

Module Descriptor

Title	Epidemiology		
Session	2024/25	Status	Active
Code	BIOL11030	SCQF Level	11
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Health and Life Sciences		
Module Co-ordinator	N Amaeze		
Summary of Module			
The module aims to introduce students to the principles of epidemiology, study designs and analysis with critical evaluation of theories, concepts, and principles and apply them to real-world problems. Key topics include data ethics, measures of disease frequency, distribution, and determinants of disease. Population health indicators and research methodologies such as cross-sectional and intervention studies will be explored. Students will gain experience on planning and evaluating strategies to prevent disease and promote public health. The module will support critical thinking through debate, with a focus on developing a systemic approach to health interventions that can benefit public health. Overall, the goal is to prepare students from all backgrounds to collaborate and engage with communities, stakeholders, and policymakers in promoting health and disease prevention.			

Module Delivery Method	On-Campus¹ ☒		Hybrid² ☐		Online³ ☐		Work -Based Learning⁴ ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries		☒ Lanarkshire ☐ London ☐ Paisley		☐ Online / Distance Learning ☐ Other (specify)		
Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐	

¹ Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

² The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

³ Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

⁴ Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐
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Learning Outcomes	
L1	Demonstrate a critical understanding of principle theories, concepts, and principles of epidemiology.
L2	Analyse and interpret epidemiological data to identify patterns of disease frequency, distribution, and determinants of disease
L3	Demonstrate knowledge of data ethics, public health policies, and epidemiology's diverse uses in informing decisions on infectious/non-communicable diseases
L4	Critically evaluate and apply appropriate epidemiological study designs to address public health questions
L5	Developed proficiency in evaluating the ethical, economic, and social considerations of implementing screening programs across various populations

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF 11 Demonstrate a critical understanding of epidemiological methods, analyse data to study disease patterns, evaluate theories, and devise innovative public health strategies for complex real-world challenges.
Practice: Applied Knowledge and Understanding	SCQF 11 Apply epidemiological principles to real-world scenarios, engaging in critical thinking to develop a systemic approach to health interventions
Generic Cognitive skills	SCQF 11 Develop original and creative responses in the context of epidemiology, enabling them to address complex issues and make informed judgments based on forefront developments
Communication, ICT and Numeracy Skills	SCQF 11 Undertake critical evaluations of a wide range of numerical and graphical data and communicate effectively in writing reports and orally with peers/more senior colleagues
Autonomy, Accountability and Working with Others	SCQF 11 Exercise autonomy in their research, and engage in collaborative teamwork with colleagues, managing complex health issues to achieve public health goals effectively

Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching

In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.

Learning Activities	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	24
Tutorial / Synchronous Support Activity	12
Personal Development Plan	6
Independent Study	158
n/a	
n/a	
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Robert, H. (2018) Epidemiology 101: 2nd edn. Burlington: Jones & Bartlett Publishers

Rothman, K.J. (2012). Epidemiology: an introduction. 2nd edn New York: Oxford university press.

Szklo, M. and Nieto, F.J. (2019) Epidemiology: beyond the basics. 4th edn. Burlington: Jones & Bartlett Publishers.

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](#), Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

The university is committed to providing a supportive learning environment that actively facilitates student success. In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on-campus and online, including engaging with online learning activities in your own time, course-related learning resources, and with timely completion and submission of assessments.

Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate

in all scheduled live classes and complete your self-directed learning activities in a timely manner.

It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module work and live classes. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions or completing online activities.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Biological Sciences Health
Overall Assessment Results	☐ Pass / Fail ☒ Graded
Module Eligible for Compensation	☐ Yes ☒ No If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.
School Assessment Board	L7-11
Moderator	Angela Beggan
External Examiner	P Anyanwu
Accreditation Details	n.a
Module Appears in CPD catalogue	☐ Yes ☒ No
Changes / Version Number	2.0

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

Course work (30%) Critical analysis and opinion essay (2 essays)

Assessment 2

Presentations (30%) Skill development and role play activity

Assessment 3

Class Test (40%)

(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Essay	☐	☐	☒	☐	☒	40%	0

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	☐	☐	☐	☒	☒	40%	0

Component 3

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	☒	☒	☐	☐	☐	20%	0
Combined total for all components						100%	0 hours

Change Control

What	When	Who