

ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data	
Awarding Institution	University of the West of England
Teaching Institution	Weston College
Delivery Location	Weston College
Faculty responsible for programme	Faculty of Health and Applied Sciences
Department responsible for programme	Department of Health and Social Sciences
Modular Scheme Title	
Professional Statutory or Regulatory Body Links Name of PSRB Type of approval Dates	Chartered Institute of Environmental health (CIEH) accreditation
Highest Award Title	BSc (Hons) Public and Environmental Health (Top-up)
Default Award Title	BSc (Hons) Public and Environmental Health Studies (Top-up)
Interim Award Titles	
UWE Progression Route	
Mode(s) of Delivery	FT, PT, Blended learning
Codes	UCAS: ISIS2: B917
	JACS: HESA:
Relevant QAA Subject Benchmark Statements	Health studies 2008 Agriculture, horticulture, forestry, food and consumer sciences 2009 Earth sciences, environmental sciences and environmental studies 2007 Construction, property and surveying 2008
CAP Approval Date	04/05/2012
Valid From	September 2012
Valid until Date	September 2018
Version	1.1

Part 2: Educational Aims of the Programme

BSc Top-up in Public and Environmental health is a one year full-time or two year part-time 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.

The general aims of this programme will enable students to:

- Acquire the knowledge, understanding and skills to produce new ideas, concepts and solutions within the arenas of public and environmental health.
- Apply their learning to the workplace.
- Acquire professional and transferable skills
- Advance their learning
- Contribute to their career development in public and environmental health.

The specific aims of the programme are to:

- Enable students to develop an understanding of the subject of public and environmental health and its contribution to the promotion and protection of public health from a multi-disciplinary and interdisciplinary perspective.
- Explore the relationship between human activities and environmental systems and the consequent health outcomes, and appreciate the wider influences such as structural, societal and lifestyle factors on the promotion of sustainable environments and human health on a local, regional and global scale.
- Identify and judge risk, and assess human health outcomes selecting the most appropriate intervention option from a range of possible solutions.
- Acquire field, laboratory, investigative and analytical skills in order to undertake independent investigations and analyses of public and environmental health problems
- Demonstrate presentational skills necessary to communicate findings to audiences with a variety of backgrounds in a range of contexts.
- Enable students to work both independently and as an effective team member and to recognise the role and approaches to working with others, including other professionals and community groups, in tackling public and environmental health problems.
- Study an area of professional practice in depth through a research project.
- Create a supportive atmosphere that will enable individual students to use the graduate learning experience at Weston College to provide a foundation for life-long learning, continuing professional development and future careers.

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	
<p>A Knowledge and understanding of:</p> <ul style="list-style-type: none"> • The need for both a multidisciplinary and an interdisciplinary approach in knowledge and understanding of public health and the environment. • Debate and research surrounding the concept of health, its representations, measurement and the diverse determinants of health • Health as a human experience mediated by individual, societal and global contexts. • Methods of acquiring, interpreting and analysing information and data with a critical understanding of the appropriate contexts for their use in practice • Contemporary issues at the forefront of studies on health and environmental health fields and the sustainable and integrated approaches to intervention management. • The theoretical and professional rationales concerning public health and environmental health interventions • the use of research and practice based inquiry to create, interpret and apply knowledge in the disciplines and in their own contexts. 	<p>Teaching/learning methods and strategies:</p> <p>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 and tutorials. All this is fully supported by excellent library resources both at Weston College and UWE. Online resources are exemplary. 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</p> <hr/> <p>Assessment:</p> <p>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.</p>

Part 3: Learning Outcomes of the Programme

B Intellectual Skills

B Intellectual Skills

- Critically evaluate current research and advanced scholarship.
- Apply relevant theories to the analysis of and management of processes and outcomes.
- Create, identify and evaluate options to provide original solutions for problems that sometimes have incomplete data.
- Challenge the status quo by demonstrating intellectual flexibility and lateral thinking.
- Learn through critical reflection and evaluation of practice and experience.
- Recognise the moral and ethical issues of enquiry and investigation and appreciate the need for professional codes of conduct
- Evaluate methodologies, develop critiques and, where appropriate, propose new hypotheses.

Teaching/learning methods and strategies:

Intellectual skills are developed through individual and team project work, student centered 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 epistemological scaffolding 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

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- Subject knowledge, technical and professional skills to analyse and solve a range of contemporary and emergent public and environmental health problems
- Analyse public health and environmental information and data that may be drawn from a wide range of disciplines
- Effective problem solving and decision making using appropriate quantitative

Teaching/learning methods and strategies:

Skills are developed through the programme during investigatory, laboratory and fieldwork practicals as well as problem based studies. UWE GDP plays an important part at the beginning of the programme as students further develop their communication skills and enhance their employability skills. Feedback continues to emphasise the quality of research that has been considered.

Students are encouraged to reflect upon their progress through professional development

Part 3: Learning Outcomes of the Programme	
<p>and qualitative skills including identifying, formulating and solving problems</p> <ul style="list-style-type: none"> • The ability to create, identify and evaluate options • Plan, conduct, and report on investigations, including the use of secondary data. • Apply a range of disciplines to satisfy the needs of society for sustainable and healthy environments and the promotion of human health 	<p>planning.</p> <p>Assessment:</p> <p>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.</p> <p>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.</p>

D Transferable Skills and other attributes	
<p>D Transferable Skills and other attributes</p> <ul style="list-style-type: none"> • Demonstrate self-direction and originality in tackling and solving problems • Act independently in planning and implementing tasks • Demonstrate interpersonal skills of effective listening, negotiating and persuasion • Demonstrate self-awareness and sensitivity to diversity in people and different situations. • Perform effectively in a team and project environment • Communicate effectively using a range of media • Search, retrieve and utilise information effectively • Demonstrate the ability to make decisions in complex and unpredictable situations • Critically reflect upon practice and experience. 	<p>Teaching/learning methods and strategies:</p> <p>Transferable skills are further developed and assessed at this level of the programme. GDP provides an opportunity for students to demonstrate these skills and develop where necessary through self-evaluation, reflection and personal development planning.</p> <p>Assessment:</p> <p>Transferable skills and attributes contribute to student performance across the programme. Achievement is evidenced by the overall grade of award. The variety of assessment within 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

Year 1	<p>Compulsory Modules</p> <ul style="list-style-type: none"> • UZVSLD-30-3 Professional Practice • UZVSLE-30-3 Public Health Futures • UZVSLF-30-3 Risk Management and Systems • UZVSLC-30-3 Public Health Project 	<p>Default Award; BSc (Hons) Public and Environmental Health Studies.</p> <p>This is a named award available only on a programme leading to a professionally recognised or accredited award and awarded where the credit requirements of the University are met but where the additional requirements of a professional body are not met.</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. Practical Food Inspection Examination Integrated Professional Assessment Professional Interview</p> <p>Target Award: BSc (Hons) Public and Environmental Health</p>
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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

	Year 1	<p>Compulsory Modules</p> <ul style="list-style-type: none"> • UZVSLF-30-3 Risk Management and Systems • UZVSLE-30-3 Public Health Futures 	<p>Default Award; BSc (Hons) Public and Environmental Health Studies.</p> <p>This is a named award available only on a programme leading to a professionally recognised or accredited award and awarded where the credit requirements of the University are met but where the additional requirements of a professional body are not met.</p>
	Year 2	<ul style="list-style-type: none"> • UZVSLC-30-3 Public Health Project • UZVSLD-30-3 Professional Practice 	<p>Other requirements</p> <p>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> <p>Practical Food Inspection Examination Integrated Professional Assessment Professional Interview</p> <p>Target Award: BSc (Hons) Public and Environmental Health</p>

GRADUATION

Part 5: Entry Requirements

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

Successful pass in a 2011 accredited CIEH pathway degree programme eg. FdSc Public and Environmental Health or FdSc Environmental Health. In the event of an applicant requesting entry with 2010 accredited foundation degree the programme coordinator will utilise the AL procedure and applicants will be made aware of the necessity of undertaking a bridging module to ensure progression. Usual university rules will apply regarding trailing modules.

Part 6: Assessment

A: Approved to University Regulations and Procedures

Assessment Map

The programme encompasses a range of **assessment methods** including; (eg essays, posters, presentations, written examinations). These are detailed in the following assessment map:

Assessment Map for BSc (Hons) Public and Environmental Health

		Type of Assessment*						
		Unseen Written Exam	Practical Exam	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
Compulsory Modules Level 3	UZVSLD-30-3 Professional Practice	A (30%)	B (20%)	A (30%)				B (20%)
	UZVSLF-30-3 Risk Management and Systems	A (60%)			B (20%)	B (20%)		
	UZVSLE-30-3 Public Health Futures			A (60%)		B (40%)		
	UZVSLC-30-3 Public Health Project					A (30%)	B (70%)	

*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

On the BSc (Hons) Public and Environmental Health programme teaching is a mix of scheduled and independent learning.

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork and external visits.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices made.

Module Title	Scheduled %	Independent %	Placement %
Professional Practice	35	65	
Risk Management and Systems	33	67	
Public Health Project	35	65	
Public Health Futures	33	67	

Description of Distinctive Features and Support

Distinctive Features

BSc (Hons) Public and Environmental Health Top-up programme is an interdisciplinary top-up degree exploring the interface between the environment and health relevant to the development of the knowledge and skills associated with public and 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 their 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 3 concentrates on further embedding knowledge skills within the areas of risk management and public health. It also seeks to address the professional requirements of Food Inspection and the professional examination for entry to chartered status. Transferable and employability skills and attributes continue to be developed within all modules but particularly

Part 7: Student Learning

evident within Professional Practice. Research skills are honed as part of the project module and students are encouraged to become increasingly critical of both their own and others work.

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 have 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 who 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.

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 8: Reference Points and Benchmarks

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 emphasizes 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**
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**

Part 8: Reference Points and Benchmarks

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 7) that matches the requirements of the University of the West of England.

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.