

Example Module Outline Template

Form for Partners

2023/24

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.	Title	Self and Social Awareness
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>The module provides students with an understanding of equality law and its implications for counselling practice. Students will explore anti-discriminatory approaches, examining the challenges of working with diverse clients and how individual responses to difference can shape person-centred work. The module emphasises understanding individuals within their social context, such as family, work, and education, through social concepts like the life course. Key sociological theorists, including Durkheim, Marx, Erikson and Goffman, will give the students a lens in which to explore their own and others life courses, developing an awareness of diverse client background and how these insights inform future person-centred counselling practice.</p>

8. Learning Outcomes - On successful completion of this module a student will be able to: (Add more lines if required)	
1.	Explore the impact of social context on an individual's psychological wellbeing using relevant sociological concepts related to counselling and psychotherapy.
2.	Reflect on how social identity, personal values, attitudes, and assumptions influence person-centred work with diverse clients.
3.	Demonstrate an understanding of equality law and its implications for anti-discriminatory, person-centred counselling practice.
4.	Discuss the potential challenges and opportunities of working with diverse clients from both individualistic and collectivist perspective.

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.	Auto-ethnographic account	100	No	2500	1-4	Entitled ‘ <i>Who am I?</i> ’
Further Details of Assessment Proposals						
Give brief explanation of each assessment activity listed						
Students will write an auto-ethnographic account entitled ‘ <i>Who am I?</i> ’, to explore their own social identity, values, and life experiences, gaining insight into future anti-discriminatory counselling practice. Through reflecting on their life course, they will examine how social context such as family, education, work, and cultural background has shaped their psychological wellbeing and person identity. This will include drawing on relevant sociological concepts and theories, and equality law, to deepen understanding of how their experiences may shape their approach to person-centred work with diverse clients.						
Summary of Formative Assessment Plan						
Exploring cultural identity and intersectionality: This formative task invites students to engage in a structured peer-to-peer discussion focused on cultural identity and intersectionality. It is an opportunity to reflect on how multiple aspects of identity (e.g., race, gender, socioeconomic status, religion, sexuality) intersect to shape their perspectives and relationships with others.						
My life-course: Students will undertake a ‘timeline’ activity, sharing significant events in their life course and, with guidance, start to make the links to sociological ideas; peers and tutor will provide feedback against. This can be undertaken in a creative format.						
Group presentation: In small groups students will focus on 1 of the 9 protected characteristics (under The Equality Act, 2010) and demonstrate knowledge and understanding of equality law surrounding this characteristic and considerations for future counselling practice.						
Ethnography: Students invited to spend some time in a community, event, or cultural setting different from their own. Observe and document (using reflective notes) on assumptions and perspectives which may have shifted. Small group discussion on experiences within class at the end of the module.						

10. Summary of Pre and / or Co Requisite Requirements

Pass semester 1/level 4 modules

11. For use on following programmes

Dip HE Person-Centred Counselling/BA (Hons) Counselling and Psychotherapy

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

1.	Module Leader	Chloe McIntyre
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2. Indicative Content

1. Equality Law and Legislation: Equality Act 2010.
2. Intersectionality, protected characteristics, and others (e.g., gender, race, sexuality, age, religion, social class).
3. Anti-Discriminatory Practice in counselling and psychotherapy.
4. Difference and Diversity models; Cultural Competence; Individualistic and Collectivist Cultures.
5. LGBTQI+ perspectives.
6. Feminism.
7. Sociological perspectives and approaches including Conflict Theory, Functionalism and Symbolic Interactionism.
8. The Life Course; agents of socialisation
9. Childhood; the history of childhood; child-rearing; parenting and education.
10. Young adulthood; youth sub-culture.
11. Adulthood; Life changes; death and dying.
12. Health and Crime.

3. Transferable Skills

Research skills: Finding, understanding relevant sociological theories to self and other experiences and counselling practice.

Ethnography: Qualitative research method used to study, cultures, communities, and social phenomena through observation, participation and immersion in the environment being studied.

Self-awareness and reflective practice: Recognising own biases and values, with the view to being inclusive in interactions with others.

Cultural competence: Awareness and respect for diverse identities, values and backgrounds.

Knowledge of legislation: In particular, knowledge of equality law which can be applied to many professional roles.

4. Delivery Method (please tick appropriate box)						
Classroom Based	Blended Learning	Flipped Learning	Distance Learning	E-Learning	Work Based Learning	Other (specify)
Yes						
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	35		1-4		
2.	Workshop	1	Assignment workshop/ Referencing/ Study Skills	1-4		
3.	Self-directed study	164	Including 2x20min. tutorials per student.	1-4		
Total Hours		200				
If delivery method is <i>not</i> classroom-based state lecturer hours to support delivery						

5. Learning Resources
<i>To include contextualised Reading List.</i>
<p>Core Reading:</p> <p>Green, L. (2017) <i>Understanding the Life Course: sociological and psychological perspectives</i>, 2nd edition, Cambridge: Polity Press.</p> <p>Lago, C. and Smith, B. (eds) (2010) <i>Anti-Discriminatory Practice in Counselling & Psychotherapy</i>, 2nd edition, London: Sage.</p> <p>Turner, D. (2024) <i>The Psychology of Supremacy: imperium</i>, Abingdon: Routledge.</p>
<p>Additional Reading:</p> <p>Burkitt, I. (2008) <i>Social Selves: theories of self and society</i>, 2nd edition, Oxford: Blackwell.</p> <p>Giddens, A (2021) <i>Sociology</i>, 9th edition, Cambridge: Polity Press.</p> <p>Ryde, J (2009) <i>Being White in the Helping Professions</i>, London: Jessica Kingsley Publishers</p>

Key Journals/Articles and Websites/Webpages:

British Sociological Society (2024) *Studying sociology* [Online]. Available from: <https://www.britsoc.co.uk/what-is-sociology/studying-sociology/> [Accessed 4 January 2024].

Stonewall (2024) *Stonewall website* [Online]. Available from: <https://www.stonewall.org.uk/> [Accessed 4 January 2024].

Women and Therapy: A Feminist Quarterly Journal

Table of contents available from: <https://www.tandfonline.com/toc/wwat20/current> [Accessed 4 January 2024].