Module Descriptor

Title	Advancing Your Professional Practice		
Session	2025/26	**Status**	Published
Code	PMPP11002	**SCQF Level**	11
Credit Points	10	**ECTS (European Credit Transfer Scheme)**	5
School	**Cross-School**		
Module Co-ordinator	R Flynn		

Summary of Module

This module aims to prepare learners for a professional research project by enabling them to identify a theme or issue within their professional field, pursue an aspect within their professional practice that they would like to address, innovate, or study more closely, and/or position a live change project. Learners will develop critical insight into contemporary challenges in their field and apply sophisticated analysis and evaluation skills to identify opportunities for further scholarship. The module emphasises the importance of self-reflection, supported through the use of a personal ePortfolio which encourages each learner to record their ongoing research and development.

The module also provides opportunities for learners to participate responsibly in providing and receiving constructive peer feedback. As part of the module, learners will also be encouraged to identify an effective programme of skills and research development that will be needed in advance to engage with their proposed project. This module is recommended to be taken at the beginning of the PgDip stage to allow learners to utilise the space within the subsequent terms to engage in modules and training opportunities that may be advantageous.

The module will culminate in a presentation where the learner will articulate their own research focus, demonstrating their ability to review relevant information, and propose a research question or hypothesis. Final submission of the presentation will be formally assessed and learners will receive feedback from staff to support them in carrying out their focused research project with success should they wish to progress to MProf level.

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 insight into contemporary challenges in your professional field.
L2	Apply sophisticated analysis and evaluation skills to identify opportunities for change in your professional context.
L3	Demonstrate persuasion, concision and clarity when presenting complex ideas to a peer audience.
L4	Participate responsibly in dialogues within professional communities of practice.
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 11** Demonstrate critical insight into contemporary challenges in your professional field. Demonstrate professional insight into the dynamics and requirements of peer group collaboration.
Practice: Applied Knowledge and Understanding	**SCQF 11** Apply collaborative practice methodologies. Demonstrate originality or creativity in the application of knowledge and understanding of research and research methods as applied to creative practice.

[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

Generic Cognitive skills	**SCQF 11** Deploy sophisticated analytical and evaluation skills. Demonstrate adaptability to feedback.
Communication, ICT and Numeracy Skills	**SCQF 11** Demonstrate persuasion, concision, and clarity. Present complex ideas to a peer audience. Communicate professionally with peers.
Autonomy, Accountability and Working with Others	**SCQF 11** Engage constructively in collaborative peer feedback processes.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching

The module will provide an integrated learning and teaching experience, offering a variety of opportunities for both formative and summative feedback, including from staff and peer group. You will engage in a series of formative tasks and activities that will support work towards the summative assessment. Note, activity throughout this module is designed to prepare and provide guidance to learners as they begin to engage in planning for a research and inquiry-based project.

In this module you will engage in a range of teaching and learning experiences. These consist of:

• One-to-one tutorials with module staff (this is out with your Personal Academic Advisor sessions, though these may support module activity);

• Engagement with live (synchronous) activity, from a programme of module-based workshops and events (which may include skills improvement sessions, spotlight talks, group discussion seminars, short lectures, practical workshops).

• A series of asynchronous activities which will be found within your ePortfolio. These activities will include worksheets with suggested tasks and prompts, reading and video material, checklists and templates to support your progress, and frameworks to scaffold your own reflections.

• Independent study to continue to progress and develop all other module activities, and to prepare for final assessment and submission of portfolio.

Further information on the module learning activities are outlined in the module handbook.

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)
Tutorial / Synchronous Support Activity	2
Lecture / Core Content Delivery	6
Asynchronous Class Activity	20
Independent Study	72
n/a	
n/a	
TOTAL	100

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Giltrow, J. C Gooding, R. (2018). Academic Reading: Reading and Writing Across the Disciplines. Broadview Press. Goatly, A. C Hiradhar, P. (2016). Critical Reading and Writing in the Digital Age: An Introductory Coursebook. Routledge. McLaughlin, M., C Allen, E. (2016). Critical Reading and Writing for Postgraduates. SAGE Publications Ltd. Schön, D. A. (1983). The reflective practitioner: How professionals think in action. Basic books
(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:** satisfactory engagement with active learning hours, assessment, and the mentoring process.

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. The Directorate of Learning and Teaching Enhancement is committed to enabling all learners, respecting diversity, promoting equality and embedding inclusivity in all aspects of its work. It is fully cognisant of and compliant with relevant external and institutional policy in this area, including the UWS Equality, Diversity and Human Rights Code and the Equality Act 2010. The

programme engages deeply with issues of equality, diversity and inclusivity across its curriculum, and provides myriad opportunities for learners to reflect on and enact equalities practices as part of their learning. The programme is globally informed, and sensitively enables students to draw intellectual connections and contrasts across cultural boundaries. The programme encourages applications from the widest possible range of social backgrounds and takes seriously the responsibility to proactively make the learning experience accessible to all. The programme complies with University 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 policy and regulations. Using appropriate platforms, learning materials will be presented electronically in formats that allow flexible access and manipulation of content.
(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	**Cross-School**
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	Cross School Board
Moderator	S Hughes
External Examiner	F Lawrence
Accreditation Details	N/A
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
The module assessment is a live or recorded presentation where the learner presents a proposed study focus and demonstrates their ability to critically identify and review relevant information, experiences, and existing research which foundationally relates to this.
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**
Presentation	☒	☒	☒	☒	☐	100	0

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%	0 hours

Change Control

What	When	Who