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	PPD3 (Personal and Professional development 3)
2.	Level *	5
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 focuses on critical reflection and personal and professional development through experiential group activities. Students will create a 'patchwork' to document and reflect on their learning journey, integrating Equality, Diversity, and Inclusion (EDI) themes and cultural sensitivity.

Students will engage with reflective learning models, the BACP's (2018) Ethical Framework for the Counselling Professions, and the BACP EDI strategy, critically examining their work with clients, supervision, and line management, while considering power dynamics, privilege, and communication styles.

Students will demonstrate their practice in line with the BACP Ethical Framework, Colchester Institute Counselling Service (CICS) placement policies, and procedures. They will assess their ability to practice as ethical, culturally sensitive counsellors, incorporating anti-discriminatory practices.

A minimum of 5 hours of personal, person-centred therapy will be required during the semester to support ongoing personal development.

Building on previous Personal and Professional Development modules, this module enhances students' understanding of the BACP Ethical Framework, particularly in diverse settings. Reflective activities, experiential group work, and peer collaboration will focus on cultural competence, intersectionality, and social justice in the counselling profession. Creative patches will serve as a tool for personal exploration, complementing formal academic learning.

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

	(Add more lines if required)	
1.	Critically evaluate personal and professional development in supervised person-centred counselling practice, with particular attention to cultural competence and intersectionality.	
2.	Analyse and evaluate relationships in training/PD group/professional settings, considering power dynamics, privilege, and diverse communication styles.	
3.	Demonstrate ongoing personal and professional development through active participation in experiential groups, supervision, and personal therapy.	
4.	Evidence sustained ethical practice in a professional setting.	

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	Annonymous Yes / No	Word Count/ Exam Length	Learning Outcomes Coverage	Comments
1.	Reflective Portfolio	100	No	3000	1/2	A reflective portfolio which makes inclusion of 1. Personal Statement 2. Personal Development Plan
	Portfolio (2-6)to cover BACP requirements (zero weighted as collation exercise and not the students own work)					
2.	CICS Record of Supervision Hours	0 (P/F)	No	N/A	4	*Not required for fall back Theory only routes
3.	CICS Weekly Supervision Summary sheets	0 (P/F)	No	N/A	4	*Not required for fall back Theory only routes
4.	CICS Line Management Meeting record	0 (P/F)	No	N/A	4	*Not required for fall back Theory only routes.

5.	Attendance of experiential group	0 (P/F)	No	N/A	3	
6.	Personal Therapy Log	0 (P/F)	No	N/A	3	Based on minimum attendance of 5 hours personal therapy over the 12-week semester

Further Details of Assessment Proposals

Give brief explanation of each assessment activity listed

Students will complete a creative 'patchwork' (3 patches throughout the module) based on their experiences of this module, as well their whole learning experience on the course and in their personal lives, as a formative task. This will be used as a basis for the 'way point' Personal Statement for semester 1 of year 2, which will function as a 'stitching piece' for their patchwork in progress. Patches, and the related, critically reflective work, will be included with the personal statement as appendices.

Assessment One Reflective Portfolio: 100% of total Grade

Part 1: Personal Statement (2500 words)

- Critically evaluate personal and professional development in supervised person-centred counselling practice, integrating the BACP Ethical Framework, Person-Centred attitudes, and SCoPEd competencies.
- Analyse relationships in training/PD group/professional settings, focusing on power dynamics, privilege, and diverse communication styles.
- Evaluate capacity to practice as an ethical, culturally sensitive person-centred counsellor, incorporating anti-discriminatory practices.
- Document learning experiences using a recognised model of reflective practice.
- Summarise and analyse the insights gained from at least three non-assessed creative patches produced during the module.
- Explain how these creative explorations have deepened your understanding of your personal and professional development.

Part 2: Professional Development Plan (500 words)

- Outline future personal and professional development goals that have been highlighted through the creation of your personal statement.
- Describe specific actions to achieve these goals, including strategies for ongoing development in culturally sensitive practice.

Assessment 2: Portfolio

Students will submit these documents (listed as assessments 2,3,4,5 and 6) for their CICS Portfolio.

*Students undertaking the exit award DipHE in Person-Centred Counselling Theory will be addressed by removing the requirement for (evidence of) supervised professional practice. Tasks 2,3, and 4 therefore will not apply to these candidates.

Summary of Formative Assessment Plan

Reflective Journal with Creative Patches (Ongoing)

- Weekly entries reflecting on personal and professional development.
- Monthly creative patches (e.g., artwork, poetry, collage) exploring EDI themes.
- Peer feedback sessions in small groups

EDI Resource Development

- Creation of an EDI resource for counselling practice (e.g., guide, toolkit)
- Presentation to peers and collection of feedback

Personal and Professional Development Plan

- Updated PDP incorporating EDI goals and SCoPEd competencies.
- Creative patch visualising future professional self.
- Peer review and tutor feedback

Group Facilitation Exercise

- Small groups of students take turns facilitating a group discussion on a relevant topic.
- Creative patch reflecting on the facilitation experience.
- Peer and tutor feedback

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**

2.	**Indicative Content**

1. Weekly participation in experiential groups.
2. Exploration of different supervision models.
3. Collaborative peer work on recognising and addressing microaggressions in therapeutic settings.
4. Creative patchwork: drawing on creative techniques for self-expression.
5. Reflective writing on the intersection of personal identity and professional practice; reflecting on personal experiences and experiences of privilege and marginalisation.
6. Analysis of BACP Ethical Framework and Good Practice in Action resources through an EDI lens.
7. Case studies on ethical dilemmas.
8. EDI-focused administrative tasks, including developing inclusive policies for practice settings.
9. Developing strategies for advocacy and social justice within the counselling profession.
10. Developing strategies for ongoing professional development including supervision and self-care
11. Record of personal therapy (5 hours min).
12. Administration tasks in support of client work and CICS placement.

3.	**Transferable Skills**

Critical thinking and reflection: Through in-depth critical reflection on personal and professional development.

Ethical decision-making: By analysing and applying the BACP Ethical Framework.

Cultural competence: Through the focus on Equality, Diversity, and Inclusion (EDI) principles.

Communication skills: Developed through reflective writing, group work, and presentations.

Emotional intelligence: Enhanced through exploring personal biases and cultural identity.

Teamwork and collaboration: Gained from participation in experiential and peer group work.

Adaptability: Developed through engaging with diverse perspectives and scenarios.

Self-awareness: Deepened through personal therapy and reflective practices.

Problem-solving: Applied in ethical dilemma analysis and case studies.

Creativity: Fostered through the creation of 'creative patches' and innovative approaches to learning.

Time management: Developed through balancing various module components and deadlines.

Leadership: Potentially developed through group facilitation exercises.		
Active listening: Enhanced through experiential group work.		
Professional accountability: Developed through supervised practice and ethical considerations.		

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
4.	Self-directed learning	164	Must include a minimum of 5 personal hours personal therapy and assignment preparation. Includes 2x2 20min. tutorials per student	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.

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Reading List Essential:

Goldberg, N. (2016) *Writing Down the Bones: freeing the writer within,* 30th anniversary edition, Boston: Shambhala.

McLeod, J. and McLeod, J. (2014) *Personal and Professional Development for Counsellors, Psychotherapists and Mental Health Practitioners,* Maidenhead: Open University Press.

Silverstone, L. (1997) *Art therapy the person-centred way: art and the development of the person,* 2nd edition, London: Jessica Kingsley Publishers.

Recommended:

Bryant-Jefferies. R. (2005) *Person-Centred Counselling Supervision: personal and professional,* Abingdon: Radcliffe.

Proctor, G. (2017) *The Dynamics of Power in Counselling & Psychotherapy: ethics, politics and practice,* 2nd edition, Monmouth: PCCS Books.

Reeves, A and Bond, T. (2021) *Standards and Ethics for Counselling in Action,* 5th edition, London: Sage.

Rogers, C. (1974*) On Becoming a Person: a therapist's view of psychotherapy,* London: Constable.

Journals and Websites:

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

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].

British Association for Counselling and Psychotherapy (BACP) (2022) *SCoPEd Framework* [Online]. Available from: https://www.bacp.co.uk/media/14435/scoped-framework-january-2022.pdf [Accessed 3 January 2025].

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

British Association for Counselling and Psychotherapy (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].

Meakin, B, (2019) 'A patchwork of practice',*Therapy Today* 30(7), 38-41. [Online]. Available from: https://www.bacp.co.uk/bacp-journals/therapy-today/2019/september- 2019/articles/a-patchwork-of-practice/ [Accessed 3 January 2025].

The Person-Centred Association (TPCA) (2025) *TPCA website* [Online]. Available from: https://www.the-pca.org.uk/ [Accessed 3 January 2025].

World Association for Person Centered & Experiential Psychotherapy & Counselling (WAPCEPC) (2025) *WAPCEPC website* [Online]. Available from: https://www.pce-world.org/index.php [Accessed 3 January 2025].