

Example Module Outline Template

Form for Partners

2023/24

Document type: Form
Approval by: Head of Partnerships
Version number: 3.0
Due for review: 2024/25
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	PPD2 (Personal and Professional development 2)
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)	
<p>This module deepens students' engagement with reflective practice models, providing a framework for personal and professional development in person-centred counselling. It focuses on self-exploration, enhancing congruence, empathy, and unconditional positive regard. Students analyse their development in relation to the BACP Ethical Framework, Person-Centred values, and SCoPEd competencies, emphasising ethical principles, trainee responsibilities, and culturally sensitive practice.</p> <p>A key area of focus is the critical examination of relationships in training and personal development, alongside the evaluation of ethical and culturally sensitive counselling practices. Reflective learning is central to the module, incorporating EDI considerations and creative expression through weekly personal and professional learning records.</p> <p>Students participate in facilitated experiential groups that enhance their awareness of personal and relational processes, including navigating tensions with peers. Additionally, they are required to undertake a minimum of five hours of personal therapy over the semester to support ongoing personal development.</p> <p>The module combines whole group sessions, facilitated professional development groups, and collaborative peer groups. It prepares students for beginning client work in year two, with a strong emphasis on ethical practice, cultural sensitivity, and reflective capabilities. Assessment includes a self-reflection essay, reflective practice log, and professional development plan.</p>	
8. Learning Outcomes - On successful completion of this module a student will be able to: (Add more lines if required)	
1.	Reflect on personal and professional development in relation to BACP Ethical Framework, Person-Centred values, and professional competencies.

2.	Reflect on relationships in training/PD settings, considering intersectionality and diverse communication styles.
3.	Evaluate capacity to practice as an ethical, culturally sensitive person-centred counsellor.
4.	Demonstrate learning, with reference to a recognised model of reflective learning incorporating creative expression.

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	Completion of log to reflect attendance.
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 (2000 words)						
• Analyse personal and professional development in relation to BACP Ethical Framework, Person-Centred values, and SCoPEd competencies (LO1)						

- Critically examine relationships in training/PD settings, considering intersectionality and diverse communication styles (LO2)
- Evaluate capacity to practice as an ethical, culturally sensitive person-centred counsellor (LO3)
- Document learning experiences using a recognised model of reflective practice.
- Integrate EDI considerations throughout reflections (LO4).
- Discuss at least three specific instances where reflective practice enhanced your personal and professional development, cultural competence and ethical understanding (LO3).
- Incorporate creative expression in reflections (e.g., poetry, art, metaphors) (LO4)

Part 2: Professional Development Plan (500 words)

- Outline future personal and professional development goals.
- Identify how these goals align with EDI principles, the BACP framework, and SCoPEd competencies (LO1, LO3)
- Describe specific actions to achieve these goals.

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

Weekly Reflective Journaling:

Students write short reflections on their personal and professional development, relating to BACP Ethical Framework, Person-Centred values, and SCoPEd competencies.

Case Study Analysis:

Case studies examining ethical dilemmas and diverse client scenarios.

Creative Expression Workshops:

Workshops using art, poetry, or other creative mediums to explore personal growth and empathic understanding. Feedback: Group sharing and reflective discussions.

Personal Development Plan Drafts:

Periodic drafts of personal development plans. Feedback: Peer review and tutor guidance.

Reflective Practice Presentations:

Short presentations on students' application of reflective practice models. Feedback: Peer and tutor feedback using a rubric aligned with learning outcomes.

10. Summary of Pre and / or Co Requisite Requirements

Nil

11. For use on following programmes

DipHE Person-Centred Counselling

BA Counselling and Psychotherapy

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

1.	Module Leader	Frances Whiteman/Kelly Rothery
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2. Indicative Content

1. Weekly participation in experiential groups.
2. Maintaining a comprehensive weekly learning record, including reflections on personal therapy (minimum 5 hours) and related logs.
3. Application of experiential learning models (e.g., Boud, Kolb, Gibbs) in the context of cultural sensitivity and ethical practice
4. Person-Centred qualities and their communication across diverse cultural contexts.
5. Critical self-reflection and analysis in relation to BACP Ethical Framework, Person-Centred values, and SCoPEd competencies.
6. Reflective writing techniques, incorporating EDI considerations and creative expression.
7. In-depth exploration of the BACP Ethical Framework for the Counselling Professions and 'Good Practice in Action', with emphasis on cultural humility.
8. BACP Values and their application in diverse counselling settings.
9. BACP Ethical Principles and their relevance to culturally sensitive practice
10. BACP Personal Moral Qualities and their expression across different cultural contexts
11. Developing professional development plans aligned with EDI principles.
12. Exploring creative techniques for enhancing empathic understanding and self-awareness
13. Analysing power dynamics and diverse communication styles in training/PD settings

14. Evaluating personal capacity to practice as an ethical, culturally sensitive person-centred counsellor Integrating reflective practice with EDI considerations in personal and professional development

3. Transferable Skills

Critical thinking and analysis: Through examining relationships in training/PD settings and evaluating their capacity to practice ethically.

Self-reflection: By maintaining learning records and engaging in personal therapy.

Cultural sensitivity and awareness: Through considering intersectionality and diverse communication styles.

Ethical reasoning: By applying the BACP Ethical Framework and principles to their practice.

Communication skills: Through giving and receiving feedback and participating in experiential groups.

Creative expression: By incorporating creative techniques in their reflective practice.

Professional development planning: Through creating and critiquing professional development plans.

Research skills: By exploring intersectionality and cultural competence in counselling.

Empathy and interpersonal skills: Developed through person-centred counselling techniques and group interactions.

Time management and organisation: Through maintaining logs and balancing various module components.

Adaptability: By applying learning across diverse cultural contexts.

Writing skills: Through reflective writing and maintaining learning records.

Presentation skills: Potentially developed through group discussions and sharing reflections.

Teamwork: Through collaborative peer groups and experiential activities.

Problem-solving: By addressing ethical dilemmas and navigating complex interpersonal dynamics.

4. Delivery Method (please tick appropriate box)

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

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.	Seminars	23		1/2/3/4

2.	Experiential Group	12		2
3.	Workshop	1	Assignment Referencing Study Skills	1/2/3/4
5.	Self-directed learning	164	Must include a minimum of 5 personal hours personal therapy and assignment preparation. Includes 2x20min. tutorials per student	1/2/3/4
Total Hours		200		
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:

Cameron, R. (2020) *Working with Difference and Diversity in Counselling and Psychotherapy*, London: Sage.

Kirschenbaum, H. and Henderson, V. L. (1990) *The Carl Rogers Reader*, London: Constable.

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

Additional Reading:

Bolton, G. and Delderfield, R. (2018) *Reflective Practice: writing and professional development*, London: Sage.

Johns, H. (2012) *Personal Development in Counsellor Training*, London: Sage.

Vetere, A. and Stratton, P. (2016) *Interacting Selves: systemic solutions for personal and professional development in counselling and psychotherapy*, Abingdon: 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/ethic-forthe-counselling-professions/> [Accessed 3 January 2025].

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

Lietaer, G. (1993) 'Authenticity, congruence and transparency'. In: Brazier, D. (ed.) *Beyond Carl Rogers: Towards a psychotherapy for the 21st century*, London: Constable.

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].