16. Reference points

N/A

17. Educational aims of programme

Aim: To provide a comprehensive foundation in the principles of One Health as defined in the first module as they apply to infectious diseases.

The main objectives of the course are to demonstrate learning and understanding in the following areas:
- Interpretation of the One Health concept and what it may mean in different contexts
- One Health approach to complex disease issues using systems thinking, a trans-disciplinary approach, apply concepts in order to address multi-faceted problems
- Disease ecology, evolution and emergence, the drivers of and impact of disease (social, economic, biological, demographic, ecological); Disease control or prevention options
- The necessary cognitive skills (such as planning, logic and reasoning, comprehension) and scientific skills, including critically reviewing scientific literature, and design and analysis of laboratory and/or field studies
- Key skills such as application of teaching theory, communication and networking skills, information gathering, statistical numeracy, problem solving and integration of knowledge, ethics and values.

Term one
The course will start with an introductory module which is not assessed but aims to ensure all students start on the assessed components of the course with the generic skills and information that they will need. Early recognition during this module of any deficiencies in students' knowledge will enable course leaders and the students to take appropriate action. Module 1 (Foundations of One Health) then sets the scene of One Health and introduces students to the main concepts.

Modules 2 and 3 (Introduction to Disease Agents for One Health; and Infectious Disease Emergence) will then lead students through current One Health disease issues using appropriate examples to illustrate principles of disease transmission, diagnosis and control (module 2) and similarly with emerging diseases (module 3). Problem Based Learning (PBL) sessions will encourage generic One Health skills such as team working and communication. Running alongside modules 1, 2 and 3 is module 4 (Introduction to One Health Epidemiology and Surveillance) which will teach students the necessary epidemiological principles that can be applied to disease investigation and control. Module 4 case studies will use diseases/situations from modules 1, 2 and 3 to allow direct and relevant application of methods to situations.

18. Programme outcomes - the programme offers opportunities for students to achieve and demonstrate the following learning outcomes.

A. Knowledge and understanding of:

C. Practical skills:

Specific Teaching and Learning Activities for face to face delivery:

Each module will consist of a series of seminars/lectures/practicals. In each module teams of students will use single disease case studies but in the broadest context of multiple hosts and considering environmental factors and drivers in order to develop trans-disciplinary methodologies and a systems approach. This foundation will be built on in subsequent modules such that by the end of the course, students will understand the tools available from different specialist areas and how best to use integrative approaches to address disease issues in a variety of situations. To support the approach the following will be included:

All modules will have formative assessment – either mock open book exams (OBE) exams, reflective writing or other writing/presenting exercises
PBLs will be used throughout the course to facilitate inter-