






**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Introduction to Professional Practice				
Module Code	UZVSRH-15-1	Level	1	Version	1
Owning Faculty	Health and Applied Sciences	Field	Health Community and Policy Services		
Contributes towards	FdSc Public and Environmental Health				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements		
Valid From	September 2013		Valid to	September 2019	

<b>CAP Approval Date</b>	19 <sup>th</sup> June 2013
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the role of the environmental health practitioner in the work place (Component A, Element 1) (Component B, Element 1)</li> <li>• Appreciate the practice of reflection in relation to professional development (Component B, Element 1)</li> <li>• Use resources that will support their research, problem solving and study skills throughout their undergraduate course (Component B, Element 1).</li> <li>• Record scientific data in the field, present, analyse and interpret these data using appropriate mathematical, statistical and communication skills; (Component A, Element 1) (Component B, Element 1)</li> <li>• Explain how, for the case studies considered, a range of factors affect human health and/or the environment in the field; (Component A, Element 1)</li> <li>• Identify the need for developing key graduate skills in addition to subject based proficiency; (Component B, Element 1)</li> </ul>
Syllabus Outline	<ul style="list-style-type: none"> <li>• Undertake a residential field trip. Activities may include: field monitoring of air, soil and water quality; investigating the impacts of human activities on urban and rural environments through site visits and surveys; investigations into the factors that affect the distribution of living organisms.</li> <li>• Practitioner lead sessions on the varied roles of Environmental Health Practitioners across both commercial and local government sectors.</li> </ul>

	<p>Introduction to study skills and generic graduate skills required to succeed in Higher Education including planning personal development. Activities will include academic reading, literature searching, scientific writing, referencing and plagiarism, presentation skills, time management, techniques to use feedback, revision techniques, exam preparation, self-evaluation and reflection.</p>																																			
<p>Contact Hours</p>	<p>150 hours total</p> <ul style="list-style-type: none"> <li>• 70 hours scheduled learning</li> </ul> <p>Scheduled learning will typically include residential field trip, lectures, seminars, visiting speakers and an interactive forum.</p>																																			
<p>Teaching and Learning Methods</p>	<p>Introductory lectures are supported by seminars, case studies, visits and practical workshops.</p> <ul style="list-style-type: none"> <li>• 150 hours study time of which 70 hours will represent scheduled learning. Scheduled learning includes field work, lectures, seminars and tutorials.</li> <li>• Preparation for visits and researching the roles of practitioners.</li> <li>• Independent learning includes hours engaged with essential reading, portfolio preparation and completion. Student study time is organised that all of the preparation is in advance of a residential trip and will be organised each week with a series of both essential and further readings and preparation for the portfolio.</li> <li>• a series of taught sessions with librarians on researching, referencing and use of electronic resources. Use of technology such as iPads, voting for researching and interactive white boards for presentations.</li> <li>• use of on line videos and supporting educational web sites to enhance field activities <a href="http://www2.plymouth.ac.uk/science/wembury/background/intro.htm">http://www2.plymouth.ac.uk/science/wembury/background/intro.htm</a></li> </ul>																																			
<p>Key Information Sets Information</p>	<table border="1" data-bbox="408 1016 1402 1487"> <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> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="border: 2px solid black;">15</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>150</td> <td>70</td> <td>80</td> <td>0</td> <td>150</td> </tr> </thead> <tbody> <tr> <td colspan="5" style="text-align: right;"></td> </tr> </tbody> </table> <p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p><b>Written Exam:</b> Unseen written exam, open book written exam, In-class test  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p>	<b>Key Information Set - Module data</b>										<i>Number of credits for this module</i>				15						Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	70	80	0	150					
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	<p>Total assessment of the module:</p> <table border="1" data-bbox="919 293 1043 376"> <tr> <td>viva voce</td> <td>30%</td> </tr> <tr> <td>portfolio</td> <td>70%</td> </tr> </table> <p>100%</p>	viva voce	30%	portfolio	70%
viva voce	30%				
portfolio	70%				
<p>Reading Strategy</p>	<p><b>Access and Skills</b></p> <p>The development of literature searching skills is supported by a Library seminar provided within the first semester and by the Graduate Development Programme embedded in Study Skills and Tutorial entitlement. Additional support is available through the Library Plus Services and via Moodle web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. In addition additional academic study skills support is available via the HE Drop-in sessions.</p> <p>All students will be encouraged to make use of the print and electronic resources available to them through membership of both the college and the university. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. Weston College Library's web pages provide access to subject relevant resources and to the library catalogue as well as signposting the University Library's web pages. Many resources can be accessed remotely.</p> <p>This guidance will be available in the programme handbook, module handbook and via module information on Moodle.</p>				
<p>Indicative Reading List</p>	<p><b>Essential reading</b></p> <p>Any essential reading will be indicated clearly, along with the method for accessing it. Students may be asked to purchase a set text, be given a print study pack or be referred to texts that are available electronically</p> <p>Battersby S,(2011) Clay's Handbook of Environmental Health H K Lewis Cottrell,S.(2010) Skills for Success. Palgrave Macmillan</p> <p><b>Further reading:</b></p> <p>Students will be encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.</p> <p>All further reading resources will be available via both College and University libraries.</p> <p>Books Cottrell,S.(2008) Study Skills. Palgrave Macmillan Gravells, A (2010) Delivering employability skills in the lifelong learning sector Exeter : Learning Matters,. Goudie, A. (2006) Human Impact on the Natural Environment. Blackwell. Oxford. Henderson, P. A. (2003) Practical Methods in Ecology. Blackwell. Oxford. Holmes, K (2011) What employers want : the work skills handbook Richmond : Trotman Jones, A. (2000) Practical Skills in Environmental Science. Prentice Hall Stranks, J W (2006) Health and safety pocket book [electronic resource] Butterworth-Heinemann Trought, F (2012) Brilliant employability skills Harlow : Prentice Hall</p>				

	Journal – Environmental Health News  Websites CIEH student page <a href="http://www.cieh.org/professional_development/students.html">http://www.cieh.org/professional_development/students.html</a> UWE Careers <a href="http://www1.uwe.ac.uk/students/careersandemployability/careersguidance.aspx">http://www1.uwe.ac.uk/students/careersandemployability/careersguidance.aspx</a> EH new professionals <a href="http://www.ehnewprofessionals.com/index.php?;wap2">http://www.ehnewprofessionals.com/index.php?;wap2</a>
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<b>Part 3: Assessment</b>	
<b>Assessment Strategy</b>	<p><b>Assessment strategy</b></p> <p>A range of assessment techniques will be employed to ensure that learners can meet the breadth of learning outcomes presented in this module alongside the ability to demonstrate transferable skills e.g. communication skills.</p> <p>Viva voce: Utilising experiential learning provided during visits, students will be expected to describe and evaluate interventions made in areas of public and environmental health; Food Safety, Health and Safety, Housing and Health, Environmental Protection and Public Health. It is expected that that students will be able to comment on two intervention areas (which can be described as areas where EHPs control, eliminate or mitigate adverse health impacts that arise from environmental stressors on the physical, social and human worlds) and develop a range of skills that should enable experiential learning to take place.</p> <p>There are three 'core skills' within the intervention fields – 'acquiring information', 'risk assessment' and 'course of action' that will be tested with a viva undertaken whilst on the residential trip. Students may be asked to comment upon the difficulties encountered in acquiring information, uncertainties involved in risk assessment, the effectiveness of the course of action and any incidental problems encountered.</p> <p>Portfolio: Development of a portfolio for each of the programmed visits and speakers. These tasks will demonstrate an increasing ability to acquire information, reference, communicate appropriately and make academic judgements. Utilising UWE Graduate Development Programme (GDP) as a framework, students will also be expected to engage with a range of study skills that will be evidenced within a portfolio of tasks. These tasks will demonstrate an increasing ability to acquire information, reference, communicate appropriately and make academic judgements</p> <p>Opportunities for formative assessment exist for the assessment strategy used. Verbal feedback is given and all students will engage with personalised tutorials setting SMART targets as part of the programme design.</p>

Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>40%</b>	<b>60%</b>
<b>First Sit</b>		
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Viva voce	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	

portfolio	100%

**Resit (further attendance at taught classes is not required)**

<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1.Viva Voce	100%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1. portfolio	100%

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.