Module Descriptor

Title	Housing, Acoustics & Health		
Session	2026/27	**Status**	Published
Code	BIOL10023	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Ruth Horan		

Summary of Module

The aim of this module is to provide an understanding of how the built environment has an impact upon public health. There is a particular emphasis within the module on noise pollution (acoustics). The module begins with a historical consideration of the built environment within the UK as it relates to public health. Building construction processes and techniques are introduced along with the derivation of building standards, associated legislation and, the methods used in the identification of housing defects.

The module covers single and multiple occupation dwellings, fixed and temporary accommodation, i.e. caravan sites, and will include detailed consideration of the Housing, Health and Safety Rating System (HHSRS) within the framework of the Housing (England & Wales) Act 2004 while interventions within Scotland will be covered under the Housing (Scotland) 2010 Act.

Noise pollution will include the techniques and legislation associated with the measurement of sound, the analysis of noise and, the aural environment. A practical exercise within the module will introduce the methods used to measure the impacts of sound insulation.

The module will equip students with the knowledge required to enable detailed property inspections, to enable the identification of hazards to health within the built environment especially in the context of noise pollution, and to enable the production of reports and recommendations associated with professional interventions.

This module will also further develop the I am UWS Graduate Attributes.

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	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate a clear understanding of the relationships that exist between housing and health.
L2	Demonstrate knowledge of housing types within the UK, the techniques used in building construction and, an understanding of common building defects.
L3	Show an understanding of the principles associated with environmental noise and its control.
L4	Describe the primary legislation within the UK as it relates to the built environment.
L5	Understand how to inspect, assess, and audit premises to ensure that legislation as it relates to the built environment is complied with.

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** The identification of hazards to health as they relate to the built environment. This will include knowledge of building techniques, building standards and common building defects. The legal underpinning of regulations and enforcement will be covered in order to support the knowledge acquisition process.
Practice: Applied Knowledge and Understanding	**SCQF 10**

[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

	The application of data derived from observation, inspection and/or audit for the purpose of making risk assessments in relation to human health. The synthesis of theory and professional/vocational practice and standards, and the critical evaluation of theory, process, solutions and outcomes.
Generic Cognitive skills	**SCQF 10** The application of underpinning knowledge to critically analyse, evaluate and generate effective information, ideas and concepts related to health and the built environment. The derivation of solutions to specific problems in the built environment and the ability to justify the optimal resolutions for such problems.
Communication, ICT and Numeracy Skills	**SCQF 10** Communicating clearly and concisely, orally and in writing, in an appropriate manner including, to non-practitioners without expertise in the area of Environmental Health (as would be required following inspections of premises) and in formal style in relation to major pieces of academic work. Using IT effectively to organise and present information in an accessible and understandable form.
Autonomy, Accountability and Working with Others	**SCQF 10** Working autonomously over significant and critical academic and practical tasks, accepting ownership and accountability for both the process and outcomes. Working and interacting, as part of a team, with individuals and groups from a variety of professional and vocational settings, developing the confidence and self-awareness to influence and, where appropriate lead, such groups. Developing the confidence required to carry out building inspections against recognized standards and inform those inspected of the conclusions arrived at..

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. During completion of this module, the learning activities undertaken to achieve the module learning outcomes will include formal lectures, structured tutorials, laboratory classes/simulations and independent study. VLE-based support materials will be available to support the module.

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)
Tutorial / Synchronous Support Activity	36
Laboratory / Practical Demonstration / Workshop	12
Independent Study	152
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: Lopez, R (2011), Building Better Health: A history of the built environment and public health (Planning, History and Environment Series) Bassett, W H (2011), Clay's Handbook of Environmental Health; 20th edition. Taylor and Francis. Watson R & Downey O (2008), The Little Red Book of Acoustics: A Practical Guide. Blue Tree Acoustics 2nd Edition Bassett, W H (2007), Environmental Health Procedures; 7th edition. Taylor and Francis. Housing (Scotland) Act 2010 Housing (England & Wales) Act 2004
(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:** Attendance to all classes either online or in person (If required).

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	Lynsay Matthews
External Examiner	M Brown
Accreditation Details	REHIS
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Report of practical/field/ clinical work
Assessment 2
Class Tests
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**

Report of practical/field/ clinical work	☒	☒	☒	☒	☒	60	22

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Class test (written)	☒	☒	☒	☒	☒	40	2

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	24 hours

Change Control

What	**When**	**Who**
Updated external examiner	Jan 25	R Horan
Add REHIS accreditation	Jan 26	R Horan