Module Descriptor

Title	Town Planning Work Based Learning 2		
Session	2025/26	Status	Published
Code	ENGG08041	SCQF Level	8
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 designed to provide students with an opportunity to gain experience of undertaking group project work within or for an organisation relevant to the field of Town Planning. The project must be selected and arranged by, and agreed with, the client, university, and students, and supported by one or more tripartite agreements. These tripartite agreements will define specific learning and practice outcomes for the students undertaking the group project and confirm the required elements of support and commitment from all parties.

Supervision will be provided by a member of academic staff (normally the module coordinator or an appointed supervisor). Although the work may be carried out for one of the student's employers or an external client and may involve site visits (such as assessments of urban environments, planning proposals, or regeneration sites), the approval and supervision of the project will normally be internal to the University.

Where required, the student's preparation for the project covers health and safety, legal and ethical issues, professional standards in planning, employability, goal setting, reflection, and personal development planning (PDP). While undertaking the project, the student will utilise various academic, technical, practical, and transferable skills already developed through their academic programme of study.

Planning and personal and professional development will be documented in a personal development portfolio that records weekly work-based activities and reflections on the student's personal competencies and employability. The portfolio will focus on evaluating and reflecting on the workplace environment, the project that forms the basis of the work-based learning, and the student's own personal and professional development within the context of Town Planning.

The Graduate Attributes relevant to this module are listed below:

• Academic: critical thinker; analytical; inquiring; knowledgeable in planning and development; digitally literate (e.g., GIS); problem solver; autonomous; innovative.

• Personal: effective communicator; influential; motivated.

• Professional: collaborative; research-minded; enterprising; ambitious; driven.

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	Plan, negotiate and complete a portfolio piece of work according to a project brief in a work place setting.
L2	Demonstrate understanding and appreciation of investigative, planning, design and development techniques appropriate to a project brief
L3	Communicate and demonstrate ideas and reflect on work undertaken
L4	n/a
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 8** Working with an agreed scope of knowledge and understanding of a subject area. Understanding that principal theories, principles, concepts and terminology will form part of the project brief. Ability to make informed choices between available technologies.
Practice: Applied Knowledge and Understanding	**SCQF 8** Using already acquired skills and knowledge to pursue the aims and objectives of the group project.

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[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

	Using a number of design and development techniques to specify and deliver the project output.
	Carrying out routine lines of enquiry, development or investigation into professional level problems and issues.
Generic Cognitive skills	**SCQF 8** Assessing the strengths and weaknesses of the techniques used. Critically analysing and assessing a workplace environment and reflecting on personal performance.
Communication, ICT and Numeracy Skills	**SCQF 8** Communicating effectively with other team members and supervisory team. Interpreting problems and stating solutions Using appropriate tools to maintain deliverables. Preparation of project report
Autonomy, Accountability and Working with Others	**SCQF 8** Working autonomously, taking responsibility for own learning objectives agreed under supervision. Making effective use of supervision to overcome any learning or project related tasks. Working within a group to a set deadline and to produce set deliverables.

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 majority of the student's learning experience will take place in or liaising with a work environment and will include support from a workplace mentor and an academic tutor. The workplace mentor will monitor the student throughout their involvement with the work environment and will liaise with the academic tutor to ensure that the student has a worthwhile and appropriate learning experience. The student and workplace mentor will meet individually with the academic tutor at least once per term to discuss progress and resolve any work-based learning issues. The student will have a direct line of communication to the academic tutor at all times via e-mail and other electronic means.
Where required, students will receive preparatory information and instruction relating to personal and professional development planning, the workplace environment and the selected work-based learning project.

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	12
Tutorial / Synchronous Support Activity	10
Practice-based Learning	378
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. (2021) Skills for Success: Personal Development and Employability. 4th edn. Bloomsbury Publishing.
Done, J. and Mulvey, R. (2016) Brilliant Graduate Career Handbook. Pearson Business.
Hepworth, A. (2010) Studying for Your Future: Successful Study Skills, Time Management, Employability Skills and Career Development - A Guide to Personal Development Skills. Universe of Learning Ltd.
Kirton, B. (2011) Brilliant Workplace Skills for Students and Graduates. Pearson Business.
Scherer, A. (2011) Brilliant Intern. Pearson Business.
Trought, F. (2017) Brilliant Employability Skills: How to Stand Out from the Crowd in the Graduate Job Market. 2nd edn. Pearson Business.
(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
Summative assessment 1 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
Written report (50%)
Assessment 3
Presentation (20%)
(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
Written 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