



## Module Descriptor

<b>Title</b>	Planning, Policy and Practice		
<b>Session</b>	2025/26	<b>Status</b>	Published
<b>Code</b>	ENGG10093	<b>SCQF Level</b>	10
<b>Credit Points</b>	20	<b>ECTS (European Credit Transfer Scheme)</b>	10
<b>School</b>	Computing, Engineering and Physical Sciences		
<b>Module Co-ordinator</b>	TBC		
<b>Summary of Module</b>			
<p>This module explores the intersection between planning, policy development, and professional practice, focusing on the role of planners in shaping public policy and implementing urban and regional strategies. It provides students with a comprehensive understanding of planning law, public policy frameworks and the application of these in practice. The module covers policy analysis, plan-making, regulatory frameworks and professional ethics.</p> <p>The Graduate Attributes relevant to this module are:</p> <p>Academic: Critical thinker, Analytical, Problem-solver, Autonomous</p> <p>Personal: Culturally aware, Effective communicator, Resilient</p> <p>Professional: Collaborative, Research-minded, Socially responsible, Transformational</p>			

<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>	Analyse the influence of planning policy on urban development.
<b>L2</b>	Critically engage with legal and policy frameworks guiding planning practices.
<b>L3</b>	Apply planning policy in practical, real-world scenarios.
<b>L4</b>	Understand the roles and responsibilities of planners within policy implementation.
<b>L5</b>	Develop skills in formulating policy-driven solutions for planning challenges.

<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 10</b> <ul style="list-style-type: none"> <li>Understand planning policy formulation and implementation.</li> <li>Grasp regulatory and ethical planning frameworks.</li> </ul>
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 10</b> <ul style="list-style-type: none"> <li>Apply policies to real-world urban planning projects.</li> <li>Conduct policy analysis to guide urban development.</li> </ul>
<b>Generic Cognitive skills</b>	<b>SCQF 10</b> <ul style="list-style-type: none"> <li>Analyse policy impacts on planning practices.</li> <li>Critically evaluate legal and ethical dimensions of planning.</li> </ul>
<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF 10</b> <ul style="list-style-type: none"> <li>Communicate complex policy analysis in reports and presentations.</li> <li>Use planning software and digital tools for policy evaluation.</li> </ul>
<b>Autonomy, Accountability and Working with Others</b>	<b>SCQF 10</b> <ul style="list-style-type: none"> <li>Independently analyse and solve policy-related issues.</li> <li>Collaborate with stakeholders in policy development.</li> </ul>

<b>Prerequisites</b>	<b>Module Code</b>	<b>Module Title</b>
	<b>Other</b>	
<b>Co-requisites</b>	<b>Module Code</b>	<b>Module Title</b>

<b>Learning and Teaching</b>
<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</p>

theoretical concepts and frameworks to understand how planning policy is developed, implemented and practices within the UK context. In the workshop activities, students will be introduced a real-world problem where they will assess, analyse and present these aspects in classroom.

### 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

27

Laboratory / Practical Demonstration / Workshop

09

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 (16th Edition), Routledge

Ferm, J. and Tomaney, J., 2018. Planning Practice: Critical Perspectives from the UK, Taylor & Francis

RTPI (Royal Town Planning Institute): Policy Papers and Guidance (access through the RTPI website for up-to-date policies and frameworks).

Scottish Government, 2024. National Planning Framework 4, <https://www.gov.scot/publications/national-planning-framework-4/>

**(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

<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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>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>
<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 policy analysis report (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
Policy analysis report	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" 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