



## **Module Specification**

### **Environmental Health Professional Practice**

Version: 2025-26, v2.0, Approved

#### **Contents**

<b>Module Specification .....</b>	<b>1</b>
<b>Part 1: Information .....</b>	<b>2</b>
<b>Part 2: Description .....</b>	<b>2</b>
<b>Part 3: Teaching and learning methods .....</b>	<b>3</b>
<b>Part 4: Assessment.....</b>	<b>5</b>
<b>Part 5: Contributes towards .....</b>	<b>6</b>

## Part 1: Information

**Module title:** Environmental Health Professional Practice

**Module code:** UZVRT5-15-M

**Level:** Level 7

**For implementation from:** 2025-26

**UWE credit rating:** 15

**ECTS credit rating:** 7.5

**College:** College of Health, Science & Society

**School:** CHSS School of Health and Social Wellbeing

**Partner institutions:** None

**Field:** Health, Community and Policy Studies

**Module type:** Project

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** Not applicable

**Features:** Not applicable

**Educational aims:** Demonstrate the appropriate application of environmental health theory and practice to apply the most appropriate interventions to improve and protect health and wellbeing.

Demonstrate the appropriate use of the regulatory framework to resolve environmental health-based problems.

Demonstrate a range of environmental health interventions through partnerships and collaboration to protect and improve the public's health and the environment.

**Outline syllabus:** The syllabus typically includes:

Identification of situations where the knowledge and skills of an EHP can be most effectively intervene to prevent, control or mitigate the impact of stressors, in the context of political, regulatory burden, and financial constraints.

Identification, resourcing, critical evaluation and appropriate use of key sources of relevant information to influence and lead to the most effective intervention outcomes.

Being able to appropriately apply the full range of compliance strategies and having a critical awareness of how a proportionate, risk based approach can achieve desired health outcomes.

Being able to work from the basis of environmental health first principles to transfer current knowledge, skills and understanding to new situations.

Understanding the benefits of working with stakeholders to develop effective intervention strategies that maximise the impact of health outcomes.

Being able to evaluate and have a critical awareness of the effectiveness of environmental health interventions through consideration of impact, sustainability and cost effectiveness.

Development as a reflective practitioner.

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** The module is delivered through a combination of both synchronous and asynchronous learning; some elements are taught face to face on campus and others online. Students will have access to time-dependent release of online asynchronous resources and access to a programme of synchronous lectures, seminars and tutorials

As part of the block learning opportunity provided each term students will be able to engage with integrated work-based scenarios, which enables students to experience practice-oriented learning. This may take the form of field trips, practical inspections, assessment, surveys, evidence and data gathering.

The synchronous activities and block delivery will promote development of the student-tutor relationship and build a cohort identity between all students studying for the module.

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Demonstrate the appropriate application of environmental health theory to determine, apply and integrate knowledge across at least two intervention areas associated with Dahlgren and Whitehead's 1992 conceptualisation of the determinants of health and well-being

**MO2** Create possible options for resolution of problems, and, where possible to suggest 'the most appropriate courses of action,' to resolve environmental health-based problems

**MO3** Demonstrate how a range of environmental health interventions through partnerships of prevention, collaborations and projects can elicit and resolve conflict

**MO4** Demonstrate and reflect on the use of technology within the professional practice context.

**Hours to be allocated:** 150

**Contact hours:**

Independent study/self-guided study = 114 hours

Face-to-face learning = 36 hours

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uzvrt5-15-m.html) via the following link <https://uwe.rl.talis.com/modules/uzvrt5-15-m.html>

## **Part 4: Assessment**

**Assessment strategy:** There will be one summative assessment task; a 30 minute (maximum) professional conversation viva that will explore students' decision making and professional judgment abilities and reflections of their practice focussed around the activity days.

The professional conversation will give the student the opportunity to reflect and explore content from a range of real world simulation practice experiences.

This professional conversation assessment is aligned to the current format of students PSRB registration and will further prepare them for this.

Formative Assessment: Opportunities exist for formative assessment in the module; through workshops/ Blackboard collaborate sessions/professional practice practical days.

### **Assessment tasks:**

#### **Presentation (First Sit)**

Description: Professional discussion 30 minutes (maximum)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

#### **Presentation (Resit)**

Description: Professional discussion 30 minutes (maximum)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

## **Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Environmental Health [Frenchay] MSc 2025-26

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