



Module Descriptor

Title	Governance and Political Processes		
Session	2025/26	Status	Published
Code	ENGG09059	SCQF Level	9
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Computing, Engineering and Physical Sciences		
Module Co-ordinator	TBC		
Summary of Module			
<p>This module explores the relationship between governance, political processes, and planning in urban and rural contexts. It aims to develop students' understanding of how governance structures and political processes influence spatial planning and decision-making. By focusing on the role of various stakeholders (e.g., local and national governments, the private sector, and communities), students will examine how political dynamics shape planning outcomes.</p> <p>The Graduate Attributes relevant to this module are:</p> <p>Academic: Analytical, Problem-solver, Knowledgeable, Inquiring</p> <p>Personal: Emotionally intelligent, Culturally aware, Resilient</p> <p>Professional: Collaborative, Research-minded, Socially responsible, Potential leader</p>			

Module Delivery Method	On-Campus¹ <input checked="" type="checkbox"/>	Hybrid² <input type="checkbox"/>	Online³ <input type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>
Campuses for Module Delivery	<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)	

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

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

Learning Outcomes	
L1	Identify and evaluate governance structures at local, regional and national levels in context of planning processes
L2	Analyse the influence of political ideologies on town and country planning policies.
L3	Understand the political decision- making process and its influence on spatial planning outcomes.
L4	Critically evaluate the role of power and politics in urban governance and planning decision-making.
L5	Apply governance and political theory in real-world planning scenarios, developing strategies that accommodate political considerations in planning practice.

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 9 Demonstrate an in-depth knowledge and understanding of the role of governance and political processes in spatial planning.
Practice: Applied Knowledge and Understanding	SCQF 9 Apply theoretical knowledge of governance and political processes in real-world planning decision-making.
Generic Cognitive skills	SCQF 9 Develop critical thinking skills to analyse complex urban challenges. Develop informed decision to select appropriate urban interventions.
Communication, ICT and Numeracy Skills	SCQF 9 Effective written and oral communication
Autonomy, Accountability and Working with Others	SCQF 9 Work as a part of the group as required Work on own to know conceptual understanding of complex issues.

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 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 to understand spatial decision-making at local and regional levels. In the workshop activities, students will be introduced a real-world problem where they will analyse why spatial outcomes are shaped by governance and political processes.

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

24

Laboratory / Practical Demonstration / Workshop

12

Independent Study

164

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:

Cullingworth, B. et al., 2025. Town and Country Planning in the UK (Edition 16). Routledge

Rydin, Y., 2013. The future of planning: Beyond growth dependence. Policy Press.

Healey, P., 2020. Collaborative planning: Shaping places in fragmented societies. Bloomsbury Publishing.

Online Resources:

RTPI resources on Planning, Governance, and Politics: <https://www.rtpi.org.uk/policy-and-research/research-and-practice/planning-research-matters/planning-governance-and-politics/>

Local Governance Association - Case studies :<https://www.local.gov.uk/case-studies>

(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. This module has lab-based teaching and as such you are advised to speak to the Module Co-ordinator to ensure that specialist assistive equipment, support provision and adjustment to assessment practice can be put in place, 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	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<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.
School Assessment Board	Engineering
Moderator	
External Examiner	TBC
Accreditation Details	None
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

Class test (60%)

Assessment 2

Group presentation (40%)

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
Class test	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	60	2

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Group presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	40	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%	4 hours

Change Control

What	When	Who