

University of the West of Scotland

Module Descriptor

Session: 2023/24

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Status: Proposal

Title of Module: Environmental, Animal and Human 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:	Kiri Rodgers		

Summary of Module

This module delivers a comprehensive overview of environmental systems and enables participants to investigate the intricate relationships between contemporary environmental issues and animal and human health.

During the course of this module, students will critically evaluate and discuss environmental concepts such as biogeochemical cycles, environmental pollution, hazards, climate change and urbanisation. We also explore how global environmental changes can influence rates of contact between wild animals and humans and how this affects the potential transmission of disease pathogens.

We explore potential measures that can be taken to reduce and manage the risk of environmental hazards in the context of animal and human health. This includes being able to identify, analyse and understand the impacts of changing environments and how multidisciplinary cooperation is required to maintain healthy populations.

Students will develop an appreciation of contemporary problem-based research and understand the contribution of interdisciplinary research to explore solutions to complex, real-world problems.

Also, by undertaking this module students will develop a range of 'I am UWS' Graduate Attributes:

- Universal – development of critical thinking, ethically and research minded.
- Work Ready – an effective problem solver, communicator and ambitious.
- Successful – by being autonomous, resilient, and driven

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. Discuss the range of environmental hazards that affect animal and human health, including air, aquatic and terrestrial pollution, sanitation, urbanisation, chemical hazards, and climate change.

L2. Apply knowledge to complex issues and develop an understanding of how principles in environmental health risk management can mitigate human and animal health problems.

L3. Critically evaluate global environmental changes in terms of causes and their implications for human and animal health.

L4. Develop an in-depth understanding of effective and current research methods in the field of environmental, animal and human health.

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)	<p>SCQF Level 11.</p> <p>Gain a critical understanding of the range and variety of variables that impact environmental, animal and human health.</p> <p>Evaluate the effectiveness of control measures in relation to impacts on multiple levels.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 11.</p> <p>Identify issues in a range of environmental settings and synthesise information to gain a coherent understanding of theories and practices in managing global issues.</p>
Generic Cognitive skills	<p>SCQF Level 11.</p> <p>Develop skills that will allow students to identify, conceptualise, define new problems and issues, and then develop creative responses to those challenges. Analysing the links between policy and strategy and implementation of local, national and/or international incentives. Develop ability to communicate effectively in a variety of profession situations.</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 11.</p> <p>Be able to disseminate complex data, in written and oral methods, to audiences with different skills sets and expertise. Appropriate communication in a professional environment.</p>
Autonomy, Accountability and Working with others	<p>SCQF Level 11.</p> <p>Work as part of a professional team to analyse information and formulate a solution and present it back to the group. Work independently to create a programme of management for an environmental issue.</p>

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 will be delivered in a short course format via a hybrid platform with on-line self-paced learning utilising the Virtual Learning Environment (VLE), as well as interactive workshops delivered both face to face and online.	
All students will be expected to work through the online module materials independently via the VLE. This will assist in enhancing communication, presentation, problem-solving and critical reflection skills.	
Materials delivered are based on cohort needs analysis, with participant centred delivery involving practical and theoretical sessions using case studies as the focal point of decision making and problem-solving tasks.	
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
Independent Study	140
Asynchronous Class Activity	24
	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:
Current scientific journals including Global Change Biology, Journal of Wildlife Diseases, Journal of Environmental Geochemistry, Environmental Chemistry Letters and Nature Climate Change.

IPCC AR6 Synthesis Report: Climate Change 2023. <https://www.ipcc.ch/report/sixth-assessment-report-cycle/>

Keestra, M., Uilhoorn, A. and Zandveld, J. (2022) An Introduction to Interdisciplinary Research: 2nd Revised Edition. Amsterdam University Press: Amsterdam

Repko, A.F., and Szostack, R. (2020) Interdisciplinary research : process and theory . 4th Edition. SAGE Publishing
[https://uws-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=44PAI_ALMA2163595290003931&context=L&vid=44PAI_V1&lang=en_US&search_scope=default_scope&adaptor=LocalSearchEngine&tab=default_tab&query=any,contains,Interdisciplinary Research&offset=0](https://uws-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=44PAI_ALMA2163595290003931&context=L&vid=44PAI_V1&lang=en_US&search_scope=default_scope&adaptor=LocalSearchEngine&tab=default_tab&query=any,contains,Interdisciplinary+Research&offset=0)

Braverman, I. (2023) More-than-One-Health: Humans, Animals and the Environment Post-COVID. Routledge

International Journal of Environmental Research and Public Health, Health and Place

(**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
Moderator	Katherine Sloman
External Examiner	Format: TBC
Accreditation Details	Seeking Institute of Environmental Management and Assessment (IEMA),
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)

Assessment 1: The creation of a portfolio that explores and critically reflects on key aspects of environmental, animal and human health.

(2,500 – 3000 words)

Assessment 2:

Oral presentation (10 minutes) of a chosen case study within the portfolio.

(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
Portfolio of written work	✓	✓	✓	✓	70	0

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
Presentation	✓	✓	✓	✓	30	0
Combined Total For All Components					100%	0 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)