

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	Personal and Professional Development 4
2.	Level *	5
3.	Credits	20
4.	Indicative Student 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 culminating module integrates and builds upon previous Personal and Professional Development foundations, preparing students for independent counselling practice. It focuses on integrating personal growth, professional identity, and ethical competence through experiential learning, critical reflection, and exploration of professional issues. The module emphasises developing reflective skills, ethical decision-making, and a robust professional identity aligned with BACP's Ethical Framework and SCoPEd competencies.

Key areas include advanced reflective practice models, complex ethical dilemmas, professional boundaries, data protection, and nuances of independent and agency-based practice. Students engage in experiential group work, facilitated personal development, and personal therapy to support ongoing growth.

The module challenges students to critically evaluate their theoretical orientation, practice experiences, and professional aspirations, preparing them for the transition to qualified practitioner status. It addresses continuing professional development, supervision, and legal aspects of counselling practice.

Students continue developing their creative 'patchwork' approach to recording and reflecting on learning. By the module's end, students should demonstrate capacity for autonomous practice, ethical competence, and commitment to ongoing development, as required by BACP and outlined in the SCoPEd framework.

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

(Add more lines if required)

1.	Critically reflect on personal and professional development throughout the counselling program, demonstrating integration of person-centred principles and the BACP Ethical Framework in forming a professional identity.
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2.	Evaluate readiness for independent practice, demonstrating ethical counselling practices.
3.	Articulate the integration of theory, skills, and personal attributes in counselling practice, providing a rationale for ongoing professional development.
4.	Demonstrate sustained ethical practice in client work and ongoing personal-professional development through active engagement in experiential groups, supervision, and personal therapy.

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.	Portfolio (A & B)	100%	Yes	3000	1/2/3/4	Portfolio, to include; (A) Funding Bid and Blog or Journal Article. (B) BACP CPD form and Reflective Statement (evaluation of readiness to practice).
Portfolio 2 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	3	*Not required for fall back Theory only routes
3.	CICS Weekly Supervision Summary sheets	0 (P/F)	No	N/A	3	*Not required for fall back Theory only routes

4.	CICS Line Management Meeting record	0 (P/F)	No	N/A	3	*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
7.	Evidence of completion of minimum 100 hours client work	0 (P/F)	No	N/A	N/A	* Only for Dip HE students on the practical route

Further Details of Assessment Proposals

Give brief explanation of each assessment activity listed

Task 1: PPD4: Portfolio 1

This summative assignment consists of four components that demonstrate students' readiness for independent counselling practice, their ability to create professional documents, and understanding of the interplay between theory, skills, and personal attributes in counselling.

Part A:

- (i) Funding Bid (800 words)
- (ii) Blog **or** Journal Article (800 words)

Part B:

- (i) Continued Professional Development (CPD) Log (500 words)
- (ii) Reflective Analysis (900 words): Evaluation of readiness for practice

Task 2: PPD4: Portfolio 2: tasks 2-6

Students will submit these documents (listed as assessments 2,3,4,5& 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 2,3,4 and 6 therefore will not apply to these candidates.

Summary of Formative Assessment Plan

Presentation: "My Journey to Professional Counsellor"

Students will deliver a 10-minute presentation that reflects on their personal and professional development throughout the counselling program. Their presentation should focus on key moments, challenges, and insights that have shaped their emerging professional identity as a counsellor. The presentation will form the basis for their summative reflective statement.

Requirements:

Select 3-4 significant experiences or learning points from your training.

For each point, discuss:

How it impacted your personal or professional development

How it relates to person-centred principles

How it aligns with the BACP Ethical Framework

Conclude by articulating how these experiences have contributed to their current professional identity as a counsellor.

Use of visual aids (e.g., PowerPoint slides, images, or props) to support their presentation.

To answer 2-3 questions from peers and tutors after your presentation.

Ethical Decision-Making Case Studies

Analyse and discuss ethical dilemmas in small groups, then write a brief reflection on your decision-making process.

Supports development of ethical reasoning for the reflective analysis.

Contract Creation

Students will create their own counselling contract/agreement. Opportunity to receive feedback from peers and tutors to support development of the contract

CPD Reflection Journal

Keep a weekly journal reflecting on one CPD activity or learning experience.

To support building of material for the CPD log in the final portfolio.

10. Summary of Pre and / or Co Requisite Requirements

Pass year 1/Level 4

11. For use on following programmes

DipHE Person-Centred Counselling

BA Counselling and Psychotherapy

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Module Specification	Part 2- to be reviewed annually
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1.	Module Leader	Chloe McIntyre
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2.	Indicative Content
<ol style="list-style-type: none"> 1. Weekly participation in experiential groups 2. Record of personal therapy (minimum 5 hours) 3. Facilitated personal development group 4. Administration tasks for client work and CICS placement 5. Analysis and application of BACP Ethical Framework (2018) and Good Practice resources. 6. Reflective Practice and Personal Development: Supervision: Professional Identity and Ethical Practice. 7. Professional Development and CPD: BACP Register CPD Form and online CPD hub. Setting goals for future professional growth. 8. Self-care audit and planning 9. Collaborative group work and peer-led workshops including how to write a “blog” or creative writing piece/article for a professional journal 10. BACP Membership, register requirements and preparing for Independent Practice 11. Investigating personal liability/professional indemnity insurance 12. Identification of potential local employers/third sector organisations 13. Developing funding bids 14. Ethical and Legal Considerations in Practice 15. Contracting, confidentiality, and privacy: GDPR (2018) 16. Guest speakers and industry insights 	

3.	Transferable Skills
<p>Critical thinking and analysis: Evaluating ethical dilemmas and complex scenarios. Analysing research and applying it to practice</p> <p>Reflective practice: Self-awareness and personal development. Continuous professional improvement.</p> <p>Effective communication: Written communication (reports, contracts, funding bids). Oral presentation skills. Active listening and empathy</p>	

Ethical decision-making: Applying ethical frameworks to real-world situations. Navigating complex ethical dilemmas.

Cultural competence and diversity awareness: Working effectively with diverse populations. Adapting approaches to meet individual needs.

Project management: Developing funding bids. Planning and executing professional development activities.

Digital literacy: Using online platforms for CPD and professional networking

Self-management and organisation: Time management. Balancing multiple responsibilities (client work, study, self-care). Teamwork and collaboration. Peer support and group work.

Problem-solving: Addressing challenges in counselling practice. Developing creative solutions to complex issues.

Adaptability and flexibility: Responding to changing client needs and contexts. Adjusting to new professional requirements and standards:

Research skills: Critically evaluating and applying research to practice. Staying updated with current trends and evidence-based practices.

Professional networking: Building and maintaining professional relationships. Engaging with industry professionals and organisations.

Financial literacy: Understanding funding processes and budget management. Managing professional insurance and liability

Entrepreneurial thinking: Identifying opportunities for service development. Understanding the business aspects of counselling practice.

Stress management and resilience: Developing and implementing self-care strategies. Building emotional resilience for challenging work environments.

Technological adaptability: Utilising digital tools for counselling and professional development. Adapting to technological advancements in the field

Legal and regulatory compliance: Understanding and adhering to relevant laws and regulations. Maintaining professional standards and ethics

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 20 min. 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.

Essential

Bager-Charleson, S. (2012) *Personal Development in Counselling and Psychotherapy*, London: Sage.

Jenkins, P. (2017) *Professional Practice in Counselling and Psychotherapy: ethics and the law*, London: Sage.

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

Mitchels, B and Bond, T. (2021) *Confidentiality and Record Keeping in Counselling and Psychotherapy*, 3rd edition, London: Sage.

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

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

Recommended:

Proctor, G., Sanders, P., Cooper, M. and Malcolm, B. (2006) *Politicizing the Person-Centred Approach: an agenda for social change*, Monmouth: PCCS Books.

Proctor, G. (2014) *Values and Ethics in Counselling and Psychotherapy*, London: Sage.

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

Sills, C. (2006) *Contracts in Counselling and Psychotherapy*, London: Sage.

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 2 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 2 January 2025]

British Association for Counselling & Psychotherapy (BACP) *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) (2025) *Register Guide to CPD* [Online]. Available from: <https://www.bacp.co.uk/membership/registered-membership/guide-to-cpd/> [Accessed 2 January 2025]

British Association for Counselling and Psychotherapy (BACP) (2019) Good Practice in Action 105 Legal Resource: The General Data Protection Regulation (GDPR) legal principles and practice notes for the counselling professions [Online]. Available from: <https://www.bacp.co.uk/events-and-resources/ethics-and-standards/good-practice-in-action/publications/gpia105-gdpr-legal-principles-and-practice-notes-for-the-counselling-professions-lr/> [Accessed 3 January 2025].

British Association for Counselling and Psychotherapy (BACP) *CPD Hub* [Online]. Available from: <https://www.bacp.co.uk/cpd/cpd-hub/> [Accessed 2nd January 2025]

British Association for Counselling and Psychotherapy (BACP) (2025) *BACP Events* [Online]. Available from: <https://www.bacp.co.uk/events-and-resources/bacp-events/> [Accessed 3 January 2025].

The Person-Centred Association (TPCA) (2025) *TPCA website* [Online]. Available from: <https://www.the-pca.org.uk/> [Accessed 2 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 2 January 2025].