Module Descriptor

Title	Town Planning Work Based Learning 3		
Session	2025/26	**Status**	Published
Code	ENGG09064	**SCQF Level**	9
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 opportunities to capture lessons and learn from completed or ongoing planning projects within their organisation. This mindset is essential for planning professionals who must deliver sustainable, inclusive, and innovative solutions that meet the demands of spatial, environmental, and socio-economic challenges. Lessons learned will be extracted by reflecting on the experiences of a planning-related activity, project, or process, identifying both successes and areas for improvement. This reflective approach will help organisations embrace a culture of continuous improvement, resulting in enhanced policy-making, better urban design outcomes, and stronger stakeholder engagement.

This module is thematic and will focus on urban project management and planning strategies within the context of real-world urban and regional planning environments. Supervision is normally provided by a member of academic staff, and students will undertake activities such as interviews with planning authorities, community groups, and key project stakeholders.

This module will support students in developing their UWS graduate attributes, namely:

• Academic: Critical and analytical thinking, inquiry-led approaches, knowledge building, innovation, and problem-solving in the context of urban and regional planning.

• Personal: Effective communication skills, creativity, and imagination for designing sustainable and inclusive communities.

• Professional: Collaboration with diverse stakeholders, research-mindedness, and a commitment to social responsibility in planning practice.

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	Knowledge and understanding of urban project management and planning principles with particular emphasis on learning gained from the process of performing the project.
L2	Evaluate elements of the work experience as it relates to themes and issues of academic study relevant to the designated degree.
L3	Apply skills of self-reflection, criticality, observation and evaluation to demonstrate their ability to relate their knowledge and skills, as learned, to work practices, as experiences, and to reflect upon their own ability to learn, problem analysis, problem solving, interpersonal relationship and other and personal skills.
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 9** A broad and integrated knowledge and understanding of the scope, main areas and boundaries of work in urban project management and planning. A critical understanding of a selection of the principal theories, principles, concepts and terminology pertaining to the area of urban project management and planning. Awareness of the economic environment of urban development projects.

[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 9** The application of skills, techniques, practices and/or materials associated with urban planning. Carry out forms of research for projects involving sustained independent enquiry; retrieve and generate information and evaluate sources, in carrying out research, including the ability to quote from and acknowledge written sources. Practice in a range of professional level contexts which include a degree of unpredictability.
Generic Cognitive skills	**SCQF 9** Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues. Identify and analyse routine professional problems and issues. Draw on a range of sources in making judgments. The ability to employ reasoning and logic in order to analyse data and to formulate relevant arguments and hypotheses; and the ability to express, interpret and discuss such analyses, arguments and hypotheses.
Communication, ICT and Numeracy Skills	**SCQF 9** Make formal and informal presentations on standard/mainstream topics in engineering to a variety of audiences. The ability to assimilate and synthesise complex information.
Autonomy, Accountability and Working with Others	**SCQF 9** Work in flexible, creative and independent ways, showing self-discipline, self-direction, self-motivation self-critical awareness and reflexivity. Manage time, personnel and resources effectively, by drawing on planning and organizational skills An ability to react spontaneously, manage risk, and cope with the unexpected. Work productively in a group or team. Deliver work to a given length, format, brief and deadline, properly referencing sources and ideas and making use, as appropriate, of a problem-solving approach. Deal with ethical and professional issues in accordance with current professional and/or ethical codes or practices, seeking guidance where necessary.

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.

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:

APM (2012) APM Body of Knowledge. 6th edn.

Barker, S. and Cole, R. (2015) Brilliant project management. Pearson UK.

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

Davidson, F. (2022) 'Learning from urban projects: why and how we should unlock the learning potential of urban development projects and programmes', International Journal of Urban Sustainable Development, 14(1), pp. 403–408. doi: 10.1080/19463138.2022.2042305.

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.

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.

Scherer, A. (2011) Brilliant Intern. Pearson Business.

Satty, T. L. and Vargas, L. G. (2012) Models, Methods, Concepts & Applications of the Analytical 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. 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

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

Assessment 1 – Summative assessment 1 is the completion of the practice learning hours at your workplace with a satisfactory placement visit for the practice learning lecturer. This is designated as Pass/Fail with no marks awarded.
Assessment 2
Assessment 2 – Lessons Learned Report (70%)
Assessment 3
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**
Project report/ Thesis	☐	☒	☐	☐	☐	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**