Module Descriptor

Title	Law, Economics and Management		
Session	2025/26	**Status**	Published
Code	ENGG09060	**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

This module introduces students to the fundamental legal, economic and management aspects of planning. Students will develop critical understanding of the legal frameworks shape spatial planning in Scotland and the UK, the economic factors infuencing urban development and the essential management skills required to navigate the complexities of urban practice. Students will learn about these aspects using case studies and real-world examples.

The Graduate Attributes relevant to this module are:

Academic: Analytical, Knowledgeable, Problem-solver, Autonomous

Personal: Emotionally intelligent, Resilient, Creative, Motivated

Professional: Collaborative, Research-minded, Socially responsible, Enterprising

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)	

[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	☐	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	Demonstrate a clear understanding of the laws and regulations governing town and country planning in Scotland and in the UK, including the key legistlation and legal processes.
L2	Apply economic principles and concepts to the planning process, with a focus on how economic factors influence land use, development and decision making.
L3	Develop essential management and leadership skills required for effective planning practice, including project management, negotiation and stakeholder engagement.
L4	Understand how law and economics intersect with governance structure and public policy and how these influence planning decisions at national and local levels.
L5	Critically evaluate case studies where legal, economic and management considerations have shaped town and country planning outcomes.

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** • Understand legal frameworks and economic principles in planning. • Knowledge of management processes in urban development.
Practice: Applied Knowledge and Understanding	**SCQF 9** • Apply legal and economic concepts to real-world planning scenarios. • Develop management strategies for urban projects.
Generic Cognitive skills	**SCQF 9** • Analyse legal and economic data in urban contexts. • Solve problems involving law, economy and management issues.
Communication, ICT and Numeracy Skills	**SCQF 9** • Present legal and economic arguments clearly to stakeholders. • Use data tools for economic analysis and planning management.
Autonomy, Accountability and Working with Others	**SCQF 9** • Work independently on complex case studies and group tasks. • Collaborate with peers on legal and economic planning challenges.

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 you to develop interdisciplinary aspects of planning where legal aspect, economics and management intersect. In the workshops you will discuss case studies and real-world problems using theoretical aspects acquired in lectures.

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
Laboratory / Practical Demonstration / Workshop	24
Personal Development Plan	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:

Adams, D. and Watkins, C. 2014. The Value of Planning, RTPI Research Report no.5 https://www.rtpi.org.uk/media/1548/value-of-planning-full-report-2014.pdf

Carmona, M., 2021. Public Places Urban Spaces: The Dimensions of Urban Design, Routledge

Greed and Jhonson. 2014. Planning in the UK Palgrave Macmillian

(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	☐ **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
A group project (60%).
Assessment 2
A class test (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**
Group project	☐	☒	☒	☐	☒	60	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Class test	☒	☐	☐	☒	☒	40	2

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

Change Control

What	**When**	**Who**