Module Descriptor

Title	Zoonoses		
Session	2025/26	**Status**	Published
Code	BIOL11034	**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 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	**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	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.
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 current research literature and data available for zoonotic infections from environment, human and animal health perspectives.
Practice: Applied Knowledge and Understanding	**SCQF 11** Develop case study reports in examples of zoonoses (bacteria, viruses and parasites) in the context of 'One Health'.
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 cases of zoonoses. 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 meeting deadlines for case studies and presentations.

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.

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** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	36
Tutorial / Synchronous Support Activity	6
Independent Study	158
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:

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. 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,

(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 fo face to face, on campus lectures and tutorials.

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	Kiri Rodgers
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
Group case study written assignment
Assessment 2
Individual case study presentations
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
Case study	☒	☒	☒	☒	☐	50	3

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