Module Descriptor

Title	Town Planning Work Based Learning 1		
Session	2025/26	**Status**	Published
Code	ENGG07027	**SCQF Level**	7
Credit Points	40	**ECTS (European Credit Transfer Scheme)**	20
School	**Computing, Engineering and Physical Sciences**		
Module Co-ordinator	Sohail Ahmad		

Summary of Module

This module is intended to provide students with an introduction to town planning as a profession.

Part 1: Foremost, students will be able to review and analyse current practices in their organisation's planning projects or the selected portfolio. They will then demonstrate how these practices could lead positive impacts on economic, societal and environmental aspects, aligning with the organisation's future goals, the planning sector, the nation and beyond, in accordance with the United Nations Sustainable Development Goals (SDGs) (regarding L1). This module also allows students to develop individual skill and mind sets to contribute to the organisation by reflecting their own motivations, preferences, values, working styles and so on, through the self-awareness assessment (regarding L3).

Part 2: In the town planning profession, making well-informed decisions is a critical component at all stages of planning. To address this, students will enhance their formal and structured decision-making skills by applying a multi-criteria decision analysis (MCDA) methods to planning-related workplace activities (regarding L2). Additionally, to support ethical and equitable planning practices, students will demonstrate an understanding of ethical behaviour and standards essential to the planning profession (regarding L3).

This module will support students to develop their UWS graduate attributes, namely:

Academic: Critical and analytical thinking, inquiring, knowledgeable, innovation, and problem solving;

Personal: Effective communicator, creative, imaginative; and

Professional: Collaborative, research-minded, and socially responsible.

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	Recognise the organisation's current practice and develop creative and critical thinking ability for its future directions towards sustainable development.
L2	Demonstrate an understanding of multi-criteria decision analysis and develop skills to make informed and structured decisions when selecting urban planning solutions.
L3	Improve individual skill and mind set as an planning professional, based on the self-awareness assessment and ethical standards.
L4	Successful completion of 378 hours of practice learning and a satisfactory practice learning visit
L5	n/a

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 7** Develop a broad knowledge of the workplace environment. Develop learning awareness and consider key aspects present in learning experiences as basis for critical evaluation of current approach to learning. Develop an active learning style to conduct deep level learning in the learning environment. Develop an understanding of personal and inter-personal skills development. Understanding of e-portfolio design.

[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

Practice: Applied Knowledge and Understanding	**SCQF 7** Carry out routine lines of enquiry, development or investigation related to the workplace. Creating a learner log and implementing an online e-portfolio.
Generic Cognitive skills	**SCQF 7** Developing learner awareness of active deep learning approaches necessary for deep level skill development. Develop inter-personal skills. Develop personal active learning strategies.
Communication, ICT and Numeracy Skills	**SCQF 7** Communicating knowledge effectively. interpreting issues and stating solutions. Making effective use of tools and information.
Autonomy, Accountability and Working with Others	**SCQF 7** Manage time and resources effectively. Work on own to gain concepts, identifying own learning needs. Work as part of a group as required.

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. Through this module, the student will develop a set of learning activities in conjunction with their workplace mentor and academic tutor in order to meet the module's learning outcomes. To ensure that the programme is effectively managed, UWS has set various engagement points (EP) to involve the workplace mentor for work-based learning (WBL) modules. In addition to common EP1 for the WBL modules, the mentor will be invited to the final presentation (EP2) and provide formative feedback on the student submission (EP3) for this module at the end of Term 2. Lecture and support material is contained in course notes available on the UWS virtual learning environment (VLE) platform.	
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)
Practice-based Learning	378
Lecture / Core Content Delivery	12
Tutorial / Synchronous Support Activity	10
n/a	
n/a	
n/a	
TOTAL	400

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Cottrell, S. (2015) Skills for Success: Personal Development and Employability. 3rd edn. Palgrave Macmillan.

Hepworth, A. (2011) Studying for Your Future: Successful Study Skills, Time Management, Employability Skills and Career Development. Universe of Learning Ltd.

Kirton, B. (2011) Brilliant Workplace Skills for Students and Graduates. Prentice Hall.

Project Management Institute (2017) A Guide to the Project Management Body of Knowledge (PMBOK Guide). Newtown Square, PMI.

Rowe, S.F. and Sikes, S. (2006) 'Lessons learned: taking it to the next level', Paper presented at PMI® Global Congress 2006—North America, Seattle, WA. Newtown Square, PA: Project Management Institute.

Saaty, T.L. and Vargas, L.G. (2012) Models, Methods, Concepts & Applications of the Analytic Hierarchy Process. 2nd edn. Springer.

Trought, F. (2017) Brilliant Employability Skills. Prentice Hall.

(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 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

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.

(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
Practice learning (0%) is the completion of the practice learning hours with a satisfactory placement visit for the practice learning lecturer. This is designated as Pass/Fail with no marks awarded.
Assessment 2
Industry and project review report (70%)
Assessment 3
Presentation (30%)
(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**
Practice learning	☐	☐	☐	☒	☐	0 (Pass/Fail)	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Industry and project review report	☒	☒	☐	☐	☐	70	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Presentation	☐	☐	☒	☐	☐	30	2
Combined total for all components						100%	2 hours

Change Control

What	When	Who