Undergraduate Programme Specification

Session	2026-27	**Last Modified**	20.05.2026
Named Award Title	BSc (Hons) Sustainable Urban Planning		
Award Title for Each Award	BSc (Hons) Sustainable Urban Planning BSc Sustainable Urban Planning BSc Urban Planning Studies Diploma HE Sustainable Urban Planning Certificate HE Sustainable Urban Planning		
Date of Approval			
Details of Cohort Applies to	AY 2026-27		
Awarding Institution	University of the West of Scotland	**Teaching Institution(s)**	University of the West of Scotland
Language of Instruction & Examination		English	
Award Accredited by		None	
Maximum Period of Registration		6 years full time. Authorised Interruption Guidance notes (uws.ac.uk)	
Duration of Study			
Full-time	4 years	**Part-time**	
Placement (compulsory)			
Mode of Study	☒ Full-time ☐ Part-time		
Campus	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)
School	**Computing, Engineering and Physical Sciences**		
Divisional Programme Board	**Engineering Physical Sciences**		
Programme Leader	Dr Sohail Ahmad		

Admissions Criteria
Candidates must be able to satisfy the general admission requirements of the University of the West of Scotland as specified in Chapter 2 of the University Regulatory Framework together with the following programme requirements:

SQA National Qualifications:

SCQF Level 7:
Standard Entry Requirements: BCCC (90 UCAS Tariff points) including National 5 Mathematics and English (Grade B, or above).
Minimum Entry Requirements: CCCC (84 UCAS Tariff points) including National 5 Mathematics and English (Grade B, or above).

SCQF Level 9:
For details, refer to the section below titled "Other Required Qualifications/Experience".

Or GCE
SCQF Level 7:
CCD (88 UCAS Tariff Points) including Maths and English.

SCQF Level 9:
For details, refer to the section below titled "Other Required Qualifications/Experience".

Or SQA National Qualifications / Edexcel Foundation
SCQF Level 9:
An appropriate Foundation Apprenticeship, Modern Apprenticeship (MA) or HNC/D award with the level of entry and/or credit awarded being subject to the content of the programme. Indicative lists are Town Planning, Construction Management, Environmental Management, Construction and the Built Environment, Quantity Surveying, or Social Sciences.

Other Required Qualifications/Experience
Considering the relevance of the programmes to industry, applicants can apply for admission based on Accreditation of Prior Learning / Accreditation of Prior Experiential Learning in accordance with the University's Recognition of Prior Learning (RPL) guidelines. This is particularly relevant for the advanced entry (SCQF Level 9) and is supported through two types of RPL:
• Accreditation of Prior Experiential Learning (APEL): Recognises informal learning by matching an applicant's experience to selected Learning Outcomes. Applicants to this programme will be subject to Structure Professional Discussion and Presentation based on their career and experience to date.
• Accreditation of Prior Learning (APL): Recognises certificated learning at SCQF Level 7 or above. Credits can be transferred if they align with the programme's level and content, ensuring a coherent curriculum. Specific credit depends on how closely prior learning matches the programme requirements, and only relevant portions may be counted.

Further desirable skills pre-application
Applicants must be employed by a company that is both capable of and committed to supporting the work-based aspects of the programme. Additionally, applicants must have the legal right to live and work in Scotland. It is also a requirement that the employer agrees to release the employee one day per week during term time to participate in academic activities in campus (Paisley). This relese time also includes participation in field trips and site visits, which are essential to the programme's learning objectives.

General Overview

The BSc (Hons) Sustainable Urban Planning programme covers a broad range of urban planning subjects to equip students with the knowledge and skills needed to plan, design, manage and monitor major town and country planning projects.

The programme will seek an accreditation from the Royal Town Planning Institute (RTPI). Once the programme achieve accreditation, gradutes will be eligible to pursue licentiate route to chartership (L-APC) (https://www.rtpi.org.uk/membership/about-rtpi-membership/apply/licentiate/). In current situation, students will have the option to follow the Associate Assessment of Professional Competence (A-APC) route to become chartered, where students will qualify as Associate Member (AssocRTPI) after two years of professional planning experience and can seek full Chartered Membership after an additional two years of experience as an AssocRTPI.

A key feature of the programme is Work Based Learning (WBL) approach. It combines academic learning with real-time practical experience in the workplace, delivering industry-relevant skills and qualifications. Developed in collaboration with employers and following RTPI's contents and learning outcomes standards, the programme ensures learning is relevant to industry and can be applied immediately by learners. WBL approach provide a valuable pathway for skills development and career progression within an organisation. Approximately one-third of the programme is delivered through the WBL mode, where the learning is shaped by the student's work activities.

The WBL approach requires that applicants are employed in a relevant role in industry and have the right to live and work in the UK. The course focuses on cultivating professional development skills in project management, enquiry-based research, and problem-based learning. The programme aligns with the Subject Benchmark Statement for Town and Country Planning learning outcomes.

The teaching and learning methods employed by staff cover a wide range of established and innovative approaches. While traditional lectures and workshops remain a key component, laboratories, seminars, group work, independent learning, and demonstrations are also extensively used. Increasingly, problem-based learning materials are integrated into the teaching environment to maintain student engagement. Staff aim to make teaching materials as interesting and relevant as possible, ensuring students remain enthusiastic about the subjects being taught. A variety of technologies, including high-quality notes, multimedia presentations, and internet resources, are employed in delivering course content. Small tutorial groups are used in key subject areas, with classes divided into smaller groups or supplemented with additional staff for more effective learning. All modules are taught by subject experts, and for final-year students, real-world case studies from staff's professional research or consultancy activities are used.

A range of assessment methods is used throughout the programme, including class tests, reports, design assignments, individual and group presentations, and formal examinations. Group and individual project work allow students to develop both collaborative and independent learning skills, as well as presentation abilities. Both formative and summative methods are used to assess student performance. A Virtual Learning Environment (VLE) system is employed for disseminating materials, assessments, and module information.

While most assessments are summative, informal formative feedback is frequently provided before the submission of summative assessments. Formative feedback and constructive comments are given on coursework submissions to help students continuously improve.

Anonymous marking is used where possible, and applied research projects and group projects are double-marked to ensure fairness.

Typical Delivery Method

A typical delivery method for the BSc (Hons) Sustainable Urban Planning programme would blend academic instruction with practical, work-based learning (WBL) to align with industry needs and enhance employability. Below is a list of the delivery approach, integrating traditional and modern pedagogical methods:

- Lectures
- Work-based learning
- Seminars and tutorials
- Workshops and practical labs
- Group works and practical labs
- Problem-based learning
- Field trips and site visits
- Guest lectures and industrial talks
- Independent learning & research
- Portfolio development

The programme will adopt a hybrid delivery model, combining digital support with on-campus activity days to provide a flexible yet engaging learning experience. Students are expected to attend on-campus sessions one day per week during term time, where they will participate in structured academic activities. This approach ensures a balance between online learning, work-based learning, and face-to-face engagement, supporting both professional development and academic progress. Clear expectations regarding on-campus attendance will assist both students and employers in planning effectively to maximise the programme's benefits.

Any additional costs

Costs associated with field trips and site visits, and occassional guest lectures.

Graduate Attributes, Employability & Personal Development Planning

The University of the West of Scotland's (UWS) Graduate Attributes emphasise the development of academic, personal, and professional skills, fostering graduates who are universally prepared, work-ready, and successful. These attributes are integrated throughout the programme, ensuring that students progressively develop and refine these skills.

The work-based learning approach embedded in this programme provides structured opportunities for skill development across all levels, tailored to the needs of each student and their professional context.

All students enrolled in this programme are in relevant employment, enabling the curriculum to build upon their existing employability skills. From the outset, students actively contribute to their workplaces as productive employees, applying their learning in a professional environment from day one. This integration ensures that academic knowledge is contextualised and directly relevant to real-world scenarios, avoiding reliance on purely theoretical or simulated learning contexts.

As students advance through the programme, they develop deeper academic understanding and practical application in their workplace environments. Critical thinking, creativity, and leadership skills are fostered within professional settings, equipping students to act as change agents capable of driving innovation and improvement. Through reflective practice, students continually enhance their skills, supported by their workplace experiences and guided development plans.

Graduates of the programme will possess the confidence, qualifications, and integrated skill sets necessary for professional success. They will seamlessly combine academic knowledge, workplace experience, and practical application, emerging as fully billable professionals who are well-prepared to navigate the broader planning profession.

The programme provides a solid foundation in urban planning while nurturing the lifelong learning skills essential for adapting to the rapidly evolving nature of the discipline. Digital literacy and problem-solving abilities are systematically enhanced through the use of industry-standard technologies, equipping students to deliver effective solutions in diverse contexts.

The programme promotes cultural awareness, emotional intelligence, and resilient leadership through a variety of collaborative exercises. Students are encouraged to develop respectful communication and behaviours, fostering inclusive, emotionally aware, and culturally sensitive approaches to teamwork and leadership.

Commercial awareness is instilled through group activities that incorporate considerations of staffing, planning, design, and management costs, ensuring that students are mindful of the financial implications of their innovative solutions.

Ethical awareness and social responsibility are integral throughout the programme. These principles are formalised in final-year project studies, where students engage with ethical review processes as required, ensuring that their work aligns with professional and academic standards.

Students are introduced to current University and programme research from the earliest stages of their studies. Opportunities to engage with research—either as part of assessments or through discrete projects—encourage students to link academic theory with practical application and innovation.

The Personal Development Planning (PDP) process is a key component of the programme, supporting students in:

- Reflecting on prior experiences, personal attributes, and goals.
- Auditing their skills and receiving feedback to guide development.
- Recording achievements and identifying learning goals.
- Planning future learning and career development (e.g., CV writing).
- Presenting evidence for diverse audiences.

Students are encouraged to maintain a robust PDP record using e-portfolios. Regular meetings with an academic/link tutor and workplace mentor provide ongoing support, ensuring that students' PDP activities align with their development goals and aspirations.

A dedicated School-level group coordinates and enhances the delivery of PDP across the programme, ensuring its consistent and effective implementation.

The programme equips students to excel in professional environments through its work-based learning modules, cultural and ethical development activities, and robust PDP framework. Graduates leave as ambitious, adaptable, and resilient professionals, ready to contribute meaningfully to their organisations and the wider planning profession.

Work Based Learning/Placement Details

Work-Based Learning (WBL) is a cornerstone of this programme, ensuring alignment with both employer needs and the personal development goals of each student. A 40-credit WBL module is embedded at each level of the programme, providing students with the opportunity to contextualise their academic learning within their workplace environment. This approach maximises the impact of learning for the benefit of both the organisation and the individual, fostering mutual growth and productivity.

The programme encourages students to continually reflect on their learning within the context of their workplace. This ethos of "learning in context" underpins the entire programme, reinforcing the relevance and application of academic concepts to professional practice.

In addition to dedicated WBL modules, many core University-delivered modules incorporate work-based assessments, further embedding the practical application of knowledge. While employers will have varying capacities to support a broad range of WBL opportunities, it is expected that most learning and assessment activities will be undertaken within the workplace, leveraging real-world projects and tasks.
To complement the WBL approach, the programme emphasises Project-Based Learning (PBL), enabling students to develop knowledge and skills by engaging with authentic, challenging, and complex questions or problems over an extended period. This methodology encourages critical thinking, creativity, and problem-solving, ensuring that students graduate with the ability to address real-world challenges effectively.
By integrating WBL and PBL, the programme equips students with the practical experience, professional skills, and academic knowledge needed to excel in their careers and contribute meaningfully to their organisations.

Attendance and Engagement
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this programme, academic engagement equates to the following:

Students are expected to attend all timetabled sessions and to engage with all formative and summative assessment elements of all the modules that are included in the programme specification. The School of Computing, Engineering and Physical Sciences has set a threshold of 80% attendance at all on-campus activities.

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 programme 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 programme 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).

Programme structures and requirements, SCQF level, term, module name and code, credits and awards (Chapter 1, Regulatory Framework)

Learning Outcomes

SCQF LEVEL 7 Learning Outcomes	
Knowledge and Understanding	
A1	Demonstrate foundational knowledge of planning principles, urban regeneration and stakeholder engagement.
A2	Understand key policies, frameworks and legislation in urban planning.
A3	Recognise the role of place-making and policy development in creating sustainable urban environments.
A4	Identify the challenges and opportunities in stakeholder communication and public consultation.
A5	Gain awareness of the connections between policy, regeneration, and urban economic development.
Practice - Applied Knowledge and Understanding	
B1	Apply theoretical concepts to real-world planning problems through work-based learning.
B2	Conduct basic site assessments, data collection and reporting for regeneration projects.
B3	Engage with urban planning policy tools and frameworks in practical scenarios.
B4	Use planning policy knowledge to inform decision-making in local regeneration contexts.
B5	Begin to critically engage with stakeholder feedback to inform urban projects.
Communication, ICT and Numeracy Skills	
C1	Communicate planning concepts and urban regeneration strategies effectively in written and oral formats.
C2	Demonstrate basic proficiency in relevant planning software and ICT tools.
C3	Interpret data related to urban planning (e.g., demographics, spatial data) for decision-making.
C4	Present information on stakeholder consultations and public engagement processes clearly.
C5	Develop basic numeracy skills in analysing statistics relevant to planning and regeneration.
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Identify and evaluate basic planning and policy issues using critical thinking.
D2	Develop problem-solving skills related to regeneration and stakeholder engagement.
D3	Analyse urban regeneration and stakeholder feedback to propose informed solutions.
D4	Begin to assess the impacts of planning decisions on different urban stakeholders.

D5	Evaluate alternative approaches to achieving regeneration and place-making objectives.
Autonomy, Accountability and Working with Others	
E1	Take responsibility for individual contributions to group-based planning projects.
E2	Work effectively in multi-disciplinary teams on urban planning initiatives.
E3	Demonstrate accountability in completing planning-related tasks and meeting deadlines.
E4	Collaborate with external stakeholders during consultations and work-based learning experiences.
E5	Reflect on personal learning and identify areas for development in planning practice.

Level 7 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
7	ENGG07027	Town Planning Work Based Learning 1	40	☒	☒	☐	[1]
7	APPD07001	ASPIRE	20	☒	☐	☐	
7	ENGG07026	Introduction to Planning & Policy	20	☒	☐	☐	
7	ENGG07028	Urban Regeneration & Placemaking	20	☐	☒	☐	
7	ENGG07030	Stakeholder Communication	20	☐	☒	☐	
				☐	☐	☐	
Footnotes for Core Modules [1] Spread in terms 1 and 2.							

Level 7 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules							

Level 7
Criteria for Progression and Award
Please refer to UWS Regulatory Framework for related regulations

Standard UWS progression rules will apply. To progress to SCQF 8 in this programme, students are normally required to obtain 120 credits at SCQF 7 from the above programme. Students obtaining 120 credits at SCQF 7, from the above programme, are eligible for the exit award of the Certificate of Higher Education in Sustainable Urban Planning.

Distinction will be awarded in line with University Regulations and no imported credit can be used. (Regulations 3.25 & 3.26).

In cases where students have not passed all modules at SCQF Level 7, they may still be permitted to progress to SCQF Level 8 under the "progression with deficit" provisions, provided they meet the conditions specified in Regulations 3.13.

SCQF LEVEL 8 Learning Outcomes	
Knowledge and Understanding	
A1	Demonstrate an understanding of GIS applications in urban planning.
A2	Explain principles of sustainability and environmental policy in planning contexts.
A3	Understand energy policies and their impact on urban environments.
A4	Apply knowledge of environmental systems in spatial planning.
A5	Recognise the role of work-based learning in professional development.
Practice - Applied Knowledge and Understanding	
B1	Apply GIS techniques to analyse urban and regional data.
B2	Critically evaluate and formulate evidence-based arguments and identify solutions to clearly defined urban problems of a generally routine nature (e.g., develop planning strategies incorporating sustainability).
B3	Assess energy policies for effective environmental planning.
B4	Execute real-world planning tasks in a work-based learning environment.
B5	Use case studies to apply environmental policy in urban planning projects.
Communication, ICT and Numeracy Skills	
C1	Present complex data using GIS software effectively.
C2	Communicate environmental policy insights to both technical and non-technical audiences.
C3	Interpret numerical data related to sustainability and energy policies.
C4	Use ICT tools to visualise and communicate spatial data.
C5	Deliver written reports integrating GIS and policy analysis.
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Evaluate GIS solutions to planning challenges.
D2	Critically assess environmental sustainability within planning policies.
D3	Analyse energy policy frameworks and their effectiveness in town and country planning contexts.
D4	Solve urban planning problems using spatial data.
D5	Reflect critically on work-based learning experiences.
Autonomy, Accountability and Working with Others	
E1	Work independently to complete GIS-related planning tasks.
E2	Collaborate in teams to develop sustainable planning solutions.
E3	Take responsibility for applying energy policies in real-world planning.
E4	Demonstrate autonomy in conducting sustainability and environment analyses.
E5	Engage effectively with stakeholders during work-based learning projects.

Level 8 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
8	ENGG08041	Town Planning Work Based Learning 2	40	☒	☒	☐	
8	APPD08001	ASPIRE 2	20	☐	☒	☐	
8	ENGG08037	Introduction to GIS	20	☒	☐	☐	
8	ENGG08038	Introduction to Sustainability & Environment	20	☒	☐	☐	
8	ENGG08039	Energy and Environmental Policy	20	☐	☒	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Level 8 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules							

Level 8
Criteria for Progression and Award
Please refer to UWS Regulatory Framework for related regulations

Standard UWS progression rules will apply. To progress to SCQF 9 in this programme, students are normally required to obtain 120 credits at SCQF 8 from the above programme. Students obtaining 240 credits of which 120 credits are at SCQF 8 from the above programme are eligible for the exit award of the Diploma of Higher Education in Sustainable Urban Planning.

Distinction will be awarded in line with University Regulations and no imported credit can be used. (Regulations 3.25 & 3.26).

In cases where students have not passed all modules at SCQF Level 8, they may still be permitted to progress to SCQF Level 9 under the "progression with deficit" provisions, provided they meet the conditions specified in Regulations 3.13.

SCQF LEVEL 9 Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Demonstrate an understanding of advanced GIS and 3D modelling in planning.
A2	Evaluate the principles of green and blue space design for urban environments.
A3	Understand the role of law, economics and management in urban planning.
A4	Assess political processes and governance structures in planning policy.
A5	Apply knowledge of sustainable development to real-world planning challenges.
Practice - Applied Knowledge and Understanding	
B1	Apply GIS and 3D modelling techniques to real-world urban and environmental scenarios.
B2	Design and evaluate green and blue infrastructure projects for cities.
B3	Conduct policy analysis using legal and economic frameworks in urban contexts.
B4	Engage with governance processes to assess planning decision-making.
B5	Implement sustainability and resilience strategies in urban planning practices.
Communication, ICT and Numeracy Skills	
C1	Communicate technical GIS and 3D modelling outputs effectively in reports and presentations.
C2	Use numerical tools to assess environmental impacts and sustainability metrics.
C3	Present coherent planning strategies, integrating law, policy, and economic factors.
C4	Apply digital tools in planning contexts to model and visualise urban data.
C5	Prepare written analyses on political and governance issues affecting planning.
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Critically assess the effectiveness of GIS applications in urban and environmental planning.
D2	Analyse legal, economic, and policy documents to inform planning practices.
D3	Solve complex planning problems through the application of political and economic principles.
D4	Evaluate green and blue space design options for urban sustainability.
D5	Evaluate green and blue space design options for urban sustainability.
Autonomy, Accountability and Working with Others	
E1	Lead and manage GIS-based urban planning projects autonomously.
E2	Collaborate effectively in group projects on sustainable urban design.
E3	Take responsibility for applying legal and governance frameworks in planning tasks.
E4	Engage professionally with stakeholders in urban planning processes.
E5	Reflect on personal learning and development in relation to applied planning practice.

Level 9 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
9	ENGG09064	Town Planning Work Based Learning 3	40	☒	☒	☐	
9	ENGG09058	Applied GIS and 3D Modelling	20	☐	☒	☐	
9	ENGG09063	Green and Blue Space Design	20	☒	☐	☐	
9	ENGG09060	Law, Economics & Management	20	☒	☐	☐	
9	ENGG09059	Governance and Political Processes	20	☐	☒	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Level 9 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules							

Level 9
Criteria for Progression and Award
Please refer to UWS Regulatory Framework for related regulations

Standard UWS progression rules will apply. To progress to SCQF 10 in this programme, students are normally required to obtain 120 credits at SCQF 9 from the above programme.

Students obtaining 360 credits of which 120 credits are at SCQF 9 from the above programme are eligible for the exit award of BSc Sustainable Urban Planning.

Distinction will be awarded in line with University Regulations and no imported credit can be used. (Regulations 3.25 & 3.26).

In cases where students have not passed all modules at SCQF Level 9, they may still be permitted to progress to SCQF Level 10 under the "progression with deficit" provisions, provided they meet the conditions specified in Regulations 3.14.

BSc Urban Planning Studies

Students who do not meet the requirements for the BSc Sustainable Urban Planning may be eligible for the exit award of BSc Urban Planning Studies. To pursue this option, students should consult the Programme Leader (PL) to determine a suitable selection of modules. The BSc Urban Planning Studies exit award provides greater flexibility in module selection,

allowing students to choose from modules offered within this programme as well as the Civil Engineering programme.

Students are eligible for the BSc Urban Planning Studies exit award upon obtaining a total of 360 credits, including atleast 100 credits at SCQF 9 or above, with 300 credits earned within this programme.

SCQF LEVEL 10 Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Demonstrate advanced knowledge of urban planning, transport and environmental economics.
A2	Understand strategic policy frameworks and impact assessment methodologies.
A3	Critically analyse smart transport systems and urban infrastructure.
A4	Evaluate environmental sustainability in relation to planning practice.
A5	Apply theories of urban economics to real-world planning scenarios.
Practice - Applied Knowledge and Understanding	
B1	Conduct advanced assessments using GIS, 3D modelling, and strategic tools.
B2	Develop and evaluate policies for smart cities and sustainable transport.
B3	Design effective planning solutions based on complex economic and environmental data.
B4	Undertake and evaluate real-world planning projects through work-based learning.
B5	Integrate sustainable urban and transport policies into practical applications.
Communication, ICT and Numeracy Skills	
C1	Use advanced GIS, 3D modelling and impact assessment software proficiently.
C2	Communicate complex planning ideas effectively to stakeholders.
C3	Present data-driven solutions with clarity and professionalism.
C4	Analyse and present quantitative data from environmental and urban economics.
C5	Produce high-quality planning reports, using ICT tools for analysis and visualisation.
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Critically evaluate planning policies and urban strategies.
D2	Solve complex planning challenges using multi-disciplinary approaches.
D3	Apply analytical skills to assess strategic impacts of urban policies.
D4	Develop innovative solutions for transport, sustainability and urban resilience.
D5	Synthesise information from various sources to inform planning decisions.
Autonomy, Accountability and Working with Others	
E1	Lead and manage planning projects independently.

E2	Demonstrate professional accountability in planning practice.
E3	Collaborate effectively with multidisciplinary teams in urban and transport planning.
E4	Take responsibility for lifelong learning and professional development.
E5	Engage with stakeholders to ensure inclusive and sustainable planning outcomes.

Level 10 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
10	ENGG10090	Town Planning Work Based Learning 4	40	☒	☒	☐	[1]
10	ENGG10091	Smart Transport & Cities	20	☒	☐	☐	
10	ENGG10092	Strategic Impact Assessments	20	☐	☒	☐	
10	ENGG10093	Planning, Policy & Practice	20	☐	☒	☐	
10	ENGG10094	Applied Urban and Environmental Economics	20	☒	☐	☐	
				☐	☐	☐	

Footnotes for Core Modules

[1] This will be the students Honours Project.

Level 10 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	

Footnotes for Option Modules

Level 10
Criteria for Award
Please refer to UWS Regulatory Framework for related regulations

Standard UWS progression rules will apply. To be eligible for the award of BSc (Hons) Sustainable Urban Planning degree a candidate must hold 480 credits, including 120 at SCQF 10 from the above programme.

The Classification of Honours will be determined by University Regulation 3.20-3.24.

Regulations of Assessment
Candidates will be bound by the general assessment regulations of the University as specified in the University Regulatory Framework. An overview of the assessment details is provided in the Student Handbook and the assessment criteria for each module is provided in the module descriptor which forms part of the module pack issued to students. For further details on assessment please refer to Chapter 3 of the Regulatory Framework. To qualify for an award of the University, students must complete all the programme requirements and must meet the credit minima detailed in Chapter 1 of the Regulatory Framework.

Combined Studies
There may be instances where a student has been unsuccessful in meeting the award criteria for the named award and for other more generic named awards existing within the School. Provided that they have met the credit requirements in line with the SCQF credit minima (please see Regulation 1.21), they will be eligible for a Combined Studies award (please see Regulation 1.61). For students studying BA, BAcc, or BD awards the award will be BA Combined Studies. For students studying BEng or BSc awards, the award will be BSc Combined Studies.

Version no: 1

Change/Version Control

What	**When**	**Who**
Title change to BSc (Hons) Sustainable Urban Planning. At Level 9, ENGG09058 Applied GIS and 3D Modelling moved to Term 2 and ENGG09060 Law, Economics & Management moved to Term 1.	20/05/2025, applicable from 01.09.2026.	Sohail Ahmad