Example Module Outline Template

Form for Partners

2023/24

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Approval by: Head of Partnerships
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Related documents:

Version log

Date	Version no.	Summary of changes	Updated by	Approved by
25/2/22	V2	Amendment of delivery methods	RG	
July 2023	V3	Added section for transferable skills and instructions on optionality in assessment types.	AS	Academic Partnerships

Module Outline		**Part 1- as validated**

1.	Title	**Developing Counselling Practice**
2.	**Level ***	**4**
3.	**Credits**	**20**
4.	**Indicative Student Study Hours**	**Class contact hours: 36** **Self-Directed Study Hours: 164** **Total study hours: 200**
5.	**Compulsory (must be taken) OR Optional**	Compulsory
6.	**Core (must be passed and cannot be compensated) or Non-core**	Core

* Foundation Level=3   Degree Year 1 = 4   Degree Year 2 = 5   Degree Year 3 = 6

PG (Masters) = 7

7. Brief Description of Module (purpose, principal aims and objectives)

This module will equip students with a further developed understanding and experience of the person-centred approach to therapeutic counselling, supporting them to begin professional practice with clients in Year 2.

Students will consolidate their understanding of person-centred counselling as a form of helping. This module will also provide opportunities for students to further develop their awareness of self and others through interaction and feedback process, in preparation for professional supervision in year 2.

Students will consolidate understanding of the psychological ideas underpinning the person-centred approach, including consideration of equality and diversity to promote inclusive counselling practice. With guidance and support from tutors and from peer groups, learners will have further opportunities to examine self in new ways and, consequently, evaluate their own and others' development.

Students will be introduced to case management and professional practice procedures in line with Colchester Institute Counselling Service (CICS) policies and procedures, the British Association of Counselling and Psychotherapy Ethical Framework for the Counselling Professions, and relevant legislation.

Within this module students will also work towards on-line and telephone counselling competencies in line with BACP competency guidance. Teaching and learning will be supported through on-line sessions, where information on EDI related technology will be explored.

8. Learning Outcomes - On successful completion of this module a student will be able to:
(*Add more lines if required*)

1.	Demonstrate competent, ethical Person-Centred practice in a 30-minute audio-recorded skill practice session with a peer.
2.	Analyse the principal ethical, environmental, and contractual features of counselling using a person-centred approach, with reference to own 30-minute audio-recorded session with a peer.
3.	Evaluate own suitability to practice as an ethical person-centred counsellor through analysis of person-centred skills and ongoing self-reflection processes
4.	Demonstrate capacity for summative self-evaluation, identifying an awareness of strengths and challenges that may impact future client work.

9. Assessment	
Pass on aggregate or Pass all components	**Pass all components**
Summary of Summative Assessment Plan	
If there is an option to select between different types of assessments (for example, presentation or essay), please ensure this is clearly outlined in the table below and further details of assessment section.	

	Type	% Weighting	Anonymous Yes / No	Word Count/ Exam Length	Learning Outcomes Coverage	Comments
1.	30-minute audio-recorded session with a peer. Students will choose an audio-recorded session from those conducted with peers throughout the semester to submit as evidence of their competent person-centred counselling practice (equivalent to 500 words)	20%	No	N/A (equiv 500 words)	1	Students will choose an audio-recorded session from those conducted with peers throughout the semester to submit as evidence of their competent person-centred counselling practice.

2.	Transcription analysis.	80%	No	2000	2 & 4	A moment-by-moment analysis of the submitted audio session with a peer, including personal statement of readiness for practice.
3.	Record of practice sessions.	Pass/Fail	No	N/A	3	Students will keep evaluation records of weekly 30- minute practice sessions. Minimum of 2 tutor observed, 30-minute practice sessions with peers (1 in-person and 1 online).

Further Details of Assessment Proposals

Give brief explanation of each assessment activity listed

Students will choose one recorded session that best showcases their skills in person-centred counselling including empathy, active listening, and the core therapeutic conditions (such as unconditional positive regard and congruence). The selected recording should illustrate the student's competence in applying person-centred approaches and effectively responding to client needs. Tutor feedback will include a rubric based on the audio recording to meet learning outcome 1.

To accompany the audio recording, students will transcribe 20 minutes of the recorded 30-minute session, analysing client and counsellor responses in relation to skills and application of theory including awareness of ethical practice. This will include an introduction reviewing their experiencing of the contracting process. and will conclude with a reflective personal statement, which will focus on their readiness for professional practice in year 2.

Students will keep a record of weekly triad/tetrad sessions with peers of a minimum of 10 weekly practice sessions, of which a minimum of 2 must be observed and signed by a tutor: one in-person and online.

Summary of Formative Assessment Plan

Weekly feedback sheets continue to support students to build a repertoire of person-centred skills and responses, including metaphor and the use of clean language. Feedback sheets will be further developed to adhere to basic competencies for online working with diverse clients.

Tutors will continue to guide students in offering feedback that is constructive and in relation to client phenomenology.

Tutors will provide experiential demonstration of skills, so students are able to offer in the moment responses and reflections when acquiring new person-centred skills in action. Tutors will be able to offer 'live' examples and offer feedback that supports students to receive formative feedback in alternative ways.

10. Summary of Pre and / or Co Requisite Requirements

11. For use on following programmes

BA Counselling and Psychotherapy

HE Diploma Person-Centred Counselling

Module Specification	**Part 2- to be reviewed annually**

1.	**Module Leader**	**Kelly Rothery**

2.	**Indicative Content**
	1. Giving and receiving formative and summative feedback using designated forms that support students' awareness of diversity issues.
	2. Developing attitudes and qualities of the Person-centred counsellor for inclusive practice.
	3. Development of theory of person-centred practice; the therapeutic conditions.
	4. Developing communication of qualities and attitudes for in-person and remote counselling with an awareness of cultural and diverse client experience.
	5. Developing communication with diverse client groups and issues, moving toward inclusivity, and developing cultural competence.
	6. Consolidating the counselling process; session management issues; contracting and confidentiality (in-person and remote).
	7. Client feedback and review; referrals and disclosures.
	8. BACP Ethical Framework for the Counselling Professions; developing awareness of law in counselling and psychotherapy including Mental Capacity (2005).
	9. Experiential triad/tetrad skill practice with peer and tutor feedback and group discussion (weekly) and practice log review.
	10. Introduction to the Person-Centred and Experiential Psychotherapy Scale (PCEPS).
	11. Introduction to Colchester Institute Counselling Service (CICS) policies, procedures, and paperwork.

	12. Orientation to supervision and CICS line management.

3.	**Transferable Skills**

Feedback and Communication Skill: Communicating effectively with individuals from diverse backgrounds, both in-person and remotely, is valuable in counselling to explore ways of working for digital collaboration.

Inclusive Practice and Cultural Competence: Developing awareness and respect for diversity and cultural backgrounds promotes inclusivity by practicing nonjudgment and enabling effective communication and support across varied cultural and social contexts.

Empathy and Person-Centred Attitudes: Cultivating empathy through person-centred approaches, by adapting communication styles to meet clients' cultural and personal needs, is useful for tailoring approaches to the different needs of clients in both the in-person and online environment.

Legal and Ethical Awareness: Understanding the BACP Ethical Framework and relevant laws (e.g., Mental Capacity Act) enhances awareness of regulatory requirements, applicable to working in mental health sectors. Making informed, ethical decisions is essential to adhere to BACP and placement requirements in CICS.

Supervision: Awareness of supervision and line management prepares students to work within placement structures, developing skills valuable for collaboration in future counselling practice.

4. Delivery Method (*please tick appropriate box***)**

Classroom Based	Blended Learning	Flipped Learning	Distance Learning	E-Learning	Work Based Learning	Other (specify)
✓	✓	✓		✓		

*If the Delivery Method is **Classroom-based** please complete the following table:*

	Activity **(lecture, seminar, tutorial, workshop, practical, self-directed study)**	**Activity Duration - Hrs**	**Comments**	**Learning Outcomes**
1.	Lecture (seminar style) & practical	33	Includes 12 hours of E-Learning for OPT	1,2,3 & 4
2.	Workshop	3		1,2,3 & 4
3.	Self-directed learning	164		1,2,3 & 4
	Total Hours	**200**		

If delivery method is *not* classroom-based state lecturer hours to support delivery	

5. Learning Resources

To include contextualised Reading List.

Core Reading:

Frankland, A. and Sanders, P. (2009) *Next Steps in Counselling Practice: a students' companion for degrees, HE diplomas and vocational courses*, 2nd edition, Ross on Wye: PCCS Books.

Mearns, D. and Thorne, B. (2013) *Person-Centred Counselling in Action*, 4th edition, London:

Sage.

Tolan, J. (2017) *Skills in Person-centred Counselling and Psychotherapy*, 3rd edition, London: Sage.

Additional Reading:

Evans, J. (2009) *Online Counselling and Guidance Skills: a practical resource for trainees and practitioners*, London: Sage.

Mearns, D. and Cooper, M. (2018) *Working at Relational Depth in Counselling and*

Psychotherapy, 3rd edition, London: Sage.

Weitz, P. (2018) *Psychotherapy 2.0: where psychotherapy and technology meet*, Abingdon: Routledge.

Wilkins, P. (2016) *Person-centred Therapy: 100 key points and techniques*, 2nd edition, London: Sage.

Key Journals/Articles and Websites/Webpages:

Association for the Development of the Person-Centred Approach (2025) *Welcome to the ADPCA* [Online]. Available from: https://adpca.org/content/welcome-adpca [Accessed 3 January 2025].

British Association for Counselling and Psychotherapy (2018) *Ethical Framework for the Counselling Professions* [Online]. Available from: https://www.bacp.co.uk/media/3103/bacp-ethical-framework-for-the-counsellingprofessions-2018.pdf [Accessed 3 January 2025].

Center for Studies of the Person (2025) *Center for studies of the person website* [Online]. Available from: https://www.centerfortheperson.org/ [Accessed 3 January 2025].

Schmid, P. (2020) *The person-centred website* [Online]. Available from: http://pfsonline.at/1/index-pcanet.htm [Accessed 3 January 2025].

Person Centred Association (2025) *What is the person-centred approach?* [Online]. Available from: https://www.thepca.org.uk/about/what-is-it.html [Accessed 3 January 2025].