MSc Environmental Health accredited by the Chartered Institute of Environmental Health

Programme Handbook

northumbria
UNIVERSITY NEWCASTLE

Welcome from the Programme Leader

Hello and welcome to the MSc Environmental Health programme - the study of how the environment and our life choices affects human health. Across the programme we consider how biological, chemical, physical, social and psycho-social stressors will impact on human health and how these can be managed or removed based on the risk posed.

Your MSc programme is accredited by the Chartered Institute of Environmental Health (CIEH) as providing a number of the requirements for gaining professional accreditation as an Environmental Health Practitioner (EHP) - an internationally recognised award of professional competency. As part of your degree you will also complete other professional requirements: (a) Practical Food Examination and (b) professional examination. What remains to gain professional standing is the Portfolio of Professional Practice (PPP) but here you will fund that some of your coursework can be used as a basis to complete the PPP.

Three of the core programme teaching team on this degree are accredited Environmental Health Practitioners and two of us are Chartered Members of the CIEH. Together we bring experience of environmental health practice from local government, national public health body, and from consultancy in the private sector. We have a continued working relationship with the CIEH locally and nationally.

I hope that you enjoy your time with us.

Simon Griffiths
Programme Leader for MSc Environmental Health
Senior Lecturer in Environmental Health/Environmental Studies
Chartered Environmental Health Practitioner

Department of Geography, Faculty of Engineering and Environment
Room: Ellison Building, Room D209
Email: simon.griffiths@northumbria.ac.uk

About this handbook

This handbook is designed to provide a guide to your programme of study here at Northumbria. Whilst it does not provide all the information you need, more information can be found on our website pages or in the University and Faculty Student handbooks. Please take the time to look at the student pages on our website as this is updated on a regular basis. One helpful area of the website is https://www.northumbria.ac.uk/study-at-northumbria/support-for-students/.

My Northumbria

Personal information about your registration, use of the library, IT queries, etc. can be found on your 'myNorthumbria' page - it acts like a hub where you can find a number of links to useful information. You log into this from the student tab at the top of the University homepage (www.northumbria.ac.uk) with your username and password.

Assistance

It is all too easy to let concerns become problems so when you need assistance, please ask. The earlier you seek assistance, the better it is for you and the easier it often is to resolve. If you need assistance, please speak to your Guidance Tutor or Student Services. Failing that, your programme leader can also help you.

Programme Staff

Programme Leader

The Programme Leader is the _operational coordinator_ for the programme and will provide you with details about the programme and answer any programme related questions that you may have. The Programme Leader is responsible for telling you about the University's assessment policies and procedures (these are known as the Assessment Regulations for Northumbria Awards or "ARNA") and the latest copy is available on the website. **As stated above, the assessment regulations are amended by the CIEH's own examination regulations and they take primacy.**

The Programme Leader will help you get the most out of your programme and where appropriate, will liaise with your other tutors to make sure that they are aware of your needs and of how you are progressing in general.

Guidance Tutor

On entering the programme, you will be assigned to a Guidance Tutor. Your Guidance Tutor will usually be a member of staff who teaches on your degree programme and will be an important point of contact throughout your time on the programme. Adjusting to the academic and personal demands of postgraduate level study can be a difficult process for many students. Your Guidance Tutor will be there to offer support and encouragement if needed.

It is important that a relationship of mutual trust and confidence is established between you and your Guidance Tutor. It should be stressed that the relationship between student and Guidance Tutor is two-way. However, it is up to you to be proactive in keeping your Guidance Tutor informed of any difficulties, problems, or changes in circumstances which may affect your academic and personal development. Further information about your Guidance Tutor can be found in Appendix B.

Module Tutors

For each module of study, you will have a designated Module Tutor. The Module Tutor is responsible for the organisation of the module and supporting your learning and assessment on that module. The Department has an open door policy, which means that you can call in and talk to a member of staff whenever they are available in their office. However, as academic staff teach on many modules/programmes, it is advisable to make an appointment if you wish to be sure to see them. Occasionally, you may be able to have an immediate appointment but do not be disappointed if you are asked to return at a mutually convenient time. Please contact staff to cancel if you are unable to make the arranged appointment(s).

The Module Tutors for the MSc Environmental Health are:

Mr Alistair Bulloch e: alistair.bulloch@northumbria.ac.uk	**Module Tutorship(s):** GE0336 Managing for Health and Safety
Professor Andrew Collins e: andrew.collins@northumbria.ac.uk	**Module Tutorship(s):** GE0340 Research or Work-Related Dissertation
Dr Michael Deary e: michael.deary@northumbria.ac.uk	**Module Tutorship(s):** GE0334 Environmental Protection and Health

Mr Simon Griffiths e: simon.griffiths@northumbria.ac.uk	Module Tutorship(s): GE0335 Housing and Health GE0338 Foundations in Environmental Health
Ms Helen Manns e: helen.manns@northumbria.ac.uk	Module Tutorship(s): GE0339 Postgraduate Research Methods
Mrs Justine Wilkinson e: justine.wilkinson@northumbria.ac.uk	Module Tutorship(s): GE0333 Public Health

To learn more about each member of staff please look at their profile on the University website.

Programme Administration

Each programme has a dedicated support team located in the Faculty Office (EBB201) who is responsible for the administration of your programme. Located in the Faculty Reception and the Student Support Office, Ellison Building, Room B201, your Programme Support Coordinators can be contacted either by email or in person. The Geography Department's Programme Support Coordinators are:

Mrs Susan Davies   susan.davies@northumbria.ac.uk

Mr Andrew Mallon   andrew.mallon@northumbria.ac.uk

Your Programme of Study

The Programme Specification for MSc Environmental Health provides an account of the programme aims and objectives together with the 'Learning Outcomes' of the programme (broadly - the student's capabilities on completion of the programme) and how these are to be achieved in a structured manner by progression through the series of taught modules. This section of the handbook draws heavily on that programme specification but seeks to inform students of the basic components and achievements that can be expected through the learning journey.

Students completing the programme will achieve a range of outcomes which focus on the understanding of how the environment around us may impact on human health and wellbeing and the environment. What we teach is guided by the Chartered Institute of Environmental Health (CIEH) under their "Curriculum 2011". This places a strong emphasis on public health and how EHPs (whether in the public, private or voluntary sectors) can intervene to promote better health. Appendix E outlines more information about the CIEH and how the professional accreditation functions.

Programme Aims

The aims of the programme are to:

- develop multidisciplinary knowledge and understanding of environmental health as a discipline and profession, underpinned by the study of key environmental health intervention areas: public health, food safety, health and safety, housing and health and environmental protection

- establish for the future, EHP critical awareness and evaluative skills to allow the application of knowledge and understanding to further the development of the discipline and professional practice

- impart to students an understanding of the importance of ethical practice and develop the confidence to make independent professional judgement, applicable across a range of sectors

- enhance employability through accreditation of the programme which can lead to registration with the Environmental Health Registration Board (EHRB) and for students to gain professional recognition as Environmental Health Practitioners (EHPs)

Programme Structure

The CIEH's "Curriculum 2011" is based on five 'intervention areas' and we have used this as the model to develop your programme of study. You will study modules in Environmental Protection, Health and Safety, Food Safety, Housing and Public Health. However, Environmental Health is a multidisciplinary subject and ideas and concepts will apply across all the intervention areas.

Semester 1 provides the foundation modules for understanding the breadth of Environmental Health with two key modules (you will have to take these first if you are studying part-time): *GE0333 Public Health* and *GE0338 Foundations in Environmental Health*. Public health is at the heart of the profession and so pervades all that EHPs do and in this module, you will look at infectious and non-infectious diseases and its control. In the foundations module, you will look at how the law develops

in the UK and its importance for protecting human health, irrespective of the sector in which you work. You will also look at the specialist areas of environmental protection as well as occupational health and safety.

Semester 2 continues your study of public health but with added specialist areas of housing and health and food safety. Moreover, you will begin your postgraduate research skills course in preparation for your dissertation (to be completed over the summer). *It is important to start thinking about what you will do for your dissertation/work based project early into the programme. This also applies to students studying part-time.*

Please refer to Appendix A for the Module Descriptors.

The full time programme structure is shown in Figure 1 whilst the part-time programme structure is shown in Figures 2 and 3

Semester 1		GE0333 **Public Health** [20]	GE0334 **Environmental Protection and Health** [20]	GE0336 **Managing for Health and Safety** [20]	GE0338 **Foundations for Environmental Health** [10]	
Semester 2			GE0335 **Housing and Health** [20]	GE0337 **Food Safety Management** [20]	GE0339 **Postgraduate Research Methods** [10]	GE0341 **Integrated Professional Assessment** [0]
Summer		GE0340 **Dissertation or Work Based Project** [60]				

Figure 1: The MSc Environmental Health programme: full time delivery

Semester 1		GE0333 **Public Health** [20]	GE0334 **Environmental Protection and Health** [20]	GE0338 **Foundations for Environmental Health** [10]
Semester 2			GE0335 **Housing and Health** [20]	
Summer		Optional internship; Preparation for dissertation or work based project		

Figure 2: The MSc Environmental Health programme: Part-Time Attendance (24 months) – Year 1

Semester 1	GE0336 **Managing for Health and Safety** [20]		
Semester 2	GE0337 **Food Safety Management** [20]	GE0339 **Postgraduate Research Methods** [10]	GE0341 **Integrated Professional Assessment** [0]
Summer	GE0340 **Dissertation or Work Based Project** [60]		

Figure 3: The MSc Environmental Health programme: Part-Time Attendance (24 months) – Year 2

Learning Outcomes of the Programme

The learning outcomes define what students will know and be able to do on completion of the programme.

Learning Outcomes of the Programme
Specified in terms of performance capabilities to be shown on completion of the programme. Please identify numerically to correspond with the Learning Outcomes Map in Section 18.

Knowledge and Understanding

1. Evaluate how knowledge and understanding of the processes and inter-relationships taking place within the physical, social and human worlds relate to public health
2. Describe how knowledge and understanding of the way in which biological, chemical, physical, social and psychological stressors can act upon the human, social and physical worlds and assess the implications for public health
3. Formulate and defend effective intervention strategies and partnerships for the control or mitigation of a range of stressors acting on the physical, social and human worlds associated with the CIEH defined environmental health intervention fields of food safety, health and safety, housing, environmental protection and public health
4. Critically assess the ways in which environmental health data can be acquired, analysed and interpreted
5. Critically appraise the role of the Environmental Health Practitioner, working with other public health professionals, in tackling the wider determinants of health and well-being in society, including social exclusion, education, employment, housing, crime and the environment.

Intellectual Skills

Students will be able to:

1. Critically evaluate evidence from a range of sources and develop a reflective approach to learning
2. Evaluate the range of approaches and methodologies employed in researching fundamental and applied physical and social science, including the use of statistics and statistical analysis and assess the merits of contrasting theories, paradigms, explanations and policies
3. Develop the use of analytical and problem solving skills translated across the breadth of environmental health discipline
4. Make informed decisions through abstraction and synthesis of appropriate environmental and public health information, develop reasoned arguments and challenge assumptions

Practical Skills

Students will be able to:

1. Plan, design, execute and communicate a piece of appropriate independent academic research
2. Demonstrate competence in sampling design, data analysis and critical evaluation of results
3. Demonstrate competence and safe working practice in a range of laboratory skills applied to the analysis of food and environmental samples
4. Plan and execute inspections, investigations and audits
5. Demonstrate effective use of IT for data collection, sourcing, recording, analysis, summary and presentation
6. Show appropriate use of different literature and data sources, including correct citation and referencing

Transferable/Key Skills

Students will be able to:

1. Demonstrate effective communication and presentation skills
2. Use and evaluate numerical and non-numerical sources of information
3. Use information technology effectively for research, analysis and presentation
4. Demonstrate interpersonal and group skills
5. Exhibit motivation, self-awareness, self-management and intellectual curiosity, facilitating life-long engagement in reflective learning and critical thinking
6. Demonstrate critical problem solving
7. Demonstrate personal attributes of autonomy, flexibility, creativity and adaptability in applying knowledge and executing practical skills

Delivering the Programme

Learning and Teaching Strategy

Education reaches far beyond the classroom. Putting active learning at its heart, the programme team are constantly reviewing how to deliver this MSc programme. The students are encouraged to learn through participating in real scenarios, to think for themselves and develop their own personal and professional responses. Education is about much more than obtaining academic qualifications. The programme uses a range of methods to assess the work of students, through critical essays, analytical reports, project work, group assignments and presentations, seminars and other participatory mechanisms.

The programme is explicitly designed and accredited to support the development of those seeking to enter a career as Environmental Health Practitioner (see Appendix E for more information) or to support the career development of those already in related roles.

Assessment

The programme uses a range of methods to assess the work of students, through critical essays, analytical reports, project work, group assignments and presentations, seminars and other participatory mechanisms.

For each module, the assessment strategy is determined by the team of staff who deliver the module and is designed to test the learning outcomes for that module as comprehensively as possible. You will see how the coursework reflects each module's learning outcomes by looking at each Module Descriptor in Appendix A.

How individual modules are assessed is provided in module descriptors and in material provided by the Module Tutor. Coursework assignments are set early in each semester and include a guidance sheet which specifies the aims of the assignment, the characteristics of a good answer and if appropriate, a word limit with an indication of any penalty that will be applied for exceeding this limit. Please note that students should provide a word count with each assignment – this should be exclusive of tables, figures and references/bibliography. The guidance sheet will also specify the deadline for submission of work.

Assessments are spaced throughout the academic year but may be handed in around the same time. **By providing them early enough, it is expected that students will manage their workload accordingly and avoid a "last minute dash" to complete work. To help you understand your workload, the assessment schedule for the programme can be found in Appendix D.**

MSc dissertation

Prospective MSc dissertations will normally be based on proposals made at the end of the taught 120 credits. The requirement for registering an MSc dissertation topic will be a pass mark of 50% for the previous 120 credits worth of modules and an MSc research proposal formally approved by a member of staff teaching on the programme. The Masters programme will be examined by a dissertation of 20,000 words.

You should start to think about your dissertation topic as soon as possible so do not wait until the summer of your degree. Discuss your idea with a relevant Module Tutor or your Guidance Tutor. Your idea may be inspired by what you learn on the course, an experience from your life, a project from a sponsor/employer, etc. Because environmental health is such a broad subject, your chosen topic could come from a range of disciplines.

Postgraduate Marking Criteria

Work at level 7 (postgraduate level) is required to '*Display mastery of a complex and specialised area of knowledge and skills, employing advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for related decision making including use of supervision' (*NICATS summary descriptor, adopted as part of national arrangements for use of academic credit in HE in England)'. The University has developed generic criteria for assessed work at postgraduate level (see Appendix C). For postgraduate purposes, marks above 50% are a pass. **In addition, please note that because of our CIEH accreditation each piece of work must receive a mark above 35%, meaning that even if you appear to pass a module, you will be referred and have to redo a piece of work if you do not get this minimum mark.**

Indication of what will constitute a good piece of assignment work is provided with the assignment sheets handed out at the start of each module and will vary substantially dependent on the nature of the task. The University has developed generic criteria for assessed work at postgraduate level (See Appendix C). For postgraduate purposes, marks above 50% are a pass.

Returned work and feedback

We believe in the value of timely and effective feedback in order to enhance your learning. Marked work with an attached feedback sheet is usually returned to you via the Faculty Office within 20 working days (4 weeks) and not including vacation times. Some work may also be returned to you in class as part of an interactive feedback session or in some instances, you may be asked to collect your marked work from a member of staff. If you require more feedback on your work, you should never be afraid to arrange a meeting with the member of staff who has marked it – he/she will usually be happy to go through the work with you in more detail.

Late Approvals (LAs) and Personal Extenuating Circumstances (PECs)

Sometimes, due to circumstances beyond your control, it may become impossible for you to submit a piece of work on time. If this is the case, you must get a Late Submission Form approved by a member of the Student Support Team in B201 Ellison Building. You must do this in advance of the hand-in date. Late submissions will normally only be granted if backed up by appropriate third party written evidence (such as a medical note). Please note that pre-booked holidays are not feasible grounds for late submission, nor are IT problems ("my printer ran out of ink", "my computer got a virus" and "my memory stick broke" etc.). **Any work submitted after the deadline and without prior late approval will receive a mark of zero and will be regarded as incomplete. You will need to do additional work for any modules with incomplete components.**

For some situations, a Late Approval will not be appropriate/possible. In this case, you may need to complete a Personal Extenuating Circumstances (PEC) form – please see your Programme Leader for further guidance on the PEC procedure.

Plagiarism and other academic misconduct

Plagiarism is using somebody else's words or ideas without acknowledging them or in other words, presenting someone else's words or ideas as your own. It is a serious academic offence and will lead to work being disregarded or disciplinary action being taken. One important way of avoiding accusations of plagiarism is to make correct references to your original sources. The Department utilises the Harvard System of referencing as standard. We strongly recommend that you read through Northumbria University's guidance on referencing which can be found at: http://nuweb2.northumbria.ac.uk/library/skillsplus/azlist.html

The regulations concerning plagiarism in assessed coursework can be found in the 'Assessment Regulations for Northumbria Awards' available online at: http://www.northumbria.ac.uk/sd/central/ar/qualitysupport/assess/assproc/assdocstud/

For more information about plagiarism and how to avoid it please visit: https://www.northumbria.ac.uk/sd/central/ar/qualitysupport/assessment/assessmentregs/studentguidance/

Ethics and Risk Assessment

Ethics and Risk Assessment are very important in conducting field work and research in this MSc programme and the University takes ethics and risk assessment very seriously. You can access Northumbria University's Research Ethics and Governance Handbook and Department's Research Ethics Procedures on the University website at: https://www.northumbria.ac.uk/sd/academic/ee/about/studentsupport/ethics1/?view=Standard. Your teaching team will also explain these procedures and guidelines further during your study period.

Books and Equipment

At the start of each module and at classes during a module, staff will recommend books and journals for reading. Module Descriptors state a few key texts and some tutors will use an electronic reading list which you can access through the module's Blackboard site. Students are **not** expected to buy any of the recommended books and should in any case await the advice of the Module Tutor, whose recommendations may change from year to year. All recommended literature should be available from the library or electronically on the web.

Awards

Students who have passed the required number of credits and attained an average mark of 70% or more at the end of the programme will be awarded a Distinction and those who gain an average of 60% or above will be awarded a Commendation. If students are just below a boundary, the examination board will refer to the level of performance in modules and the higher class of award will be made where the majority of credits are in the higher class. For details, please see the University's Assessment Regulations (ARNA) in Section 8, which can also be found on the University website at: http://www.northumbria.ac.uk/sd/central/ar/qualitysupport/assess/assproc/assdocstud/.

Approaches to study and work ethos

By the end of the programme, our aim is that you will be able to achieve your full potential by taking a professional attitude to scholarship and learning. We hope that you will aim high and take pride when you achieve good marks in your assessments. By the same token, we hope that you will learn from your mistakes and take a constructive approach to your improvement and progress. It is particularly important to get into this mode of thought early.

For each single semester module studied, the notional student workload is 100 hours. Consequently, the full semester quota of six modules equates to a total workload of 600 hours; or 40 hours per week (600 divided by 15 weeks). On average, you will have approximately 15 hours of timetabled class contact per week. Therefore, we anticipate that, in order to reach your full potential, you will spend the remaining 25 hours per week on directed and independent learning, which equates to approximately four hours per week for each module. It is recognised that you will need to spend more time than this on your studies, particularly when assignments are due for submission. It is equally recognised that on other occasions, you will spend less time than this on your studies due to outside commitments. In some cases, you may need to undertake paid work in order to support yourself. If this is the case, you should attempt to find a balance between your studies and outside work activities.

You are advised that classes could be timetabled at any time between 9.00am and 6.00pm on weekdays and until the timetable is finalised, you should keep these times free for study. It is important that you get into a fairly routine weekly work pattern as early as possible in each semester. This will enable you to identify blocks of free time that could be used for study, sport or other activities.

Appendix A: Module Descriptors

GE0333: Public Health

The World Health Organisation defines public health as all organised measures (whether public or private) to prevent diseases, promote health and prolong life among the population as a whole. Whilst the overall health of the UK population has improved over the last 50 years, health inequalities stubbornly remain. Health inequalities arise because of inequalities in society – in the conditions in which people are born, grow, live, work and age. Recent reform of the NHS has revitalised opportunities for Environmental Health Practitioners (EHPs) to use their skills and knowledge to improve public health and address the wider determinants of health.

This year, long modules will enable students to develop their public health skills and knowledge and explore how they are integrated with other core Environmental Health specialisms. Students will be given the opportunity to reflect that health inequalities are not inevitable and can be significantly reduced. The module is underpinned by professional and ethical values and is based on the 3 domains of Public Health:

1. Health Improvement
2. Health Protection
3. Improving Services

The module will focus on developing a critical understanding of public health and the opportunities the Environmental Health profession has to contribute to health improvement and protection at a population level. Each lecture will explore a different theme via a learner centred approach. Students will develop their knowledge and understanding, for example, through individual exercises, buzz groups, class discussion, use of case studies, rapid research exercises, analysis of data and presentations.

GE0334: Environmental Protection and Health

Globally, environmental stressors give rise to significant health impacts. For example, recent data from the WHO suggests that 7 million people die each year worldwide as a result of exposure to airborne pollution, with many more affected by disabilitating respiratory ailments. Ill health arising from polluted drinking water is another cause for concern, for example, the natural arsenic contamination of groundwater that affects over 137 million people worldwide. Other significant environmental stressors include land contamination, ionising radiation and noise.

Moreover, with improvements to monitoring and analysis techniques, environmental contaminants and their health effects are being detected at much lower concentrations than previously assumed. It is important therefore, to fully appreciate the range of stressors that can act on the environment and the impacts these can have on human health, but also on other receptors such as ecological systems.

The module aims to give students an opportunity to critically engage with key concepts in environmental protection science, including the monitoring, modelling and evaluation of health risks arising from both anthropogenic and naturally derived contaminants, and the application of appropriate technological and legislative controls to ameliorate these risks.

GE0335: Housing and Health

Britain's Industrial Revolution created a demand for workers in the newly constructed factories and this drove a migration to urban centres, swelling town and city populations. An increased population drove a rapid demand for housing to accommodate the new workers and their families. This rapid construction delivered poor standards of individual accommodation, often overcrowded with poor sanitation, non-potable water supplies, poor ventilation and these properties were located in poorly designed communities, lacking in essential facilities and support mechanisms. Conditions such as these facilitated the spread of disease due to the close living quarters within the properties and across the communities themselves. Such poor standards formed some of the concerns that drove the public health movement of the 19th Century and which led to the introduction of Public Health Acts and from which grew urban planning and housing standards. These conditions are compared to those found in developing countries now.

Housing and its impact on health remains a critical issue. The standard of our houses, homes and the community remains one of the key issues for the wider determinants of health and promotion of public health.

GE0336: Managing for Health and Safety

This module aims to critically evaluate health and safety management approaches, systems and regimes. Both compliance with health and safety and its regulation will be considered. The learning outcomes of the module will cover evaluation of health and safety compliance, the efficacy of safety policies and safety management systems, analysis of workplace co-operation on safety matters, evaluation of health and safety risk management, analysis of intervention strategies to address a wide range of workplace safety and health risks and the evaluation of health and safety enforcement strategies. Learning and teaching will encompass lecture/seminars, individual and small group tutorials and field visits. The module will be assessed by means of a report prepared following a health and safety audit of a real-life workplace. Written feedback will be provided on the report and verbal feedback during and following lecture/seminar and tutorial classes.

GE0337: Food Safety Management

The module aims to explore the role of the Environmental Health Practitioner in ensuring food is safe to eat. This will predominantly focus on measures businesses can take to assure compliance and the role of regulators in monitoring and facilitating this. The module will employ a range of student centred teaching strategies including lecture/seminars, group and individual tutorials, practical classes and field visits. Expert guest speakers will also be utilised. Formative assessment will take place via small group tutorial presentations and summative assessment will be via an individual case study report focussing upon a real life business and a practical exam of food safety at the point of sale. The module will satisfy the requirements of the Food Safety element of the Chartered Institute of Environmental Health (CIEH) Curriculum 2011.

GE0338: Foundations in Environmental Health

Environmental health is a diverse discipline practiced by Environmental Health Practitioners (EHPs) across both private and public sectors. Across this module, students undertake a critical evaluation of the practice of environmental health with reference to core underlying principles including, the application of key concepts around 'health', variety of stressors thereon, 'hazards', 'risks' and the function and purpose of the English Legal System as a mechanism for intervening for the promotion of public health.

GE0339: Post Graduate Research Methods

The module explores the research process, research designs, methods and data analysis. It introduces a variety of theories and methods of research appropriate to postgraduate level and prepares students for the design of their dissertation proposal. Students will also consider and be equipped to address ethical issues within research. At the end of the module, students will be able to critically assess research methodologies, and identify and justify, ethical and appropriate research topic in their chosen discipline. Lectures, seminars and practical workshops will be used to achieve learning outcomes.

During seminars, students will present their dissertation research proposal to their fellow students and staff for constructive criticism. Tutorials will be available as appropriate for one-to-one or small group discussion.

GE0340: Dissertation or Work Related Project

The dissertation is a single piece of independent work focused on a relevant area of research or work based practice that demonstrates the student's ability to apply appropriate research methods and knowledge to the critical evaluation of issues and/or problems in the discipline.

The dissertation, will be summatively assessed by the submission of a report not exceed 20,000 words. Formative feedback will be provided throughout the research process from the original concept to the final submission by a dissertation supervisor allocated to the learner. There will also be an opportunity for peer feedback facilitated by a poster presentation. Part time students and those undertaking an internship are encouraged to explore opportunities and draw inspiration from their practice.

A short lecture series will support students by delivering guidance on topics such as literature searching, methods of analysis and writing up. However, one to one supervision provides the main formal component of the module with students expected to independently manage the majority of their time.

Appendix B: Guidance tutorial system: A student guide

On entering the programme, you will be assigned to a guidance tutor. Your guidance tutor will usually be a member of staff who teaches on your degree programme, and will be an important point of contact throughout your time on the programme. Adjusting to the academic and personal demands of postgraduate level study can be a difficult process for many students, and your guidance tutor will be there to offer support and encouragement if required.

It is important therefore that a relationship of mutual trust and confidence is established. It should be stressed that the relationship between student and guidance tutor is two-way. However, it is up to you to be proactive in keeping your guidance tutor informed of any difficulties, problems, or changes in circumstances which may affect your academic and personal development.

In relation to guidance tutoring, you are expected to:
• Attend all individual and group tutorial meetings arranged during the course of the year. Please note that attendance is not optional.
• Inform your guidance tutor as soon as possible if you have any problems, or if there are any changes in your personal circumstances which may affect your academic performance – these may include:
(1) Academic difficulties, e.g. relating to study skills, submission of assessed work, or poor understanding in certain modules of study.
(2) Personal difficulties, e.g. relating to medical circumstances, bereavement, family problems, financial situation, accommodation, or relationships with others.
• Provide documentary evidence of any of the above, if appropriate, so that it can be lodged in your personal records file. This information is essential should you need to compile a case of extenuating circumstances in relation to assessment of your academic performance. If you wish to proceed with such a case you will also need to complete an extenuating circumstances form.
• Inform your guidance tutor, together with any other appropriate members of staff, if you are likely to be absent from classes. If this cannot be done beforehand, then it should be done as soon as possible thereafter. If your guidance tutor cannot be contacted then leave a message with staff in the programme administrator.

You can expect your guidance tutor to:
• Play an active role in your induction and early experience of the programme, thus helping you to adjust to an English degree programme and develop the key study skills needed to be successful.
• Attempt to establish a good working relationship based on confidentiality, trust and mutual confidence.
• Attend individual and group tutorials as and when appropriate.
• Ensure that you are aware of relevant University procedures and regulations.
• Discuss problems and difficulties in a positive, constructive and helpful manner.
• Lodge appropriate documentation relating to personal problems in your personal records file, and inform other colleagues of the situation if you feel that this is appropriate.
• Monitor your academic progress throughout the degree programme.
• Know about guidance and support resources available and recognise when you need guidance that is beyond the bounds of the guidance tutor relationship – referral can only be arranged with your agreement.

• Prepare personal/academic references for prospective employers. This is usually done during your final year at University, done for a few years after you leave, if appropriate.

NB: If you are dissatisfied with the guidance tutor system, please contact your programme leader. If, for example, you do not form a good relationship with your guidance tutor it is possible, by mutual consent, to change.

Appendix C: Postgraduate Marking Criteria

Mark Range	Category	Generic Assessment Criteria
70-100	Distinction	Excellent work providing evidence to a very high level of the knowledge, understanding and skills appropriate to level 7. All learning outcomes met, many at high level. Marks at the high end of this range indicate outstanding work where all learning outcomes are met at a high level. Excellent in all or most of: use of primary sources of literature from a range of perspectives; development of analysis and structure of argument; critical evaluation and creative use of theory, research methods and findings; presentation of information to the intended audience.
60-69	Commendation	Commendable work providing evidence to a high level of the knowledge, understanding and skills appropriate to level 7. All learning outcomes met, many are more than satisfied. Good in all or most of: use of up-to-date material from a variety of sources; development of analysis and structure of argument; critical evaluation of relevant theory, research methods and findings to the problem in question; presentation of information to the intended audience.
55-59	Pass	Satisfactory work providing evidence of the knowledge, understanding and skills appropriate to level 7. All learning outcomes are met. Satisfactory in all or most of: use of relevant material from a variety of sources; development of analysis and structure of argument; evaluation of theory; application of relevant theory, research methods and findings to the problem in question; presentation of information to the intended audience.
50-54	Pass	Adequate work providing evidence of the knowledge, understanding and skills appropriate to level 7 but only at a bare pass level. All learning outcomes are met (or nearly met and balanced by strengths elsewhere). Adequate in all of (or most of, with balancing strength elsewhere): use of relevant material; development of analysis and structure of argument; evaluation of theory; application of relevant theory, research methods and findings to the problem in question; presentation of information to the intended audience.
40-49	Fail	Work is not acceptable in providing evidence of the knowledge, understanding and skills appropriate to level 7. However a majority of the learning outcomes are met and others are nearly satisfied. Adequate in most but not all of the following aspects : use of relevant material; development of analysis and structure of argument; evaluation of theory; application of relevant theory, research methods and findings to the problem in question; presentation of information to the intended audience.
1-39	Fail	Work is not acceptable and provides little evidence of the knowledge, understanding and skills appropriate to level 7. Few of the learning outcomes are met. Inadequate in some of the following aspects or seriously inadequate in at least one: use of relevant material; development of analysis and structure of argument; evaluation of theory; application of relevant theory, research methods and findings to the problem in question; presentation of information to the intended audience.
0	Fail	Work not submitted **OR** Work giving evidence of serious academic misconduct (subject to regulations in ARNA Appendix 1) **OR** Work showing no evidence of the knowledge, understanding and skills appropriate to level 7. None of the learning outcomes are met

Implications of our CIEH accreditation

Awards made by Northumbria University are governed by the Assessment Regulations for Northumbria Awards (or ARNA) but because we are governed by the CIEH too, there are certain rules that the CIEH require of us. This means that we have a 'Variation Order' to these normal rules. The key points to know are:

- No compensation of marks is allowed on any individual piece of coursework, for a module overall mark, or for a programme mark.
- Modules must be passed without compensation with a mark of at least 50% being achieved. In reaching a pass mark of 50%, all individual coursework components must be passed with a grade of 35%.
- Where an individual component is awarded a grade below 35%, and irrespective of if the module is still passed, the component will be referred and must be passed at the next opportunity albeit with a capped mark of 50% being imposed.

Quality assurance

Marking and Moderation

At Northumbria your work can be marked by two members of staff, one the person who set the work, and the second who will look at a sample to ensure that the marking is fair. Where they disagree a third marker will be assigned.

External scrutiny

External examiners (academics from other Universities) come in and review the course each year to ensure that standards are adhered to and this will including reviewing marking, the quality of feedback students receive, etc.

Examination Boards

No marks are confirmed until they have been presented to and ratified by the Module Examination Board each year. A Board has the power to review and challenge marks, etc. on modules and review problems if they have arisen.

Module Review Board

Each year module tutors within the Department meet and review the delivery of their module. Part of the appraisal is a review of student feedback as well as marks. This process allows tutors to review what was delivered, why marks are the way they are, and take on board the comments of that year's students.

Appendix D: Assessment Schedule

MSc Environmental Health

Key

Module not taught	Formative activity	Summative activity	Exam period	Break
Teaching time				

Semester 1

Module No	Module Title	Module Tutor	Period	Week 1 (welcome week)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Winter Break	Winter Break	Winter Break	Exam Period
GE0333	Public Health	JW	YL						Formative presentations											Reports submitted
GE0334	Environmental Protection and Health	MD	S1				Seminar						Seminar							Report submitted
GE0336	Managing for Health and Safety	AB	S1		Formative student led seminars		Formative student led seminars			Formative student led seminars		Formative student led seminars		Formative student led seminars						Report
GE0338	Foundations for Environmental Health	SG	S1					Formative group presentation	Essay		Formative student led seminars					Report submitted				

MSc Environmental Health

Key

Module not taught	Formative activity	Summative activity	Exam period	Break
Teaching time				

Semester 2

Module No	Module Title	Module Tutor	Period	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Spring Break	Spring Break	Spring Break	Week 12	Exam weeks	Summer period
GE0333	Public Health	JW	YL							Formative presentation								Seminar based assessment		
GE0335	Housing and Health	SG	S2				Summative group presentation				Formative presentation			Report					Essay	
GE0337	Food Safety Management	AB	S2		Formative student led seminars		Formative student led seminars				Formative student led seminars		Formative student led seminars/ Summative report						PFI examination	
GE0339	Postgraduate Research Methods	HM	S2																	
GE0340	Dissertation or Work Based Project	HM	S2																	Formative poster presentation / Dissertation
	Integrated Professional Assessment	JW	S2																Seen exam	

Appendix E: the Chartered Institute of Environmental Health

Who are the Chartered Institute of Environmental Health or CIEH?

The Chartered Institute of Environmental Health (CIEH) is a registered charity and the professional voice for environmental health. We set standards, accredit courses (like this one) and qualifications for the education of members and EHPs. The Institute's moto is *Amicus Humani Generis* which translates as 'Friend of the Human Race' which sums up the role of members of the Chartered Institute of Environmental Health, who are concerned about people's health, safety and wellbeing - the things that are crucial to life itself.

The CIEH's history can be traced back to the 1840s. Edwin Chadwick, a Poor Law Commissioner, conducted an inquiry into the causes of poverty which concluded that people often became poor because of ill health due to a bad environment. He believed that improving sanitation was the key to breaking this vicious circle. Chadwick led a vigorous campaign for change which eventually won over the establishment, resulting in the Public Health Act 1848. The Act provided for the appointment of Inspectors of Nuisances – the forerunners of today's environmental health practitioners – in areas of need.

The Association of Public Sanitary Inspectors – the organisation which became the CIEH – was established in 1883. Over subsequent decades, the role of environmental health practitioners changed and grew, with standards of qualification rising until, in the 1960s, it became a graduate profession. The grant of a Royal Charter in 1984 set the seal on this enhanced role and status.

Based on *CIEH - Our History*. [Online] Available at http://www.cieh.org/about_us/history.html (accessed 25th June 2015).

CIEH Threshold Concepts: what makes an Environmental Health Practitioner (EHP)

This programme has been accredited by the Chartered Institute of Environmental Health (CIEH) as providing the education necessary to become an Environmental Health Practitioner with the relevant transferable knowledge and skills to commence work at a professional level in whatever sector chosen by the graduate. In recognition of this, taken from their 2011 Curriculum document, the CIEH define an EHP as having been exposed to the following knowledge and skill domains:

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

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

Your programme provides the starting point to developing the knowledge and skills to practice as an EHP.

Library

The libraries at City Campus and Coach Lane provide access to a wide range of print and electronic resources including over half a million print books, over 700,000 eBooks and more than 50,000 electronic journals. More details can be found on the University Library website: http://library.northumbria.ac.uk/home

City Campus Library (number 14 on City Campus map) is housed near the Student Union building (number 30 on City Campus map).
Coach Lane Library is situated on the East Side of the Campus, in F Block (number 16 on Coach Lane Campus map).

City Campus library is open 24/7 during term time and from 9am to midnight during vacation times. Coach Lane library is open 7am until midnight (Monday to Friday), 9am until midnight (Saturday and Sunday). Opening hours are prominently displayed in the foyers of the library buildings, any changes are advertised on the Library website and on social media. Opening hours vary during bank holidays and are subject to change, so please check before you travel.

You will need to keep your smartcard with you to gain access to and leave the libraries. Your Smartcard is a universal card which not only gives access to the Libraries and other University buildings, but it also allows you to print, copy, scan, borrow books and make cashless payments.

The Library Catalogue can be accessed on and off-campus through the University Library website and the dedicated catalogue computers on each floor of both Libraries. The catalogue can be used to search for books and eBooks located in the University Library. It is quick and easy to use and will give you the information you need to locate the material on the shelves or read online. eBooks can be read on and off-campus, anytime, anywhere. NORA can be used to search for, and retrieve, up-to-date scholarly materials including articles, reports and statistics that are relevant to your studies. You can browse through all the online resources relating to your subject in one place including databases, journals and websites.

Students are entitled to borrow up to 15 items at any one time. Items can be issued using the self-issue machines on the ground floor of City and Coach Lane Libraries. You can renew your library books online through the MyLibrary section of MyNorthumbria or via the Library Catalogue.

Northumbria students can use other libraries such as the Robinson Library at Newcastle University and Newcastle City Library using the SCONUL access scheme. For more information see the Library SCONUL information page: http://library.northumbria.ac.uk/sconul-holiday

The Northumbria Skills Programme is a comprehensive skills programme designed to develop the key skills you need to succeed at university and beyond provided by the Library. It runs throughout the year and provides classroom style skills sessions on many topics including academic writing skills, giving accomplished presentations, and referencing your work correctly, as well as regular drop in surgeries. Some sessions are bookable; simply consult the timetable on the Northumbria Skills Programme website: http://library.northumbria.ac.uk/skillsdev-nsp

Skills Plus is the Library's collection of online learning materials, with a focus on digital literacy and study skills that can be accessed on and off-campus. Using these resources is an excellent way to develop your skills

through a range of online tutorials with quizzes, video demonstrations and printable help guides.
http://nuweb2.northumbria.ac.uk/library/skillsplus/topics.html?l3-0

If you need help or advice, on or off campus, you can contact Ask4Help. The Ask4Help service provides you with help and support to access a range of University services including Library, Disability Support, Student Finance and Careers. The quickest way to find answers to some of the most popular questions asked by students is to look at Ask4help online. You can also contact us by phone and speak to a member of our dedicated enquiry team or email us your questions.

www.northumbria.ac.uk/ask4help
ask4help@northumbria.ac.uk
0191 227 4646

Northumbria Students' Union (NSU)

Northumbria Students' Union (NSU) is here to make sure you have the best experience possible. NSU is one of the largest and most exciting Unions in the country and that's all because of YOU. We represent you, the student, on all levels, on the issues students are concerned about; receiving a great academic experience, being very employable when you graduate, being safe on campus and in the city and having a fantastic time while a student.

NSU is run by students for students. You can have your say in what NSU does and how it is run, by contacting your Sabbatical Officers or by coming along to Student Council

MEMBERSHIP: As a student of Northumbria University you are automatically a member of the Students' Union. We also sell NUS Extra Card from the Students' Union at both Coach Lane and City Campus giving you discounts in shops and online, but you don't need one to use any of our services.

DIVERSE: Your Students' Union is a place which brings together students from all walks of life, all parts of the country and the world and many different cultures. NSU provides lots of opportunities for you to Get Involved, make lasting friendships, increase employability and have FUN!

INDEPENDENT: NSU is independent of the University, with its own staff, services and decision-making structure. Run by students for students, providing the best services and opportunities for students we push for change from the University to deliver for students. Find our more at our You Said, SU Did page. If you need advice about academic appeals or other issues, we can help. Check out the Advice Page.

VALUE: Your NSU offers the best value for money, and everything you spend goes straight back into the Students' Union to fund all the activities that we run for you.

If you would like more information check out the website www.mynsu.co.uk or come and see us at our offices in City, Coach Lane and London.