Module Descriptor

Title	Career Development Ethical and Inclusive Practice		
Session	2026/27	**Status**	
Code	CGAD11001	**SCQF Level**	SCQF 11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education & Social Sciences**		
Module Co-ordinator	**Leann Kelly**		

Summary of Module

This module introduces students to concepts of professionalism relavant to Career Development professional roles, to the principles that underpin ethical and inclusive professional practice, and explores how attitudes, values and beliefs impact upon practice. The module examines the major provisions of equalities legislation, and the application of legislation to policy and practice in career development contexts. The module includes opportunities for students to engage with theories and models of reflective practice and prepares students for work in inter-professional and collaborative contexts. The module:

- introduces students to concepts of professionalism relevant to Career Development professional roles
- introduces students to principles of ethical practice and to relevant codes of practice
- engages students in critical anlysis of inclusive and non-oppressive practice
- introduces equalities legislation and its impact in career guidance and development contexts
- introduces and engages students with approaches to reflective practice
- prepares students for inter-professional and partnership working

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**

[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

	☒		☐		☐	☐
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	Demonstrate critical knowledge and understanding of legislative and ethical underpinnings of career development professional practice.
L2	Apply principles of ethical and inclusive practice to career development professional practice scenarios.
L3	Evaluate and synthesise new ideas and experiences.
L4	Demonstrate reflective insight into aspects of inter-professional and collaborative working.
L5	

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 11 • the development of knowledge and understanding of concepts of professionalism and reflective practice, ethical and legislative frameworks, fostering inclusive professional practice, and issues relevant to partnership and collaborative working.
Practice: Applied Knowledge and Understanding	SCQF 11 • applying that knowledge and understanding in, and to, career development professional practice scenarios.
Generic Cognitive skills	SCQF 11 • a range of academic and professional skills including those relevant to critical reflection on practice.
Communication, ICT and Numeracy Skills	SCQF 11 • communicating complex analytical ideas, including syntheses of new knowledge and experiences.
Autonomy, Accountability	SCQF 11

and Working with Others	• understanding the nature and boundaries of Career Development professional roles and how to work effectively in inter-professional and collaborative contexts.

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.

Learning activities include scheduled class sessions integrating taught elements, structured activities and discussion, and asynchronous and independent learning activities supported by resources in the university's Virtual Learning Environment (VLE).

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	36
Asynchronous Class Activity	12
Independent Study	152
Choose an item.	
Choose an item.	
Choose an item.	
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Allan, G. and Moffett, J. (2016) 'Professionalism in career guidance and counselling How professional do trainee career practitioners feel at the end of a postgraduate programme of study?' British Journal of Guidance and Counselling, 44(4), pp. 447-465. doi: 10.1080/03069885.2015.1063111

Hutchinson, J., Rolfe, H., Moore, N., Bysshe, S. and Bentley, K. (2011) All Things Being Equal? Equality and Diversity in Careers Education, Information, Advice and Guidance. Manchester: Equality and Human Rights Commission.

Neary, S. (2014) 'Reclaiming professional identity through postgraduate professional development' British Journal of Guidance and Counselling, 42(2), pp. 18-36. doi: 10.1080/03069885.2013.869790

Neary, S. and Johnson, C. (2016) CPD for the Career Development Professional. Bath: Trotman Publishing.

(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 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 module, academic engagement equates to the following:** Students are required to attend all scheduled classes, to engage fully with all module learning activities and to submit all required module assessment on time. Consideration will be given to students who have protection under the appropriate equality law.

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 overall commitment to equality and diversity, learning resources will be presented electronically in formats that allow flexible access and manipulation of content. The programme complies with UWS regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS regulations and policy.
(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	**Social 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	**SS PGT**

Moderator	**Elysha Ramage**
External Examiner	Jo McFadden
Accreditation Details	**Career Development Institute**
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Written assessment. Students will submit a 'portfolio-style' written assessment which will be designed to be completed as the module progresses.
Assessment 2
Assessment 3
(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**
Written assessment	☒	☒	☒	☒	☐	**100**	36

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

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	36

Change Control

What	When	Who
Changes proposed from session 2026/27; to be validated at ILQR (June 2026)	April 2026	Marjorie McCrory (PL)