



Module Descriptor

Title	Environmental, Animal and Human Health		
Session	2024/25	Status	Published
Code	BIOL11032	SCQF Level	11
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Health and Life Sciences		
Module Co-ordinator	Kiri Rodgers		
Summary of Module			
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Also, by undertaking this module students will develop a range of 'I am UWS' Graduate Attributes.</p> <p>Universal – development of critical thinking, ethically and research minded.</p> <p>Work Ready – an effective problem solver, communicator and ambitious.</p> <p>Successful – by being autonomous, resilient, and driven</p>			

Module Delivery Method	On-Campus¹ <input type="checkbox"/>	Hybrid² <input checked="" type="checkbox"/>	Online³ <input type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>		
Campuses for Module Delivery	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries		<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)		
Terms for Module Delivery	Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>
Long-thin Delivery over more than one Term	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

Learning Outcomes	
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.
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 Gain a critical understanding of the range and variety of variables that impact environmental, animal and human health. Evaluate the effectiveness of control measures in relation to impacts on multiple levels.

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

Practice: Applied Knowledge and Understanding	SCQF 11 Identify issues in a range of environmental settings and synthesise information to gain a coherent understanding of theories and practices in managing global issues.
Generic Cognitive skills	SCQF 11 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.
Communication, ICT and Numeracy Skills	SCQF 11 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.
Autonomy, Accountability and Working with Others	SCQF 11 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.

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 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
Independent Study	140
Asynchronous Class Activity	24
Please select	0
Please select	
Please select	
TOTAL	200

Indicative Resources

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) 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=Local Search Engine&tab=default_tab&query=any,contains,Interdisciplinary Research&offset=0
Interdisciplinary research : process and theory . 4th Edition. SAGE Publishing

(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:

Attendance to all online, on-campus classes and laboratory sessions

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](#).

(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	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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	Biological Sciences and Health
Moderator	Katherine Sloman
External Examiner	TBC

Accreditation Details	Seeking IEMA
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

Portfolio of written work (70%) - The creation of a portfolio that explores and critically reflects on key aspects of environmental, animal and human health.

Assessment 2

Presentation (40%)

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
Portfolio of written work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	70	0

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Presentation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	30	0

Component 3

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	0 hours

Change Control

What	When	Who
