



Programme Specification

Environmental Health Practitioner {Apprenticeship-UCW} [UCW]

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Environmental Health Practitioner {Apprenticeship-UCW} [UCW]

Highest award: BSc (Hons) Environmental Health Practitioner

Interim award: BSc Environmental Health Practitioner

Interim award: DipHE Environmental Health Practitioner

Interim award: CertHE Environmental Health Practitioner

Awarding institution: UWE Bristol

Affiliated institutions: University Centre Weston

Teaching institutions: University Centre Weston

Study abroad: No

Year abroad: No

Sandwich year: No

Credit recognition: No

School responsible for the programme: CHSS School of Health and Social Wellbeing, College of Health, Science & Society

Professional, statutory or regulatory bodies:

Chartered Institute of Environmental Health (CIEH)

Apprenticeship: ST0714

Modes of delivery: Full-time

Entry requirements:

For implementation from: 01 September 2020

Programme code: B91C00

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: The programme will provide the underpinning knowledge, skills and behaviours to enable learners to embark upon careers in the multi-faceted field of public and environmental health. The programme is mapped against the knowledge, skills and behaviours set out in the Environmental Health Practitioner (Integrated Degree) apprenticeship standard.

The programme is also aligned to the required standards of the Chartered Institute of Environmental Health (CIEH) Professional Standards Framework, and will enable graduates to progress to the CIEH Chartered Environmental Health Practitioner Programme. A CIEH accredited degree is often required by employers, especially in the public sector. As a result of these factors the programme will prepare graduates for employment in Public or Environmental Health in either the public or private sectors.

The content of the programme is designed around the five main areas of Public and Environmental Health: food safety; health and safety; environmental protection; housing; and public health. All of this requires a knowledge of relevant domestic and international legislation and a strong scientific knowledge. The programme will prepare graduates for work as a specialist in one or more of these areas, or as a more general professional who can work across them all.

As learners develop throughout the programme, the level of cognitive demand will increase as well as the ability to function in the professional field. This latter aspect is addressed by exposure to scenarios, field visits, problem solving activities, and their experience in the workplace. These aspects will allow learners to relate developing cognitive knowledge to real-life situations to bring about resolutions to environmental issues which affect people's health.

The programme will capitalise on the University Centre Weston (UCW) resources to

provide learners with sound knowledge and experience, this will include visits to UCW laboratories. Learners are also required to access (for example), food quality assessments, their local built environment for housing inspections; workplaces for health and safety inspections; kitchens for kitchen hygiene inspections; music facilities and woodwork shops for noise monitoring; and their local environment for pollution and noise monitoring. These experiences will allow learners to amalgamate academic and 'real world' aspects.

The programme will also benefit from professional networks and regular guest contributions from speakers who are experts in their fields, from close involvement with local authorities and private sector employers, and from close interaction with CIEH and Institution of Occupational Safety and Health (IOSH). By ensuring that there are regular and frequent contributions from professional environmental health practitioners, and interaction with relevant organisations, the programme will remain current and of optimal relevance. This will also ensure that academic work is continually placed in the appropriate professional contexts.

As required in the apprenticeship standard, upon completion of the programme graduates will be capable of utilising a 'risk-based approach to promote a safe and healthy environment for the public and businesses, through education and enforcement'. They will have the skills to 'act as advisers, educators, consultants and enforcement officers, enabling people to live and work in safe, healthy environments'.

Features of the programme: The programme is professionally accredited by the CIEH and Institution of Occupational Safety and Health (IOSH). This will mean that the programme has the professional recognition often required by Public and Environmental Health employers, particularly those in the public sector.

Learners may elect to become members of the CIEH at any time at an appropriate grade. The cost of membership is available online at: <https://www.cieh.org/membership/>. Upon completion of the accredited programme learners will be entitled to embark upon the Chartered Environmental Health Practitioner Programme with CIEH, and so work towards Chartered status.

Learners may also elect to become members of IOSH at any time at an appropriate grade. The cost of membership is available online at: <https://iosh.com/get-involved/membership>.

Although learners will be employed whilst on the programme, the delivery of the programme will also involve a number of local private and public sector employers. The programme team have very good relationships with local employers who visit the college to run workshops or take guest lectures.

Educational Aims: The programme, in combination with competencies gained in the workplace, will equip learners with the knowledge and attributes necessary to establish careers in Public and Environmental Health in the public or private sectors and meets the requirements of the apprenticeship standard.

To enable learners to fulfil the academic and professional requirements of the CIEH, and to position learners for further academic and professional development.

To enable learners to contribute to the Public and Environmental Health professions in their need to develop a workforce for the future which continues to preserve the health of the public and reduce demands on front line health services.

To take a multi-disciplinary approach to Public and Environmental Health which preserves public safety, and which assesses risk to the public of accidents and ill health and then adopts courses of action which mitigate risk.

To appreciate the wider social determinants of health and act to reduce health inequalities.

To maintain academic and professional ethical standards which are congruent with those expected by employers, academic institutions, and the public and environmental health professions.

Programme Learning Outcomes:

On successful completion of this programme graduates will achieve the following learning outcomes.

Programme Learning Outcomes

- PO1. Show critical analysis in all areas of Public and Environmental Health and in how these different areas relate to each other.
- PO2. Meet the expectations of the Institute for Apprenticeships standard and the CIEH Professional Standards Framework in obtaining and analysing data, and in combination with the legislative framework and regulatory standards which underpin Public and Environmental Health, achieve compliance or instigate prosecution.
- PO3. In line with the CIEH Professional Standards Framework, accurately assess the risk created by problems related to Public and Environmental Health, and develop and evaluate solutions to these problems through a process of 'inspection, identification, investigation, planning and action'.
- PO4. Achieve a high standard of personal behaviours and reflective professionalism which adheres to the professional expectations of CIEH, including the ability to communicate advice and guidance to partner organisations to achieve appropriate interventions.
- PO5. Demonstrate competency in a range of transferable skills such as communication, teamwork, number work, and use of IT.
- PO6. Show critical evaluation in assessing the various scientific, sociological, political and economic factors indicated in the CIEH Professional Standards Framework and the Institute for Apprenticeships standard which affect the health of individuals and communities.
- PO7. Competently apply theoretical knowledge in the professional Public and Environmental Health workplace.
- PO8. Comprehend and implement academic and professional ethical standards which are congruent with those expected by employers, academic institutions, and the public and environmental health professions.

Assessment strategy: The types of assessments used throughout the programme will enable learners to develop, utilise and demonstrate a range of academic skills and transferable skills, supporting the learners towards the End Point Assessment. The range of assessment types will ensure that learners are required to complete work in a number of different formats, and this requires intellectual dexterity. It also

ensures that all learners receive equitable treatment, as no learner will be unduly advantaged or disadvantaged due to excessive repetition of format.

As learners are already employed in the workplace, assessments will, where appropriate, allow them to use in-work experiences as a basis for assessment completion. However, this must be managed to ensure that ethical standards are maintained, i.e. that learners are not unduly advantaged or disadvantaged as a result of the employer they work for, nor that they are accessing data and information which is professionally or legally protected.

Although learners will be working in Environmental Health departments, it is likely that they will be required to complete assignments which are not related to their daily duties (e.g. someone working in food safety may not come into contact with pollution control).

In these situations a normal academic approach will be taken, and learners will not find themselves unable to complete work just because it is not related to their everyday experiences. Although it is expected that learners' employers and professional colleagues will provide support, employers will not play any part in the marking or grading of work.

The type of assessments include: essays; laboratory experiments and reports; field work surveys and reports; research; examinations; presentations; personal reflections; portfolios; inspections and reports; and health promotion campaigns. As part of the programme design process, module leaders will identify the most appropriate assessment approach which best suits the nature of the module, and aligns with learning outcomes for the module.

For example, a learning outcome for the module Introduction to Professional Practice requires learners to investigate and report on microorganisms, culminating in a laboratory report. The Housing and the Built Environment module requires learners to complete a housing health and safety assessment. This will be achieved by conducting an assessment in the field and then completing a report.

The assessments will ensure that the requirements of The Institute for Apprenticeships in respect of 'duties, skills and behaviours' are incorporated. Similarly, that the professional 'behaviours and functional competencies' outlined in the CIEH Professional Standards Framework are also fulfilled. The inclusion of these aspects in the programme is a requirement of both The Institute for Apprenticeships and also the CIEH.

Student support: Learner support is provided by the Higher Education Academic Registry Team (HEART) and includes support with mental health and wellbeing; learners with a specific learning difference and financial issues. The HE Library Plus (HE.LP) team provides learners with support with academic writing, referencing and avoiding plagiarism, designed to equip learners with the necessary skills to reach their full potential. Where particular needs are identified, learners may be allocated a learning mentor. In addition to these support services, learners will also have a programme tutor and it is expected they will also be supported by their employers. Throughout the programme learners are also supported through tripartite meetings.

Learners will receive invitations to CIEH activities such as workshops, continuing professional development (CPD) events and meetings. The programme team will maintain a close relationship with CIEH and learners will (if members) receive regular communications from CIEH advising of updated professional information, training opportunities and career prospects.

Part B: Programme Structure

Year 1

The student must take 90 credits from the modules in Year 1.

Year 1 Compulsory Modules

The student must take 90 credits from the modules in Compulsory modules.

Module Code	Module Title	Credit
UZVYB6-30-1	Environmental Health Law 2025-26	30

UZVYB5-30-1	Environmental Impact 2025-26	30
UZVYB7-30-1	Introduction to Professional Practice 2025-26	30

Year 2

The student must take 90 credits from the modules in Year 2.

Year 2 Compulsory Modules

The student must take 90 credits from the modules in Compulsory modules.

Module Code	Module Title	Credit
UZVYBA-30-2	Environmental Protection 2026-27	30
UZVYBB-30-2	Food Control 2026-27	30
UZVYB8-30-1	Principles of Public Health 2026-27	30

Year 3

The student must take 90 credits from the modules in Year 3.

Year 3 Compulsory Modules

The student must take 90 credits from the modules in Compulsory modules.

Module Code	Module Title	Credit
UZVYBC-30-2	Health, Safety and Risk 2027-28	30
UZVYBD-30-2	Housing and the Built Environment 2027-28	30
UZVYBH-30-3	Public Health in Action 2027-28	30

Year 4

The student must take 90 credits from the modules in Year 4.

Year 4 Compulsory Modules

The student must take 90 credits from the modules in Compulsory modules.

Module Code	Module Title	Credit
UZVYBE-40-3	Environmental Health Project 2028-29	40

UZVYBG-20-3	Professional Practice 2028-29	20
UZVYBJ-30-3	Risk Management Systems 2028-29	30

Part C: Higher Education Achievement Record (HEAR) Synopsis

The programme equips students with the knowledge and professional attributes necessary to advance their careers in public and environmental health either as generalist or specialist practitioners. The programme is accredited by The Chartered Institute of Environmental Health.

Subjects included are applied sciences, human sciences, law, business, mathematics, interpersonal skills, technical skills and ethics. Students are taught to deploy these to achieve optimal public and environmental health outcomes. Students will also develop a range of transferable skills and will develop reflective and self-analytical attributes.

Students are taught to take a risk-based approach to public and environmental health, to gather information, and prescribe actions which mitigate risk. This includes use of legislation to achieve compliance or prosecution.

Part D: External Reference Points and Benchmarks

The Degree level apprenticeship standard for the Environmental Health Practitioner as published by the Institute for Apprenticeships was referenced when designing the programme. This document contains professional and academic requirements classified as 'duties', 'knowledge', 'skills' and 'behaviours'. The majority of these are embedded within the programme (see attached mapping document), but some of the duties, skills and behaviours are more appropriate to the workplace. It is therefore expected that learners will acquire these attributes whilst in the workplace which is monitored throughout the programme to ensure completion.

In addition, the programme also complies with the CIEH Professional Standards. This also requires that specified professional competencies and knowledge areas

are included in the programme and all of these have been accommodated (see the other mapping document).

This programme has been designed to embed the principles, knowledge, application and skills outlined in the UK Quality Code for Higher Education, and the Subject Benchmark Statements for Health Studies (2024), Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences (2024), Earth Sciences, Environmental Sciences and Environmental Studies (2022), Land, Construction, Real Estate and Surveying (2024).

Part E: Regulations

NB: The following variants to University Academic Regulations have been submitted for approval:

Approved variants to University Academic Regulations and Procedures:

The following are relevant to the End-Point Assessment module - UZVYBG-20-3 Professional Practice:

Regulation D5 (Module types):

This module has two assessment tasks, each with a mark expressed as a grade:

Task 1: Exam is graded Pass/Fail

Task 2: Professional Discussion is graded Merit/Pass/Fail.

The overall module outcome is graded Merit/Pass/Fail in line with the Environmental Health Practitioner assessment plan.

Any assessment task resit must be taken during the maximum EPA period of 6 months, otherwise the entire module must be taken again, unless in the opinion of the university exceptional circumstances apply outside the control of the learner or their employer.

Regulation D6 (Requirements to pass a module):

The pass mark for the exam is 70% (69% is a Fail).

The overall module outcome is graded Merit/Pass/Fail in line with the Environmental Health Practitioner assessment plan.

Regulations D7 (Failure of a Module) and D8 (Retaking a Module)

For the purposes of the apprenticeship outcome only, a resit or retake will be capped at a Pass, unless the university determines there are exceptional circumstances requiring a resit or retake. There is no capping of this module for the degree outcome.

The learner's employer will need to agree that either a resit or retake is an appropriate course of action.

Regulation D10 (Requirements to Pass a Programme Level)

A learner cannot progress to the EPA module unless they have met the gateway requirements in line with the Environmental Health Practitioner Integrated Degree Apprenticeship assessment plan.

Regulation D12 (Requirements for the Award of an Undergraduate Degree)

The End-Point Assessment module grade will count towards the overall degree classification.

Regulation B4 (Accreditation of Learning and Experiential Learning)

Any granting of Accredited Learning in excess of 120 credits may be undertaken only by prior written agreement with the CIEH unless separately provided for within the accreditation.