Module Descriptor

Title	Strategic Impact Assessment		
Session	2025/26	**Status**	Published
Code	ENGG10092	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Computing, Engineering and Physical Sciences**		
Module Co-ordinator	TBC		

Summary of Module

This module provides an in-depth exploration of Strategic Impact Assessments (SIA), focusing on their role in the planning process and their importance in promoting sustainable development. The course will cover Environmental Impact Assessments (EIA), Strategic Environmental Assessments (SEA), Health Impact Assessments (HIA) and Social Impact Assessments (SIA). It will equip students with the skills to critically evaluate development proposals, assess their impact on the environment, society and economy, and understand the legal frameworks that underpin these assessments.

The Graduate Attributes relevant to this module are:

Academic: Analytical, Knowledgeable, Problem-solver, Innovative

Personal: Resilient, Culturally aware, Emotionally intelligent, Effective communicator

Vocational: Collaborative, Research-minded, Socially responsible, Potential leader

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)

[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

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	Understand the principles, processes, and purpose of various strategic impact assessments such as EIAs and SEAs.
L2	Critically assess the legal and policy frameworks governing strategic impact assessments in Scotland, UK and globally.
L3	Evaluate the role of impact assessments in promoting sustainable development and protecting environmental and social systems.
L4	Apply SIA techniques to real-world case studies, conducting impact assessments and making informed recommendations.
L5	Understand stakeholder engagement in the assessment process and the role of impact assessments in decision-making.

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** • Grasp strategic environmental and social impact assessment principles. • Understand legislation and policy frameworks for sustainability.
Practice: Applied Knowledge and Understanding	**SCQF 10** • Conduct SIAs in urban planning contexts. • Apply environmental and social metrics to projects.
Generic Cognitive skills	**SCQF 10** • Analyse and interpret complex impact data. • Solve issues using evidence-based approaches.
Communication, ICT and Numeracy Skills	**SCQF 10** • Present impact findings using clear visuals and reports. • Utilise GIS and digital tools for data analysis.
Autonomy, Accountability and Working with Others	**SCQF 10** • Work independently on assessments. • Collaborate effectively with multidisciplinary teams.

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 strategic impact assessment. In the workshop activities, students will be introduced a real-world problem where they will assess, analyse and present strategic impact assessment of real-world projects.

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	27
Laboratory / Practical Demonstration / Workshop	09
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:

Glasson, J. and Therivel, R., 2019. Introduction to Environmental Impact Assessment (5th Edition), Taylor & Francis

Partidário, M.R. ed., 2024. Perspectives on strategic environmental assessment. CRC Press.

Scottish Government, 2024. The Town and Country Planning (National Planning Framework and Local Development Plan Amendment) (Scotland) Regulations 2024 - Impact Assessments, https://www.gov.scot/publications/town-country-planning-national-planning-framework-local-development-plan-amendment-scotland-regulations-2024-impact-assessments/pages/8/

Segura, E., Morales, R. and Somolinos, J.A., 2018. A strategic analysis of tidal current energy conversion systems in the European Union. Applied energy, 212, pp.527-551.

(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:

The School of Computing, Engineering and Physical Sciences has set a threshold of 80% attendance at all on-campus activities.

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. 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. Specialist assistive equipment, support provision and adjustment to assessment practice in accordance with the University's policies and regulations. More information on the University's EDI policies can be accessed at: https://www.uws.ac.uk/about-uws/uws-commitments/equality-diversity-inclusion/
(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	**Engineering Physical Sciences**
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	Engineering
Moderator	
External Examiner	TBC
Accreditation Details	None
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
A written report (50%).
Assessment 2
A group project (50%).
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. (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**
Written report	☒	☒	☐	☒	☐	50	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Group project	☐	☐	☒	☒	☒	50	0

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

Change Control

What	When	Who