

Prifysgol Wreccsam Wrexham University

Module specification

When printed this becomes an uncontrolled document. Please access the Module Directory for the most up to date version by clicking on the following link: [Module directory](#)

Module Code	COU416
Module Title	Person-Centred Counselling Skills (1)
Level	4
Credit value	20
Faculty	Social & Life Sciences
HECoS Code	100495
Cost Code	GACG
Pre-requisite module	N/A

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
Diploma of Higher Education in Counselling	Core

Breakdown of module hours

Learning and teaching hours	38 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
Active learning and teaching hours total	38 hrs
Placement hours	0 hrs
Guided independent study hours	162 hrs
Module duration (Total hours)	200 hrs

Module aims

To enable students to demonstrate an understanding of the need to provide an environment conducive to listening physically and contractually and reflect upon how ways of listening (and not listening) impact upon clients. Opportunity and encouragement for students to begin listening to others with acceptance, congruence, and empathically. An opportunity for students to offer active listening skills to a colleague client and to receive the same.

Module Learning Outcomes

At the end of this module, students will be able to:

1	Work with a peer to develop the ability to contract for skills practice
2	Evaluate the effectiveness of the application of empathy, UPR, and congruence in skills practice
3	Demonstrate the ability to identify ethical and professional issues and where appropriate act on these
4	Demonstrate the ability to reflect on personal strengths and areas for development and identify areas for personal and professional development.

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment 1: Evaluate a 5-minute extract from a 20-minute audio recording of a 'helping' session with a colleague 'client' from the training group.

Attendance: attendance and participation are requirements of the course because they evidence the number of training hours received for potential future individual accreditation with professional bodies such as NCPS.

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1,2,3 & 4	Coursework	2500 words	100%	N/A
2		Attendance		Pass/fail	N/A

Derogations

N/A

Learning and Teaching Strategies

This module adheres to the Active Learning Framework (ALF), emphasising experiential learning through group work and live practice to help students apply theory from the concurrently running module COU417 directly within peer-based counselling and listening activities. Students participate in community or home-group meetings, structured listening practice groups—including triads with peer and tutor observation and feedback—and make use of audio recordings alongside transcript work and analysis to deepen their skills. Learning is further supported through independent reading, reflection, optional journalling, personal therapy or support activities, and regular tutorials to guide academic and professional development.

Welsh Elements

Students can present assessed and non-assessed work in Welsh, and can access all forms, resources, and email correspondence in Welsh where preferred. Students are also able to undertake personal tutorials and, where applicable, work placements through the medium of Welsh. All module information aligns with the Welsh language expectations set out in the programme specification, and appropriate support is available to ensure students can fully engage with the module in their chosen language.

Students are encouraged to engage in collaborative learning during group activities.

Indicative Syllabus Outline

- Active listening skills (indicative attending, accompaniment, tracking, pacing, body language, minimal encouragers)
- An appropriate environment for counselling
- Making the contract for counselling
- An introduction to working in triads – listener, observer, speaker
- Skills theory – core conditions in practice
- Introduction to Levels of empathy (Mearns & Thorne).
- Preparing to record (equipment, contracting and technicalities)
- The empathy cycle (Barrett-Lennard)
- Developing empathic responses in practice.
- Developing awareness of own process

Indicative Bibliography

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads:

Mearns, D. and Thorne, B. (2013), *Person-Centred Counselling In Action*. 4th ed. London: Sage Publications Ltd.

Other indicative reading:

Bor, R. and Watts, M. (2011) *The Trainee Handbook: A Guide for Counselling & Psychotherapy Trainees*. 3rd edn. London: Sage.

Barrett-Lennard, G. (1998) *Carl Rogers' Helping System: Journey and Substance*. London: Sage.

Mearns, D. and Cooper, M. (2005) *Working at Relational Depth in Counselling and Psychotherapy*. London: Sage.

NCPS Ethical Framework available to download: <https://ncps.com/about-us/code-of-ethics>

Sanders, P., Frankland, A. and Wilkins, P. (2009) *Next Steps in Counselling Practice*. 2nd edn. Ross-on-Wye: PCCS Books.

Tolan, J. and Wilkins, P. (2012) *Client Issues in Counselling and Psychotherapy*. London: Sage.

Tudor, K. (2008) *Brief Person-Centred Therapies*. London: Sage.

Thorne, B. (2003) *Carl Rogers*. 2nd edn. London: Sage Publications Ltd.

Thorne, B. (2013) *Carl Rogers*. 3rd edn. London: Sage.

Administrative Information

For office use only	
Initial approval date	April 2026
With effect from date	September 2026
Date and details of revision	
Version number	1.0