

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	Working with Children and Young People
2.	Level *	6
3.	Credits	20
4.	Indicative Student Study Hours	Class contact hours: 36 Self-directed study: 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	Non - 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)**Module Description:**

The module will explore the development of children and young people (CYP) and promote the work and professionalism of counsellors working with CYP. To develop students' knowledge of working with CYP, the module will consider the issues facing young people, the law and policies protecting CYP. Students will look at various therapeutic modalities in relation to work with CYP and CYP development.

Module Specific Information:

This is a 20-credit module provides students with an introduction to cognitive and emotional development of young people and the impact of early trauma and attachment on the individual. Knowledge of Children Act 1989 and relevant legislation, CYP rights and confidentiality, including Gillick Competency and Fraser Guidelines will be covered. Comparisons between working with adults and young people will be considered throughout this module.

Development of mental health issues for CYP will be considered, including social, environmental and stress vulnerability factors. Students will compare the person-centred approach with integrative theory based on Geldard & Geldard, SPICC and Proactive models of support and be encouraged to critique methods of working with particular reference to "non-directivity".

Students will be supported to work creatively through art and play as an introduction to practicing with this client group and their competence will be developed through observed practice with peer and tutor feedback. This module fulfils criteria for the BACP Stage 1 Curriculum for working with CYP, ages 11 - 18 years. Students opting for this module must therefore meet the criteria set out by BACP.

8. Learning Outcomes - On successful completion of this module a student will be able to:*(Add more lines if required)*

1.	Critically analyse the relationship of theories of human growth, development and culture with theories of therapy for Children and Young People (CYP).
2.	Critically analyse the impact of issues for CYP in the context of professional practice, with reference to relevant legislation, when working within diversity.
3.	Demonstrate competent, professional, and ethical practice with CYP by valuing peer contributions to effective working practices.
4.	Explore concepts of non-directivity and communication when working with YP.

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.	Task 1: Case Study Written essay.	50%	No	2000	1 & 2	Evaluate how early emotional, cognitive, and social experiences impact the young person in the case provided. Include key areas of legislation applicable when counselling children.
2.	Task 2 – 20-minute recorded session with a peer and Viva Voce with tutor.	50%	No	Eq. to 2000	3 & 4	Students will attend a Viva with the tutor based on their submitted 20-minute video recording, which enables them to critically analyse and evaluate their competence in practice.

Further Details of Assessment Proposals

Give brief explanation of each assessment activity listed

Case Analysis: Students will apply the above insights to the case provided, identifying specific ways these early experiences might have influenced the young person's current situation and counselling needs.

Video Submission: Submit a 20-minute video recording demonstrating practical counselling skills, focusing on rapport-building, active listening, empathy, and appropriate interventions.

Preparation for Viva: Review your recorded session and prepare to discuss your strengths, areas for improvement, and how the session met (or fell short of) ethical and professional competences for WCYP.

Critical Analysis: Critically analyse your counselling techniques, including what was effective and what could be improved. Reflect on how well you adhered to relevant ethical guidelines, showed cultural sensitivity, and maintained client confidentiality.

Self-Evaluation of Competence: Discuss specific skills you demonstrated, such as reflective listening or questioning techniques, and assess their impact on the client's engagement and progress.

Summary of Formative Assessment Plan

Assignment workshop: This will be delivered early in the module, so students have the opportunity to continuously apply theory of development, to the case study material provided and begin experiential work for the purpose of securing a 20-minute video recording for Voce analysis.

Mock Viva: Students will complete a Mock Viva with a peer, to reflect on and receive feedback on their 20-minute video recording in order to value peer contributions to practice.

10. Summary of Pre and / or Co Requisite Requirements

Pass Level 5 – year 2 of counselling training

11. For use on following programmes

BA Counselling and Psychotherapy

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

1.	Module Leader	Kelly Rothery
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2.	Indicative Content
<p>From BACP Stage 1 Curriculum: https://www.bacp.co.uk/media/8878/bacp-children-and-young-people-training-curriculum-jun20.pdf</p> <ol style="list-style-type: none"> 1. Ethical and professional practice, BACP EF and competency framework. 2. Child Protection and Safeguarding including Prevent and current legislation. 3. Child and adolescent development and transitions from a range of developmental theory in the context of cultural experience. 4. Communication with young people in the context of culture and diversity. 5. Mental health and other issues for young people with an appreciation of cultural variations. 6. Therapeutic models for work with children and young people: from non-directivity to integrative approaches. 7. Working within the context of the counselling setting: School-based counselling services and considerations of working in a multi-agency setting. Exploration of counsellor professional identity. 8. Beginnings and endings with young people: the importance of working to and end form the beginning. 9. Contracting and consent: Gillick and Fraser Guidelines. 10. Risk assessment and monitoring: continuously tracking factors that may affect a child's well-being, safety, and mental health, helping to identify potential risks early, enabling timely intervention and support. 11. Referral process: what is important to consider and how that this impact practitioner initial assessment process. 12. Weekly Learning Record. 	

3.	Transferable Skills
<p>Ethical Decision-Making and Professional Practice: Understanding ethical and professional practice, especially within frameworks like the BACP Ethical Framework (EF), promotes strong ethical decision-making skills.</p> <p>Child Protection, Safeguarding, and Legislation Knowledge: Awareness of risk and assessment. Familiarity with legislation and safeguarding principles, such as Prevent, equips students to understand and apply policies in compliance-focused roles.</p> <p>Cultural Sensitivity and Developmental Understanding: Knowledge of cultural variations in development and mental health equips students to work effectively with diverse groups, promoting inclusivity. Applying developmental theories in context helps students understand and support people at various life stages.</p>	

Knowledge of Therapeutic Approaches and Multi-Agency Collaboration: Developing versatile therapeutic techniques with various therapeutic models encourages flexibility and adaptability, enabling the use of integrative approaches tailored to client needs. Awareness of multi-agency work strengthens collaboration skills and an understanding of the benefits of interdisciplinary cooperation.

Effective Communication Skills: Active listening develops the ability to listen effectively to young people, especially within cultural contexts, is essential for building trust and rapport. Learning to tailor communication styles to suit diverse populations enhances interpersonal skills, which are valuable across many professional settings.

4. Delivery Method (please tick appropriate box)						
Classroom Based	Blended Learning	Flipped Learning	Distance Learning	E-Learning	Work Based Learning	Other (specify)
✓		✓		✓		
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 (seminar style)	33		1,2,3 & 4		
2.	Workshop	3		1,2,3 & 4		
3.	Self-directed study	164		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:

Geldard, K., Geldard, D. and Yin Foo, R. (2024) *Counselling Children: a practical introduction*, 6th edition, London: Sage.

Geldard, K., Geldard, D. & Yin Foo, R. (2019) *Counselling Adolescents: the proactive approach for young people*, 5th edition, London: Sage.

Kirkbride, B. (2018) *Counselling Young People: a practitioner manual*, London: Sage.

Midgley, A., Hayes, J., Cooper, M. (eds.) (2017) *Essential Research Findings in Child and Adolescent Counselling and psychotherapy*, London: Sage.

Smyth, D. (2013) *Person-Centred Therapy with Children and Young People*, London: Sage.

Additional Reading:

Behr, M. & Cornelius-White, J. (2008) *Facilitating Young People's Development: international perspectives on person-centred theory and practice*, Ross-on-Wye: PCCS Books.

Keys, S. & Walshaw, T. (2008) *Person-Centred Work with Children & Young People: UK practitioner experiences*, Ross-on-Wye: PCCS Books.

Lines, D. (2011) *Brief Counselling in Schools: working with children and young people from 11 to 18*, 3rd edition, London: Sage.

Newnes, C. & Radcliffe, N. (2005) *Making and Breaking Children's Lives*, Ross-on-Wye: PCCS Books.

Walker, S. (2005) *Culturally Competent Therapy: working with children and young people*, London: Palgrave Macmillan.

Key Journals/Articles and Websites/Webpages:

British Association for Counselling and Psychotherapy (BACP) (2018) *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) (2019) *The United Kingdom General Data Protection Regulation (UK-GDPR) legal principles and practice notes for the counselling professions: GPiA 105* [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) (2022) *Children and young people (CYP) competences and curricula* [Online]. Available from: <https://www.bacp.co.uk/events-and-resources/ethics-and-standards/competences-and-curricula/children-and-young-people/> [Accessed 3 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].

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

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