



CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data			
Awarding Institution	UWE		
Teaching Institution	Weston College and UWE		
Delivery Location	Weston College and UWE		
Study abroad / Exchange / Credit recognition	N/A		
Faculty responsible for programme	Faculty of Health and Applied Sciences		
Department responsible for programme	Health and Social Sciences		
Modular Scheme Title			
Professional Statutory or Regulatory Body Links	Chartered Institute of Environmental Health (CIEH) accreditation		
Highest Award Title	MSci Environmental Health and Practice		
Default Award Title	None		
Fall-back Award Title			
Interim Award Titles	Cert HE Public and Environmental Studies FdSc Public and Environmental Health BSc Public and Environmental Health Studies BSc (Hons) Public and Environmental Health		
UWE Progression Route			
Mode(s) of Delivery	FT, PT, Blended learning		
Codes	UCAS:	JACS:	
	ISIS2:	HESA:	
Relevant QAA Subject Benchmark Statements	<ul style="list-style-type: none"> • Health studies 2008 • Agriculture, horticulture, forestry, food and consumer sciences 2009 • Earth sciences, environmental sciences and environmental studies 2014 • Construction, property and surveying 2008 		
First CAP Approval Date	1 Feb 2017	Valid from	September 2017
Revision CAP Approval Date		Valid from	
Version	1		
Review Date			

Part 2: Educational Aims of the Programme

The MSci Environmental Health and Practice is a four year full-time or 7-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. In addition to traditional teaching and assessment, students will experience, evidence and be assessed in Environmental Health Practice as part of their route to professional qualification as an Environmental Health Practitioner (EHP).

Broad aims of the programme:

Students studying this programme will:

- 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.
- Engage with Public and Environmental Health practice in a variety of settings.
- Acquire the knowledge, understanding and skills to produce new ideas, concepts and solutions within the arenas of public and environmental health.
- Apply learning to the workplace.
- Take part in practice-based activities that will contribute towards professional registration and a career in public and environmental health.
- Study a curriculum that is enhanced by a balance of experience from research, consultancy and professional practice.

Specific aims of the programme:

The programme will:

- Facilitate the development of a strong scientific understanding of the principles and processes that underpin public and environmental health.
- 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 multidisciplinary 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.
- Equip students with the ability to identify and judge risk, and assess human health outcomes selecting the most appropriate intervention option from a range of possible solutions.
- Provide students with relevant field, laboratory, investigative and analytical skills, to ensure the ability to undertake independent investigations and analyses of public and environmental health problems
- Require students to demonstrate presentational skills necessary to communicate findings to audiences with a variety of backgrounds in a range of contexts.

Part 2: Educational Aims of the Programme

- 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.
- Give students the opportunity to 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 experiences at both Weston College and UWE to provide a foundation for life-long learning, continuing professional development and future careers.
- Give students the experience of the full range of activities required by CIEH Curriculum 2011 evidenced in the Portfolio of Professional Practice (PPP).
- Ensure students have the knowledge, skills, experience and set students on the road to competence as an EHP.
- Require students to develop intellectual, analytical and problem solving skills and will encourage the development of independent judgement when determining the most appropriate course of action in environmental health situations.
- Require students to develop research skills and ability to evidence Environmental Health Practice
- Ensure students have the skills to develop approaches to learning within the context of formal study as it relates to the workplace.
- Provide students with an enthusiasm for enquiry and learning which will encourage learners to consider their studies as a stage of a lifelong educational process where they continue to critically reflect on experiences and develop professionally.

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

This qualification is accredited by the CIEH. Skills developed will enable successful graduates to work in the public or private sector as an Environmental Health Practitioner (EHP). Both academic and practical skills are developed including risk assessments, auditing, identification and determining the fitness of food, collecting evidence, undertaking surveys, evaluating the evidence base and delivering public health interventions. The CIEH Portfolio of Professional Practice (PPP) and Professional Exam are embedded in the programme. Once students have successfully completed the programme and their professional interview with the CIEH, they will have met all their professional requirements to become an EHP.

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, which relate to the CIEH Core Curriculum 2011:

Learning Outcomes:	Module No: UZVSL6-30-1
	Module No: UZVSL3-30-1
	Module No: UZVSL5-15-1
	Module No: UZVSL4-15-1
	Module No: UZVSKY-15-1
	Module No: UZVSRH-15-1
	Module No: UZVSL9-30-2
	Module No: UZVSL8-30-2
	Module No: UZVSLA-30-2
	Module No: UZVSQN-30-2
	Module No: UZVSLD-30-3
	Module No: UZVSLE-30-3
	Module No: UZVSLF-30-3
	Module No: UZVSQJ-30-3
Module No: UZVSQL-30-M	
Module No: UZVSQK-30-M	
Module No: UZVSQM-30-M	
Module No: UZVSQL-30-M	

Part 3: Learning Outcomes of the Programme

Evaluate methodologies, develop critiques and, where appropriate, propose new hypotheses.	✓	✓									✓			✓	✓	✓	✓	✓
Develop innovative ways forward in complex and unpredictable situations														✓	✓	✓	✓	✓
Develop novel approaches to systems														✓	✓	✓	✓	✓
(C) Subject, Professional & Practical Skills																		
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.	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
Apply a range of disciplines to satisfy the needs of society for sustainable and healthy environments and the promotion of human health	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
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.						✓				✓				✓	✓	✓	✓	✓
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 and qualitative skills including identifying, formulating and solving problems.	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
The ability to create, identify and evaluate options.			✓				✓			✓	✓	✓		✓	✓	✓	✓	✓
Apply a range of disciplines to satisfy the needs of society for sustainable and healthy environments and the promotion of human health	✓						✓	✓	✓	✓				✓	✓	✓	✓	✓
Conduct substantial investigation to address significant areas of their own Environmental Health practice using methodologies which are consistent with their purposes and contexts.						✓				✓				✓	✓	✓	✓	✓
Critically evaluate thinking, action and structural factors operating in the area of Environmental Health Practice,										✓				✓	✓	✓	✓	✓

Part 3: Learning Outcomes of the Programme

Demonstrate a level of personal and contextual awareness and the ability to adjust approach according to need.						✓						✓						✓	✓	✓	✓	✓					
Demonstrates an independent learning ability.		✓																					✓	✓	✓	✓	✓

Part 4: Student Learning and Student Support

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

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. At Weston College there is an expectation that all undergraduate programmes will meet the policy expectation of the awarding partner. This contact time at both Weston and UWE encompasses a range of face-to-face 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 MSci Environmental Health and Practice programme teaching is a mix of scheduled, independent and placement learning. In addition, students will have access to technology enhanced learning for specific modules throughout the programme. Both Weston College and UWE have virtual learning environments through which content is delivered.

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 and transferable skills. Students will be required to undertake additional reading to develop their knowledge and understanding, to prepare for study, workshops and field activities and to enable them to define and complete their assessment tasks.

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

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.

Placement learning: The Programme incorporates a minimum of 96 hours of Work-based Learning in the 2nd year and 25 practice-based interventions in the final year. There is a mix of supported interventions, organised by the College/University and more independent arrangements. However, the more independent arrangements will still involve significant input from the College/University in the form of introductions, placement supervision and student support. There are opportunities for students to participate in a scheme run by the CIEH to participate in individual placements however these will remain at the discretion of the student and will not be supervised by Weston College or UWE.

STUDENT SUPPORT

For Students

Students will study at Weston College for the first three years of the programme and at UWE for the final year. At both institutions, students will benefit from teaching in small groups. There is an excellent working relationship 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. Similarly, at UWE, students

Part 4: Student Learning and Student Support

will be allocated an [Academic Personal Tutor](#) as part of the [UWE Charter](#). Weston students are also guaranteed a minimum level of information for summative feedback courtesy of the Weston College Guaranteed Levels of Information Policy. Similarly, students will be supported at UWE with academic advice and both formative and summative feedback through Blackboard, UWE's virtual learning environment.

Students will be able to use the academic and support facilities offered by both [Weston College](#) and [UWE](#). This will include library access and access to UWE online, intranet and student union. Both the Library and IT Services at UWE operate a 24/7 support service for all student-facing systems: <http://www1.uwe.ac.uk/its/> and <http://www1.uwe.ac.uk/library/>. Student wellbeing is a priority at both UWE and Weston College, with support services available:

UWE: <http://www1.uwe.ac.uk/students/healthandwellbeing.aspx>

Weston College: <https://www.weston.ac.uk/supporting-you/personal-support/welfare>

Professional and placement aspects are supported by relevant module leaders and academic staff. Both tutors and course coordinators/programme leaders will provide support and visits to those students who are undertaking the Evidence Centred Work Based Learning module and Introduction to Professional Practice 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.

Student support (see above) will be offered by both Weston College and UWE to help with the transition from year three at Weston College to year four, largely based at UWE. This will in part be aided by the close working relationship between sites and the existing sharing of teaching staff across programmes. Therefore UWE staff will already be known to students, as will the site, due to scheduled visits as part of the programme in years 1 to 3.

Link Tutor

A Link Tutor is the formal link between Weston College and UWE. In the case of Environmental Health, we have a Link Tutor specific to the subject area. The Environmental Health programmes offered by Weston College and UWE ensure that we work very closely together as a single team across two institutions.

Description of the teaching resources provided for students

Delivery of the programme will utilise appropriate academic tutors from Weston College and UWE and visiting professionals together with a range of other learning resources and processes as indicated in the module specifications. There is a comprehensive induction programme which introduces the students to the programme, and the college/university facilities.

Guidance to students on the programme is provided by the Course Coordinator/Programme Leader who is supported by the teaching team. Issues relating to groups of students will be addressed through the programme management committee that includes student

Part 4: Student Learning and Student Support

representatives, the programme coordinator/leader and teaching team. For all students, access to academic staff is via email, telephone or drop-in.

Description of any Distinctive Features

The MSci Environmental Health and Practice is a unique programme, and the first of its type to be offered nationally. It has been developed in close collaboration with the CIEH and Weston College and enables students to achieve both the educational requirements of the CIEH curriculum and the professional practice requirements of the CIEH Portfolio of Professional Practice (PPP).

The programme contains two of the three CIEH professional qualification requirements, namely the professional exam and the Portfolio of Professional Practice (PPP). Upon graduation, students need only pass the CIEH professional interview in order to achieve full professional registration as an Environmental Health Practitioner (EHP).

Moreover, the programme contains both formal and informal work based learning opportunities, which provides students with relevant experience that will enhance them as graduates and benefit them on entry to the workplace. Graduates from this programme will therefore be uniquely placed to enter professional roles on successful completion of their studies.

Key themes are integrated throughout the programme; sustainability, environment and health impacts, risk and interventions and critical reflection. Students are taught to assess the range of health determinants and to consider the most effective approach to dealing with impacts on public 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 external practicing EHPs.

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 use 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 support transition into higher education and between levels 1 and 2, students are also prepared to enable a successful move to BSc (Hons) Public and Environmental Health or MSci Environmental Health and Practice following successful completion of the FdSc Public and Environmental Health, should they wish to pursue their studies further.

Students are required to attend a residential as part of the Introduction to Professional Practice module (UZVSRH-15-1) that will encourage students to become problem solving professionals. This module underpins and complements work-based learning elements and employability skills found in other modules, allowing students to engage with work experience within the fields of public and environmental health. Three modules are introduced that contain a strict knowledge base within the field of construction and law. Students are encouraged to engage with the concept of intervention to promote health within a defined population and these modules also introduce students to the rigours 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 through the Evidence-Centred Work-Based Learning module (UZVSN-30-2), within which all students are required to undertake 96 hours of work based learning in one or more Public and/or Environmental Health related sectors. These practice-based skills are supplemented by public and environmental health theory from other modules.

Part 4: Student Learning and Student Support

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. Students are introduced to their first PPP intervention module (Public Health (Improvement and Protection) Project (UZVSQJ-30-3), which is the research project component of the MSci Environmental Health and Practice. The learning outcomes for this module are based on the CIEH PPP requirements. This module will also introduce students to practice-based interventions. 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. The skills developed here will enable a smooth transition into the year four modules.

The Professional Practice module (UZVSLD-30-3) will start to prepare students for their CIEH professional interview. This preparation is developed further in year four.

Level 4: Each module is based around five activities that take place in a block teaching week. Group activities are restricted to allow individuals to develop professional skills and competencies. Complementing individual field-based activities will be simulation activities, online and desk based activities. Group visits will be used to access opportunities which would otherwise not be available. All students will be provided with pre-reading and briefs for activities in advance. Formative assessment will be provided during or after each module's activities, based on a single intervention report write-up, which will vary annually. Critical reflection forms a large part of the assessment in year four and aligns well with the CIEH's professional requirements.

The controlled interviews, which form part of the assessment for each of the modules in year four, will build on the preparation for the CIEH professional interview started in the Professional Practice module in year three.

Part 5: Assessment

Approved variant to University Academic Regulations and Procedures (subject to professional variation as required by the professional body, The Chartered Institute of Environmental Health):

Students are required to pass the Professional Practice module (UZVSLD-30-3) practical exam in order to pass the CIEH requirements and achieve a CIEH accredited degree. Students failing this element can go on to pass the module and, subject to successful completion of other modules, could be awarded the interim BSc (Hons) Public and Environmental Health Studies award.

Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

An effective assessment strategy is one that 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.

Assessment of PPP elements, which form the whole of year 4 content in this programme, is guided by the CIEH. The CIEH expects that a pass mark of 50% will normally exist for each element of assessment within an accredited MSc programme. To pass the requirements for the CIEH Portfolio of Professional Practice (PPP) a maximum of 1 fail in each of the Food Safety, Health and Safety, Environmental Protection and Housing and Health Modules (PPP fields) will be accepted. Therefore in each of the modules, students must pass three of the portfolio submissions with a minimum of 50%. There will be no compensated passes. There can be no fails in the Public Health Field. Students will be required to pass the UZVSQJ-30-3 Public Health (Improvement and Protection) Project and the PH5 intervention.

Part 4: Student Learning and Student Support

To ensure equivalency between UWE student PPP submissions and PPP submissions to the CIEH, relevant work* submitted as part of this programme will be assessed with reference to the latest version of the CIEH 'Portfolio of Professional Practice Candidate Guide', incorporating the PPP matrices. At the time of writing this was Version 1.2: 22nd April 2013. The latest version is available here:

http://www.cieh.org/professional_development/ppp.html

The use of the CIEH Practice Guidance will be in addition to UWE marking criteria at the appropriate level.

*Relevant work means any assessment of PPP intervention fields.

A note on the PPP Public Health (Improvement and Protection) interventions

There are five Public Health interventions, in brief:

- **PH1** – Investigation into a public health problem requiring surveillance and assessment of wellbeing
- **PH2** – Assessment of the effectiveness of an intervention, programme or service
- **PH3** – Make a personal contribution to a strategy or policy
- **PH4** – Involvement in collaborative working which addresses a discrete problem that affects a community
- **PH5** – Investigation of the exposure of a population to a communicable disease outbreak or an environmental hazard

Interventions PH1 to PH4 will be assessed by a project submission in the Public Health (Improvement and Protection) Project module (UZVSQJ-30-3).

PPP Public Health intervention PH5 will not be included as part of the project and will therefore be included in one of the other PPP intervention weeks. The PH5 intervention will be delivered in one of the following modules:

- UZVSQL-30-M – Housing
- UZVSQM-30-M – Food Safety
- UZVSQK-30-M – Health and Safety
- UZVSQH-30-M – Environmental Protection

Where the PH5 intervention is included in one of the above modules, it will be assessed by the controlled interview element. See module specifications for details of the assessment.

Assessment Map

The programme encompasses a range of **assessment methods** including; written examinations, practical exams, controlled interviews, written assignments, professional portfolio, defended poster and a substantial project. These are detailed in the following assessment map:

Assessment Map for MSci Environmental Health and Practice

Type of Assessment*

Part 4: Student Learning and Student Support

		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
Compulsory Modules Level 1	Module No: UZVSL6-30-1	A (40)							B (60)		
	Module No: UZVSL3-30-1			A (30)	A (10)				B (30)		B (30)
	Module No: UZVSL5-15-1						A (40)		B (60)		
	Module No: UZVSL4-15-1	A (40)							B (60)		
	Module No: UZVSKY-15-1	A (40)							B (60)		
	Module No: UZVSRH-15-1						A (40)				B (60)
Compulsory Modules Level 2	Module No: UZVSL9-30-2	A (50)					B (25)	B (25)			
	Module No: UZVSL8-30-2	A (50)					B (15)	B (35)			
	Module No: UZVSLA-30-2	A (50)					B (25)	B (25)			
	Module No: UZVSQL-30-2						A (40)		B (60)		
Compulsory Modules Level 3	Module No: UZVSLD-30-3		B (75)		(A) Pass/ fail		B (25)				
	Module No: UZVSLF-30-3						B (60)	B (40)			
	Module No: UZVSLG-30-3	A (60)						B (40)			
	Module No: UZVSQL-30-3							A (25)	A (75)		
Compulsory Modules Level 4	Module No: UZVSQL-30-M						A (30)				B (70)
	Module No: UZVSQL-30-M						A (30)				B (70)
	Module No: UZVSQL-30-M						A (30)				B (70)
	Module No: UZVSQL-30-M						A (30)				B (70)

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

Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including:

level and credit requirements

interim award requirements

module diet, including compulsory and optional modules

ENTRY		Compulsory modules	Optional modules	Interim awards
↓	YEAR 1	UZVSL6-30-1 Public Health Foundations	None	Cert HE Public and Environmental Studies Credit requirements: 120 at level 0 or above, with not less than 100 at level 1 or above.
		UZVSL3-30-1 Earth Sciences		
		UZVSL5-15-1 Public & Environmental Health Law		
		UZVSKY-15-1 Healthy Housing		
		UZVSRH-15-1 Introduction to Professional Practice		
		UZVSL4-15-1 Legal Systems & Legislation		
	YEAR 2	UZVSL9-30-2 Food Control	None	FdSc Public and Environmental Health
		UZVSL8-30-2 Environmental Protection		
		UZVSLA-30-2 Health, Safety and Risk		
		UZVSQN-30-2 Evidence Centred Work Based Learning		

There is no requirement for a year out.

YEAR 3	UZVSLD-30-3 Professional Practice	None	<p>Default award: BSc (Hons) Public and Environmental Health Studies.</p> <p>(This is a named award available where the credit requirements of the University are met but where the additional requirements of the CIEH are not met. Additional CIEH requirements are that students should pass the Professional Practice module (UZVSLD-30-3) Component A.</p> <p>Interim award : BSc (Hons) Public and Environmental Health BSc Public and Environmental Health Studies (Students would achieve the non-honours award if they obtained less than 360, but more than 300 credits with at least 60 at level 3 or above. Non-honours award title contains 'studies' to allow employers to easily differentiate from the honours award)</p>
	UZVSLE-30-3 Public Health Futures		
	UZVSLF-30-3 Risk Management and Systems		
	UZVSQJ-30-3 Public Health (Improvement and Protection) Project		

YEAR 4	UZVSQL-30-M Housing (PPP)	None	N/A
	UZVSQH-30-M Environmental Protection (PPP)		
	UZVSQM-30-M Food Safety (PPP)		
	UZVSQK-30-M Health and Safety		

GRADUATION

Part time:

The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student**.

ENTRY		Compulsory modules	Optional modules	Interim awards
	YEAR 1.1	UXVSL6-30-1 Public Health Foundations	None	N/A
		UZVSL3-30-1 Earth Sciences		
		UZVSL5-15-1 Public & Environmental Health Law		
		UZVSRH-15-1 Introduction to Professional Practice		
	YEAR 2.1	UZVSL9-30-2 Food Control	None	Cert HE Public and Environmental Studies Credit requirements: 120 at level 0 or above, with not less than 100 at level 1 or above.
		UZVSL8-30-2 Environmental Protection		
		UZVSL4-15-1 Legal Systems and Legislation		
	YEAR 2.2	UZVSKY-15-1 Healthy Housing	None	FdSc Public and Environmental Health
		UZVSLA-30-2 Health, Safety and Risk		
		UZVSQN-30-2 Evidence Centred Work Based Learning		

YEAR 3.1	UZVSLF-30-3 Risk Management and Systems	None	N/A
	UZVSLE-30-3 Public Health Futures		

YEAR 3.2	UZVSLD-30-3 Professional Practice	None	Default award: BSc (Hons) Public and Environmental Health Studies. Interim award : BSc (Hons) Public and Environmental Health BSc Public and Environmental Health Studies (Students would achieve the non-honours award if they obtained less than 360, but more than 300 credits with at least 60 at level 3 or above. Non-honours award title contains 'studies' to allow employers to easily differentiate from the honours award)
	UZVSQJ-30-3 Public Health (Improvement and Protection) Project		

YEAR 4.1	UZVSQL-30-M Housing (PPP)	None	N/A
	UZVSQH-30-M Environmental Protection (PPP)		

YEAR 4.2	UZVSQM-30-M Food Safety (PPP)	None	N/A
	UZVSQK-30-M Health and Safety (PPP)		

GRADUATION

Part 7: Entry Requirements

The University's Standard Entry Requirements apply for the 4-year MSci.

Students applying to join the MSci directly at level 3 from a CIEH accredited FdSc will have to pass the FdSc at 50% and successfully pass an interview with representatives from both UWE and Weston College.

Tariff points as appropriate for the year of entry - up to date requirements are available through the [courses database](#).

Part 8: Reference Points and Benchmarks

Referencing the QAA ESD guidance, the educational aims of the programme meet several of the expectations.

In relation to **knowledge and understanding** 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.

In relation to **skills** students on the programme will, for example:

- Engage with Public and Environmental Health practice in a variety of settings.
- Apply their learning to the workplace.

In relation to **attributes** students on the programme will, for example:

- 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.
- The opportunity to experience the full range of activities required by CIEH Curriculum 2011 evidenced in the Portfolio of Professional Practice (PPP).

The design of the programme adheres to QAA quality code and subject bench marking has been updated with an increased focus on sustainability within core modules to reflect the changes to Earth sciences, environmental sciences and environmental studies bench marking statements of 2014.

Other external reference points are academic, subject and professional body engagements which include CIEH, government bodies and agencies, local government and employer links. Specifically:

- Substantial professional body engagement through the planning process for this programme. The programme complies with the professional practice portfolio requirements of CIEH curriculum 2011.
- Consultation on standards for specialist public health and for public health practice standards.
- Staff external activities and academic and professional practice input to environmental and public health at national, regional and local level.

Also considered during the development stage:

Part 8: Reference Points and Benchmarks

- **[UWE Assessment Cycle Policy](#)**: There is an established and mature relationship between Weston college and UWE that emphasises full understanding of and ensures compliance with the UWE [Assessment Cycle Policy](#). This is implicit in the development and delivery of the MSci Environmental Health and Practice programme.
- **[UWE Technology Enhanced Learning Plan](#)**: e-Learning and the Technology Enhanced Learning Plan are familiar to staff. Developments have taken place with Professor Liz Falconer to develop simulated activity through Second Life and is a feature in some of our modules. Second Life approach in partnership with UWE is convergent with UWE Technology Enhanced Learning Plan, 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: Chapter B6 Assessment of students** Design of assessment and awareness of Code of practice B6 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 Chapter B6 as a guide.
- **[UWE Employability Strategy](#)**: the UWE Employability Strategy was used as a reference point in the production of the Weston College “supporting your success” document, provided to all students who enrol on the programme.
- **[UWE Work-based learning policy](#)**: 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 within Weston College HE Work Based Learning and Placements Policy and Procedures.

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 MSci Environmental Health and Practice programme aligns to this strategic ambition through
- Outstanding learning - ensuring that students experience outstanding learning, teaching and support services, fully utilising advances in technology.
- Ready and able graduates - Our Environmental Health and Practice 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 MSci Environmental Health and Practice meets the accreditation requirements of the CIEH, the professional body for Environmental Health Practitioners. Students satisfactorily completing the programme are eligible to become registered Environmental Health Practitioners. The programme will provide for students the majority of the CIEH professional qualification requirements, leaving only the professional interview. Employment opportunities are diverse and global.

All of the above were considered during the development stage of this programme. There is a significant Work based learning element in the programme as defined in the foundation degree benchmark statements and identified within the WBL, Professional Practice and Employability

Part 8: Reference Points and Benchmarks

Skills modules. Further practice-based learning takes place toward the end of the programme as defined by the CIEH Portfolio of Professional Practice (PPP). Weston College has an Equality and Diversity Policy that matches the requirements of the University of the West of England.

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](#).

FOR OFFICE USE ONLY

First CAP Approval Date	Special CAP event 29 th & 30 th June 2016 – approval noted at Faculty CAP 1 February 2017			
Revision CAP Approval Date		Version	1	MIA 10485
Next Periodic Curriculum Review due date				
Date of last Periodic Curriculum Review				