Module Descriptor

Title	Animal Health and Zoonosis		
Session	2026/27	**Status**	Published
Code	BIOL10036	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Richard Thacker		

Summary of Module

Animal Health and Zoonosis refers to the field of study focusing on the health of animals and the transmission of diseases between animals and humans (zoonoses). Zoonoses are diseases caused by pathogens that can spread from animals to humans, either directly or indirectly. The study of zoonoses involves understanding the pathogens responsible, their mechanisms of transmission, and the impact they have on both animal and human populations.

The relationship between animal health and zoonosis is critical for public health and food security. Effective monitoring and control measures are needed to prevent the spread of zoonotic diseases, which can have significant economic, social, and health implications. Many zoonoses are emerging or re-emerging diseases, often influenced by factors like climate change, urbanisation, global trade, and changes in agricultural practices.

his is a core module for the BSc (Hons) Animal Care and Zoology programme. Several graduate attributes are developed during this module including: being research-minded, analytical, digitally literate, socially responsible and analytical.

Module Delivery Method	**On-Campus[1]** ☒	**Hybrid[2]** ☐	**Online[3]** ☐	**Work -Based Learning[4]** ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London	☐ Online / Distance Learning	

[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

			☐ Paisley		☐ Other (specify)	
Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Analyse the importance of surveillance and monitoring in identifying and tracking disease in animal populations.
L2	Be able to argue the importance of ensuring the health and welfare of animals.
L3	Evaluate and compare disease prevention strategies.
L4	Develop an understanding of how human health, animal health and environmental health are interconnected.
L5	Investigate and appraise the risks that zoonotic diseases pose to human populations.

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 10** Understanding the core theories and principles associated with the health of animals and the transmission of diseases betweeen animals and humans.
Practice: Applied Knowledge and Understanding	**SCQF 10** The ability to identify and describe effective monitoring and control measures to prevent the spread of zoonotic diseases.
Generic Cognitive skills	**SCQF 10** Undertake critical analysis of the problems caused zoonosis and offer solutions to such problems.
Communication, ICT and Numeracy Skills	**SCQF 10** Use of software for data analysis and presentation. Interpret graphical data particularly in relation to the surveillance and monitoring of zoonosis.
Autonomy, Accountability and Working with Others	**SCQF 10** Understand some of the ethical and professional issue associated with the process of zoonosis management. Recognise that human health, animal heakth and environmental health are all interconnected.

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 based on both theoretical and practical aspects of animal health and zoonosis. The topic is covered by taking a global perspective and highlighting local examples. Students are required to attend lectures and practical classes. Assessments address in-depth studies of animal health and disease.	
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	24
Laboratory / Practical Demonstration / Workshop	12
Independent Study	164
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: Recent research articles to support delivery will be made available on our VLE.
(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:** Regular engagement with timetabled teaching sessions, course-related learning resources including those in the VLE and completing assessments and submitting these on time.

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	TBC
External Examiner	TBC
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Essay (60%)
Assessment 2
Case Study (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**
Essay	☐	☐	☐	☒	☒	60	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Case study	☒	☒	☒	☐	☐	40	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	When	Who