Module Descriptor

Title	Concepts in One Health		
Session	2026/27	**Status**	Published
Code	BIOL11031	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**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	**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	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.
L5	

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** Comprehensive, critical, and integrated understanding of the concepts of One Health.
Practice: Applied Knowledge and Understanding	**SCQF 11** Analyse 'real world' case studies and propose viable approaches to enable crosssector communication and collaboration.
Generic Cognitive skills	**SCQF 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 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 11** Designing a professional profile, group and team working and collaboration and communication.

Prerequisites	**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 inorder to meet the programme's assessment requirements.	
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 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** (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
n/a	
n/a	
n/a	
TOTAL	200

Indicative Resources

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

(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:

Attendance for face to face, on campus lectures.

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	Biology
Moderator	Steven Kelly
External Examiner	A Khan
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Production and presentation of poster (50% module mark)
Assessment 2
Write a case study and present an overview of the study with a question-and-answer session (50% of module mark)
Assessment 3
(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**
Demonstrations/ Poster presentations/ Exhibitions	☒	☒	☒	☒	☐	50	3

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Case study	☒	☒	☒	☒	☐	50	3

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	6 hours

Change Control

What	**When**	**Who**
Updated external examiner	November 24	SW
Updated wording for assessment 2	November 23	SW
Updated assessments to clarify weighting	January 26	SW