



PROGRAMME SPECIFICATION

Part 1: Information	
Awarding Institution	UWE
Teaching Institution	UWE
Delivery Location	Frenchay
Study abroad / Exchange / Credit recognition	N/A
Faculty responsible for programme	Health and Applied Sciences
Department responsible for programme	Health and Social Sciences
Professional Statutory or Regulatory Body Links	Chartered Institute of Environmental Health (CIEH)
Highest Award Title	MSc Environmental Health
Default Award Title	N/A
Interim Award Titles	PG Cert / PG Dip Environmental Health Studies
UWE Progression Route	
Mode of Delivery	FT (attendance) or PT (attendance)
ISIS code/s	B90032
For implementation from	September 2018

Part 2: Description

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 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 of evidence based practice and develop as reflective practitioners.

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

Part 2: Description
<p>perspective.</p> <ul style="list-style-type: none"> • 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 recognize 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)
<p>This qualification is accredited by the CIEH. Skills developed will enable successful graduates to work in the public or private sector as an Environmental Health Practitioner (EHP). Both academic and practical skills are developed including risk assessments, auditing, collecting evidence, undertaking surveys, evaluating the evidence base and delivering public health interventions.</p>
Regulations
<p>B: Approved variant to University Academic Regulations and Procedures (subject to professional variation as required by the professional body, The Chartered Institute of Environmental Health).</p>

Part 3: Learning Outcomes of the Programme

Learning outcomes are integrated across the programme, and are acquired through a variety of methods including lectures, seminars field-based and practice visits, practicals, casestudies 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 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.

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

<i>Learning Outcomes:</i>	Module No: UZVSRL-30-M	Module No: UZVSKS-15-M	Module No: UZVSKT-15-M	Module No: UZVSKQ-15-M	Module No: UZVSKR-15-M	Module No: UZVRT4-15-M	Module No: UZVRT3-15-M	Module No: UZVSML-15-M	Module No: UZVRTM-45-M	Module No:	Module No:	Module No:	Module No:	Module No:	Module No:	Module No:	Module No:
A) Knowledge and understanding of:																	

Part 3: Learning Outcomes of the Programme																			
the need for both a multi-disciplinary and an interdisciplinary approach in 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		✓	✓		✓	✓			✓										
(B) Intellectual Skills																			
Critically evaluate current research and advanced scholarship						✓		✓	✓										

Part 3: Learning Outcomes of the Programme																			
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.	✓	✓	✓		✓	✓	✓												
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							✓	✓											
(C) Subject/Professional/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	✓	✓	✓	✓	✓	✓													

Part 3: Learning Outcomes of the Programme																			
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 healthy environments and the promotion of human health	✓																		
Understand the importance of reflective practice in the context of the developing practitioner	✓	✓				✓													
(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		✓	✓	✓	✓	✓			✓										

Part 3: Learning Outcomes of the Programme														
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	✓	✓	✓	✓	✓	✓	✓		✓					
<p>In line with the University’s teaching and learning policies, this programme takes a studentcentred 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.</p> <p>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.</p> <p>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.</p> <p>Teaching and learning is supported by technology where appropriate to enhance the student experience and promote independent learning.</p> <p>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.</p>														

Part 3: Learning Outcomes of the Programme

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 (UZVSRL-30-M).

Part 4: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time postgraduate student** including:

ENTRY		Compulsory Modules	Optional Modules	Awards
	Full-time MSc (Year 1)	Environmental Health Principles and Practice (UZVSRL-30-M)	There are no optional modules.	<p>Interim award:</p> <p>60 Credits:</p> <p>PG Cert Environmental Health Studies</p> <p>PGCert Environmental Health Studies is awarded on satisfactory completion of a total of 60 credits from the modules listed. This interim award is not accredited by the CIEH</p> <p>120 Credits:</p> <p>PG Dip Environmental Health Studies</p> <p>PGDip Environmental Health Studies is awarded on satisfactory completion of 120 credits from the modules listed. 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. This is subject to CIEH decision.</p>
		Pollution Management (UZVSKR-15-M)		
		Food Control (UZVSKQ-15-M)		
		Housing (UZVSKS-15-M)		
		Health and Safety Management (UZVSKT-15-M)		
		Introduction to Public Health (UZVRT4-15-M)		
		Health Promotion (UZVRT3-15-M)		
		Quantitative Health Research (UZVSML-15-M)		
GRADUATION		Dissertation (Environmental Health) (UZVRTM-45-M)		

Part time:

The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student**.

ENTRY		Compulsory Modules	Optional Modules	Awards
	Part-time MSc (Year 1.1)	Environmental Health Principles and Practice (UZVSRL-30-M)* Pollution Management (UZVSKR-15-M) Food Control (UZVSKQ-15-M) Housing (UZVSKS-15-M) Health and Safety Management (UZVSKT-15-M)	There are no optional modules.	Interim awards: 60 Credits: PG Cert Environmental Health Studies PGCert Environmental Health Studies is awarded on satisfactory completion of a total of 60 credits from the modules listed. This interim award is not accredited by the CIEH 120 Credits: PG Dip Environmental Health Studies
GRADUATION	Part-time MSc (Year 1.2)	Environmental Health Principles and Practice (UZVSRL-30-M)* Introduction to Public Health (UZVRT4-15-M) Health Promotion (UZVRT3-15-M) Quantitative Health Research (UZVSML-15-M) Dissertation (Environmental Health) (UZVRTM-45-M)		PGDip Environmental Health Studies is awarded on satisfactory completion of 120 credits from the modules listed. 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. This is subject to CIEH decision.

*The Environmental Health Principles and Practice module (UZVSRL-30-M) runs throughout the two year part-time route.

Part 5: 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 6: Reference Points and Benchmarks

Set out which reference points and benchmarks have been used in the design of the programme:

[QAA UK Quality Code for HE](#)

- Framework for higher education qualifications (FHEQ)
- Subject benchmark statements
- Qualification characteristics for [Master's degrees](#)

[Strategy 2020](#)

[University policies](#)

Staff research projects

Any relevant PSRB requirements

Any occupational standards

1. QAA Reference Points

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:

Part 6: Reference Points and Benchmarks

- 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 studentcentred 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 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.

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First CAP Approval Date	19 th May 2013			
Revision ASQC Approval Date <i>Update this row each time a change goes to CAP</i>	30/5/2018	Version	2	RIA 12599
Next Periodic Curriculum Review due date	<i>Academic year in which next Periodic Curriculum Review due (6 years from initial approval or last Periodic Curriculum Review)</i>			
Date of last Periodic Curriculum Review				