

University of the West of Scotland

Module Descriptor

Session: 2023/24

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Status: Proposal

Title of Module: Concepts in One Health

Code:	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Stuart Woods		

Summary of Module

This module provides the opportunity for students to gain in depth understanding of 'One Health' concepts and develop analytical skills to study the collaborative efforts of multiple disciplines working locally, nationally, and globally, to attain optimal health for people, animals and our environment. With the use of 'real world' examples, the challenges and opportunities faced by different sectors will be discussed. Students will be invited to work in small groups to promote discussion and debate around focused case studies in each pathogen group. This module will support students to critically evaluate one health topics from an interdisciplinary and cross sector point of view, including critically reviewing and evaluating the literature, data analysis and understanding policy in relation to the examples presented.

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
				✓	

Face-To-Face

Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Blended

A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Fully Online

Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

HybridC

Online with mandatory face-to-face learning on Campus

HybridO

Online with optional face-to-face learning on Campus

Work-based Learning

Learning activities where the main location for the learning experience is in the workplace.

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
			✓			

Term(s) for Module Delivery	
(Provided viable student numbers permit).	
Term 1	Term 2 ✓ Term 3
Learning Outcomes: (maximum of 5 statements)	
On successful completion of this module the student will be able to:	
L1. Critically appraise the concept of One Health.	
L2. Critically evaluate the challenges and opportunities in a changing planet.	
L3. Using 'real world' examples analyse how collaborative efforts of multiple disciplines work together for the optimal health for people, animals and our environment.	
L4. Evaluate data that demonstrate the importance of the One Health approach?.	
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 Level 11. Comprehensive, critical, and integrated understanding of the concepts of One Health.
Practice: Applied Knowledge and Understanding	SCQF Level 11. Analyse 'real world' case studies and propose viable approaches to enable crosssector communication and collaboration.?
Generic Cognitive skills	SCQF Level 11. Critically review current literature from an interdisciplinary dimension and make judgements where information comes from a number of sources. Demonstrate a high degree of originality in dealing with professional level issues relating to the development of case studies.
Communication, ICT and Numeracy Skills	SCQF Level 11. Interpreting, using and evaluating a range of numerical and graphical data from one health case studies. Presentation of knowledge through case study writing, and oral communication skills.
Autonomy, Accountability and Working with others	SCQF Level 11. Designing a professional profile, group and team working and collaboration and communication.
Pre-requisites:	Before undertaking this module the student should have undertaken the following:
Module Code:	Module Title:
Other:	All applicants must satisfy the qualification and/or experience requirements in the relevant field and must be able to draw from current practice experience in
	order to meet the programme's assessment requirements.
Co-requisites	Module Code: Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching

This module is designed to foster a collaborative, interdisciplinary approach to real world challenge in the one health context. It will support students to critically evaluate one health topics from an interdisciplinary and cross sector point of view, including critically reviewing and evaluating the literature, data analysis and understanding policy in relation to the examples presented.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Laboratory/Practical Demonstration/Workshop	36
Asynchronous Class Activity	24
Independent Study	140
	200 Hours Total

****Indicative Resources: (eg. Core text, journals, internet access)**

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

United Nation resources on the website

Textbook: Introduction to One Health: An Interdisciplinary Approach to Planetary Health

Sharon L. Deem, Kelly E. Lane-deGraaf, Elizabeth A. Rayhel

ISBN: 978-1-119-38285-0 November 2018 Wiley-Blackwell 296 Page

Relevant research articles will also be used

(**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)

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the VLE, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

For the purposes of this module, academic engagement equates to the following: Face to Face attendance and on-line delivery

??Attendance at synchronous sessions (lectures, workshops, and tutorials), completion of asynchronous activities, and submission of assessments to meet the learning outcomes of the module.

Supplemental Information

Programme Board	Biological Sciences and Health
Assessment Results (Pass/Fail)	No

Subject Panel	Biology L7-L11
Moderator	Steven Kelly
External Examiner	Anastasios Tsaousis
Accreditation Details	
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)

production of a poster 50%

response and interaction to interview discussion panel 50%

(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 Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Demonstrations/ Poster presentations/ Exhibitions	✓	✓	✓	✓	50	3

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral	✓	✓	✓	✓	50	3
Combined Total For All Components					100%	6 hours

Footnotes

A. Referred to within Assessment Section above B.
Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.

2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note). This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

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.

[UWS Equality and Diversity Policy](#)

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