

Module specification

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Module Code	COU419
Module Title	Person-Centred Counselling Theory and self-development
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 demonstrate increased learning and understanding developed in module Introducing Person-Centred Counselling Theory to develop deeper theoretical understanding of the person-centred approach, through engagement with the theory of personality within this 'school' of therapy.

Develop an understanding of how this relates to the development of self-concept and how this may contribute to the development of problems that clients may bring to therapy.

Module Learning Outcomes

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

1	Critically discuss and evaluate Rogers' Person-Centred Theory of Personality Development
2	Reflect on and critically evaluate the student's own personal experience and development of their own self-concept against Rogers' Person-Centred Theory of Personality Development.
3	Demonstrate an awareness of how the student's own personality development and personal values and assumptions may impact on their ability to offer Rogers' 6 Necessary and Sufficient Conditions to clients.
4	Demonstrate an awareness of professional and ethical standards and issues and personal boundaries.

Assessment

Indicative Assessment Tasks:

Utilise literature sources, personal experience, and personal insight to produce a structured and readable personal biography (essay) of 3000 words. This biography should evidence your understanding of the person-centred theory of personality development and how this matches (or otherwise) your view of your own personality development. The assignment should also consider how your own personality may impact on your ability to offer therapeutic conditions to clients.

Assessment 1: Coursework: Consider the development of your self-concept in the light of person-centred personality theory. How might your own development impact on your ability to help clients in a person-centred relationship?

Formative Assessment: Coursework plan tutorial: Students will be required to present a plan of their coursework in a pre-arranged tutorials to indicated understanding of the assignment task and progress around research and wider reading in preparing for the task. A template for the plan will be provided in the Assignment Brief and Module handbook as will a schedule of tutorials.

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	3000 words	100%	N/A
2		Attendance		Pass/fail	

Derogations

N/A

Learning and Teaching Strategies

This module adheres to the Active Learning Framework (ALF), combining interactive, reflective, and independent learning to support deep engagement. Students take part in community or home-group activities, as well as small-group, paired, and whole-group discussions within lectures, seminars, and experiential workshops, to connect theory with lived experience and developing practice. Learning is further supported through theory and reflection essays, formative feedback on written work, the use of historical and demonstration video recordings, and independent reading, research, and reflective activities such as optional journalling and personal therapy or support.

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 also encouraged to practice their counselling sessions in the medium of Welsh.

Indicative Syllabus Outline

- Introduction to the modules
- Roger's theory of personality development
- The need for positive regard
- Conditions of worth
- The development of the self-concept Developments to theory – Mearns & Thorne 8 Propositions (configurations of self)

Indicative Bibliography

Please note the essential reads and other indicative reading are subject to annual review and update. Please refer to the Module handbook for relevant academic year for the latest reading list.

Essential Reads:

Carl Rogers, C. (1957) 'The necessary and sufficient conditions of therapeutic personality change', *Journal of Consulting Psychology*, 21(2), pp. 95–103.

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

Rogers, C. (1959) 'A theory of therapy, personality, and interpersonal relationships as developed in the client-centred framework', in Koch, S. (ed.) *Psychology: A Study of a Science*. Vol. 3: Formulations of the Person and the Social Context. New York: McGraw-Hill, pp. 184–256.

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. 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.

Keys, S. and Walshaw, T. (eds.) (2006) *The Person-Centred Counselling Primer*. Ross-on-Wye: PCCS Books.

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

Administrative Information

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