



## Module Descriptor

Title	Stakeholder Communication		
Session	2025/26	Status	Published
Code	ENGG07030	SCQF Level	7
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Computing, Engineering and Physical Sciences		
Module Co-ordinator	TBC		
<b>Summary of Module</b>			
<p>This module introduces students to the importance of effective communication in the planning process, with a focus on engaging various stakeholders. It explores how planners can interact with communities, government bodies, private developers, and other key stakeholders to achieve successful planning outcomes. The module covers communication strategies, conflict resolution, negotiation, and the use of digital tools to enhance stakeholder engagement.</p> <p>The Graduate Attributes relevant to this module are:</p> <ul style="list-style-type: none"><li>• Academic: Analytical, Knowledgeable, Digitally literate, Inquiring</li><li>• Personal: Effective communicator, Culturally aware, Emotionally intelligent</li><li>• Professional: Collaborative, Socially responsible, Potential leader</li></ul>			

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b> <input checked="" type="checkbox"/>	<b>Hybrid<sup>2</sup></b> <input type="checkbox"/>	<b>Online<sup>3</sup></b> <input type="checkbox"/>	<b>Work -Based Learning<sup>4</sup></b> <input type="checkbox"/>
<b>Campuses for Module Delivery</b>	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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

<b>Terms for Module Delivery</b>	Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>
<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

<b>Learning Outcomes</b>	
<b>L1</b>	Understand the key principles of stakeholder communication in the planning process.
<b>L2</b>	Identify and evaluate different stakeholder groups and their roles in town and country planning.
<b>L3</b>	Apply communication techniques to engage stakeholders effectively in planning decisions.
<b>L4</b>	Demonstrate an understanding of how to resolve conflicts and negotiate with stakeholders.
<b>L5</b>	Use digital platforms and tools to facilitate stakeholder engagement and participation.

<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<b>SCQF 7</b> Understanding stakeholders roles and communication needs in planning. Knowledge of legal frameworks that emphasise stakeholder engagement.
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 7</b> Applying negotiation and conflict resolution techniques in real-world planning scenario. Using digital tools for stakeholder engagement (e.g., online consultation platforms).
<b>Generic Cognitive skills</b>	<b>SCQF 7</b> Critical thinking to assess the perspective of different stakeholders. Problem-solving in complex stakeholder negotiations and disputes.
<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF 7</b> Developing clear, concise communication through reports, presentations and public consultations. USING ICT tools to facilitate online stakeholder engagement.
<b>Autonomy, Accountability and Working with Others</b>	<b>SCQF 7</b> Working independently and collaboratively in team-based stakeholder engagement exercise. Reflection on personal and team performance in communication tasks.

<b>Prerequisites</b>	<b>Module Code</b>	<b>Module Title</b>
	<b>Other</b>	

Co-requisites	Module Code	Module Title
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Learning and Teaching	
<p>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.</p> <p>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 into communication techniques to engage stakeholders effectively in planning decisions in planning context. In the workshop activities, students will be introduced a real-world problem where they will be able to apply appropriate techniques to resolve conflicts and negotiate with stakeholders.</p>	
Learning Activities	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(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	
<b>TOTAL</b>	<b>200</b>

Indicative Resources
<p><b>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</b></p> <p>Innes, J.E. and Booher, D.E., 2018. Planning with Complexity: An Introduction to Collaborative Rationality for Public Policy, Taylor &amp; Francis</p> <p>Office for Place, 2023. Creating a Design Code (section Community Engagement), <a href="https://www.gov.uk/guidance/creating-a-design-code/updates">https://www.gov.uk/guidance/creating-a-design-code/updates</a></p> <p>Scottish Government, 2024. Participation handbook, <a href="https://www.gov.scot/publications/participation-handbook/pages/14/">https://www.gov.scot/publications/participation-handbook/pages/14/</a></p> <p>Sustrans Scotland, 2022. Places for Everyone: Community Engagement Guide, <a href="https://www.showcase-sustrans.org.uk/wp-content/uploads/2022/11/PfE-Community-Engagement-Guide-November-2022-v2.pdf">https://www.showcase-sustrans.org.uk/wp-content/uploads/2022/11/PfE-Community-Engagement-Guide-November-2022-v2.pdf</a></p>
<p><b>(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)</b></p>

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.

**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

<b>Divisional Programme Board</b>	<b>Engineering Physical Sciences</b>
<b>Overall Assessment Results</b>	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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.
<b>School Assessment Board</b>	Engineering
<b>Moderator</b>	
<b>External Examiner</b>	TBC
<b>Accreditation Details</b>	None
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Changes / Version Number</b>	

### Assessment (also refer to Assessment Outcomes Grids below)

#### Assessment 1

A stakeholder communication plan (50%).

#### Assessment 2

A group presentation (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
Stakeholder communication plan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	50	0

### Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Group presentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	50	2

### Component 3

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
n/a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	hours

### Change Control

What	When	Who