledge and understanding of Environmental Health Practice which is informed by scholarship and research. This includes a critical awareness of current issues and developments in Environmental and Public Health.
- study independently and to apply their learning to practice
- further develop a range of employability and professional skills relevant to environmental health practice in a variety of settings
- develop the ability to use a range of techniques and research methods applicable to advanced scholarship in environmental health.
- understand the importance or evidence based practice and develop as reflective practitioners.

Part 2: Educational Aims of the Programme

The specific aims of the programme are to:

Provide the educational and resource environment which will enable students to develop;

- an understanding of the subject of environmental health and its contribution to the promotion and protection of public health, from a holistic, multi-disciplinary and interdisciplinary perspective.
- explore the relationship between human activities and environmental systems and the consequent health outcomes, and appreciate the wider influences such as structural, societal and lifestyle factors on the promotion of sustainable environments and human health on a local, regional and global scale.
- the ability to identify and judge risk and assess human health outcomes and select the most appropriate intervention option from a range of possible solutions.
- the field, laboratory, investigative and analytical skills to undertake independent investigations and analyses of environmental health problems, and the presentational skills necessary to communicate their findings to audiences with a variety of backgrounds in a range of contexts.
- ability to work both independently and as an effective team member and to recognise the role and approaches to working with others, including other professionals and community groups, in tackling environmental health problems.
- study an area of professional practice in depth through a research project.
- create a friendly and supportive environment that will enable individual students to use the postgraduate learning experience at UWE to provide a foundation for lifelong learning, reflective practice, continuing professional development and future careers.
- provide a curriculum that is enhanced by a balance of experience from research consultancy and professional practice.

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

NA

Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

Learning Outcomes	Teaching, Learning and Assessment Strategies
A Knowledge and Understanding	
A Knowledge and understanding of; • the need for both a multi-disciplinary and an interdisciplinary approach in	Teaching/learning methods and strategies: Learning outcomes are integrated across the programme, and are acquired through a variety of methods including lectures, seminars field-

Part 3: Learning Outcomes of the Programme	
knowledge and understanding of health and the environment, drawing from the natural and social sciences. • the discourses surrounding the concept of health and its representations and measurement and the diverse determinants of health • health as a human experience mediated by individual, societal and global contexts. • methods of acquiring, interpreting and analysing information and data with a critical understanding of the appropriate contexts for their use in practice • The contemporary issues at the forefront of studies on health and the environment and the sustainable and integrated approaches to management and resolution of problems. • The theoretical and professional rationales concerning health and environmental interventions • the use of research and practice based inquiry to create, interpret and apply knowledge in the disciplines and in their own contexts.	based and practice visits, practicals, case-studies and workshops. Scheduled learning is used to encourage students to make best use of their independent study time. Learning is supported by blackboard and technology is used where appropriate to enhance the students experience of the programme. Examples include scheduled learning through learntech, simulation using second life, self assessment exercises on blackboard. Achievement of learning outcomes is through a range of teaching and learning strategies including: group work/pairs working; discussion and seminar participation and problem based learning. Additional support is provided through professional and academic subject experts in the field. Throughout, the learner is required to undertake independent reading both to supplement and consolidate what is being taught and learnt and to broaden and deepen individual knowledge and understanding of the subject.
	Assessment: Assessment of knowledge and understanding is through assessed coursework which includes projects, written reports, poster, reflective portfolios, examinations and presentations. Opportunities exist in all of the modules for formative assessment.
B Intellectual Skills	
B Intellectual Skills • Critically evaluate current research and advanced scholarship. • Apply relevant theories to the analysis of and management of processes and outcomes. • Create, identify and evaluate options and provide original solutions to problems sometimes with incomplete data. • Challenge the status quo by demonstrating intellectual flexibility and lateral thinking.	Teaching/learning methods and strategies: Learning outcomes are integrated across the programme, and are acquired through a variety of methods including lectures, seminars field-based and practice visits, practicals, case-studies and workshops. Scheduled learning is used to encourage students to make best use of their independent study time. Learning is supported by blackboard and technology is used where appropriate to enhance the students experience of the programme. Examples include scheduled learning through learntech, simulation using second life, self assessment exercises on

Part 3: Learning Outcomes of the Programme	
• Learn through reflection and critical evaluation on practice and experience. • Recognising the moral and ethical issues of enquiry and investigation and appreciating the need for professional codes of conduct • Evaluate methodologies, develop critiques of them and where appropriate propose new hypotheses. • Design and implement a research programme, analyse the findings, draw conclusions and make recommendations.	blackboard. Achievement of learning outcomes is through a range of teaching and learning strategies including: group work/pairs working; discussion and seminar participation and problem based learning. Additional support is provided through professional and academic subject experts in the field. Throughout, the learner is required to undertake independent reading both to supplement and consolidate what is being taught and learnt and to broaden and deepen individual knowledge and understanding of the subject.
	Assessment: Assessment of intellectual skills is through assessed coursework which includes projects, written reports, poster, reflective portfolios, examinations and presentations. Opportunities exist in all of the modules for formative assessment.
C Subject, Professional and Practical Skills	
C Subject, Professional and Practical Skills • Subject knowledge, technical and professional skills to analyse and solve the range of contemporary and emergent environmental health problems • Analyse health and environmental information and data that may be drawn from a wide range of disciplines; • Effective problem solving and decision making using appropriate quantitative and qualitative skills including identifying, formulating and solving problems; the ability to create, identify and evaluate options • Plan, conduct, and report on investigations, including the use of secondary data. • Collect, record and analyse data and information using appropriate techniques in the field and laboratory. • Apply a range of disciplines to satisfy the needs of society for sustainable and	Teaching/learning methods and strategies: Learning outcomes are integrated across the programme, and are acquired through a variety of methods including lectures, seminars field-based and practice visits, practicals, case-studies and workshops. Scheduled learning is used to encourage students to make best use of their independent study time. Learning is supported by blackboard and technology is used where appropriate to enhance the students experience of the programme. Examples include scheduled learning through learntech, simulation using second life, self assessment exercises on blackboard. Achievement of learning outcomes is through a range of teaching and learning strategies including: group work/pairs working; discussion and seminar participation and problem based learning. Additional support is provided through professional and academic subject experts in the field. Throughout, the learner is required to undertake

Part 3: Learning Outcomes of the Programme	
healthy environments and the promotion of human health • Understand the importance of reflective practice in the context of the developing practitioner	independent reading both to supplement and consolidate what is being taught and learnt and to broaden and deepen individual knowledge and understanding of the subject.
	Assessment: Assessment of subject professional and practical skills is through assessed coursework which includes projects, written reports, poster, reflective portfolios, examinations and presentations. Opportunities exist in all of the modules for formative assessment.
D Transferable Skills and other attributes	
D Transferable Skills and other attributes • demonstrate self-direction and originality in tackling and solving problems • act autonomously in planning and implementing tasks • demonstrate interpersonal skills of effective listening, negotiating and persuasion • demonstrate self-awareness and sensitivity to diversity in people and different situations. • perform effectively in a team and project environment • communicate effectively using a range of media including through reports • Seek , retrieve and use information effectively • demonstrate the ability to make decisions in complex and unpredictable situations • demonstrate the independent learning ability required for continuing professional development • demonstrate learning through reflection on practice and experience.	Teaching/learning methods and strategies: Learning outcomes are integrated across the programme, and are acquired through a variety of methods including lectures, seminars field-based and practice visits, practicals, case-studies and workshops. Scheduled learning is used to encourage students to make best use of their independent study time. Learning is supported by blackboard and technology is used where appropriate to enhance the students experience of the programme. Examples include scheduled learning through leantech, simulation using second life, self assessment exercises on blackboard. Achievement of learning outcomes is through a range of teaching and learning strategies including: group work/pairs working; discussion and seminar participation and problem based learning. Additional support is provided through professional and academic subject experts in the field. Throughout, the learner is required to undertake independent reading both to supplement and consolidate what is being taught and learnt and to broaden and deepen individual knowledge and understanding of the subject.
	Assessment: Assessment of transferable skills is through

Part 3: Learning Outcomes of the Programme	
	assessed coursework which includes projects, written reports, poster, reflective portfolios, examinations and presentations. Opportunities exist in all of the modules for formative assessment.

Learning Outcomes:	Module No:UZVJT3-20-M	Module No:UZVSKQ-15-M	Module No:UZVSKR-15-M	Module No:UZVSKS-15-M	Module No:UZVSKT-15-M	Module No:UZVSMK-30-M	Module No:UZVSML-15-M	Module No:UZVSMT-45-M
A) Knowledge and understanding of:								
Health and the environment		✓	✓	✓	✓	✓		
Representations, measurement and determinants of health	✓		✓	✓		✓		
Health as a human experience	✓		✓	✓	✓	✓		
Acquiring, interpreting, analyzing information and data	✓	✓	✓	✓	✓		✓	✓
Health & environment contemporary issues	✓	✓	✓	✓	✓			
Use of research and practice						✓	✓	✓
Theoretical & professional rationales of health interventions	✓	✓	✓	✓	✓	✓		
(B) Intellectual Skills								
Evaluation of current research and advanced scholarship							✓	✓
Application of theory to analysis/management of process and outcomes	✓		✓	✓	✓	✓		
Create, identify, evaluate options, provide original solutions	✓	✓	✓	✓	✓	✓		✓
Demonstrate intellectual flexibility and lateral thinking	✓					✓		
Learn through reflection and critical evaluation	✓	✓	✓	✓	✓	✓		
Recognize moral and ethical issues of enquiry & investigation						✓	✓	✓
Design & implement a research programme							✓	✓
(C) Subject/Professional/Practical Skills								
Analyse and solve contemporary and emerging problems	✓		✓	✓	✓	✓		
Analyse data and information from a range of disciplines	✓	✓	✓	✓	✓	✓		
Demonstrate appropriate quantitative and qualitative skills							✓	✓
Plan, conduct and report on investigations							✓	✓
Apply disciplines for needs of sustainable & healthy environments	✓		✓	✓	✓	✓		
Understand importance of reflective practice.	✓							
(D) Transferable skills and other attributes								
Demonstrate self-direction and originality	✓							✓
Act autonomously to plan & implement tasks								✓
Demonstrate interpersonal skills, effective listening, negotiating, persuasion	✓	✓	✓	✓	✓	✓		
Demonstrate self-awareness and sensitivity to diversity in people and situations	✓	✓	✓	✓	✓	✓		✓
Perform effectively in team and project environment	✓					✓	✓	✓
Communicate effectively using a range of media	✓	✓	✓	✓	✓	✓		
Seek, retrieve and use information effectively	✓	✓	✓	✓	✓	✓	✓	✓
Demonstrate ability to make decisions in complex / unpredictable situations	✓	✓	✓	✓	✓	✓	✓	✓
Demonstrate independent learning	✓	✓	✓	✓	✓	✓	✓	✓
Demonstrate learning through reflection on practice and experience	✓	✓	✓	✓	✓	✓		✓

Part 4: Student Learning and Student Support

Teaching, learning and assessment strategies to enable learning outcomes to be achieved and demonstrated

In line with the University's teaching and learning policies, this programme takes a student-centred approach to learning by allowing students to take control of aspects of their learning and providing a learning environment that stimulates active participation and engagement with the learning process and reflection on their knowledge, experience and practice.

The programme seeks to create an environment that will stimulate students to take responsibility for aspects of their learning, while tutors take responsibility for facilitating that learning. Module learning outcomes have been designed to ensure that students meet the overall programme learning outcomes on completion. All students learning will be undertaken through modules which integrate the development of knowledge, understanding, intellectual and transferable skills. Students will be required to undertake additional reading to develop their knowledge and understanding, to prepare for study, workshops and field activities and to enable them to define and complete their assessment tasks.

A variety of assessment methods are incorporated within the programme to cater for a diversity of student strengths and abilities. Although this document focuses on summative assessment, the course team recognises the importance of both summative and formative assessment activity and feedback, as an integral part of the learning and teaching process.

Teaching and learning is supported by technology where appropriate to enhance the student experience and promote independent learning

Description of Distinctive Features and Support

Delivery of the programme will utilise appropriate academics tutors from FHLS and visiting professionals together with a range of other learning resources and processes as indicated in the module specifications. There is a comprehensive induction programme which introduces the students to the programme, learning at masters level and the university facilities. This is followed by weekly tutorials which focus on study, employability and professional skills.

Students will be issued with module information before the module starts which will include the teaching and learning plan and the module assessment. Students will have access to on-line resources and the UWE library, which provides tailored services for remote and part-time students. In addition a student advisor provides guidance to students in directing students to university resources and support services.

In addition there will be opportunities to engage in field activities integrating theory with practice and providing a basis for the completion of part of the Professional Practice Portfolio (PPP). The Integrated Professional Assessment will be by examination in Environmental Health Principles and Practice module.

Part 5: Assessment

Approved variant to University Academic Regulations and Procedures (subject to professional variation as required by the professional body, The Chartered Institute of Environmental Health).

Assessment Strategy

The range and types of assessments are appropriate to measure the students' achievement of the knowledge, skills and understanding identified in the learning outcomes.

Assessment Map

The programme encompasses a range of **assessment methods** including; unseen written exams, see written exams, in class written tests, e-portfolios, practical exams, poster presentations, oral presentations, written assignments, reports, dissertation. These are detailed in the following assessment map:

Assessment Map for MSc Environmental Health

		Unseen Written Exam	Open Book Written Exam	Seen Written Exam	In-class Written Test	Practical Exam	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation
Compulsory Modules	UZVSRL-30-M		A (50)				B (50)			
	UZVSKQ-15-M	A (100)				B (0)*				
	UZVSKR-15-M	A (50)					B (50)			
	UZVSKS-15-M						A (50)	B (50)		
	UZVSKT-15-M	A (50)					B (50)			
	UZVSMK-30-M		A (70)				B (30)			
	UZVSML-15-M	A (100)								
	UZVSMT-45-M									A (100)

*Professional Component

Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including level and credit requirements module diet, including compulsory and optional modules. Interim award requirements are provided at the end of Part 6.

Full Time 12-24 Months

Compulsory Modules

UZVSRL-30-M	Environmental Health Principles and Practice	30
UZVSKR-15-M	Pollution Management	15
UZVSKQ-15-M	Food Control	15
UZVSKS-15-M	Housing	15
UZVSKT-15-M	Health and Safety Management	15
UZVSMK-30-M	Public Health & Health Promotion: Theory & Practice	30
UZVSML-15-M	Quantitative Health Research	15
UZVSMT-45-M	Dissertation	45

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student**,

Part Time 24-36 Months

Compulsory Modules Part Time Year 1

UZVSKR-15-M	Pollution Management	15
UZVSKS-15-M	Housing	15
UZVSKT-15-M	Health and Safety Management	15
UZVSKQ-15-M	Food Control	15
UZVSRL-30-M	Environmental Health Principles and Practice*	30

Compulsory Modules Part Time Year 2

UZVSRL-30-M	Environmental Health Principles and Practice*	30
UZVSMK-30-M	Public Health & Health Promotion: Theory & Practice	30
UZVSML-15-M	Quantitative Health Research	15
UZVSMT-45-M	Dissertation	45
*this module is scheduled throughout years 1 and 2		

Interim Awards:

Post Graduate Certificate 60 credits

PGC in Environmental Health Studies is awarded on satisfactory completion of a total of 60 credits from the modules listed above.
This interim award is not accredited by the CIEH

Post Graduate Diploma 120 Credits

PGD in Environmental Health Studies is awarded on satisfactory completion of 120 credits from the modules listed above. This interim award is not accredited by the CIEH. Individual application may be made to CIEH to accept this interim award for a student's professional registration, where evidence is submitted by the student, of completing a suitable environmental health research project in an alternative degree programme and this is accepted by CIEH.

Award:

Master of Science 180 Credits
MSc in Environmental Health is awarded for students satisfactorily completing the whole study programme of 180 credits.

Part 7: Entry Requirements

The University's Standard Entry Requirements apply.

Entry is open to those who:

i. Hold a first degree, normally of lower second class classification or above, in a science based discipline OR

ii. Hold a first degree, normally of lower second class classification or above in other disciplines and can demonstrate that they have attained equivalence to the science foundation necessary for the programme OR

iii. Other qualifications and/or experience considered to be equivalent by the programme manager. Applicants would normally be interviewed and required to complete an assessed piece of work.

Part 8: Reference Points and Benchmarks

Description of ***how*** the following reference points and benchmarks have been used in the design of the programme:

QAA UK Quality Code for HE

1. QAA reference points

Part 8: Reference Points and Benchmarks

The programme has been developed in accordance with QAA statements on postgraduate qualifications, and in relation to QAA Masters level descriptors. As yet QAA subject benchmark statements are not available for disciplines relevant to Masters level for this programme. However, the structure of the proposed degree is fully consistent with the QAA position statement on postgraduate qualifications.

2. Other external reference points are academic subject and professional body engagements, Chartered Institute of Environmental Health (CIEH). Specifically:-

    - Professional body engagements and new curriculum development. We will be seeking accreditation to the CIEH "Curriculum 2011.The Curriculum Matrix provides an indication of how the programme relates to Curriculum 2011.
    - Public Health Skills and Career Framework.(2009) Public Health Resource Unit.
    - Staff external activities and academic and professional practice input to environmental health at national regional and local level.

3. Internal reference points are the FHLS programme team academic and professional practice expertise and experience together with the FHLS objectives for postgraduate development. Specifically:-

    - FHLS academic strengths in the environmental health core subject areas and in multidisciplinary public health which is being strongly advanced and supported by government.
    - FHLS established professionally accredited and vocational environmental health, environmental sciences, public health undergraduate and postgraduate programmes.
    - FHLS applied interdisciplinary research, consultancy and professional practice and educational training and development which supports national and regional government agencies (Food Standards Agency, Health Protection Agency, Environment Agency and Health and Safety Executive) the health sector, local authorities, the professions, business and industry through Faculty Research Centres

University strategies and policies

In line with the University's teaching and learning policies, this programme takes a student-centred approach to learning by allowing students to take control of their learning and to develop individual participation and autonomy in learning as well as stimulating and collegiate postgraduate environment. Module learning outcomes have been designed to ensure that students meet the overall programme learning outcomes on completion of the course of study.

A variety of assessment methods are incorporated within the programme to cater for a diversity of student strengths and abilities. Although this document focuses on summative assessment, the course team recognises the importance of both summative and formative assessment activity, and feedback, as an integral part of the learning and teaching process. All assessments comply with the University Regulations.

Research, consultancy and professional practice

Staff in the subject group are research and professionally active and consequently programme development, formal teaching and project work is underpinned and informed by current research and practice in public and environmental health. Thus all staff contributing to the programme have an established record in supervising postgraduate research-based projects, and students

Part 8: Reference Points and Benchmarks
may have the opportunity to carry out their projects working alongside research staff. Furthermore, there is on-going and developing interdisciplinary research which is encouraged and maintained by Faculty Research Centres. Professional practice and research development in the subject is informed through close work with the accrediting professional body, the CIEH at national regional and local level and bodies such as the Food Standards Agency, Health Protection Agency, Environment Agency and Health and Safety Executive.
Stakeholder feedback from current students has been utilised to form the basis of continual improvement for the programme. A minimum of three Student / Staff forums are held each academic year when the views of students are sought, recorded and acted upon. The views of potential employers are seen to be increasingly important and regular contact is maintained with local representatives from the public and private sector to seek their views on the suitability of the programme in relation to the future employment of graduates.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the University's website.