



## Module Descriptor

<b>Title</b>	<b>Professional Development</b>		
<b>Session</b>	2025/26	<b>Status</b>	Published
<b>Code</b>	NURS09244	<b>SCQF Level</b>	9
<b>Credit Points</b>	20	<b>ECTS (European Credit Transfer Scheme)</b>	10
<b>School</b>	<b>Health and Life Sciences</b>		
<b>Module Co-ordinator</b>	Kelly McCourtney		

### Summary of Module

This module aims to provide the student with opportunities, in practice, to critically examine accountability and effectiveness in relation to professional values and standards. Students will address legal, ethical, moral, and professional requirements across many settings and patient groups.

The Professional Standard Authority (PSA), as regulators, are currently challenging the General Dental Council (GDC) to improve, change and align dentistry with other professions in relation to revalidation. This climate of change underpins the need for objective critical analysis of what it means to be a dental health care professional and how all team members need to work towards promoting values which help retain the public's confidence.

In this changing context the student will critically appraise and reflect upon the Scope of Practice for Dental Nurses. This will include policies/procedures, mentorship, fitness to practice, legislation, whistleblowing, complaint-handling, ethical issues and application of knowledge to practice. Students will be required to actively engage with the subject matter and to review and consider issues arising from practice. They will develop their skills of critical thinking and values clarification by exploring realistic case studies.

This module will further develop the student's employability and graduate attributes through personal development planning and portfolio development. In addition, this will prepare the student as a mentor operating within a dental environment.

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b>	<b>Hybrid<sup>2</sup></b>	<b>Online<sup>3</sup></b>	<b>Work -Based Learning<sup>4</sup></b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<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

						<input checked="" 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 type="checkbox"/> Paisley		<input type="checkbox"/> Online / Distance Learning <input checked="" type="checkbox"/> Other (specify) NCL Coatbridge Campus	
<b>Terms for Module Delivery</b>	Term 1	<input type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>
<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2	<input checked="" type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

Learning Outcomes	
<b>L1</b>	Critically explore professional practice for dental nurses with academic rigour whilst focusing on specific legislative, knowledge and skills requirements as outlined in the Scope of Practice.
<b>L2</b>	Critically analyse ethical and legal issues relevant to professional healthcare practice.
<b>L3</b>	Critically examine the obligations of professional regulation and accountability in dental health care practitioners' conduct.
<b>L4</b>	Appraise the mentor's role to create a positive learning environment for the dental team.
<b>L5</b>	Demonstrate evidence of ongoing achievement of the relevant General Dental Council professional standards

Employability Skills and Personal Development Planning (PDP) Skills	
<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 9</b> Development of analytical skills required for reflection, utilising this in relation to clinical dental practice.  Understanding the interplay of ethical, professional, and legal aspects of professional practice and care delivery within a health care context.  Knowledge of the role of the mentor in accordance with General Dental Council guidance.
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 9</b> Using an understanding of the ethical, professional, and legal principles underpinning practice to provide holistic care in various settings and across client groups. Inputting to decision-making in challenging situations by participating in logical argument. Advising clients and families on their rights in relation to dental health care.  Application of knowledge and understanding of mentorship whilst operating within the dental team.
<b>Generic Cognitive skills</b>	<b>SCQF 9</b> Demonstrate knowledge and understanding of the scope of professional and multi-disciplinary values and practice.

	Using critical incident analysis to reflect on and examine professional practice. Constructing logical and compelling arguments in decision making.
<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF 9</b> Developing information literacy, knowledge management and e- learning skills. Making effective use of electronic resources in accessing information.
<b>Autonomy, Accountability and Working with Others</b>	<b>SCQF 9</b> Practice as an accountable health care worker who can work autonomously and accept responsibility for own practice. Assertively interacts with other professionals in care decision- making. Recognising the need to respect client autonomy and choice. Accountability for personal and professional maintenance.

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

<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>A variety of learning and teaching strategies will be utilised including lectures, workshops, tutorials, enquiry based learning and simulated practice. Support and guidance will be available from the module team. Additional support including reasonable adjustments for teaching and learning can be individualised for those students with enabling support needs. The learning and teaching strategies on this module contribute to the development of UWS graduate attributes as outlined in “I am UWS” see link:  <a href="https://www.uws.ac.uk/current-students/your-graduate-attributes/">https://www.uws.ac.uk/current-students/your-graduate-attributes/</a></p>	
<b>Learning Activities</b>	<b>Student Learning Hours</b>
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	3
Tutorial / Synchronous Support Activity	3
Work-based Learning	192
Independent Study	2
n/a	
n/a	
<b>TOTAL</b>	<b>200</b>

<b>Indicative Resources</b>
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**The following materials form essential underpinning for the module content and ultimately for the learning outcomes:**

Tanguay, E., Hanratty, P and Martin, B. (2020) Reflective writing for nursing, health & social work. London: Red Globe Press.

**(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:**

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:

The University is committed to providing a supportive learning environment that actively facilitates student success. In this module, there is a high degree of student- led flexibility.

You are academically engaged if you are regularly engaged with scheduled live sessions on-campus and online, including engaging with online learning activities in your own time, course-related learning resources, and with timely completion and submission of assessments.

Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate in all scheduled live classes and complete your self-directed learning activities in a timely manner. This module requires attendance at a work- based learning environment to work towards GDC Scope of Practice additional competencies.

It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module work and live classes. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions or completing online 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](#).**

This module is appropriate for all students. To promote inclusive practice, procedures and processes have been subject to Equality Impact Assessment where appropriate. In line with the Equality Act 2010 and UWS Refreshed Equality Outcomes 2021-2025 Public Sector Equality Duty Mainstreaming and Equality Outcomes Report 2021 ([uws.ac.uk](http://uws.ac.uk)) (pp. 37-39) the School of Health and Life Sciences encourages the disclosure of support requirements, including disability, at the recruitment stage and throughout the duration of the module. Emphasis is placed on confidentiality of information, the benefits of disclosure and that no detriment to progress will be experienced. The School will endeavour to make reasonable adjustments to teaching and learning approaches and arrangements for assessment, and (when applicable) periods of placement, where a student has disclosed specific requirements.

**(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>Adult Nursing Community Health</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>	Community and Health
<b>Moderator</b>	Rhona Winnington
<b>External Examiner</b>	V Hewson
<b>Accreditation Details</b>	
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Changes / Version Number</b>	2.0

<b>Assessment (also refer to Assessment Outcomes Grids below)</b>
<b>Assessment 1</b>
Two components – a pass in both is required. Portfolio of evidence to assess learning outcomes 1, 2, 3 and 4. Pass mark 40/100.
<b>Assessment 2</b>
successful completion of a work-based learning as evidenced by achievement of competencies to assess learning outcome 5. This component is assessed as pass/fail.
<b>Assessment 3</b>
(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.)

<b>Component 1</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Portfolio of written work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	100	0

<b>Component 2</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Performance/ Studio work/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	0

Placement/ WBL/ WRL assessment							
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<b>Component 3</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Combined total for all components</b>						100%	0 hours

### Change Control

<b>What</b>	<b>When</b>	<b>Who</b>
Co-ordinator	13/2/25	JO
Moderator	13/2/25	JO
External examiner	13/2/25	JO
Added Module code	17/2/25	JO