

**CORPORATE AND ACADEMIC SERVICES**

**PROGRAMME SPECIFICATION**

<b>Part 1: Basic Data</b>	
<b>Awarding Institution</b>	University of the West of England
<b>Teaching Institution</b>	Weston College
<b>Delivery Location</b>	Weston College
<b>Faculty responsible for programme</b>	Faculty of Health and Life Sciences
<b>Department responsible for programme</b>	Department of Health and Applied Social Sciences
<b>Modular Scheme Title</b>	
<b>Professional Statutory or Regulatory Body Links</b>	Chartered Institute of Environmental health (CIEH) accreditation
Name of PSRB Type of approval	
<b>Dates</b>	
<b>Highest Award Title</b>	FdSc Public and Environmental Health
<b>Default Award Title</b>	
<b>Interim Award Titles</b>	Cert HE Public and Environmental <b>Studies</b>
<b>UWE Progression Route</b>	BSc (Hons) Public and Environmental Health
<b>Mode(s) of Delivery</b>	FT, PT, Blended learning
<b>Codes</b>	<b>UCAS:</b> <b>JACS:</b>
	<b>ISIS2:B916</b> <b>HESA:</b>
<b>Relevant QAA Subject Benchmark Statements</b>	Health studies 2008 Agriculture, horticulture, forestry, food and consumer sciences 2009 Earth sciences, environmental sciences and environmental studies 2007 Construction, property and surveying 2008
<b>CAP Approval Date</b>	04/05/2012
<b>Valid until Date</b>	
<b>Version</b>	1

## **Part 2: Educational Aims of the Programme**

FdSc Public and Environmental Health is a two year full-time or three-year part-time programme designed to develop a sound general knowledge of the natural and human-made worlds and their systems, whilst developing knowledge, skills and experience for a career in the field of public and environmental health.

This programme will provide an opportunity to progress to level 6 BSc (Hons) Public and Environmental Health accredited by CIEH and is a pre-requisite to qualification as an Environmental Health Practitioner (EHP).

### **General Aims**

The programme will enable students to:

- Develop a sound understanding of the scientific principles that govern biological, physical, chemical, sociological and psychological stressors in a public and environmental health context.
- Explore the impact of human activities on the living environment and health.
- Appreciate the relationship between structural, societal and lifestyle factors on the promotion of sustainable environments and human health on a local, regional, national and global scale.
- Develop academic, professional, generic, practical and employability skills which will equip them for gaining employment and being successful at work.
- Prepare for progression to study higher degrees in Public and Environmental Health and other related subjects.
- Engage with Public and Environmental Health practice in a variety of settings.

### **Specific Aims**

The specific aims of the programme are to:

- Facilitate the development of a strong scientific understanding of the principles and processes that underpin public and environmental health.
- Develop an understanding of the subject of Public and Environmental Health from a multidisciplinary and interdisciplinary perspective.
- Develop the ability to assess risk and select the most appropriate intervention option from a range of possible solutions.
- Demonstrate field, laboratory and investigative skills necessary to undertake independent investigations of public and environmental health problems.
- Provide the opportunity for the acquisition and practice of appropriate transferable skills and facilitate the development of independent and team working.
- Provide the opportunity for the development and practice of employability and professional skills through work based learning.
- Provide a curriculum that is enhanced by experience from research, consultancy and professional practice.
- Promote and widen access to careers in Public and Environmental Health Practice to applicants with non-standard entrance requirements.

### Part 3: Learning Outcomes of the Programme

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

#### Learning Outcomes

#### Teaching, Learning and Assessment Strategies

#### A Knowledge and Understanding

A Knowledge and understanding of:

- The concepts of 'health' and 'disease' exploring the principles of, and strategies for, health protection, health promotion and health improvement.
- The nature of governance and the Legal System, and the jurisdiction of the courts in discharging the criminal and civil law.
- The concepts of 'hazard' and 'risk'.
- The human world as it is manifested in our urban communities, human made structures (homes), industry and services.
- Current issues in contemporary health research and debate and the role this plays in our understanding of 'stressors' which will establish and reinforce the evidence-base.
- Recognise the needs and requirements of society.
- Demonstrate familiarity with relevant policy.
- Describe and apply professional standards and responsibilities.
- The limits of knowledge gained, and how this influences analyses and interpretations based on that knowledge.

Teaching/learning methods and strategies:

Learning outcomes are integrated across the programme and met through a variety of methods including, lectures, seminars, residential trips and visits, practicals, case studies, problem based learning exercises, tutorials and work based learning. All this is fully supported by excellent library resources both at the federation partner and the awarding body. Online resources are exemplary. Key Information Sets (KIS) data demonstrates substantial scheduled learning for each module and small groups facilitate individual interaction between tutors and students. Additional support is available and an open-door policy exists.

Assessment:

Knowledge and critical understanding is assessed using a variety of methods including examinations, assessed practicals, workshops, seminars, field work and laboratory reports, computer based exercises, data analysis, presentation, case studies and poster defence. The diversity of assessment reflects the interdisciplinary nature of the subject area. Opportunities will exist for both formative and summative assessment in all modules. Weston College has a minimum expectation for tutorial entitlement and all students receive formative feedback and engage with setting SMART targets three times during an academic year.

## B Intellectual Skills

### B Intellectual Skills

- Recognise and use subject specific theories, concepts and principles.
- Reason critically and engage in analytical and imaginative enquiry in identifying and solving conceptual and practical problems.
- Analyse and interpret information and evidence to support the development of advanced knowledge, skills and understanding.
- Formulate reasoned responses to the critical judgements of others.
- Recognise the moral and ethical issues of enquiry and investigation and appreciate the need for professional codes of conduct.
- Recognise the changing nature of determinants of health and demonstrate a critical ability to analyse health as a contested subject.

### Teaching/learning methods and strategies:

Intellectual skills are developed through individual and team project work, student centred learning, laboratory and field work, data handling, interpretation exercises and seminar work.

Study skills work and UWE Graduate Development Programme (GDP) further explore and engage students with the **journey** required to become critical practitioners.

### Assessment:

Assessment of intellectual skills is through the full range of methods identified in section A. In particular the wide range of assessments is important in assessing students' ability to demonstrate generic intellectual skills. Opportunities will exist for both formative and summative assessment in all modules. Weston College has a minimum expectation for tutorial entitlement and all students receive formative feedback and engage with setting SMART targets three times during an academic year.

## C Subject, Professional and Practical Skills

### C Subject, Professional and Practical Skills

- A successful graduate will be able to:
- Plan, conduct and report public and environmental health investigations using both primary and secondary data.
- Collect, record and analyse data using appropriate laboratory and field equipment and techniques in a responsible and safe manner, paying due attention to risk assessment.
- Appreciate both the moral and ethical issues associated with the subject area data collection and collection methods.
- Appreciate the need for professional codes of conduct.
- Present and reference work in an appropriate manner.
- Reflect on academic and professional experience and embrace the concept of continuing profession development through professional development planning.

### Teaching/learning methods and strategies:

Skills are developed through the programme during investigatory, laboratory and fieldwork practicals as well as problem based studies. Study skills plays an important part at the beginning of the programme as students appreciate the work of others and reference appropriately. Feedback continues to emphasise the quality of research that has been considered.

Students are encouraged to reflect upon their progress through professional development planning.

### Assessment:


Subject, professional and practical skills are assessed through laboratory, field based and case study work, work based learning, written coursework including, essays, laboratory and field reports.

Opportunities will exist for both formative and summative assessment in all modules. Weston College has a minimum expectation for tutorial entitlement and all students receive formative feedback and engage with setting SMART targets three times during an academic year.

<b>D Transferable Skills and other attributes</b>	
<p data-bbox="209 264 751 295">D Transferable Skills and other attributes</p> <ul data-bbox="209 344 828 645" style="list-style-type: none"> <li data-bbox="209 344 828 452">• Plan, organise and manage time within realistic professional parameters to meet appropriate deadlines.</li> <li data-bbox="209 461 828 645">• Elicit appropriate knowledge and effectively communicate information, arguments, and analysis of both primary and secondary data at a professional level in work related context.</li> </ul>	<p data-bbox="847 264 1410 295">Teaching/learning methods and strategies:</p> <p data-bbox="847 344 1460 604">Transferable skills are developed and assessed through levels 1 and 2 of the programme. Work Based Learning and Employability Skills provide an opportunity for students to demonstrate these skills and develop where necessary through self-evaluation, reflection and personal development planning.</p>
<ul data-bbox="209 698 815 1397" style="list-style-type: none"> <li data-bbox="209 698 815 770">• Communicate and work with others as part of a team.</li> <li data-bbox="209 779 815 963">• Demonstrate personal qualities and attitudes consistent with professional employment in Public and Environmental Health and related sectors following current practice within the field.</li> <li data-bbox="209 972 815 1079">• Demonstrate the ability to discuss, plan and manage change within a professional context.</li> <li data-bbox="209 1088 815 1240">• Demonstrate the capacity to reflect upon actions taken, both within the academic and vocational field, to engage in the process of continuous learning.</li> <li data-bbox="209 1249 815 1397">• Use information and communications technology competently and effectively in a range of applications to include information gathering and retrieval.</li> </ul>	<p data-bbox="847 698 1011 730">Assessment:</p> <p data-bbox="847 779 1460 1039">Transferable skills and attributes contribute to the student performance across the programme. Achievement is evidenced by the overall grade of award. The variety of assessment of the programme requires the student to demonstrate the full range of transferable, academic and employability skills</p>

## Part 4: Programme Structure Full Time


This structure diagram demonstrates the student journey from Entry through to Graduation for a **full time student**, including: level and credit requirements, interim award requirements, module diet, including compulsory and optional modules

<b>ENTRY</b> 	<b>Year 1</b>	<b>Compulsory Modules</b> <ul style="list-style-type: none"> <li>• UZVSL6-30-1 Public Health Foundations</li> <li>• UZVSL3-30-1 Earth Sciences</li> <li>• UZVSL5-15-1 Public and Environmental Health Law</li> <li>• UZVSL4-15-1 Legal Systems and Legislation</li> <li>• UZVSKY-15-1 Healthy Housing</li> <li>• UZVSKW-05-1 Employability Skills</li> <li>• UZVSL7-05-1 Study Skills</li> <li>• UZVSKX-05-1 Field Skills</li> </ul>	<b>Optional Modules</b> N/A	<b>Interim Award</b>  <b>Cert HE Public and Environmental Studies</b>  Credit requirements: 120 at level 0 or above, with not less than 100 at level 1 or above
	<b>Year 2</b>	<b>Compulsory Modules</b> <ul style="list-style-type: none"> <li>• UZVSL9-30-2 Food Control</li> <li>• UZVSL8-30-2 Environmental Protection</li> <li>• UZVSLA-30-2 Health, Safety and Risk</li> <li>• UZVSLB-30-2 Work Based Learning</li> </ul>	<b>Optional Modules</b> N/A	<b>Target Award</b>  <b>FdSc Public and Environmental Health</b>  Other requirements: Work Based Learning can be achieved through full-time or part-time work, integrated work placements, or real work environments. It will be expected that students will attend work placements as directed.

**GRADUATION**

## Part 4: Programme Structure Part Time

This structure diagram demonstrates the student journey from Entry through to Graduation for a part-time student, including: level and credit requirements, interim award requirements, module diet, including compulsory and optional modules

<b>ENTRY</b> 	Year 1	<p>Compulsory Modules</p> <ul style="list-style-type: none"> <li>• UZVSL6-30-1 Public Health Foundations</li> <li>• UZVSL3-30-1 Earth Sciences</li> <li>• UZVSL5-15-1 Public and Environmental Health Law</li> <li>• UZVSL7-05-1 Study Skills</li> <li>• UZVSKX-05-1 Field Skills</li> </ul>	Optional Modules N/A	
	Year 2	<p>Compulsory Modules</p> <ul style="list-style-type: none"> <li>• UZVSL4-15-1 Legal Systems and Legislation</li> <li>• UZVSKW-05-1 Employability Skills</li> <li>• UZVSL9-30-2 Food Control</li> <li>• UZVSL8-30-2 Environmental Protection</li> </ul>		<p>Interim Award</p> <p><b>Cert HE Public and Environmental Studies</b></p> <p>Credit requirements: 120 at level 0 or above, with not less than 100 at level 1 or above</p>
	Year 3	<p>Compulsory Modules</p> <ul style="list-style-type: none"> <li>• UZVSKY-15-1 Healthy Housing</li> <li>• UZVSLA-30-2 Health, Safety and Risk</li> <li>• UZVSLB-30-2 Work Based Learning</li> </ul>		<p>Target Award</p> <p><b>FdSc Public and Environmental Health</b></p> <p>Other requirements: Work Based Learning can be achieved through full-time or part-time work, integrated work placements, or real work environments. It will be expected that students will attend work placements as directed.</p>

**GRADUATION**



## Part 5: Entry Requirements

The University's Standard Entry Requirements apply with the following additions/exceptions\*:

An entry tariff of 160 UCAS points with a science subject in line with UWE admissions or 200 UCAS tariff without a science subject.

<http://www1.uwe.ac.uk/whatcanistudy/applyingtouwe/undergraduateapplications/entryrequirements.aspx>

## Part 6: Assessment

A: Approved to University Regulations and Procedures

### Assessment Map

The programme encompasses a range of **assessment methods** including; examinations, essays, problem-based case study, poster defence, presentations and portfolios.

#### Assessment Map for FdSc Public and Environmental Health

		Unseen Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Portfolio
Compulsory Modules Level 1	UZVSKW-05-1 Employability Skills								A (100)
	UZVL7-05-1 Study Skills								A (100)
	UZVSKX-05-1 Field Skills								A (100)
	UZVSKY-15-1 Healthy Housing	A (60)						A (40)	
	UZVSL4-15-1 Legal Systems and Legislation	A (40)						B (60)	

## Part 6: Assessment

	<b>UZVSL5-15-1 Public and Environmental Health Law</b>					A (40)		B (60)	
	<b>UZVSL6-30-1 Public Health Foundations</b>	A (40)					B (30)	B (30)	
	<b>UZVSL3-30-1 Earth Sciences</b>		A (30)	A (10)				B (30)	B (30)
<b>Compulsory Modules Level 2</b>	<b>UZVSL9-30-2 Food Control</b>	A (50)				B (25)	B (25)		
	<b>UZVSLA-30-2 Health, safety and Risk</b>	A (50)				B (25)	B (25)		
	<b>UZVSL8-30-2 Environmental Protection</b>	A (50)			B (15)		B (35)		
	<b>UZVSLB-30-2 Work Based Learning</b>								A (100)

\*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

## Part 7: Student Learning

### Teaching, learning and assessment strategies to enable learning outcomes to be achieved and demonstrated

At Weston College there is an expectation that all undergraduate programmes will meet the policy expectation of our awarding partner for a minimum average requirement of 12 hours/week contact time for full-time study over the course of the full undergraduate programme. This contact time or scheduled learning encompasses a range of activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the FdSc Public and Environmental Health programme teaching is a mix of scheduled, independent and placement learning. In addition students will be given access to technology enhanced learning within two modules; Level 1 Public and Environmental Health Law and Level 2 Food Control.

**Scheduled learning** includes lectures, seminars, tutorials, demonstration, practical classes and workshops; fieldwork; external visits; work based learning and blended learning approached

## Part 7: Student Learning

utilizing technology enhanced learning pedagogy. These sessions constitute an average time per level as indicated in the table below. In all modules 92 hours contact time is assured.

**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.

**Placement learning:** the Foundation Degree contains a significant proportion of Work-based Learning. There are opportunities for students to participate in a scheme run by CIEH to participate in individual placements however these will remain at the discretion of the student and will not be supervised by the College.

Module Title	Scheduled %	Independent %	Placement %
Employability skills	100	0	
Field skills	80	20	
Study Skills	75	25	
Public and Environmental Health Law	40	60	
Legal Systems and Legislation	35	65	
Healthy Housing	38	62	
Earth Sciences	35	65	
Public Health Foundations	35	65	
Environmental Protection	40	60	
Food Control	40	60	
Health, Safety and Risk	38	58	
WBL	100	0	

## Part 7: Student Learning

### Description of Distinctive Features and Support

#### Distinctive Features

FdSc Public and Environmental Health programme is an interdisciplinary degree exploring the interface between the environment and health, relevant to the development of the knowledge and skills associated with Environmental Health Practice. This centres on those interactions in the environment that influence health with particular reference to food safety, health and safety, housing, environmental protection and public health.

Key themes are integrated through the programme; sustainability, environment and health impacts, risk and interventions. Students are taught to assess the range of health determinants and to consider the most effective approach to dealing with impacts on health. Strategies developed include practicability in relation to effectiveness, cost benefit and equitability. The programme combines a sound scientific understanding of environmental systems and parameters for human health with the analysis of those socio-economic and political factors that determine the context within which environmental health decisions are made. The programme is delivered by tutors from a variety of disciplines and supported where appropriate by Environmental Health Practitioners (EHP).

**Level 1** is partly concerned with the development of knowledge and understanding of principles underlying the physical, social and human environments. This includes a focus on physiological systems and understanding the processes which shape human and environmental interactions. The issues that emerge include sustainable utilisation of resources, risk and human health impacts. This is supported by the development of a variety of transferable and professional skills. Alongside study skills designed to ensure progression from level 3 to level 4 students are required to attend a residential that will encourage students to become problem solving professionals. This module underpins and complements the work based learning found within both Work Based Learning and Employability Skills allowing students to engage with work experience within the fields of public and environmental health. Three modules are introduced at that contain strict knowledge base within the field of construction and law. Students are encouraged to engage with concept of intervention to promote health within a defined population and these modules also introduce students to the rigour of examination.

**Level 2** –students are introduced to the core aspects of Public and Environmental Health, developing knowledge and critical understanding of the subject area. Transferable and employability skills and attributes continue to be developed. One quarter of the learning at level two takes place in the work place with all students undertaking a period of work based learning in one in one or more Public/ Environmental Health or related sectors.

## **Part 7: Student Learning**

### **Support**

#### **For Programme Team**

The programme is a result of a partnership between UWE and Weston College. It is anticipated that a close working relationship will continue between the two institutions. Staff development activities are planned prior to the start of the programme and there will be a number of joint activities post validation. For example the level 1 field trip module in which both Weston College and UWE staff may participate. Staff already has access to UWE library facilities to assist with programme and module development. This will continue post validation.

#### **For Students**

Weston students will benefit from being part of a small cohort. There is an excellent working relationship fostered between Weston College Staff and students benefit from high levels of staff student contact in the modules within the programme, allowing ample opportunity for formative assessment and additional support. Students at Weston College have exemplary pastoral support with a tutorial scheme in place guaranteeing individual formative feedback three times a year running alongside an open-door policy.

Students will be able to use the academic and support facilities offered by the college as well as facilities offered by the University. This will include library access and access to UWE online, intranet and student union.

Guidance to students on the programme is provided by the Programme Coordinator who is supported by the teaching team. Issues relating to groups of students will be addressed through the programme management committee that includes student representatives, the programme coordinator and teaching team. For all students, access to academic staff is via email or drop-in.

Professional and placement aspects are supported by a Work Based Learning module leader and supported by programme tutor. Both tutor and programme coordinator will provide support and visits to those students who are undertaking the work based learning module/ employability skills module. In addition regular meetings will be held between placement supervisors and the teaching team to ensure that the learning outcomes are being met.

#### **Progression to Independent Study**

Many modules require students to carry out independent study, such as research for projects and assignments. The programme aims to offer students both guided support and opportunities for independent study. Guided support mainly consists of timetabled sessions and includes lectures, tutorials, seminars, practical laboratory sessions and field visits. There is an expectation that students attend all sessions on their timetable.

The progression to independent study will be assisted by the high level of tutor support offered in individual modules. Typically module leaders will provide an outline of the module indicating the activities to be carried out and the forms of learning to be undertaken during the module. Students will be encouraged to plan ahead and to take responsibility for managing their time and resources.

## Part 7: Student Learning

### Progression to BSc (Hons) Environmental Health

A student who achieves a Foundation Degree but who does not immediately seek entry to BSc (Hons) Public and Environmental Health will still be eligible to apply for entry to the honours degree programme in a subsequent year. However entry will be subject to interview in order to determine whether the applicants experience in the intervening years has enabled them to keep abreast of current developments and practice in their subject.

Students from other programmes will be required to evidence CIEH accredited route and 240 credits achieved.

## Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

In the design and development stages of the programme due regard has been given to the Academic Infrastructure to assure content, level and proportion. SEEC descriptors were used in the design of modules, in particular the expectation that students will evidence learning outcomes.

All staff involved in meetings to write modules and internal checking procedures were advised to incorporate SEEC descriptors and terminology into module design. Subject and foundation degree benchmark statements contribute to the programme content and UWE GDP level 1 is wholly reflected in Study Skills module. Level 2 and 3 are incorporated into Tutorial entitlement and all three levels are evidenced by attendance records and assessment resulting in certification by awarding body.

The programme also used the CIEH as the external reference point for professional practice, core competencies and guidance on recent changes to the structure of public health.

### UWE Learning Teaching and Assessment Strategy

There is an established and mature relationship between Weston college and UWE that emphasises full understanding and incorporation of the UWE Learning, Teaching and Assessment Strategy. This is reflected, not only, in its implementation in previous programmes but is implicit in the development of the current programme.

### UWE E-learning policy

The e-Learning Policy is familiar to staff. Developments have taken place with Professor Liz Falconer to develop simulated activity through Second Life and this is intended to be a feature of the programme. Second Life approach in partnership with UWE is convergent with UWE e-Learning Policy moreover the Library+ commitment to access of e-Learning resources also reflects a commitment to innovative accessible and user-friendly resources.

QAA Code of practice: section 6 Assessment of students

## Part 8: Reference Points and Benchmarks

Design of assessment and awareness of Code of practice 6 is recognized as a strength at Weston college evidenced via IQER. Weston College also has “Guaranteed Levels of Information for assignments and assessments which were developed with Code of Practice section 6 as a guide.

### UWE Employability Strategy

The UWE Employability Strategy was used a reference point in the production of the Weston College “supporting your success” document, provided to all students.

### UWE Graduate Development Programme

As previously stated, the GDP has been explicitly incorporated into the Study Skills module and Tutorial Entitlement.

### QAA code of practice: section 8 Career Education, Information, Advice and Guidance

Reference was made to Code of Practice section 8 in the definition of tutorial entitlement and the content of Study Skills, Employability Skills, Field Skills and professional Practice modules

### UWE Work-based learning policy

All of the above were considered during the development stage. There is a significant Work based learning element in the programme as defined as part of the foundation degree benchmark statements and identified within the WBL, Professional Practice and Employability Skills modules. Weston College has an Equality and Diversity Policy (Appendix 10) that matches the requirements of the University of the West of England.

Weston College is committed to creating an inclusive college, where people are treated with dignity and respect and where we anticipate and respond positively to different needs and circumstances so that everyone can achieve their potential.

We are committed to promoting and advancing equality of opportunity, not only because it is an important part of the mission, vision and values of the College, but also because, by attracting and retaining the most diverse range of talented people as learners, staff and partners, we will ensure the College’s future success.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the University’s website.