Module Descriptor

Title	Ethical & Inclusive Practice (CGD)		
Session	2025/26	**Status**	
Code	CGAD11001	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	Education and Social Sciences		
Module Co-ordinator	E Bolger		

Summary of Module

This module introduces a range of concepts which underpin professional practice in career guidance and development and is a core module for both the Postgraduate Certificate and Postgraduate Diploma in Career Guidance and Development. The module introduces students to concepts of professionalism, to the principles that underpin ethical and inclusive 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 guidance and development contexts as well as the principles of referral. The module includes opportunities for students to engage with theories and models of reflective practice and prepares students for work in inter-professional contexts. The EIP module:

- Introduces students to concepts of professionalism

- Introduces students to principles of ethical practice

- Critically analyses approaches to inclusive and non-oppressive practice

- Critically analyses 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 working

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	Demonstrate critical knowledge and understanding of the legislative, regulatory and ethical underpinnings of professional career guidance and development practice
L2	Apply principles of ethical and reflective practice to practical career guidance and development contexts
L3	Evaluate and synthesise new ideas and experiences
L4	Understand how to undertake proactive anti-racist practice in career guidance and development work
L5	Demonstrate reflective insight into aspects of inter-professional working

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** Demonstrate a critical awareness of ethical principles that apply to career guidance and development, how personal beliefs and values can influence professional practice, and the implications for the policies of service providers of the major provisions of legislation and codes of practice relating to equal opportunities. Demonstrate a critical understanding of the concept and value of reflective practice and continuous professional development and the sources of evidence/feedback to appraise one's own practice.

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[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 11** Demonstrate the ability to evaluate, challenge and effectively manage own values and beliefs to ensure the application of ethical principles to day-to-day practice in career guidance and development. Demonstrate the ability to uphold and promote ethical practice and equal opportunities and challenge the practice of others in cases of unethical or oppressive behaviour. Demonstrate the capacity to gather evidence of own performance and engage in a constructive professional dialogue with other professionals to inform own practice and effect improvement and development in practice.
Generic Cognitive skills	**SCQF 11** Demonstrate the ability to synthesise the issues around ethical practice, including how to manage own attitudes, values and beliefs and promote equality and challenge oppressive practice in self and others. Demonstrate the capacity to become a reflective practitioner, drawing on experiences, seeking feedback and validation from others and developing a commitment to professionalism, personal improvement and continuous professional development. Demonstrate the ability to generate new ideas and approaches to inform own practice and to explore new or unfamiliar ideas and experiences. Demonstrate the ability to reflect on practice in 1:1 interventions and group interactions and monitor the effectiveness.
Communication, ICT and Numeracy Skills	**SCQF 11** Demonstrate the capacity to challenge unethical or oppressive behaviour in others and effect appropriate behavioural change. Demonstrate the ability to engage in reflective practice through seeking out constructive professional dialogue with others about own performance, and learning to give and receive feedback. Demonstrate the ability to make effective use of systems for supervision and support. Demonstrate the ability to build and sustain constructive working relationships with others and to communicate with professional level peers, both internal and external. Demonstrate the capacity to recognise, value and learn from the skills and expertise of colleagues and identify and realise opportunities to work collaboratively with others. Demonstrate the ability to manage conflict and disagreement through effective negotiation and mediation and respect for the views of others.
Autonomy, Accountability and Working with Others	**SCQF 11** Demonstrate the ability to deal with complex ethical issues, including taking personal responsibility for promoting equality of opportunity and challenging oppressive behaviour. Demonstrate the ability to build and sustain constructive working relationships with others, internal and external, and to work collaboratively with others in a team approach to working with clients. Demonstrate the ability to practice in ways which draw on critical reflection of own and others' roles and responsibilities.

	Demonstrate the ability to challenge and effect change in self and organisations.
	Demonstrate a professional approach to all aspects of training, including liaising with internal colleagues and communicating with the wider network of organisations in own developing network.

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)
Lecture / Core Content Delivery	14
Tutorial / Synchronous Support Activity	16
Practice-based Learning	30
Personal Development Plan	5
Independent Study	135
Please select	
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 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:** Students must attend all scheduled sessions, complete learning activities and submit assessment. Detailed guiadnce will be provided by the module coordinator.

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.**
(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	Please select
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	PG Social Sciences
Moderator	**M McCrory**
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 (40% weighting)
Assessment 2
Written Assessment (60% weighting)
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 1	☐	☒	☒	☐	☒	40	19

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Written Assessment 2	☒	☒	☒	☒	☐	60	19

Component 3

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	☐	☐	☐	☐	☐		
Combined total for all components						100%	38 hours

Change Control

What	When	Who
Transferred to new template, EE, MM and EE updated	Mar 25	E Olaru