



**ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Evidence Centred Work-Based Learning				
Module Code	UZVSN-30-2	Level	2	Version	1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	Yes
Owning Faculty	Faculty of Health and Applied Sciences	Field	Health, Community And Policy Studies		
Department	Department of Health and Social Sciences	Module Type	Standard		
Contributes towards	FdSc Public and Environmental Health MSci Environmental Health and Practice				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
First CAP Approval Date	01/02/2017	Valid from	September 2017		
Revision CAP Approval Date		Valid from			

<b>Review Date</b>	
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Critically appraise literature in the field of public and environmental health, identifying gaps in the evidence base and opportunities for further research (Component A &amp; B)</li> <li>2. Develop basic research questions for quantitative and qualitative research (Component A &amp; B)</li> <li>3. Demonstrate an awareness of the range of methods, study designs and ethical issues associated with quantitative and qualitative research in public health and the applied sciences (Component A &amp; B)</li> <li>4. Acquire, analyse, interpret and act upon primary data from one or more of the core intervention fields of the CIEH Environmental Health curriculum (food safety, environmental protection, housing, health &amp; safety and public health) and in doing so, characterise the risk to public health (Component A &amp; B)</li> <li>5. Reflect on their experience(s) in the workplace and the role of research in promoting evidence-based practice (Component A &amp; B)</li> </ol>

Syllabus Outline	<ul style="list-style-type: none"> <li>• Evidence-based research in Public and Environmental Health</li> <li>• Searching for evidence (electronic databases, key words, inclusion and exclusion criteria)</li> <li>• Critical appraisal skills (how to assess the quality of research)</li> <li>• Recognising and evaluating different types of study design</li> <li>• Quantitative methodologies: Students will develop an awareness of the role of quantitative research in public &amp; environmental health practice, appreciating the benefits and constraints of quantitative research designs</li> <li>• Qualitative methodologies: Students will develop an awareness of the role of qualitative research in public &amp; environmental health practice, appreciating the benefits and constraints of qualitative research designs</li> <li>• The importance of ethics in research</li> <li>• Students will engage in a minimum of 12 days of work-based learning within public/private/voluntary organisations undertaking environmental/public health practice</li> <li>• Student engagement in the physical inspection of housing and wider surveys of neighbourhood environmental and socio-economic conditions to foster an appreciation of the inextricable link between our living environment and health and wellbeing</li> <li>• The development of graduate and employability skills will be embedded in taught sessions and through contact with practitioners in the field</li> <li>• Students will be encouraged and coached to complete elements of the CIEH Professional Practice Portfolio (PPP) whilst engaging with placement providers and through 'real life' problem-based activities organised by the programme team</li> </ul>								
Contact Hours	<p>Indicative delivery modes:</p> <table border="0" style="width: 100%;"> <tr> <td>Scheduled learning: Lectures, seminars, external visits etc</td> <td style="text-align: right;">100 hours</td> </tr> <tr> <td>Independent study hours</td> <td style="text-align: right;">104 hours</td> </tr> <tr> <td>Work-based learning</td> <td style="text-align: right;">96 hours (min)</td> </tr> <tr> <td><b>Total:</b></td> <td style="text-align: right;"><b>300 hours</b></td> </tr> </table>	Scheduled learning: Lectures, seminars, external visits etc	100 hours	Independent study hours	104 hours	Work-based learning	96 hours (min)	<b>Total:</b>	<b>300 hours</b>
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Independent study hours	104 hours								
Work-based learning	96 hours (min)								
<b>Total:</b>	<b>300 hours</b>								
Teaching and Learning Methods	<p>The Teaching and Learning Strategy is designed to support students in developing an evidenced based approach to environmental health practice. Scheduled learning support to students will be front loaded to the first few months of the module as students develop their understanding of research methods and its necessity to environmental health practice. As the module progresses and students commence their work placements, it is envisaged that they will approach placements with a critical awareness of the importance of quantitative and/or qualitative data in informing evidence-based practice. Furthermore, students will develop professional skills from the autonomy and responsibility they will experience on placement.</p> <p>300 hours of study time of which 100 hours will represent scheduled learning. This module includes significant work placement hours. It is expected that students complete 96 hours on placement as a minimum expectation. Most students will complete a significantly higher number of hours within a placement setting.</p> <p>Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p> <p>Placement learning: may include a practice placement, other placement, year</p>								

abroad.

**Key Information Sets Information**

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.

<b>Key Information Set - Module data</b>				
<i>Number of credits for this module</i>				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	100	104	96	300



The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test

Coursework: Written assignment or essay, report, dissertation, portfolio, project

Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

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:

Total assessment of the module:	
Written exam assessment percentage	0%
Coursework assessment percentage	60%
Practical exam assessment percentage	40%
	100%

**Reading Strategy**

**Core reading**

Any core reading will be indicated clearly, along with the method for accessing it, eg students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the Library. Module handbooks will also reflect the range of reading to be carried out.

**Further reading**

Further reading will be required to supplement the set text and other printed reading. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.

	<p>Access and skills</p> <p>The development of literature searching skills is supported by a Library seminar provided within the first semester. Students will be presented with further opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. Additional support is available through the library web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library.</p> <p>Indicative reading list</p> <p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, current advice on readings will be available via the module handbook.</p> <p>Access and Skills</p> <p>Development of literature searching skills is supported by the online UWE Library service which includes 24 hour online support, tutorial support and downloadable materials; these include interactive tutorials on finding books and journals, evaluating information and referencing. Further details are available at <a href="http://www1.uwe.ac.uk/library/">http://www1.uwe.ac.uk/library/</a> .</p>
Indicative Reading List	<p><i>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms. You are directed toward the most recent editions of:</i></p> <p>Aveyard, H. Doing a Literature Review in Health and Social Care. A Practical Guide. Open University Press</p> <p>Bell, J. Doing your research project: a guide for first time researchers in education and social science. [online] 5th ed..Milton Keynes: Open University Press</p> <p>Blaikie, N. Designing Social Research. 2nd ed. Cambridge: Polity Press.</p> <p>Blaxter, L., Hughes, C. and Tight, M. How to Research. [online] 4th ed. Milton Keynes: Open University Press.</p> <p>Bowling, A. Measuring disease: A Review of disease-specific quality of life measurement scales. 2nd ed. Milton Keynes: Open University Press.</p> <p>Bowling, A. Research Methods in Health. [online] 3rd ed. Maidenhead: Open University Press.</p> <p>Creswell, J.W. Qualitative Inquiry and Research Design. 3rd ed. London: Sage Publications.</p> <p>Denscombe, M. The Good Research Guide: for Small-scale Social Research Projects[online] 4th ed. Milton Keynes: Open University Press.</p> <p>Green, J. and Thorogood, N. Qualitative Methods for Health Research. 2nd ed. London: Sage Publications</p> <p>O’Leary, Z. The Essential Guide to Doing Your Research Project. London: Sage.</p> <p>Silverman, D. Doing Qualitative Research. 3rd ed. London: Sage Publications.</p> <p>Thomas, D.R. and Hodges, I.D. Designing and Managing Your Research Project: Core Knowledge for Social and Health Researchers. London: Sage</p> <p>W H Bassett, Environmental Health Procedures</p> <p>W H Bassett, Clay's handbook of environmental health, 18th ed</p>

	<p>Cottrell, S. (2005) Skills for Success. Palgrave Macmillan</p> <p>Environmental Health News (CIEH) <a href="http://www.ehn-online.com/">http://www.ehn-online.com/</a></p> <p><b>Internet Sources:</b> (The following are recommended websites for students to visit)</p> <p>CIEH Portfolio of Professional Practice (PPP):</p> <p><a href="http://www.cieh.org/professional_development/ppp.html">http://www.cieh.org/professional_development/ppp.html</a></p> <p>UWE Study Skills – Critical thinking:</p> <p><a href="http://www1.uwe.ac.uk/students/studysupport/studyskills/readingandwriting/criticalthinking.aspx">http://www1.uwe.ac.uk/students/studysupport/studyskills/readingandwriting/criticalthinking.aspx</a></p>
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**Part 3: Assessment**

Assessment Strategy	<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><b>Reflective Case Study Report:</b> Utilising experiential learning provided on placement and/or during College organised activities, students will be expected to describe and critically evaluate their experiences of work-based learning interventions made in the specialist areas of environmental health i.e. Food Safety, Health &amp; Safety, Housing and Health, Environmental Protection and Public Health. An intervention is defined as actions taken by Environmental Health Practitioners (EHPs) to control, eliminate or mitigate adverse health impacts that arise from environmental stressors on the physical, social and human worlds. Through their involvement in interventions, students will develop a range of skills that should enable experiential learning to take place. There are three 'core skills' within the intervention fields – '<i>acquiring information</i>', '<i>risk assessment</i>' and '<i>course of action</i>' that will be tested and students will also be able to demonstrate that they can reflect upon their experiences of undertaking interventions in terms of the difficulties encountered in acquiring information, uncertainties involved in risk assessment, the effectiveness of the course of action and any incidental problems encountered. Students will also consider how research informs evidence-based practice.</p> <p><b>Critical Presentation:</b> During the 20 minute presentation, students will be expected to present one work-based learning intervention to their peers, including a critique of the importance of research within that field. This is an opportunity for students to demonstrate engagement with current research in the field, enabling them to identify any gaps in the evidence base and propose further research. All interventions should be critically analysed for their effectiveness and the student should demonstrate a wider understanding of the political and socioeconomic factors which influence environmental health practice.</p> <p>Opportunities for formative assessment exist for each of the assessment strategies used. Verbal feedback is given and all students will engage with personalised tutorials setting SMART targets as part of the programme design.</p>
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Identify final assessment component and element	<b>Component A</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b> 40%	<b>B:</b> 60%
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	

1. Critical Presentation (20 minutes)	100%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1. Reflective Case Study Report (1500 words)	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>
1. Critical Presentation (20 minutes)	100%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1. Reflective Case Study Report (1500 words)	100%
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.	