University of the
West of England
BRISTOL

ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data	
Awarding Institution	UWE Bristol
Teaching Institution	UWE Bristol
Delivery Location	Frenchay/Distance Learning
Faculty responsible for programme	Health and Applied Sciences
Department responsible for programme	Health and Social Sciences
Modular Scheme Title	Post-Graduate
Professional Statutory or Regulatory Body Links	Chartered Institute of Environmental Health
Highest Award Title	MSc Environmental Health (Distance Learning)
Default Award Title	MSc Environmental Health Studies (Distance Learning)
Fall-back Award Title	
Interim Award Titles	PG Cert/ PG Dip Environmental Health MSc Environmental Health Studies
UWE Progression Route	
Mode(s) of Delivery	Full Time/Part-Time/ /Distance Learning
Codes	**UCAS:** **JACS:** **ISIS2: B9181** **HESA:**
Relevant QAA Subject Benchmark Statements	NA
CAP Approval Date	22nd October 2014
Valid from	January 2015
Valid until Date	September 2019
Version	1.0

Part 2: Educational Aims of the Programme
This innovative programme, reflects the current and changing landscape surrounding the discipline of environmental public health. The provision of this distance learning option will enable students to engage with flexible learning opportunities as well as employability opportunities wherever they are. The programme is designed to equip students with the necessary skills, knowledge and competencies to enable them to understand and evaluate the risks posed by a full range of environmental hazards or stressors, which impact on

human health and wellbeing. Students satisfactorily completing the programme and the required Portfolio of Professional Practice and Professional Interview of the accrediting body, the Chartered Institute of Environmental Health (CIEH), are eligible to become registered Environmental Health Practitioners.

The programme has been developed not only to meet the requirements of CIEH Curriculum 2011 but also reflects the skills and competence requirements required of public health practitioners (Public Health and Knowledge Skills Framework (PHKSF, 2013)).

Central to this innovative environmental health programme are the 7 knowledge and skills domains (below) which CIEH believe are the key tenets of environmental health practice. They believe, in fact, that these are the first and probably the most important 'thresholds' for the discipline and, therefore, are used to frame environmental health in terms of this curriculum.

Knowledge
1. Dahlgren and Whitehead's 1992 conceptualisation of the determinants of health and well-being
2. Assessment, management and communication of risk
3. Earth and health-based sciences

Skills
4. Knowledge acquisition and transfer, including research, development and innovation
5. Evidenced-based practice
6. Reflective practice
7. Dissemination

Broad Aims
The broad aims of the programme are to enable students to:

- Achieve an appropriate knowledge base concerning the physical/social/human worlds and the potential and actual impacts on human health of a range of "stressors" acting on those worlds;
- Deal with complex issues and make sound judgments as to the most appropriate interventions on an individual, community or population from a local, regional and global perspective.
- Have an in-depth knowledge and understanding of Environmental Health practice which is informed by scholarship and research. This includes a critical awareness of current issues and developments in Environmental and Public Health.
- Apply their learning to further develop a range of employability and professional skills relevant to environmental public health practice in a variety of settings
- Build their academic skills through the programme and support their engagement with technology enhanced learning to enhance their educational attainment
- Operate within a framework of professional attributes, ethics and an evidence base
- Maximise their learning and facilitate their development as self-directed and reflective learners through stimulating, supportive, innovative and a sensitive learning environment.

Ultimately students will be able to achieve the acknowledged Environmental Health Practitioner Profile.

Part 2: Educational Aims of the Programme
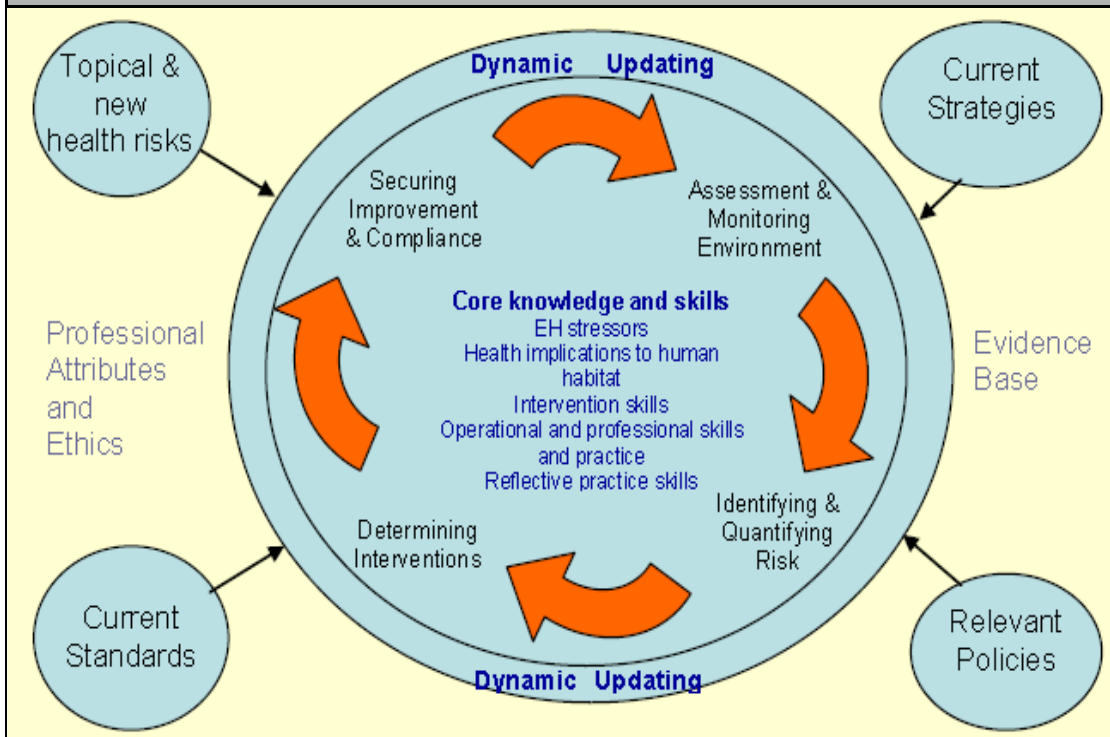
Specific aims

The specific aims of the programme are illustrated through the figure above and enable students to:

- Develop an understanding of the subject of environmental public health and its contribution to the promotion, improvement 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 sustainable intervention option from a range of possible solutions.
- Acquire field, investigative and analytical skills in order to undertake independent investigations and analyses of environmental public health problems.
- Engage in "dynamic updating" by taking account of and working within relevant policies, current strategies and standards in addition to topical and new environmental public health risks.
- 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.
- Engage in a friendly and supportive environment that will enable individual students to use the postgraduate learning experience at UWE to provide a foundation for lifelong learning, reflective practice, continuing professional development and future careers.
- Be provided with a curriculum that is enhanced by a balance of experience from research

Part 2: Educational Aims of the Programme

Reference:
Public Health and Knowledge Skills Framework (PHKSF)(2013).
http://www.phorcast.org.uk/page.php?page_id=313. Accessed on 18/07/2014

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

Successful graduates from this programme

- will have acquired appropriate knowledge and have developed the necessary skills and competences to enable them to understand and evaluate the risks posed by a full range of environmental hazards and stressors which impact on human health and wellbeing;
- will have acquired appropriate knowledge and have developed the necessary skills and competences to be able to make a positive contribution to existing and future environmental public health practice and respond to and initiate change in line with contemporary and emergent issues;
- will have been exposed to key debates, policies and legislative frameworks in environmental public health and will be equipped as critical professional practitioners;
- will be eligible, where appropriate, to move forward to become registered Environmental Health Practitioners. Students satisfactorily completing the programme and the required Portfolio of Professional Practice and Professional Interview of the accrediting body, the Chartered Institute of Environmental Health (CIEH), are eligible to become registered Environmental Health Practitioners.
- will have the benefit of completing four public health modules which are part of the well-established and highly successful MSc Public Health i.e. Introduction to Public Health, Health Promotion, Quantitative Health Research and the Dissertation module. This synergy brings a number of important professional benefits as the Public Health programme is mapped against a number of significant global competency and curriculum frameworks. These are the UK (Faculty of Public Health), the EU (European Core Competences for Masters in Public Health Education – ECCMPE) and the US (American Association of Schools of Public Health MPH Core Competency Model - ASPH).
- UWE are also currently undertaking an additional European accreditation process with the Agency for Public Health Education Accreditation (APHEA), the first independent transnational European accreditation system specifically for public health education, in accordance with the Bologna Process and recognizes programme quality beyond the borders of its home country. Overall this recognition of alignment with national and international frameworks will enhance the careers and employability prospects of those students on the MSc Environmental Health

Part 3: Learning Outcomes of the Programme

The key learning outcomes of the programme are based on the CIEH curriculum and hence are aligned closely with the CIEH template. These learning outcomes are then translated into module learning outcomes which are expressed in a way that students would know and be able to do. Therefore we will ensure that students have access to all the module learning outcomes. They are demonstrated across the various modules as follows:

Module title	Credit rating	Module Code
Environmental Health Professional Practice (EHPP)	15	UZVRT5-15-M
Environmental Health Risk and Law (RL)	15	UZVRT6-15-M

Part 3: Learning Outcomes of the Programme

Introduction to Public Health (IPH)	15	UZVRT7-15-M
Health Promotion (HP)	15	UZVRT8-15-M
Food, Risk and Society (FRS)	15	UZVRTG-15-M
Environmental Protection and Sustainability (EPS)	15	UZVRTP-15-M
Housing and Healthy Neighbourhoods (HHN)	15	UZVRTJ-15-M
Health and Safety Management (HSM)	15	UZVRTK-15-M
Quantitative Health Research (QHR)	15	UZVRTL-15-M
Food Control (FC)	15	UZVRTN-15-M
Dissertation (Diss)	45	UZVRTM-45-M

Learning Outcomes:	Module No: UZVRT5 -15-M EHP	Module No: UZVRT6 -15-M RL	Module No: UZVRT7-15-M IPH	Module No: UZVRT8 -15-M HP	Module No: UZVRTG-15-M FRS	Module No: UZVRTK-15-M HSM	Module No: UZVRTP-15-M EPS	Module No: UZVRTJ-15-M HHN	Module No: UZVRTL-15-M QHR	Module No: UZVRTN-00-M FC	Module No: UZVRTM-45-M Diss
A) Knowledge and understanding of:											
The need for both a multidisciplinary and interdisciplinary approach in knowledge and understanding of health and the environment, drawing from the natural and social sciences	x		x	x	x	x	x	x		x	
The discourses surrounding the concept of health and its representations, measurement and determinants of health	x		x	x			x	x			
Health as a human experience mediated by individual, societal and global contexts	x	x	x	x	x	x	x	x		x	
The assessment, management and communication of health and environmental risks	x	x				x	x	x		x	
Acquiring, interpreting, analysing and evaluating information and data with a critical understanding of the appropriate contexts for their use in health and environmental practice	x	x	x	x	x	x	x	x	x	x	x
The contemporary issues at the forefront of the studies on health and the environment and the sustainable and integrated approaches to management and resolution of problems.	x	x	x	x	x	x	x	x		x	
Theoretical and professional rationales of health and environment interventions	x		x	x	x	x	x	x		x	
The use of research and practice based inquiry and evaluation to create, interpret and apply knowledge in the disciplines and their own contexts.	x	x			x	x	x	x		x	x
(B) Intellectual Skills											
Critical evaluation of current research and advanced scholarship		x							x		x
Application of theory to analysis/management of process and outcomes	x	x	x	x	x	x	x	x		x	
Create, identify, evaluate options, and provide	x	x	x	x	x	x	x	x		x	x

Part 3: Learning Outcomes of the Programme

Outcome	1	2	3	4	5	6	7	8	9	10	11
original solutions to problems, sometimes with incomplete data											
Challenge the status quo by demonstrating intellectual flexibility and lateral thinking	x	x	x	x						x	
Learn through reflection and critical evaluation of practice and experience	x	x	x	x	x	x	x	x	x	x	x
Recognise moral and ethical issues of enquiry and investigation and appreciate the need for professional codes of conduct	x	x	x						x		x
Design and implement a research programme, analyse findings, draw conclusions and make recommendations									x		x
(C) Subject/Professional/Practical Skills											
Analyse and solve contemporary and emerging environmental public health problems		x	x	x	x	x	x	x		x	
Analyse environmental public health data and information from a range of disciplines	x	x	x	x	x	x	x	x	x	x	x
Demonstrate effective problem solving and decision making using appropriate quantitative and qualitative skills including identifying, formulating and solving problems; and the ability to create, identify and evaluate options	x		x	x					x	x	x
Plan, conduct and report on investigations including the use of secondary data		x			x	x			x	x	x
Collect, record and analyse data and information, using appropriate techniques.											
Apply a range of disciplines to satisfy the needs of society for sustainable, healthy environments and the promotion of human health			x			x	x	x		x	
Understand importance of reflective practice in the context of the developing practitioner	x	x	x		x	x	x	x			
(D) Transferable skills and other attributes											
Demonstrate self-direction and originality in tackling and solving problems	x		x	x	x	x	x	x	x	x	x
Act autonomously to plan and implement tasks	x	x	x		x	x	x	x	x	x	x
Demonstrate interpersonal skills, effective listening, negotiating, persuasion	x			x	x	x		x	x		
Demonstrate self -awareness and sensitivity to diversity in people and different situations	x	x	x		x	x	x	x	x	x	x
Perform effectively in team and project environment		x							x		x
Communicate effectively using a range of media	x	x	x	x	x	x	x	x	x	x	
Seek, retrieve and use information effectively	x	x	x	x	x	x	x	x	x	x	x
Demonstrate ability to make decisions in complex and unpredictable situations	x	x			x	x	x	x	x	x	x
Demonstrate independent learning as required for continuing professional development	x	x	x	x	x	x	x	x	x	x	x
Demonstrate learning through reflection on practice and experience	x	x	x	x	x	x	x	x		x	x

Part 4: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

The programme will be studied by students who do not attend the university, and although this could be considered to be a distance learning course, that notion would be misleading. Unlike traditional paper-based, or text-dependent online distance courses, this programme uses a

wide range of pedagogical approaches. A particularly distinctive feature of the programme is the blended on-line learning approach utilizing asynchronous online activities (including lectures, reading, quizzes, videos) and synchronous tutorials (seminars/discussions) which affords for student–centered learning and the opportunity for socialization and collaboration. The synchronous activities promote the development of a student-tutor relationship, and encourage a cohort identity, in addition to providing a learning environment that stimulates active participation and engagement with the learning process and reflection on their knowledge, experience and practice.

The online learning approaches will ensure the needs of different types of learners are addressed.

- Synchronous online tutorials/seminars in protected learning time where the student will contribute to an online activity appropriate to the content at the time at which the academic will be present online to facilitate and lead this scheduled/timetabled session. These tutorials will be themed and planned and will use online, Blackboard-based discussion platforms (e.g. Collaborate or equivalent) and blogs.
- Asynchronous discussions in the student's own time (or during protected time where permitted and appropriate) where they will engage and collaborate with other students on the course or in specified groups, and in which the academic is permitted to moderate where necessary, but is not expected to contribute.
- Synchronous surgery sessions timetabled for a specific time in which the academic will be available online to answer live questions via discussion boards/blogs/collaborate or to respond to questions posted/asked prior to the session.
- Interactive, online formative quizzes made available either following a particular package of knowledge exchange/learning, or in specified sessions/time periods.
- Teaching is delivered in the format of online lectures, as audio podcasts or video capture, using appropriate software (e.g. Adobe Presenter, PowerPoint, etc.), online seminars and other web-based activities, with opportunities for personal formative assessment.
- Progress through the modules is managed through time-dependent release of online resources in many cases to ensure structured progression through the learning materials.

The programme seeks to create an environment that will stimulate students to take responsibility for aspects of their learning, while tutors take responsibility for facilitating that learning. Module learning outcomes have been designed to ensure that students meet the overall programme learning outcomes on completion. All students' learning will be undertaken through modules which integrate the development of knowledge, understanding, intellectual, professional and transferable skills.

Support in Practice

Students' requirements vary in relation to their teaching and learning preferences and these are no different for on-line students but there are often specific issues which need to be considered. The use of TEL approaches is key to the success of this programme from an academic content standpoint, student engagement perspective and also student success; due to the distance learning nature of the course.

An important part of the learning strategy is therefor to help students understand not just what will be delivered but how the programme will operate. Due to the on-line delivery of the programme It is essential that all students are able to engage with the programme from the outset. As part of their application and enrolment students will be provided with detailed information on the technological capabilities required. Given the likelihood of a range of IT competency among the student body Students will be provided with information through

Blackboard about each specific technology used such as Collaborate, Blogs, e-portfolios etc., through the on-line synchronous induction, supported by on-line tutorials or podcasts. This will be further supported by staff who are competent in the technologies they use to support their teaching and assessment. The programme team are very aware that we do not want to overstretch students with too much technology but it must be recognised that the skills they develop through such activities are skills needed in the world of work today. Modules will be presented with a consistent format, to enable easy navigation, however content presentation will vary.

The development and evaluation of TEL for this on-line programme has included synchronous and asynchronous scheduled and self-directed learning, as well as collaborative and interactive tasks and activities to promote engagement with academic material as well as colleagues/fellow students. These activities enable students to feel part of a cohort and hopefully the University, although not all may wish to engage to the same extent. This does not mean they are not completing the programme, however online technologies also enable the programme team to track the students' activities and to spot any student who may be having difficulties or disengaging from their studies early on. In more traditional distance learning courses which depend upon the students mostly studying in isolation, problems of slippage or disengagement can be difficult to identify quickly, and so students can become significantly disengaged before the problem is brought to the tutors' attention. The earlier disengagement can be identified, the more likely the success of tutor interventions and the greater the likelihood of retention and successful completion.

Reading at Master's level is essential and it is important that a reading strategy is developed for the programme which includes aspects of accessibility to materials as well as the learning and teaching issues. As well as making students aware of essential reading through the module reading lists, each module will incorporate essential texts on a week by week basis and refer to further reading where appropriate. All material will be available electronically as e-books, through the library on-line resources or through links provided by staff. The exceptional texts that cannot be made available electronically, students will then be provided with details as to how they can purchase these.

The extensive library services support students throughout their UWE programmes and as indicated previously Services are very accessible to online distance learners students with extensive access to online journals, databases, eBooks, and seminars (e.g. REFworks, Advanced literature searching). There is an online 24 hour library support is available in the form of a chat service. To further support students on this programme there is a subject specific on-line Library Workbook which will provide all the relevant information and on-line access for the on-line library services and search strategies e.g. case law available to on-campus students.

Induction
As students will not be attending the university it is particularly important that they have the opportunity to be introduced to it; specifically the areas which they will be making most use of. For students enrolled on the programme, an on-line synchronous induction will take place the week before teaching starts. It will include a compulsory interactive on-line session introducing the students to the resources used on this programme and will be completed to ensure students have accessed all material and support resources. Students will continue to be directed to the on-line resources All material provided for induction will be supported by on-line tutorials, podcasts and electronic workbooks. Students can be referred to these resources to support both their asynchronous and synchronous activities throughout the delivery of each module and will also support students who are undertaking specific modules for CPD purposes.

Part 4: Student Learning and Student Support

Description of any Distinctive Features

Distinctive features which support student learning on the MSc Environmental Health programme at UWE, Bristol include:

➢ A total distance learning programme utilising **cutting edge technology** to enhance learning with a commitment to remaining at the forefront of this mode of delivery in the sector e.g. integration of innovative controlled assessment tasks.

➢ The provision of **diverse methods of programme delivery** on the MSc Environmental Health course allows for a broad range of learners to be provided with effective learning opportunities wherever they choose to engage, regardless of physical location. The use of **technology enhanced learning** (TEL) will also further support students on the on-site programme, especially those studying part-time. The process will enhance the experiences of all students on the MSc Environmental Health programmes wherever and however they engage with the learning and assessment activities.

➢ Evidence has shown that with the changing economic environment, the cost of career development and issues of access from other countries, there is a need to consider the provision of a program that can meet the **international and local market** at a reasonable economic cost and in a flexible manner.

➢ The use of synchronous and asynchronous TEL activities to support students from admission to completion of the programme.

➢ Students benefit from UWE, Bristol as a **healthy and sustainable universit**y which underpins its ethos and value base with its commitment to strong socially responsible civic leadership.

➢ *Education for sustainable development (ESD): Guidance for UK higher education providers* was formally launched at the University of the West of England (UWE) on Friday 17 October 2014. ESD is a central part of UWE education provision.

➢ UWE's Sustainability Plan: A Positive Footprint is embedded in the UWE Bristol Strategy 2020 which highlights that sustainable and healthy behaviours underpin all that UWE Bristol does.

➢ Utilisation of all **Professors** in public health related areas i.e. public health, public health and sustainability, health service research, arts and health, public health economics, public health and planning. Together with the wider teaching team this provides unique combination of experience in environmental and public health areas e.g. environmental health, built environment, social sciences, social care, health promotion, health economics.

➢ The new Centre of Excellence for Public Health together with the WHO Collaborating Centre for Healthy Urban Environments highlight the depth and breadth of **relevant research and knowledge exchange** that underpins and are integrated into the programme.

➢ The majority of the teaching is undertaken by **academics with strong research profiles**, who are able to demonstrate excellence in selected areas of research that meet the needs of our community, the economy and society, addressing critical local and global issues.

➢ A wide variety of students from a diverse range of disciplines, cultural and professional backgrounds create a **stimulating learning environment**.

➢ The programme is distinctive in being **multidisciplinary**. A socio-ecological model of health underpins the ethos of the programme. It has developed over the last decade to meet the needs of an expanding interdisciplinary environmental health profession and continues to recruit from a range of sectors.

➢ Major changes in the landscape for Environmental Health does mean that programme content needs to continually adjust to reflect this. The programme is **dynamically**

Part 4: Student Learning and Student Support

updated, utilizing wide experience, expertise and intelligence from the field, through regular dialogic interaction between staff and students.
- ➢ **Strong partnership working** with external individuals, agencies and organisations enables this practice-orientated programme to generate excellent graduate employment opportunities and outcomes for students from all backgrounds
- ➢ A key goal of the programme is to ensure that MSc Environmental Health **graduates are ready and able,** as citizens and public health leaders of the future, to make positive contributions to society, particularly in endeavouring to meet the of the poorest and most vulnerable in global society.
- ➢ Outstanding **transferable and future-shaping skills are developed**, particularly in the fields of research, critical analysis, comprehension of complex issues and development of evidence-based practice.

Part 5: Assessment

Approved variant to University Academic Regulations and Procedures - as a result of accrediting professional body requirements.

Assessment Strategy
An effective assessment strategy is one that actually tests the desired learning outcomes at an individual module level and overall at a programme level. The assessment strategy for this programme is founded on the principle that assessment is an opportunity for students to demonstrate their abilities and achievements. It is therefore important that assessments are in a variety of formats that are most appropriate for testing the learning outcomes, and give students with a range of learning preferences and abilities the opportunity to succeed. Hence a varied and imaginative distance learning assessment strategy, that is not afraid to deviate from the "safety" of exams and essays, presents students with appropriate challenges that stretch them and keep them engaged.

Assessment Sequence

Module sequence	Module name	Assessment type
Module 1: UZVRT7-15-M	Introduction to Public Health	Essay + viva
Module 2: UZVRT6-15-M	Environmental Health Risk and Law	Online group presentation
Module 3: UZVRTJ-15-M	Housing and Healthy Neighbourhoods	Reflective blog and policy paper
Module 4:* UZVRTN-15-M	Food Control	Reflective Blog and Professional Exam
Module 5:* UZVRTG-15-M	Food Risk and Society	Reflective Blog and Report
Module 6: UZVRT8-15-M	Health promotion	Web resource and reflective podcast
Module 7: UZVRTK-15-M	Health and Safety Management	Essay and Reflective report
Module 8: UZVRTL-15-M	Quantitative Health Research	Online MCQ quizzes and tests
Module 9: UZVRTP-15-M	Environmental Protection	Online group viva and

Part 5: Assessment			
	and Sustainability	essay	
Module 10: UZVRT5-15-M	Environmental Health Professional Practice	e-portfolio)	
Module 11: UZVRTM-45-M	Dissertation	Dissertation (15,000 words)	

Students will be required to choose one of these two modules.

This range of assessments has been carefully developed to ensure that they assess the full range of knowledge and skills that CIEH and the programme overall aspire to achieve. The assessments assess skills development for the changing world of work where there will be more remote working with people who they may never actually meet, but have to work in partnership with. The assessments themselves will be encouraging students to develop transferable skills highly relevant to future employment opportunities, professional development and progression and alignment with nationally accredited professional body recognition.

This Master's level programme also needs to test the students' abilities to evaluate, reflect, synthesise and develop a critical faculty. In modules with a theoretical and a practical flavour, such as the health promotion module, there is both a practical element of assessment (e.g. web based resource and a reflective/critical/synthesising element). In other modules that have a more academic flavour, such as quantitative health research, the assessment is appropriately academic in nature, but again does not rely on traditional essays. Students are instead assessed through, for example, formative online Multiple Choice Question (MCQ) quizzes and a short answer question to assess understanding of complex epidemiological issues, together with a structured online test to assess interpretation of relevant datasets.

Effective formative assessment is vital to support the students, both in their learning and in their preparation for summative assessment. This is especially true for students who do not attend the university, although synchronous attendance reduces the isolation often experienced by more traditional distance learning approaches. Some modules have a formative assessment point built-in and others have self-assessment exercises available in the relevant Blackboard course.

Feedback for formative assessment opportunities is provided both by tutors and automatically via pre-set activities in Blackboard and other technologies in use. Feedback for summative assessments is provided by tutors and is available online for students throughout the duration of their attendance on the programme. Because both summative and formative feedback is recorded electronically (e.g. video, podcasts, written templates) it is easily accessible to students, who will be encouraged to create their own personal feedback portfolio at the beginning of their studies, utilising the built-in portfolio facility in Blackboard.

We are also very aware of the danger of over-assessment in a programme such as this, which is made up of relatively small modules. When the overall map of assessment in the modules are considered against other modules at UWE of similar size, they fit well in the general pattern.

Assessment Map for MSc Environmental Health (Distance Learning)

		Unseen On-line Exam	Practical Exam	On-Line Oral assessment and/or presentation	Written Assignment	Web based Resource	Report / Project	Reflective Log	Dissertation	E-Portfolio	Group Presentation
Compulsory Modules	**UZVRT7-15-M IPH**			A (30)	B (70)						
	UZVRT6-15-M RL							B (30)			A (70)
	UZVRTJ-15-M HHN				B (50)			A (50)			
	UZVRTG-15-M FRS						B(30)	A(70)			
	UZVRTN-15-M FC		A * (30)					B (70)			
	UZVRT8-15-M HP					A (100)					
	UZVRTK-15-M HSM				B (30)			A (70)			
	UZVRTL -15-M QRM	A (100)									
	UZVRTP-15-M EPS			A (30)	B (70)						
	UZVRT5-15-M EHPP									A (100)	
	UZVRTM-45-M Diss								A (100)		

Instructions:
Add the Component (A or B) to the appropriate column for each Module Number and add the weighting for that assessment in brackets (as per the examples given)

Add further columns as necessary*

* Professional Component
Students who wish to go on and register as an Environmental Health Practitioner with the

Part 5: Assessment

CIEH must complete the Professional Food Practice Assessment which sits in the Food Control Module. This exam requires students to attend a two day course and an exam at the UWE Campus. Dates for the course and exam will be made very clear on joining the course and in the Programme Handbook. UK students not completing the Professional Food Practice Assessment will be awarded the MSc Environmental Health Studies.

Students unable to attend UWE will complete the Food Risk and Society module to complete the award of MSc Environmental Health Studies. Students graduating with the MSc Environmental Health Studies award from UWE will have the opportunity to be recognised by the professional accrediting body, CIEH, upon successful completion of the food practical examination at UWE or another CIEH accredited university or facility agreed by the CIEH at some point in the future.

The provision of the Professional Food Practice Assessment at UWE provides added value for those students requiring this for CIEH registration as Environmental Health Practitioners

Part 6: Programme Structure

This structure diagram demonstrates the student journey from entry through to graduation for a typical **full time student 12-24 months.**

All students must start the programme by completing Module UZVRT7-15-M Introduction to Public Health and Law and Risk

The programme can be taken part-time, **24-36mths,** with 2 modules being undertaken in each semester, again starting with the above two modules.

Award:
Master of Science 180 Credits
MSc in Environmental Health is awarded to those students satisfactorily completing the whole study programme of 180 credits including the *Food Control Module.*

MSc Environmental Health Studies is awarded to those students satisfactorily completing the whole study programme of 180 credits including the *Food, Risk and Society Module.*

Indicative timetable: Full Time

Semester 1		
Module 1: Introduction to Public Health **Module 3:** Housing and Healthy Neighborhoods	**Module 2**: Environmental Health Risk and Law **Module 4:** Food Control/Food Risk and Society	
Semester 2		
Module 5: Health promotion **Module 6**: Health and Safety Management	**Module 7:** Quantitative Health Research	**Module 10:** Dissertation
Semester 3		
Module 8: Environmental Protection and Sustainability	**Module 9:** Environmental Health Professional	

	Practice	

Indicative timetable: Part-Time 24-36mths

Semester 1	
Module 1: Introduction to Public Health	**Module 2**: Environmental Health Risk and Law
Semester 2	
Module 3: Housing and Healthy Neighborhoods	**Module 4:** Food Control **or** Food Risk and Society
Semester 3	
Module 5: Health Promotion	**Module 6:** Health and Safety Management
Semester 4	
Module 7: Quantatative Health Research	**Module 8:** Environmental Protection and Sustainability
Semester 5	
Module 9: Environmental Health Professional Practice	**Module 10:** Dissertation
Semester 6	
Module 10: Dissertation	

Students will be required to complete the modules *Introduction to Public Health* and *Risk and Law* as pre-requisites for the remaining modules.

ENTRY	Compulsory Modules Distance Learning	Optional Modules	Interim Awards
	Module number:UZVRT7-15-M **Module name**: Introduction to Public Health	None	Interim Awards: **Post Graduate Certificate** 60 credits PGC in Environmental Health is awarded on satisfactory completion of a total of 60 credits from the modules listed.
	Module number:UZVRT6-15-M **Module name**: Environmental Health Risk and Law		
	Module number:UZVRT8-15-M **Module name:** Health Promotion		

	Module number:UZVRTN-15-M **Module name:** Food Control **OR** **Module number:**UZVRTG-15-M **Module name:** Food, Risk and Society	Students must choose between either the Food Control or Food Risk and Society Module. Students completing the Food Control Module will be required to attend the University for a Practical two day tutorial and Exam, successful completion of this module will lead to the award of MSc Environmental Health.	This interim award is accredited by the CIEH. **Post Graduate Diploma** 120 Credits PGD in Environmental Health is awarded on satisfactory completion of 120 credits from the modules listed above. This interim award is accredited by the CIEH. Individual application may be made to CIEH to accept this interim award for a student's professional registration, where evidence is submitted by the student, of completing a suitable environmental health research project in an alternative degree programme and this is accepted by CIEH. *Professional Food Practice is an optional module which if undertaken successfully will provide students with the award of MSc Environmental Health. If this module is omitted the resulting award will be MSc Environmental Health Studies.
	Module number:UZVSKR-15-M **Module name:** Environmental Protection and Sustainability		
	Module number:UZVRTK-15-M **Module name:** Health and Safety Management		
	Module number:UZVRTJ-15-M **Module name:** Housing and Healthy Neighbourhoods		
	Module number:UZVRTL-15-M **Module name:** Quantitative Health Research		
	Module number: UZVRT5-15-M **Module name:** Environmental Health Professional Practice		

Module number: UZVRTM-45-M Module name: Dissertation		

Part 7: Entry Requirements

The University's Standard Entry Requirements apply. Entry is open to those who:

1. Hold a first degree, normally of lower second class classification or above, in a science based discipline OR
2. Hold a first degree, normally of lower second class classification or above in other disciplines and can demonstrate that they have attained equivalence to the science foundation necessary for the programme OR
3. Other qualifications and/or experience considered to be equivalent by the programme manager. Applicants would normally be interviewed and required to complete an assessed piece of work.

Part 8: Reference Points and Benchmarks

For the sake of avoiding duplication, the following is a brief summary of the reference points and benchmarks that have been incorporated into the programme and how they have influenced the design.

1. External Reference Points

1.2 Chartered Institute of Environmental Health (CIEH)
Accreditation is being sought through the CIEH's Curriculum 2011. The seven knowledge and skill domains referred to in the programme aims have been used to frame the aims and objectives of the MSc Environmental Health (Distance Learning). The CIEH believe these are the key tenets of environmental health practice. They believe, in fact, that these are the first and probably the most important 'thresholds' for the discipline and, therefore, are used to frame environmental health in terms of this curriculum.

Knowledge
1. Dahlgren and Whitehead's 1992 conceptualisation of the determinants of health and well-being
2. Assessment, management and communication of risk
3. Earth and health-based sciences

Skills
4. Knowledge acquisition and transfer, including research, development and innovation.
5. Evidenced-based practice
6. Reflective practice
7. Dissemination

These thresholds are achieved through the application of theory and practice within specific intervention areas such as food, health and safety, environmental protection, housing and health and public health. The aims, learning outcomes of the programme and modules have

all been informed by these thresholds

1.3 Public Health Knowledge and Skills Framework Area 6 Health Protection
The programme is fully referenced to Areas 1-4 and Specifically Area 6 Health Protection
with particular reference to

- action for the general environment (eg clean air, water and food);
- preventing the transmission of communicable diseases;
- protection against environmental health hazards, through the application of a range of
methods including management of outbreaks and other incidents that threaten the
population's health and wellbeing

Key Elements for the achievement of the above are
- hazard identification,
- risk analysis (risk assessment, risk management, risk communication)
- promotion and implementation of appropriate interventions.

1.4 Better Regulation Delivery Office (BRDO)
The BRDO has developed a common approach to competency closely linked to the relevant
qualifications of professional bodies such as the CIEH. A Regulators' Development Needs
Analysis (RDNA) self-assessment tool has been devised to equip regulators to make
greater use of professional judgment and discretion to maximise business compliance which
is best suited to the circumstances presented. Core to this aim are
- Generic regulatory skills
- Leadership skills
- Technical knowledge in the recognised fields

The above bodies' requirements and specifically that of the CIEH's have been used to
inform the aims, especially the specific aims of the programme with the learning outcomes
being mapped against the CIEH thresholds which incorporate the aims and requirements for
the PHSKF and the BRDO specifically the RDNA.

1. **Internal Reference Points**

Alignment with UWE 2020 Strategy

The university's core purpose is focused on advancing knowledge, inspiring people,
transforming futures'. Its ambition for 2020 will be based around being known internationally
as the leading university in the UK for

- Professionally accredited and practice-orientated programmes, which generate excellent
  employment opportunities and outcomes for students from all backgrounds
- Working with our local and regional economy, businesses and communities, to advance
  knowledge, addressing the critical local and global issues and enhancing the health,
  wealth and prosperity of the Bristol city region and the West of England
- Being digitally advanced, agile and responsive in the way we work, embracing and leading
  change and the development of new opportunities
- Being inclusive and global in outlook and approach.

The MSc Environmental Health programme aligns to this strategic ambition through

- **Outstanding learning** - ensuring that students experience outstanding learning, teaching

and support services, fully utilising advances in technology. The new programme design has incorporated innovative (and likely to be effective) use of technology for teaching, learning, assessment and student support. Shared practice across the University allows for the further development and embedding of TEL at UWE. Embracing and enhancing the TEL Strategy will result in increased efficiency, enhanced student and staff experiences, accessibility to study and transformed programme content and delivery which mirrors and resonates with the changing external environmental health landscape.

- **Ready and able graduates** - Our Environmental Health graduates will be ready and able to realise their ambitions, make a positive contribution to society and their chosen field of employment or further study and play their full part in society and the global knowledge economy. The MSc Environmental Health (Distance Learning) meets the accreditation requirements of the CIEH, the professional body for Environmental Health Practitioners. Students satisfactorily completing the programme and the required Portfolio of Professional Practice and Professional Interview of the accrediting body, the Chartered Institute of Environmental Health (CIEH), are eligible to become registered Environmental Health Practitioners. Employment opportunities are diverse and global.. Key members of programme staff have had distinctive careers in environmental health practice and global public health practice and UWE students benefit greatly from their contributions to the programme.

- **Research impact** - The Institute for Sustainability, Health and Environment together with the Public Health and Wellbeing Research Group highlight the depth and breadth of relevant research and knowledge exchange that underpins and is integrated into the programme. The programme team comprises research active staff who are involved in researching key current environmental public health issues. This excellence in selected areas of research contributes to meeting the needs of our community, the economy and society, addressing the critical local and global issues.

- **Civic leadership** – The programme sets out to educate and equip the environmental health leaders of the future with knowledge and skills to impact locally, nationally and internationally on risk control, health protection and improving the health of the most vulnerable in society. Sustainable development is central to this endeavour. In this way the MSc Environmental Health graduates can be seen as having the potential to enhance the global reputation and prosperity of Bristol and its region through socially responsible civic leadership focused on advancing knowledge.

Technology Enhanced Learning Strategy and Implementation Plan 2012-17

The TEL strategic plan aims to address the development of learning opportunities that utilise UWE's systems in ways that enhance both student and staff experiences. The MSc Environmental Health (Distance Learning) meets the objectives of the strategy by providing a programme that has strong underpinning approaches to both i)teaching and learning and ii) research and professional practice.

The programme is at the leading edge of the Faculty and University's TEL Strategy. The programme team:
- Works closely with Faculty TEL advisors and other relevant staff to pilot, assess and incorporate new TEL tools
- Participates in the Faculty and University TEL staff development strategy and exceeds minimum standards of TEL delivery as a matter of routine
- Monitors and reviews TEL delivery to ensure that quality standards are maintained and consistent with other modes of learning.
- Makes reasoned judgments on the use of TEL tools such that their applications are pedagogically appropriate, resource efficient, ethical and supportive of the wellbeing of

staff, students and wider communities of interest.
- Employs TEL to promote public and market interest in the programme and UWE more generally
- Monitors the HEI environmental health market context and TEL developments to prepare for significant investment in new forms of TEL supported programme delivery

Teaching and Learning

In line with the University's teaching and learning policies, this programme takes a student-centred approach to learning by allowing students to take control of their learning and to develop individual participation and autonomy in learning as well as stimulating and collegiate postgraduate environment. Module learning outcomes have been designed to ensure that students meet the overall programme learning outcomes on completion of the course of study. A variety of assessment methods are incorporated within the programme to cater for a diversity of student strengths and abilities. Although this document focuses on summative assessment, the course team recognises the importance of both summative and formative assessment activity, and feedback, as an integral part of the learning and teaching process. All assessments comply with the University Regulations.

Research, consultancy and professional practice

Staff in the subject group are research and professionally active and consequently programme development, formal teaching and project work is underpinned and informed by current research and practice in public and environmental health. Thus all staff contributing to the programme have an established record in supervising postgraduate research-based projects, and students.

1. **QAA reference points**:

i)   Qualification descriptors used in the QAA Framework for Higher Education Qualifications
The programme has been developed in accordance with QAA statements on postgraduate qualifications, and in relation to QAA Masters level descriptors. As yet QAA subject benchmark statements are not available for disciplines relevant to Masters level for this programme. However, the structure of the proposed degree is fully consistent with the QAA position statement on postgraduate qualifications.

ii)   QAA Code of Practice for Collaborative provision and flexible and distributed learning (including e-learning),
The QAA Code of Practice suggests the following when utilising an e-learning environment:
"Particularly in an e-learning environment, students may need time to understand and become familiar with technologies that are new to them. They may need some introductory support, possibly involving access to on-line learning environments prior to the start of the course so that equipment and technical access can be tested and new skills practised. Consideration might be given to the need to assign an identified contact prior to the commencement of study to enable the programme presenter to ensure that the student's induction and preparation have been adequate."

The requirements here have been incorporated into *Student Learning and Support* and the *Assessment Strategy* to provide a clear indication to students as to what to expect from the Programme Team and UWE and what is expected of them to ensure student engagement and

Part 8: Reference Points and Benchmarks
success.

Methods used in the development of this programme to evaluate and improve the quality and standards of learning e.g. stakeholder feedback from, for example current students, graduates and employers.

The programme is fully referenced to the CIEH 2011 curriculum for Environmental Health and, through that, to level 6 of the Public Health Skills and Knowledge Framework (PHSKF, 2013). This Environmental Health specific mapping, together with the extensive external mapping undertaken for the Public Health modules and the internal mapping of modules against programme learning outcomes will safeguard and continually improve the quality and standards of learning. Stakeholder feedback in the form of testimonies from students, alumni, employers and CIEH has enhanced the development of this programme. Current UWE academic staff have been involved in working on distance learning programmes in other HEIs and so their experience and expertise has been utilized to steer the development of this new programme.

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.