

ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Housing and Healthy Neighbourhoods (distance learning)				
Module Code	UZVRTJ-15-M	Level	M	Version	1
Owning Faculty	Health and Applied Sciences	Field	Health and Social Sciences		
Contributes towards	PGCert/PGDip/MSc Environmental Health MSc Environmental Health Studies				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard,
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	January 2015		Valid to	September 2019	

CAP Approval Date	22 nd October 2014
--------------------------	-------------------------------

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to access, synthesise, critically analyse and apply knowledge and understanding of:</p> <ol style="list-style-type: none"> 1. historical and contemporary forms of building construction and the diagnosis and remediation of housing defects of public health significance (Comp A); 2. a range of quantitative and qualitative data sources and policy documents pertaining to housing and health (Comp A & B); 3. current evidence on the relationship between housing and health, with specific consideration of the physical, psychosocial and behavioural mechanisms which contribute to a range of health outcomes (Comp A & B); 4. social inequalities and their influence on housing risk factors and health (Comp A & B); 5. the principles of risk assessment in characterising the health & safety risks associated with housing of various construction types and tenures (Comp A & B); 6. the legal mechanisms available to tackle poor housing conditions and mitigate risk (Comp A & B); 7. the socio-economic factors which can result in neighbourhood decline and the mechanisms available for area renewal or improvement in remedying housing, social and environmental problems (Comp A & B).
Syllabus Outline	<ul style="list-style-type: none"> • The various forms of historical and contemporary building construction techniques; the diagnosis and remediation of common housing defects of public health significance;

	<ul style="list-style-type: none"> • The relationship between housing and health: accepted and emerging evidence; social inequalities and their influence on housing risk factors and health; housing condition variance geographically and across tenures; • Area deprivation and social exclusion: Causes of neighbourhood decline (social, economic, government policies); Indices of deprivation; review of the efficacy of government regeneration policies past and present; legal basis for neighbourhood renewal; partnership working and community involvement in renewal/regeneration activities. • Application of risk assessment techniques in characterising the health and safety risks associated with housing of varying construction types, age, tenure and occupancy; utilisation of appropriate statutory guidance documents in quantifying risk; critical awareness of the uncertainties associated with risk assessment methodologies; • Application of housing law in improving housing conditions: Knowledge and application of primary and secondary legislation; the utilisation of statutory guidance to inform and support decision making; statutory duties and powers; the efficacy of housing legislation in improving housing conditions and protecting public health. • Consideration of the potential for elevated health and safety risks associated with multi-occupied housing in relation to matters such as fire, overcrowding and shared amenities; evaluation of the strategies and interventions available to eliminate/mitigate risk; • Consideration of the features of sustainable housing and communities: Carbon emissions and contributions to climate change; energy efficient housing; land use planning; transport planning; healthy environments; flooding; water supply and demand.
Contact Hours	<p>This distance learning module provides a blended learning approach utilizing asynchronous online activities (including lectures, reading, quizzes, videos) and synchronous tutorials (seminars/discussions). Progress through the module is managed through time-dependent release of online resources to ensure structured progression through the learning materials and the synchronous activities promote development of the student-tutor relationship and encourage a cohort identity in addition to supporting core learning. Approximately 30 hours of directed study (e.g. online lectures, seminars, etc) are delivered via Blackboard.</p>
Teaching and Learning Methods	<p>Teaching is delivered in the form of up to 12 online lectures (delivered with Adobe Presenter software or software of an equivalent nature). Online seminars, formative assessments and other forms of interactive/collaborative activities will utilise tools such as Blackboard Collaborate, Blogs, Wikis, quizzes and discussion boards. These will be delivered via the Blackboard learning management system.</p> <p>Essential, indicative and supplementary online learning materials and resources are also provided via Blackboard, with links to online library resources.</p>
Key Information Sets	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <p>Further detail on Key Information Sets and how the University is implementing its requirements can be found at https://share.uwe.ac.uk/sites/ar/kis/KIS%20Background%20Information/Forms/AllItems.aspx. This also contains further guidance on how to complete the information requested below.</p> <p>A KIS is required for every undergraduate programme (including integrated</p>

Masters and foundation degrees) so please fill this section if this module will contribute to an undergraduate programme.

Key Information Set - Module data				
<i>Number of credits for this module</i>				15
Hours to be allocated	Scheduled learning and teaching study hours*	Independent study hours	Placement study hours	Allocated Hours
150	30	120	0	150

*This includes synchronous and asynchronous activities.

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test

Coursework: Written assignment or essay, report, dissertation, portfolio, project

Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:		
Written exam assessment percentage		0%
Coursework assessment percentage		50%
Practical exam assessment percentage		50%
		100%

Reading Strategy

Core and Further Readings

All essential, indicative and supplementary reading are indicated and available via Blackboard, which include access to online databases, journals and e-textbooks. Students are recommended two or three core e-textbooks, which they can choose to purchase if they wish. They are required to access a range of indicated peer reviewed online academic journals to prepare for the assignment, all accessible via the online UWE Library.

All recommended reading is available online via Blackboard and the UWE Library, which supports individual lectures, seminars and topics. Students are expected to research other reading materials relevant to their assignment and to read widely using the variety of online resources at their disposal. The purpose of further reading is to ensure students become familiar with current research and practice relevant to the syllabus.

Access and Skills

Development of literature searching skills is supported by the online UWE Library service which includes 24 hour online support, tutorial support and downloadable materials; these include interactive tutorials on finding books and

	<p>journals, evaluating information and referencing. Further details are available at http://www1.uwe.ac.uk/library/.</p>
Indicative Reading List	<p>Indicative Reading List</p> <p>The following indicative reading list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. Its currency may wane during the life span of the module specification. However, as indicated above, <i>current</i> advice on readings are available via the module's Blackboard homepage.</p> <p>Textbooks & Policy Papers</p> <p>Bergman, N., Whitmarsh, L. and Kohler, J. (2008) Transition to sustainable development in the UK housing sector: from case study to model implementation. <i>Tyndall Centre for Climate Change Research</i> (Working paper No. 120) [Available at: http://tyndall.ac.uk/sites/default/files/wp120.pdf.)]</p> <p>Building Research Establishment (2011) <i>The health costs of cold dwellings</i>. Garston: Building Research Establishment</p> <p>Chartered Institute of Environmental Health (2013) <i>Effective Strategies and Interventions: environmental health and the private housing sector</i>. London: Chartered Institute of Environmental Health</p> <p>Department for Communities and Local Government (2006) <i>Housing health and safety rating system enforcement guidance</i>. Department for Communities and Local Government</p> <p>Department for Communities and Local Government (2006) <i>Housing health and safety rating system Operating guidance</i>. Department for Communities and Local Government</p> <p>Department for Communities and Local Government (2012) <i>Regeneration to enable growth - A toolkit supporting community-led regeneration</i>. Department for Communities and Local Government</p> <p>Deveauz T.(2014). <i>Bassett's Environmental Health Procedures</i>. 8th Ed. London: Routledge.</p> <p>Marshall, D and Worthing, D. (2014). <i>Understanding Housing Defects</i>. 4th ed. London: Estates Gazette</p> <p>Marshall, D. and Worthing, D. (2006). <i>The Construction of Houses</i>. 4th ed. London: Estates Gazette</p> <p>Ormandy, D (2009) <i>Housing and Health in Europe: The WHO LARES Project</i>. Routledge Ltd</p> <p>World Health Organisation (2011) <i>Environmental burden of disease associated with inadequate housing – Methods for quantifying health impacts of selected housing risks in the WHO European region</i>. Copenhagen: World Health Organisation</p> <p>Journals</p> <p>Journal of Environmental Health Research Journal of Epidemiology and Community Health Cities and the Environment Journal of Housing and the Built Environment Journal of Environment and Pollution European Journal of Housing Policy</p> <p>All these can be accessed via the e-journal: A-Z repository on the Library website' http://dd6lh4cz5h.search.serialssolutions.com/</p>

Websites

Relevant recommended websites are listed in the online module handbook and on Blackboard.

Part 3: Assessment**Assessment Strategy**

The Assessment Strategy has been designed to support and enhance the development of both subject-based and generic key skills, whilst ensuring that the module's Learning Outcomes are attained. The assessment for this module comprises of a reflective blog and a written theory based assignment. This two part assessment assesses all the specific module learning outcomes in addition to the CIEH Knowledge and Skills domains. Full details can be found in the Module Handbook and on the module's Blackboard site.

Component A will comprise of a set of reflective blogs not exceeding 1500 words in total (Excluding tables, figures and references). Students will reflect on their learning and development over time, including what is learnt during online lectures/tutorials in addition to self-directed learning/activities. Reflective writing fosters critical analysis and evaluation skills which are considered fundamental to the practice of environmental health, with the CIEH identifying 'reflective practice' as a threshold concept of the discipline. The use of a blog will develop the students' digital literacy and familiarise them with tools which are becoming more frequently utilised by environmental and public health institutions for risk communication and health promotion purposes. The logs will enable the students to address a broad range of themes covered in the module such as:

- Accessing and analysing health and housing data;
- Inequalities in health;
- Housing conditions;
- Neighbourhood renewal;
- Housing policy and regulation

Component B comprises of a written theory based assignment of not more than 1500 words (Excluding tables, figures and references) which will address a contemporary policy challenge relating to the themes of *housing, health and sustainability*. The ability to exert influence on policy makers, industry and members of the public is a key skill for environmental health practitioners and therefore, the assignment will be presented in the form of a briefing paper enabling the students to critically analyse alternative perspectives and synthesise ideas to address a particular policy challenge.

Formative Assessment

Opportunities exist for formative assessment in the module, through Blackboard collaborate sessions and individual feedback

Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	50%	50%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
1. Reflective blog	100%	
Component B Description of each element	Element weighting	
1. Written assignment	100%	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting
1. Reflective blog	100%
Component B Description of each element	Element weighting
1. Written assignment	100%
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.	