**Module Descriptor**

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| **Title** | Energy and Environmental Policy | | |
| **Session** | 2025/26 | **Status** | Published |
| **Code** | ENGG08039 | **SCQF Level** | 8 |
| **Credit Points** | 20 | **ECTS (European Credit Transfer Scheme)** | 10 |
| **School** | **Computing, Engineering and Physical Sciences** | | |
| **Module Co-ordinator** | TBC | | |

**Summary of Module**

This module introduces students to the key concepts, policies and challenges related to energy and environmental policy in the context of urban planning and sustainable development. It covers the frameworks governing energy use, environmental protection and the role of planning in delivering low-carbon and resilient urban environments. The module is designed to equip students with a critical understanding of of the relationship between energy, environmental sustainability and urban planning.

The Graduate Attributes relevant to this module are:

Academic: Analytical, Knowledgeable, Digitally literate, Inquiring.

Personal: Ethically-minded, Resilient, Culturally aware.

Professional: Socially responsible, Research-minded, Collaborative.

| **Module Delivery Method** | **On-Campus**[1] ☒ | **Hybrid**[2] ☐ | **Online**[3] ☐ | **Work -Based Learning**[4] ☐ |
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| **Campuses for Module Delivery** | ☐ Ayr<br>☐ Dumfries | ☐ Lanarkshire<br>☐ London<br>☒ Paisley | ☐ Online / Distance Learning<br>☐ Other (specify) | |

[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

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| **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** | |
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| **L1** | Understand the key policies and legislative frameworks governing energy and the environment in planning. |
| **L2** | Analyse the relationship between energy consumption, environmental impact and urban planning decisions. |
| **L3** | Assess the role of planning in supporting renewable energy deployment, energy efficiency and environmental protection. |
| **L4** | Evaluate environmental policies and their effectiveness in promoting sustainability in urban environments. |
| **L5** | Apply policy knowledge to real-world planning problems focusing on energy transitions and environmental resilience. |

| **Employability Skills and Personal Development Planning (PDP) Skills** | |
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| **SCQF Headings** | **During completion of this module, there will be an opportunity to achieve core skills in:** |
| **Knowledge and Understanding (K and U)** | **SCQF 8**<br>Knowledge and understanding of key concepts related to energy and environmental policy relevant to planning.<br>Knowledge and understanding of sustainability in urban planning<br>Awareness of global environmental challenges and local implications for sustainable urban development. |
| **Practice: Applied Knowledge and Understanding** | **SCQF 8**<br>Apply energy and environmental policy to real-world planning problems.<br>Practical skills in conducting and interpreting environmental impact assessments and strategic environmental assessments to evaluate the the environmental sustainability of development projects.<br>Problem-solving skills in planning via applying theoretical knowledge to practical issues. |
| **Generic Cognitive skills** | **SCQF 8**<br>Assessing policy evaluation - ability to assess the effectiveness of energy and environmental policies.<br>Analytical skills - developing the abiity to analyse complex policy documents, legislation and case studies, identifying key challenges and proposing appropriate planning interventions.<br>Synthesis of information - combining knowledge from multiple sources to create comperhensive planning solutions. |
| **Communication, ICT and Numeracy Skills** | **SCQF 8**<br>Communication - clear writing and presentations<br>Digital literacy - using planning softwares and tools |

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| | Numerical skills - interpreting energy and environmental data. |
| **Autonomy, Accountability and Working with Others** | **SCQF 8**<br>Independent research - conducting and reflecting on policy studies |

| **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.

The module will be delivered through a combination of lectures, which will develop the theoretical underpinning for the module content, and workshops, which will enable to apply theoretical concepts and frameworks to understand spatial decision-making at local and regional levels. In the workshop activities, students will be introduced a real-world problem where they will analyse why spatial outcomes are shaped by governance and political processes.

| **Learning Activities**<br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Student Learning Hours**<br>(Note: Learning hours include both contact hours and hours spent on other learning activities) |
|---|---|
| Lecture / Core Content Delivery | 28 |
| Laboratory / Practical Demonstration / Workshop | 08 |
| 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:**

Owens, S. and Cowell, R., 2011. Land and Limits: Interpreting Sustainability in the Planning Process (2nd Edition) Routledge.

Tang, Y., Cockerill, T.T., Pimm, A.J. and Yuan, X., 2021. Environmental and economic impact of household energy systems with storage in the UK. Energy and Buildings, 250, p.111304.

Barrett, J., Pye, S., Betts-Davies, S., Broad, O., Price, J., Eyre, N., Anable, J., Brand, C., Bennett, G., Carr-Whitworth, R. and Garvey, A., 2022. Energy demand reduction options for meeting national zero-emission targets in the United Kingdom. Nature energy, 7(8), pp.726-735.

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| **(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** |
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| **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.**<br><br>**For the purposes of this module, academic engagement equates to the following:**<br><br>The School of Computing, Engineering and Physical Sciences considers attendance and engagement to mean a commitment to attending, and engaging in, timetabled sessions. You will scan your attendance via the scanners each time you are on-campus and you will login to the VLE several times per week. Where you are unable to attend a timetabled learning session due to illness or other circumstance, you should notify the Programme Leader that you cannot attend. Across the School an 80% attendance threshold is set. If you fall below this, you will be referred to the Student Success Team to see how we can best support your studies. |

| **Equality and Diversity** |
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| **The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.**<br><br>Aligned with the University's commitment to equality and diversity, this module supports equality of opportunity for students from all backgrounds and learning needs. Using the VLE, material will be presented electronically in formats that allow flexible access and manipulation of content. This module complies with University regulations and guidance on inclusive learning and teaching practice. This module has lab-based teaching and as such you are advised to speak to the Module Co-ordinator to ensure that specialist assistive equipment, support provision and adjustment to assessment practice can be put in place, in accordance with the University's policies and regulations. |
| **(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**

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| **Divisional Programme Board** | **Engineering Physical Sciences** |
| **Overall Assessment Results** | ☐ **Pass / Fail** ☒ **Graded** |
| **Module Eligible for Compensation** | ☒ **Yes** ☐ **No**<br>**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** | Engineering |
| **Moderator** | |
| **External Examiner** | TBC |
| **Accreditation Details** | None |
| **Module Appears in CPD catalogue** | ☐ **Yes** ☒ **No** |

| Changes / Version Number | |
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| Assessment (also refer to Assessment Outcomes Grids below) |
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| **Assessment 1** |
| A policy analysis essay (80%). |
| **Assessment 2** |
| An online or paper-based quiz (20%). |
| **Assessment 3** |
| n/a |
| (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.<br>(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** |
| Policy analysis essay | ☐ | ☒ | ☒ | ☒ | ☒ | 80 | 0 |

| Component 2 | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| Quiz | ☒ | ☐ | ☐ | ☐ | ☐ | 20 | 02 |

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

**Change Control**

| What | When | Who |
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