

Module specification

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Module Code	COU418
Module Title	Person Centred Counselling Skills (2)
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

This module aims to build on the foundational learning developed in COU416 Person-Centred Counselling Skills (1) by further developing students' practical counselling abilities and their capacity to offer a therapeutic relationship grounded in psychological contact, empathy, unconditional positive regard, and congruence. It seeks to strengthen students' reflective practice, deepen their awareness of ethical, professional, and legal responsibilities within a

person-centred counselling context, and support their growing understanding of how these principles shape safe and effective therapeutic work.

Module Learning Outcomes

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

1	Demonstrate the ability to apply key person-centred skills in practice in observed and recorded practice sessions.
2	Evaluate a recorded segment of 10 minutes skills practice from a minimum 30-minute session with a peer as 'client,' in the light of relevant theoretical concepts to demonstrate understanding of personal strengths and areas for development.
3	Gain a developed understanding of the importance of personal development and reflective practice in counselling
4	Improve the ability to write an academic assessment using standard punctuation, grammar and Harvard style referencing.

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 / appraise a 10- minute extract from a 30- minute audio recording of a 'helping' session with a colleague 'client' from the training group.

This evaluation should consider both the helpful and less helpful aspects of your practice related to the theory of therapy (the necessary add sufficient conditions). It should also pay attention to the process of therapy (such as Rogers, Barrett-Lennard or Mearns and Thorne's consideration of process stages).

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 practical skills development. Students engage in live counselling and listening practice with peers, applying theory from the concurrently running module COU419, supported by community or home-group activities and structured listening practice groups such as triads with peer and tutor observation and feedback. Learning is further enhanced through the use of audio recordings, transcript work and analysis, alongside independent reading, reflection, optional journalling, and personal therapy or support activities to deepen self-awareness and professional growth. Tutorials and ICT resources—including the module handbook and the Virtual Learning Environment (VLE)—provide additional structure, while study is grounded in a wide range of published books, academic journals, and reputable online resources.

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. Where appropriate, students may choose to converse in Welsh with their peers, fostering inclusivity and supporting the use of the Welsh language in academic and social contexts.

Indicative Syllabus Outline

- Practice sessions with peer and tutor observation and feedback
- Skills theory as appropriate:
- Preparing for placement – applying, interviews etc.
- Visit/s from placement providers (According to availability).
- Therapeutic process; e.g Mearns and Thorne – beginnings, middles and endings; Rogers

- stages of process / Barrett-Lennard 5 stages
- PCEPS: Adherence to competence framework measure.
- Experiential / creative methods

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 edn. London: Sage Publications Ltd.

Sanders, P. (2011) *First Steps in Counselling*. 4th edn. Ross-on-Wye: PCCS Books.

Sanders, P. (2003) *Step into Study Counselling*. 3rd edn. Ross-on-Wye: PCCS Books.

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

Electronic resources are made available via the VLE for each module. These include links to video clips, presentations and lecture / seminar handout as well as digitised texts where appropriate.

Other indicative reading

Bor, R. & 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

Keys, S. and Walshaw, T. (eds.) *The Person-Centered Counselling Primer*. Ross-on-Wye: PCCS Books.

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

Purton, C. (2007) *The Focusing-Oriented Counselling Primer: A Concise, Accessible, Comprehensive Introduction*. Ross-on-Wye: PCCS Books.

Administrative Information

For office use only	
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