Module Descriptor

Title	Professional Development		
Session	2026/27	**Status**	Published
Code	NURS09244	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	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.

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

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Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☒ Other (specify) NCL Coatbridge Campus	
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	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.
L2	Critically analyse ethical and legal issues relevant to professional healthcare practice.
L3	Critically examine the obligations of professional regulation and accountability in dental health care practitioners' conduct.
L4	Appraise the mentor's role to create a positive learning environment for the dental team.
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 9** 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.
Practice: Applied Knowledge and Understanding	**SCQF 9** 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.
Generic Cognitive skills	**SCQF 9** 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.
Communication, ICT and Numeracy Skills	**SCQF 9** Developing information literacy, knowledge management and e- learning skills. Making effective use of electronic resources in accessing information.
Autonomy, Accountability and Working with Others	**SCQF 9** 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**
	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. 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: https://www.uws.ac.uk/current-students/your-graduate-attributes/	
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	6
Tutorial / Synchronous Support Activity	12
Asynchronous Class Activity	18
Independent Study	164
n/a	
n/a	
TOTAL	200

Indicative Resources

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 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:

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) (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

Divisional Programme Board	**Adult Nursing Community Health**
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	Community and Health
Moderator	Gregor Heron
External Examiner	V Hewson
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	3

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Portfolio of evidence Pass mark 40/100.
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**
Portfolio of written work	☒	☒	☒	☒	☐	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
Co-ordinator, Moderator, External Examiner, Added Module code	13/2/25	J Orr
Moderator change, Removed LO5, Removed Component 2, Changed Delivery to Hybrid, Updated L&T Hours	March 2026	Anne Marie Craig