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| Module Outline | Part 1- as validated |
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| 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

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| 7. Brief Description of Module (purpose, principal aims and objectives) |
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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.

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

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| 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. |
| 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) | | | | | | |

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|----|---|---------|----|-----|-----|---|
| 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

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11. For use on following programmes

DipHE Person-Centred Counselling

BA Counselling and Psychotherapy