

# Example Module Outline Template

## Form for Partners

**2023/24**

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Document type: Form  
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.	<b>Title</b>	<b>PPD1 (Personal and Professional Development 1)</b>
2.	<b>Level *</b>	<b>4</b>
3.	<b>Credits</b>	<b>20</b>
4.	<b>Indicative Student Study Hours</b>	<b>Class contact hours: 36</b> <b>Self-Directed Study Hours: 164</b> <b>Total study hours: 200</b>
5.	<b>Compulsory (must be taken) OR Optional</b>	Compulsory
6.	<b>Core (must be passed and cannot be compensated) or Non-core</b>	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 focuses on self-exploration and insight, supporting the development of congruence, empathy, and unconditional positive regard in person-centred counselling trainees.

Students engage in experiential activities to enhance self-awareness and examine the BACP's (2018) Ethical Framework, emphasising ethical values, principles, and responsibilities towards diverse clients. Various reflective practice models are introduced to support personal and professional development.

Students maintain weekly personal and professional learning records, participate in facilitated experiential groups, and undertake a minimum of 5 hours of personal therapy. These activities promote awareness of personal and relational processes, including navigating cultural differences and power dynamics.

The module combines whole group sessions, facilitated PD groups, and collaborative peer work, requiring independent learning alongside tutor-facilitated classes. Guidance on reflective writing and creative expression is integrated throughout.

This comprehensive approach aims to prepare students for client work in year 2, emphasising cultural competence and ethical practice. The module establishes a strong foundation for ethical, reflective practice, equipping students to work effectively with diverse client populations in their future counselling careers.

**8. Learning Outcomes - On successful completion of this module a student will be able to:**

*(Add more lines if required)*

1.	Reflect on personal strengths and limitations including biases, prejudices and blind spots, with reference to BACP and Person-Centred values, attitudes, qualities and responsibilities.
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2.	Evaluate relationships with others in a training/PD setting, demonstrating awareness of cultural differences and power dynamics.
3.	Explore personal development needs in relation to future counselling practice.
4.	Demonstrate learning using a recognised model of reflective learning

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.	Reflective Portfolio	100	No	2500	1/2/3/4	A reflective portfolio which makes inclusion of  1. Personal Statement  2. Personal Development Plan
2.	Personal therapy log	Pass/Fail	No	N/A	1	Based on a minimum attendance of 5 hours of personal therapy over the 12-week semester, signed by therapist.
3.	Attendance of experiential group	Pass/Fail	No	N/A	2	Summary of attendance only
Further Details of Assessment Proposals						
Give brief explanation of each assessment activity listed						
Assessment One Reflective Portfolio: 100% of total grade						
Part 1: Personal Statement (2000words)						
<ul style="list-style-type: none"><li>• Reflect on personal strengths, limitations, biases, and prejudices (LO1).</li><li>• Highlight blind spots and discuss in relation to the BACP Ethical framework (LO1).</li><li>• Evaluate relationships with peers/ counsellor and instructors in the training setting demonstrating awareness of cultural differences and power dynamics (LO2).</li><li>• Document your learning experiences using a recognised model of reflective practice (e.g., Gibbs' Reflective Cycle, Kolb's Experiential Learning Cycle) (LO4)</li></ul>						

- Discuss at least three specific instances where you have applied reflective practice to enhance your personal and professional development (LO3).

**Part 2: Personal Development Plan** (500 words)

- Explore personal development needs in relation to future counselling practice (LO3).
- Outline your future personal and professional development goals (LO3).
- Explain how these goals align with EDI principles and the BACP framework (LO1/2).
- Describe specific actions you will take to achieve these goals (LO3).

**Assessment Two Personal Therapy Log:**

A minimum of 5 hours of personal therapy to be completed across the module and signed by both the student and counsellor to evidence the completion of these sessions.

**Assessment Three Attendance of experiential group:**

Weekly attendance of experiential group with completed and signed log by facilitator and student.

## Summary of Formative Assessment Plan

### Reflective Journal Entries

Weekly entries focusing on personal growth, cultural awareness, and application of EDI principles.

### Creative Expression Workshops

Regular workshops where students experiment with various creative techniques and reflect on their experiences.

### Reflective Drawing/Art Sessions

Creating visual representations of personal growth and cultural awareness, followed by group discussion.

### Personal Development Plan Drafts

Periodic drafts of personal development plans, with peer and tutor feedback

### One to one tutorial

One-on-one meetings with tutors to discuss personal and professional development and support understanding of summative tasks, receive feedback on elements of work that have been completed.

### Reflective Writing Workshops

Sessions focused on developing skills in reflective writing and incorporating EDI principles to support planning of summative assignment.

These formative assessments provide diverse opportunities for students to engage with the module content, reflect on their learning, and receive feedback. They incorporate creative elements, promote self-awareness, and emphasise the development of cultural competence and ethical understanding.

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**10. Summary of Pre and / or Co Requisite Requirements**

Nil

**11. For use on following programmes**

Dip. HE Person-Centred Counselling  
BA Counselling and Psychotherapy

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

<b>1.</b>	<b>Module Leader</b>	<b>Kelly Rothery</b>
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<b>2.</b>	<b>Indicative Content</b>
<ol style="list-style-type: none"> <li>1. Weekly participation in experiential group.</li> <li>2. Giving and receiving feedback with cultural sensitivity.</li> <li>3. Reflective writing for self-investigation.</li> <li>4. Maintaining a weekly learning record.</li> <li>5. Person-centred qualities and attitudes.</li> <li>6. In-depth exploration of the BACP Ethical Framework for the Counselling Professions and EDI principles.</li> <li>7. BACP values, ethical principles, moral qualities, and their relevance to diverse client groups.</li> <li>8. Personal therapy (minimum 5 hours).</li> <li>9. Cultural difference, power dynamics and cultural competence</li> <li>10. Introduction to creative counselling techniques for self-expression.</li> <li>11. Understanding and applying the BACP framework in personal and professional development.</li> </ol>	

12. Exploring personal strengths, limitations, biases, and prejudices through creative exercises.
13. Examining power dynamics in counselling relationships and training settings.
14. Developing cultural humility and self-awareness.
15. Exploring various models of reflective practice.
16. Introduction to SCoPEd framework and its relationship to personal and professional development.

### 3. Transferable Skills

Self-reflection: The ability to critically examine one's own thoughts, feelings, and behaviours.

Cultural awareness: Understanding and appreciating cultural differences and their impact on interactions.

Critical thinking: Analysing information, situations, and perspectives from multiple angles.

Communication skills: Expressing ideas clearly and effectively in both written and verbal forms.

Active listening: Paying attention to and understanding what others are saying.

Empathy: The ability to understand and share the feelings of others.

Self-awareness: Recognising one's own strengths, limitations, biases, and prejudices.

Interpersonal skills: Building and maintaining effective relationships with others.

Ethical reasoning: Applying ethical principles to decision-making and behaviour.

Creative thinking: Using imagination and original ideas to express oneself and solve problem

Time management: Organising and prioritising tasks effectively.

Reflective writing: Articulating personal experiences and insights in a structured manner.

Diversity appreciation: Valuing and respecting differences in individuals and groups.

Conflict resolution: Addressing and resolving disagreements constructively.

Self-motivation: Taking initiative in personal growth and learning.

Professional boundary setting: Understanding and maintaining appropriate professional relationships.

Professionalism: Understanding the responsibilities of belonging to a professional body

These transferable skills are valuable not only in counselling but also in a wide range of professional and personal contexts. They contribute to personal growth, effective communication, and successful collaboration in various settings.

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

Classroom Based	Blended Learning	Flipped Learning	Distance Learning	E-Learning	Work Based Learning	Other (specify)
<b>X</b>						

If the Delivery Method is <b>Classroom-based</b> please complete the following table:				
	Activity (lecture, seminar, tutorial, workshop, practical, self-directed study)	Activity Duration - Hrs	Comments	Learning Outcomes
1.	Seminars	23		1/2/3/4
2.	Experiential Group	12		2
3.	Workshop	1	Assignment Referencing Study Skills	1/2/3/4
4.	Self-directed learning	164	Must include a minimum of 5 personal hours personal therapy and assignment preparation.  (includes 2x20 min. tutorials per student)	1/2/3/4
<b>Total Hours</b>		<b>200</b>		
If delivery method is <i>not</i> classroom-based state lecturer hours to support delivery				

## 5. Learning Resources

*To include contextualised Reading List.*

Core Reading:

Mearns, D. (1997) *Person-Centred Counselling Training*, London: Sage.

Rose, C. (2012) *Self Awareness and Personal Development: resources for psychotherapists and counsellors*, London: Red Globe Press.

Wright, J. (2018) *Reflective Writing in Counselling and Psychotherapy*, 2<sup>nd</sup> edition, London: Sage.

Additional Reading:

Bager-Charleson, S. (2020) *Reflective Practice and Personal Development in Counselling and Psychotherapy*, 2<sup>nd</sup> edition, London: Sage.

Lago, C & Smith, B. (eds) (2010) *Anti-Discriminatory Practice in Counselling & Psychotherapy*, 2nd edition, London: Sage.

Natiello, P. (2001) *The Person-centred Approach: a passionate presence*, Ross on Wye: PCCS Books.

Rose, C. (2018) *The Personal Development Group: the student's guide*, London: Routledge.

### **Key Journals/Articles and Websites/Webpages:**

British Association for Counselling and Psychotherapy (BACP) (2018) *Ethical Framework for the Counselling Professions* [Online]. Available from: <https://www.bacp.co.uk/events-and-resources/ethics-and-standards/ethical-framework-for-the-counselling-professions/> [Accessed 3 January 2025].

BACP (2025) *Good Practice in Action* resources [Online]. Available from: <https://www.bacp.co.uk/events-and-resources/ethics-and-standards/good-practice-in-action/> [Accessed 3 January 2025].

BACP (2022) SCoPEd Framework resource [Online]. Available from: <https://www.bacp.co.uk/media/14435/scoped-framework-january-2022.pdf> [Accessed 3 January 2025].

BACP (2023) Equality, Diversity and Inclusion Strategy resource [Online]. Available from: <https://www.bacp.co.uk/media/17309/bacp-equality-diversity-and-inclusion-strategy-feb-2023.pdf> [Accessed 3 January 2025].