

## PROGRAMME SPECIFICATION

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### Bachelor of Science with Honours in Environmental Health

<b>Awarding institution</b>	Liverpool John Moores University
<b>Teaching institution</b>	LJMU
<b>UCAS Code</b>	B911
<b>JACS Code</b>	B910
<b>Programme Duration</b>	Full-Time: 3 Years
<b>Language of Programme</b>	All LJMU programmes are delivered and assessed in English
<b>Subject benchmark statement</b>	There are no specific SBS for Environmental Health. Instead the programme has been informed by a number of other sources: Chartered Institute of Environmental Health Curriculum 2011 SBS: Earth Sciences, Environmental Sciences and Environmental Studies (2014) SBS: Health Studies (2008) National occupational standards for the practice of public health guide (2004) The Marmot Review (2010) Fair Society, Healthy Lives
<b>Programme accredited by</b>	Chartered Institute of Environmental Health
<b>Description of accreditation</b>	Chartered Institute of Environmental Health have accredited the course <a href="http://www.cieh.org/professional_development/EH_degree.html">http://www.cieh.org/professional_development/EH_degree.html</a>
<b>Validated target and alternative exit awards</b>	Bachelor of Science with Honours in Environmental Health  Diploma of Higher Education in Environmental Health  Certificate of Higher Education in Environmental Health
<b>Programme Leader</b>	Graeme Mitchell

### Educational aims of the programme

This programme aims to provide students with a learning experience in environmental health, which will develop their employability skills and their ability to articulate those skills within environmental health practice and places the student on the road to demonstrating their competency as an Environmental Health Practitioner. In particular students need to understand the stressors on the environment, how these affect health and the range of interventions and enforcement options that exist to eliminate or reduce the impact of these stressors. It aims to prepare students to react and intervene, and actively promote health and be advocates for public and environmental health. The programme also aims to provide students with the knowledge and skills to evaluate the impact of their own professional work.

The more general programme aims are to:

1. Develop knowledge and understanding of the discipline of environmental health.
2. Develop the knowledge and skills needed for employment in environmental health practice which is designed to improve and protect the health and wellbeing of the population and reduce inequalities in health.
3. Raise awareness of the population approach to environmental health that will enable the students to bring an

enhanced public health dimension to their work with any future employing organisation.

4. Enhance the development of students interpersonal, team working, time management, computer, literacy, problem solving, numeracy, analytical / critical thinking, flexible thinking and communication skills.
5. Provide guidance on personal development planning at all levels, and thereby facilitate students development as independent lifelong learners.
6. Provide a supportive and collaborative learning environment, which is sensitive to the needs of learners, and widen access to learners from a range of backgrounds and abilities.
7. Produce proactive, flexible graduates who can respond effectively to change in environmental public health policy and practice.
8. Provide opportunities for the students to learn from work based placements and projects
9. To encourage students to engage with the development of employability skills by completing a self-awareness statement.

### **Alternative Exit/ Interim Award Learning Outcomes - Certificate of Higher Education**

*A student who is eligible for this award will be able to:*

Recognise theories and principles from several of the disciplines that inform public and environmental health and exercise the essential skills of academic work.

Understand the nature of communities, contemporary environmental and public health issues, and the basics of environmental public health policy

Write clearly, use the mechanisms of scholarship correctly and produce well-structured and effective presentations.

Engage in Personal Development Planning (PDP) and begin to take responsibility for their own learning.

Identify the role and function of Environmental health practitioners in protecting the public's health

Understand how legislation is created and implemented to improve the public's health

### **Alternative Exit/ Interim Award Learning Outcomes - Diploma of Higher Education**

*A student who is eligible for this award will be able to:*

Examine the concepts inherent in the discipline of environmental and public health, produce new ideas about how they can be improved and applied, and use them to suggest solutions to real-world or simulated problems.

Analyse and evaluate information about public health, with specific reference to environmental health issues.

Make judgements on policy and practice relating to environmental health and review the evidence base for practice.

Develop an understanding of research methods and their practical application in environmental health through a research proposal.

Produce high quality work individually and as part of a team.

Through Work based learning develop key professional and organisational skills

## **Target award Learning Outcomes - Bachelor of Science with Honours**

*A student successfully completing the programme of study will have acquired the following subject knowledge and understanding as well as skills and other attributes.*

*A student who is eligible for this award will be able to:*

1. Understand mechanisms for the surveillance and assessment of population health and wellbeing at practitioner level.
2. Understand key determinants of health and the development of environmental health programmes and services to protect the public's health and reduce inequalities in health.
3. Demonstrate the theory and practice of health protection, health promotion, health improvement and environmental wellbeing.
4. Demonstrate an understanding of the concept of risk and important contemporary environmental risks to population health.

5. Develop an awareness of partnership working and participatory approaches to investing in health.
6. Understand the rationale for political, economic and moral decisions in environmental public health policy and governance, including policy and strategy development, legislation and its implementation to improve health and environmental wellbeing.
7. Demonstrate knowledge of qualitative and quantitative research methods to improve health and wellbeing.
8. Demonstrate an knowledge of the impact of biological, chemical, physical, social and psychosocial stressors on the environment and how they affect human health.
9. Demonstrate a knowledge of human biology and physiology, sufficient to enable basic understanding of the effects of disease on individuals and populations.
10. Understand legal principles and the use of legislation to protect health.
11. Understand the principles of ecology and their relationship to aspects of environmental health, including the biosphere and its processes
12. Explore and evaluate environmental and public health policy and practice.
13. Critique public health related policy and governance at national, international and global levels, and assess the impact of public health policies and practice on the health, environment and wellbeing of populations.
14. Analyse, interpret and communicate information and knowledge about environmental health, public health and wellbeing appropriate to the practitioner level.
15. Draw upon published research, reports, case studies and documents to pose a environmental health related research question.
16. Act as an advocate for communities, by involving them as active partners in all aspects of improving social, economic and environmental health.
17. Support communities to develop their own capacity to advocate for health and well being and improve their own communities and health.
18. Respond to direction and working in partnership to assist the development of cross-sectoral working to improve social, economic and environmental well-being.
19. Reflect on their own cultural preconceptions and giving consideration to the views of others when working with individuals and communities.
20. Conduct appropriate research to assist understanding, and the delivery of environmental and health programmes and the application of the findings to improve environmental health and wellbeing.
21. Assist in the improvement of quality public health services, whether from local authority, voluntary or healthcare providers, through audit and evaluation.
22. Advise others on environmental health and related issues and their impact on the environment and human health.
23. Enforce legislation through application of the full range of interventions and mechanisms available for securing compliance with legislative provision, statutory requirements, and standards.
24. Take responsibility for their own personal development and career planning.
25. Identify and critically evaluate their own strengths and weaknesses as learners in different environments.
26. Demonstrate leadership by working independently and as part of a team to improve the publics health and the wellbeing of individuals and communities.
27. Communicate effectively using in a variety of tools and settings, both orally and written, with a range of individuals, social and professional groups about improving the environment and public health.
28. Use basic numerical reasoning and interpretation skills to analyse data from a variety of sources.
29. Use information and communication technology to store, retrieve and analyse relevant information from a wide variety of sources relevant to the environment and public health.
30. Show initiative and flexible thinking when applying problem solving skills and analytical / critical thinking skills to improve environmental health and wellbeing.
31. Manage own work, including time management

## **Teaching, Learning and Assessment**

*The methods used to enable outcomes to be achieved and demonstrated are as follows:*

The teaching and learning will be delivered through modules designed to engage students and facilitate the development of their knowledge and understanding. The learning will be reinforced when key themes are revisited at each level. Teaching and learning methods will include: interactive lectures and seminars;

presentations, including the use of Field trips, PowerPoint, DVD; Individual tutorials; enquiry based learning; guided reading and the VLE.

Learning through assessment plays a significant part in the delivery of the learning outcomes. Assessments test the students achievement of the learning outcomes. Assessments can be diagnostic, formative or summative.

Assessment methods include: Essays, research protocols and reports, seen and unseen examinations, dissertation; poster presentations; oral presentations and community profiling.

Teaching and learning methods continue to be based around a variety of approaches and delivered through modules. Students particularly need to develop skills relating to critical thinking. The methods will include interactive lectures and seminars; presentations, including the use of PowerPoint, DVD;

Individual tutorials; enquiry based learning; guided reading; the VLE and self directed research and study.

Learning through assessment continues to play a major part in the development of these outcomes. Assessment methods include: Essays, research protocols and reports, dissertation, poster presentations, community profiling, portfolios and peer assessments. Students will demonstrate the achievement of these outcomes through formative and summative assessments.

The Work Based Module plays a major part in the development of practical skills for this academic programme. These are further developed in other key modules using methods which will enhance learning and encourage students to develop their potential. Teaching and learning methods include: Interactive lectures and seminars, simulated exercises, individual tutorials, enquiry based learning, self assessment and other scenario based exercises and self directed research and study.

The principle of learning through assessment holds true for all sections. Assessment methods include: Field trips, presentations, reports, dissertation, poster presentations, oral presentations, community profiling, portfolio development and peer assessments. These include tasks that are diagnostic or formative, to encourage learning.

Transferable skills are embedded in the curriculum, and form an integral part of the programme. These skills are taught and practised in dedicated modules. Teaching and learning takes place through practical exercises, written and oral presentations, simulated exercises, guided reading, career planning, portfolio development, self directed research and independent study.

Assessments are designed to help students achieve learning outcomes. Many of the modules employ diagnostic and formative assessment tasks as well as summative assessment. These are carried out at strategic points in the module to enable feedback and learning to take place. Assessment methods include: critical reviews, essays, presentations, peer assessment, self assessment tests, career planning, group work, dissertation, poster presentations, presentations, community profiling; portfolios, mock interviews, cv writing and use of ICT.

## Programme structure - programme rules and modules

As part of the accreditation of the programme The Chartered Institute of Environmental health required that:

For the module 5003ENVCPH students must pass all assessments elements of the module

For the module 6001ENVCPH students must pass all assessments elements of the module

Students will be offered the opportunity of study abroad at Level 5.

The programme will offer the opportunity of an additional study year abroad following Level 5. Students will be enrolled on a 480 credit honours with study abroad programme. Of those 480 credits, 120 will be taken via a Level 5 study abroad module 5006ENVCPH. The modules to be studied in the host institution must be agreed in advance. The Level 5 mean for the final award mark will be calculated based upon the 240 credits at Level 5.

Level 6	Potential Awards on completion	Bachelor of Science with Honours
Core	Option	Award Requirements
6000ENVCPH Dissertation (40		120 core credits at level 6

credits) 6001ENVCPH Professional and interdisciplinary studies (30 credits) 6002ENVCPH Globalization: Health and Environmental Impacts (20 credits) 6003ENVCPH Career planning and professional development (10 credits) 6004ENVCPH Health Promotion (20 credits)		0 option credits at level 6
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Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5000ENVCPH WBL - Developing Environmental Health skills (20 credits) 5001ENVCPH Food safety (20 credits) 5002ENVCPH Environmental protection (20 credits) 5003ENVCPH Housing and Public Health (20 credits) 5004ENVCPH Research Methods for Environmental Health (20 credits) 5005ENVCPH Health and Safety (20 credits)		120 core credits at level 5 0 option credits at level 5

Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4000ENVCPH Key Study Skills (20 credits) 4001ENVCPH Environmental sciences (20 credits) 4002ENVCPH Understanding Populations (20 credits) 4003ENVCPH An Introduction to Environmental Health Law and Policy (20 credits) 4005ENVCPH Environmental Health Concepts (20 credits) 4006ENVCPH Practical Skills for Public and Environmental Health (20 credits)		120 core credits at level 4 0 option credits at level 4

## Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.  
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

LJMUs Education Committee has approved the following variances to the Academic Framework to comply with the accreditation from the Chartered Institute of Environmental Health.

5003ENVCPH – that students must pass all assessment elements of the module

Date approved: 21/12/15

6001ENVCPH - that students must pass all assessment elements of the module

Date approved: 21/12/15

6001ENVCPH – that the module be offered as a 30 credit module (in addition to a 40 credit dissertation module) in semester 2

Date approved: 21/12/15

## Opportunities for work-related learning ( location and nature of

## activities)

Work based learning is a core module at Level 5 (5000ENVCPH). Students have opportunities to prepare for this module within the module 4000ENVCPH at level 4, where career searching and goal setting take place. The placement is self negotiated but assistance will be provided by the programme leader and the process is linked to the personal tutor system. Wherever possible students will be placed in a setting where they can experience professional environmental health practice.

Students will be required to work on a project or a series of small pieces of work. The nature of the work will be described and agreed between the workplace, the University tutor and the student in a negotiated work based learning agreement.

## Criteria for admission

### **A/AS Level**

112 UCAS tariff points from a minimum of 2 A levels. There are no subject specific requirements and General Studies is acceptable

### **BTEC National Diploma**

BTEC certificate in a health or Science related subject area is acceptable on its own (provided it is equivalent to 112 UCAS points) or can be combined with other qualifications

A 90 credit diploma is only acceptable when combined with other qualifications

Diploma (QCF) Acceptable on its own (provided it is equivalent to 112 UCAS points) or can be combined with other qualifications

Extended diploma (QCF) Acceptable on its own (provided it is equivalent to 112 UCAS points) or can be combined with other qualifications

### **AVCE**

Acceptable on its own (provided it is equivalent to 112 UCAS points) or can be combined with other qualifications

### **Irish Leaving Certificate**

Acceptable on its own (provided it is equivalent to 112 UCAS points) or can be combined with other qualifications

### **Scottish Higher**

Scottish Higher Acceptable on its own (provided it is equivalent to 112 UCAS points) or can be combined with other qualifications

Scottish Advanced Higher Acceptable on its own (provided it is equivalent to 112 UCAS points) or can be combined with other qualifications

### **International Baccalaureate**

Acceptable on its own (provided it is equivalent to 112 UCAS points) or can be combined with other qualifications

### **Access**

Acceptable on its own (provided it is equivalent to 112 UCAS points) or can be combined with other qualifications

### **Higher national diploma**

A pass at HND would be acceptable

### **Other**

Applicants must have achieved 5 GCSEs grade C or above including English Language and Mathematics or acceptable equivalent or be in the process of completing these prior to starting the course.

We will consider the following Level 2 qualifications in place of English Language and Mathematics GCSE grade C or above: Key Skills, City and Guilds, OCR (via Learn Direct) and ALAN. You must contact the Faculty Admissions Team to check equivalent qualifications prior to applying.

### **Mature entry**

Exceptionally, entrants not qualified under the above may be admitted when the candidate can demonstrate the potential to achieve the aims and outcomes of the Curriculum. Normally upon receipt of application, the Admissions Tutor will contact you to discuss your application in further detail.

### **Overseas qualifications**

Equivalent relevant qualifications and mature students will be considered on a case by case basis. IELTS score of 6 overall, within minimum of 5.5 in each component is required for any student for whom English is not their

first language.

## External Quality Benchmarks

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA). Published review reports are available on the QAA website at [www.qaa.ac.uk](http://www.qaa.ac.uk)

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

## Support for students and their learning

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

## Methods for evaluating and improving the quality and standards of teaching and learning

### Student Feedback and Evaluation

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

### Staff development

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

### Internal Review

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

### External Examining

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

**Please note:**

*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, teaching, learning and assessment methods of each module can be found in module and programme guides.*