Module Descriptor

Title	Epidemiology		
Session	2026/27	**Status**	Published
Code	BIOL11030	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Ngozi 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-Campus[1]** ☒	**Hybrid[2]** ☐	**Online[3]** ☐	**Work -Based Learning[4]** ☐
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	☐

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.

This is a 20 credit module, totalling 200hrs of learning.

It will be delivered via face-to-face learning sessions such as tutorials and lectures.

Several online sessions will be provided to consolidate learning.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (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 attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, 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. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.
(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	Health
Moderator	Angela Beggan
External Examiner	M Brown
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	3

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	☐	☐	☒	☐	☒	30	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Presentation	☐	☐	☐	☒	☒	30	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Class test (written)	☒	☒	☐	☐	☐	40	0
Combined total for all components						100%	0 hours

Change Control

What	**When**	**Who**
Assessment weightings changed	February 2026	Ngozi Amaeze