

PROGRAMME SPECIFICATION

Bachelor of Science with Honours in Environmental Health

Awarding institution	Liverpool John Moores University
Teaching institution	LIVERPOOL JOHN MOORES UNIVERSITY
UCAS Code	B911
JACS Code	B910
Programme Duration	Full-Time: 3 Years, Part-Time: 5 Years
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	<p>There are no specific benchmark statements for Environmental Public Health. However, the programme has been informed by:</p> <ol style="list-style-type: none"> 1. A curriculum for Courses Leading to the Registration of Environmental Health Practitioners' (2007) Chartered Institute of Environmental Health 2. QAA (2001) Framework for Higher Education 3. LJMU (2006) Learning, Teaching and Assessment Strategy and Implementation guide 4. Skills For Health (2004) National Occupational Standards for the Practice of Public Health. 5. LJMU Graduate Skills (2006) http://www.ljmu.ac.uk/ljmuplus/ 6. Quality Assurance Agency for Higher Education. Health Studies Benchmark (2002) 7. Department of Health (2004) Choosing Health: making healthier choices easier 8. Department of Health (2003) Knowledge and Skills Framework 9. The Treasury (2004) Securing good health for the whole population. (Final Wanless Report)
Programme accredited by	Chartered Institute of Environmental Health
Description of accreditation	http://www.ehcareers.org/where_what/BSc.html
Validated target and alternative exit awards	<p>Bachelor of Science with Honours in Environmental Health</p> <p>Diploma of Higher Education in Environmental Health</p> <p>Certificate of Higher Education in Environmental Health</p> <p>Certificate of Academic Development in Environmental Health</p>
Programme Leader	Graeme Mitchell

Educational aims of the programme

The programme aim for this programme is to provide students with a learning experience in environmental health, which will develop their employability skills, develop their ability to articulate those skills within environmental health practice and places the student on the road to being able to demonstrate their competency as an Environmental Health Practitioner. In particular students need to understand the stressors on the environment, how these can affect health and the range of interventions and enforcement options that exist to eliminate or reduce the impact of these stressors. The aim is to prepare students who will not only react and intervene, but will also 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, leadership, team working, time management, computer, literacy, problem solving, numeracy, analytical / critical thinking, flexible thinking, and initiative 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 both part time and full time learners, and widen access to learners from a range of backgrounds and abilities.
7. Produce proactive, flexible graduates who can respond effectively to changing environments in environmental public health policy and practice.
8. Provide opportunities for the students to learn from work based placements and projects.
9. Encourage students to fully engage with the World of Work programme, including World of Work Skills Certificate and, as a first step towards this, to complete Bronze (Self Awareness) Statement.

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. Surveillance and assessment of the populations health and wellbeing at practioner level
2. Key determinants of health and the development of environmental health programmes and services to protect the publics health and reduce inequalities in health
3. The philosophy and practice of health protection, health promotion, health improvement and environmental wellbeing
4. The concept of risk and important contemporary environmental risks to population health
5. Partnership working and participatory approaches to investing in health
6. 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. Qualitative and quantitative research methods to improve health and wellbeing, including key epidemiological and statistical principles and methods, health needs assessment and health impact assessment
8. The ethical management of self, people and resources to improve the envionment, health and wellbeing
9. The impact of biological, chemical, physical, social and psychosocial stressors on the environment and how they affect human health
10. Human biology and physiology, sufficient to enable basic understanding of the effects of disease on individuals and populations
11. Legal principles and the use of legislation to protect health
12. Principles of ecology and their relationship to aspects of environmental health, including the biosphere and its processes
13. Exploration and evaluation of the public health potential of health promoting public policy and practice
14. Critique of public health related policy and governance at national, international and global levels, to include assessment of the impact of public health policies and practice on the health, environment and wellbeing of populations
15. Basic analysis, interpretation and communication of information, knowledge and statistics about environmental health, public health and wellbeing appropriate to the practitioner level.
16. Drawing on published research, reports, case studies and documents to pose a public health related research question.

17. Application of research evidence to recommendations about how local authority services, health services and programmes can be improved so that they serve to reduce health inequalities.
18. Acting as an advocate for communities, by involving them as active partners in all aspects of improving social, economic and environmental health.
19. Empowering communities to develop their own capacity to advocate for health and well being and improve their own communities and health
20. Responding to direction and working in partnership to assist the development of cross-sectoral working to improve social, economic and environmental well-being
21. Reflecting on their own cultural preconceptions and giving consideration to the views of others when working with individuals and communities
22. Conducting 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
23. Assisting in the improvement of quality public health services, whether from local authority, voluntary or healthcare providers, through audit and evaluation.
24. Assessment of risks to population health through the application of tools such as environmental impact assessment, health impact and health needs assessment and the application of this and other research evidence to practice.
25. Advising others on environmental health and related issues and their impact on the environment and human health
26. Enforcement of legislation through application of the full range of interventions and mechanisms available for securing compliance with legislative provision, statutory requirements, and standards.
27. Raising awareness of environmental health issues and employing appropriate knowledge and skills to motivate behaviour change.
28. Taking responsibility for their own personal development and career planning
29. Identifying and critically evaluating own strengths and weaknesses as learners in different environments
30. Demonstrating leadership by working independently and as part of a team to improve environmental public health and wellbeing of individuals and communities
31. Communicating 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
32. Using basic numerical reasoning and interpretation skills to analyse data from a variety of sources
33. Using information and communication technology to store, retrieve and analyse relevant information from a wide variety of sources relevant to the environment and public health
34. Showing initiative and flexible thinking when applying problem solving skills and analytical / critical thinking skills to improve environmental health and wellbeing
35. Managing own work, including time management
36. Promoting peoples equality, diversity and rights in all settings

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, video, DVD and CDROM; Individual tutorials; enquiry based learning; guided reading; Blackboard and other virtual learning environments.

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: Critical reviews, essays, research protocols and reports, seen and unseen examinations, dissertation; poster presentations; 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, video, DVD and CDROM; Individual tutorials; enquiry based learning; guided reading; Blackboard and self directed research and study.

Learning through assessment continues to play a major part in the development of these outcomes. Assessment methods include: critical reviews, 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, critical reviews, presentations, reports, dissertation, poster presentations, 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 LJMUplus 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

Level 6	Potential Awards on completion	Bachelor of Science with Honours
Core	Option	Award Requirements
6000ENVHEA DISSERTATION (36 credits) 6001ENVHEA PROFESSIONAL AND INTERDISCIPLINARY STUDIES (36 credits) 6002ENVHEA GLOBALIZATION & ENVIRONMENTAL HEALTH (24 credits) 6003ENVHEA CAREER PLANNING AND PROFESSIONAL DEVELOPMENT (24 credits)		120 core credits at level 6 0 option credits at level 6
Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5000ENVHEA PROJECT PLANNING AND IMPLEMENTATION (24 credits) 5001ENVHEA ENVIRONMENTAL HEALTH INTERVENTIONS (FOOD AND HEALTH AND SAFETY) (24 credits) 5002ENVHEA ENVIRONMENTAL HEALTH INTERVENTION (ENVIRONMENTAL PROTECTION AND PROMOTION) (24 credits) 5003ENVHEA ENVIRONMENTAL HEALTH INTERVENTION (HOUSING AND PUBLIC HEALTH) (24 credits) 5004ENVHEA RESEARCH FOR ENVIRONMENTAL HEALTH (24 credits)		120 core credits at level 5 0 option credits at level 5
Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4000ENVHEA INTRODUCTION TO STUDY SKILLS (24 credits) 4001ENVHEA THE LIVING AND BUILT ENVIRONMENT (24 credits) 4002ENVHEA UNDERSTANDING		120 core credits at level 4 0 option credits at level 4

AND ENGAGING POPULATIONS (24 credits) 4003ENVHEA INTRODUCTION TO ENVIRONMENTAL HEALTH GOVERNANCE (24 credits) 4004ENVHEA INTRODUCTION TO HEALTH (24 credits)		
--	--	--

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>

Opportunities for work-related learning (location and nature of activities)

Work based learning is a core module at Level two (HEAEH2001). Students have opportunities to prepare for this module within the skills for life module at level 1, 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.

Student wishing to become qualified as Environmental Health Practitioners will be required, as part of the assessment from the Chartered Institute of Environmental Health, to complete all aspects of the Work-based experiential learning portfolio and this module will give opportunities to start to develop some of these required skills.

For further information see:

http://www.ljmu.ac.uk/Academic_Enhancement/Academic_Enhancement_Docs/Graduate_skills_Table.pdf

Criteria for admission

A/AS Level

260 UCAS tariff points - at least 140 must be 6 or 12 unit awards (e.g. BTEC, A2, AVCE single or double award) the remainder being made up from 3 unit awards, PLUS applicants must hold GCSE Grade C or above or Key Skills Level 2 in Maths and English.

BTEC National Diploma

A BTEC National Certificate or Diploma in an appropriate science or technology with at least 5.0 Merit passes in subjects at N level or above

or

A BTEC National Certificate or Diploma in an appropriate science or technology with at least 6.0 Merit passes in subjects at H level or above

Access

The attainment of 24 credits via a Science Access Course accredited by the Open College Network. Sixteen (16) of the credits should be at level 3. The core skills module should have been successfully completed.

Other

Passes in the following subjects of the GCSE at grade C or better

English language

Maths

Biology

Chemistry

Physics.

Note A double pass on integrated or combined science is generally accepted as an alternative to biology, physics and chemistry.

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 and the university has adequate resources and commitment to support the learning needs of that particular students.

Students who enter on the BSc Public Health route, but who achieve a mark of at least 60% at level 1, on the following scientific modules may be able to transfer over to BSc Environmental Health at the end of level 1.

Understanding populations

Human biology and ecology

Any student admitted under this section will be declared in the university's annual report to the CIEH.

Overseas qualifications

Equivalent relevant qualifications and mature students will be considered on a case by case basis. IELTS score of 6.5 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

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.