



Module Specification

Evidence Centred Work-Based Learning

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Part 1: Information

Module title: Evidence Centred Work-Based Learning

Module code: UZVSQN-30-2

Level: Level 5

For implementation from: 2023-24

UWE credit rating: 30

ECTS credit rating: 15

Faculty: Faculty of Health & Applied Sciences

Department: HAS Dept of Social Sciences

Partner institutions: None

Field: Health, Community and Policy Studies

Module type: Module

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: See Learning Outcomes

Outline syllabus: Evidence-based research in Public and Environmental Health

Searching for evidence (electronic databases, key words, inclusion and exclusion

criteria)

Critical appraisal skills (how to assess the quality of research)

Recognising and evaluating different types of study design

Quantitative methodologies: Students will develop an awareness of the role of quantitative research in public & environmental health practice, appreciating the benefits and constraints of quantitative research designs

Qualitative methodologies: Students will develop an awareness of the role of qualitative research in public & environmental health practice, appreciating the benefits and constraints of qualitative research designs

The importance of ethics in research

Students will engage in a minimum of 12 days of work-based learning within public/private/voluntary organisations undertaking environmental/public health practice

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

The development of graduate and employability skills will be embedded in taught sessions and through contact with practitioners in the field

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

Part 3: Teaching and learning methods

Teaching and learning methods: 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.

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.

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.

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.

Placement learning: may include a practice placement, other placement, year abroad.

Indicative delivery modes:

Scheduled learning: Lectures, seminars, external visits etc 100 hours

Independent study hours: 104 hours

Work-based learning: 96 hours (min)

Total: 300 hours

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

MO1 Critically appraise literature in the field of public and environmental health, identifying gaps in the evidence base and opportunities for further research

MO2 Develop basic research questions for quantitative and qualitative research

MO3 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

MO4 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 & safety and public health) and in doing so, characterise the risk to public health

MO5 Reflect on their experience(s) in the workplace and the role of research in promoting evidence-based practice

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 104 hours

Placement = 96 hours

Face-to-face learning = 100 hours

Total = 300

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

Part 4: Assessment

Assessment strategy: 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.

Reflective Case Study Report: 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 & 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 – 'acquiring information', 'risk assessment' and 'course of action' 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.

Critical Presentation: 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.

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.

Assessment tasks:

Presentation (First Sit)

Description: Critical presentation - 20 mins

Weighting: 40 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

Report (First Sit)

Description: Reflective case study report - 1500 words

Weighting: 60 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

Presentation (Resit)

Description: Critical presentation - 20 mins

Weighting: 40 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

Report (Resit)

Description: Reflective case study report - 1500 words

Weighting: 60 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Environmental Health and Practice [UCW] - Withdrawn MSci 2022-23

Environmental Health and Practice [Sep][PT][UCW][7yrs] MSci 2021-22