

University of the West of Scotland

Module Descriptor

Session: 2023/24

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Status: Proposal

Title of Module: Zoonoses

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 will enable students to gain critical analytical skills required to understand the impact of zoonotic infections. It aims to provide underpinning specialised knowledge of different groups of pathogens, including bacteria, viruses and parasites; how they affect animal and human health; how anthropogenic activities impacts on the emergence and spread of zoonotic infections; and what prevention and control measures are in place. 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 develop and practice oral presentation skills, and in the development of case studies, including critical reviewing and evaluating the literature, analysing data on disease outbreaks and what prevention measures authorities put in place to protect human and animal health.

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. Investigate the nature of zoonoses and detail the nature of the pathogens that cause them.		
L2. Critically evaluate the successful nature of zoonotic pathogens in the context of 'One Health', including prevention, control and risk.		
L3. Analyse the causes and consequences of zoonoses in human and animal health and their interactions with their environment.		
L4. Critically appraise examples of bacterial, viral and parasitic zoonotic infections and their management.?		
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 current research literature and data available for zoonotic infections from environment, human and animal health perspectives.?	
Practice: Applied Knowledge and Understanding	SCQF Level 7. Develop case study reports in examples of zoonoses (bacteria, viruses and parasites) in the context of 'One Health'.?	
Generic Cognitive skills	SCQF Level 7. 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 7. Interpreting, using and evaluating a range of numerical and graphical data from cases of zoonoses. Presentation of knowledge through case study writing, and oral communication skills.	
Autonomy, Accountability and Working with others	SCQF Level 7. Designing a professional profile, group and team working and collaboration and meeting deadlines for case studies and presentations.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching

This module is built around principles of collaboration and group learning to foster confidence and responsible debate in the discussion of topics. The methods of teaching include workshops, development of case studies through tutorials and group work, and self-directed study assessed through a group case study and an individual oral presentation on a separate topic. The module will utilise the classroom for group work and discussion and the virtual learning environment for tutor focused sessions.

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	6
Independent Study	158
	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:

Government HSE website for zoonoses

WHO resources

CDC zoonotic disease resources

ECDC zoonotic disease resources

Peer-reviewed research papers

'Textbook of Zoonoses' Author(s):Jasbir Singh Bedi, Deepthi Vijay, Pankaj Dhaka, 1 July 2022
Print ISBN:9781119809517 |Online ISBN:9781119809548 |DOI:10.1002/9781119809548

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Palmer, S.R. and others (eds, Oxford Textbook of Zoonoses: Biology, Clinical Practice, and Public Health Control, 2 edn, Oxford Textbooks(Oxford,?2011;?online edn,?Oxford Academic, 1 July 2011),<https://doi.org/10.1093/med/9780198570028.001.0001>, relevant advised peer-reviewed published research articles

(**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	
Assessment Results (Pass/Fail)	No
Subject Panel	Biology L7-L11
Moderator	Kiri Rodgers
External Examiner	Anastasios Tsaousis
Accreditation Details	
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)

Group Case study written assignment 50%

Individual Case study presentation 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
Case study	✓	✓	✓	✓	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
Presentation	✓	✓	✓	✓	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)