1.	Title	**Personal and Professional Development 2 (PPD2)**
2.	Level *	**4**
3.	Credits	**20**
4.	Indicative Student Study Hours	**200**
5.	Core (must take and pass), Compulsory (must take) or Optional	**Core**

* Foundation Level=3   Degree Year 1 = 4   Degree Year 2 = 5   Degree Year 3 = 6

PG (Masters) = 7

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

The module develops students' consideration of a range of recognised models of reflective practice which will provide a framework for personal and professional development across the course. The module will provide students with further opportunities for self-exploration and insight in support of their developing congruence, empathy and unconditional positive regard (UPR) as trainees in person-centred counselling. The module will further develop students understanding of the BACP's (2018) *Ethical Framework for the Counselling Professions*, specifically its ethical values, principles, personal moral qualities and trainee responsibilities. These will be explored in the context of students' developing person-centred practice with peers. Students will continue to develop and demonstrate self-awareness and understanding by reflecting on themselves and their interactions with others in a weekly personal and professional learning record. Participation in facilitated experiential groups specifically will support students' developing awareness of their own personal and relational processes, including continuing negotiation of any inherent tensions with peers. Students will also undertake a minimum of 5 hours of personal therapy over the semester to further support their personal development. Study skills including guidance on reflective writing will continue to be incorporated into the module delivery at regular intervals.

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

(*Add more lines if required*)

1.	Reflect on personal strengths and limitations including biases, prejudices and blind spots with reference to BACP and Person-Centred values, attitudes and qualities
2.	Reflect on relationships with others in a training/PD group setting with reference to BACP and Person-Centred values, attitudes and trainee responsibilities
3.	Evaluate future capacity to practise as an ethical person-centred counsellor
Generic Learning Outcome(s)	
4.	Demonstrate learning with reference to a recognised model of reflective learning

7. Assessment

Pass on aggregate or Pass all components	
(modules can only be pass all components if this is a PSRB requirement)	**Pass all components**

Summary of Assessment Plan

	Type	% Weighting	Anonymous Yes / No	Word Count/ Exam Length	Learning Outcomes Coverage	Comments
1.	Personal Statement	40	Yes	1000	1,2	Based on weekly learning record
2.	Personal Therapy Log	0 (P/F)	No	N/A	1	Based on minimum attendance of 5 hours personal therapy over the 12 week semester
3.	Presentation	60	No	=1500	3, 4	15 minutes equivalent to 1500 words
4.	Attendance of experiential group	0 (P/F)	No	N/A	2	Log of attendance required, signed by facilitator.

Further Details of Assessment Proposals

Give brief explanation of each assessment activity listed

1. Students will make a weekly learning record based on their experiences primarily of this module, as well of 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 summative Personal Statement.

2. Students will keep a log of their hours in personal therapy, to be signed at each attendance by their counsellor.

3. Students will make a presentation to their experiential group and tutor which evaluates their learning and future capacity to practice as a person-centred counsellor in year 2.

8. Summary of Pre and / or Co Requisite Requirements

Nil

9. For use on following programmes
Dip HE Person-Centred Counselling
BA Counselling and Psychotherapy

Module Specification	Part 2- to be reviewed annually

1.	Module Leader	Kelly Rothery

2.	Indicative Content
	1. Weekly participation – experiential group 2. Maintaining a weekly learning record, personal therapy 5 hours (min) and related log 3. Experiential learning models (Boud, Kolb, Gibbs) 4. Person-Centred qualities and their communication 5. Johari window 6. Study skills 7. Free writing 8. Reflective writing 9. Introduction to the BACP *Ethical Framework for the Counselling Professions* 10. BACP Values 11. BACP Ethical Principles 12. BACP Personal Moral Qualities

3. Delivery Method (*please tick appropriate box*)

Classroom Based	Supported Open 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)	Activity Duration - Hrs	Comments	Learning Outcomes
1	Seminars	23		3,4
2	Experiential group	12		2
3	Workshop	1		1,2,3,4
4	Tutorial	5		1,2,3,4

5	Self-directed learning	159	Must include a minimum of 5 hours personal therapy, and assignment prep	1,2,3,4
	Total Hours	**200**		

If delivery method is *not* classroom based state lecturer hours to support delivery	

4. Learning Resources

To include contextualised Reading List.

Personal and Professional Development 2 (PPD2)

Reading List

Essential:

Bolton, G. and Delderfield, R. (2018) *Reflective Practice: Writing and Professional Development*. London: Sage

Kirschenbaum, H. and Henderson, V.L. (1990) *The Carl Rogers Reader*. London: Constable

Rose, C., (2011) *Self Awareness and Personal Development: Resources for Psychotherapists and Counsellors*. L[...] Macmillan

Recommended:

Johns, H. (2012) *Personal Development in Counsellor Training*. London: Sage

McLeod, J. (2009) *The counsellor's workbook: developing a personal approach*. Maidenhead: OUP

Journals and Websites:

British Association for Counselling and Psychotherapy (BACP) (2018*) Ethical Framework for the Counselling F[...]* Lutterworth: BACP [online] Available at: https://www.bacp.co.uk/events-and-resources/ethics-and-standards/eth[...] for-the-counselling-professions/

BACP *Good Practice in Action* resources [online] Available at: https://www.bacp.co.uk/events-and-resources/eth[...] standards/good-practice-in-action/

Lietaer, G. (1993) 'Authenticity, Congruence and Transparency' [online] Available from: https://pdfs.semanticscholar.org/0562/54204b53e6bea17ccc270ede4b4df4c4527a.pdf?_ga=2.183311270.101856[...] 2084925054.1566586091