

Prifysgol Wreccsam Wrexham University

Module specification

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Module Code	COU420
Module Title	Skills for Counselling Placement
Level	4
Credit value	20
Faculty	FSLS
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 provide an opportunity to explore and develop students current skills practice with peer clients (with appropriate consent) and related theoretical understanding through regular practice sessions and recorded and evaluation of practice sessions

Module Learning Outcomes

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

1	Negotiate a placement and supervisory contract and provided evidence of this to the University via a signed placement pack.
2	Maintain a framework for practice based in theoretical and ethical understanding and improved clinical skills
3	Evaluate a recorded segment of 20 minutes skills practice from a minimum 50-minute session with a peer as 'client' demonstrating understanding of personal strengths and areas for 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.

Evaluate a 20-minute extract from a 50-minute audio recording of a 'helping' session with a peer '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 and 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).

The practical work must Pass for placement to be commenced.

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.

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1, 2 & 3	Coursework	3000 words total	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), placing strong emphasis on experiential learning through group work and live counselling and listening practice, where students apply theory from the concurrently running COU421 Contemporary Person-Centred Counselling Theory module. Learning is supported through community or home-group engagement, structured listening practice groups such as triads with peer and tutor observation and feedback, and the use of audio recordings alongside transcript work and analysis to deepen competence. Independent reading, reflection, optional journalling, personal therapy or support activities further enhance self-awareness and professional growth, while Pre-Placement Practice and Assessment Groups help prepare students for clinical work.

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.

Indicative Syllabus Outline

- Practice sessions with peer and tutor observation and feedback
- Skills theory as appropriate
- Visits from placement providers
- Approaching and applying for placements

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

Rogers, C. (1957) The necessary and sufficient conditions of therapeutic personality change. *Journal of Consulting Psychology* Vol.21, No. 2

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.

Other indicative reading:

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

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

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

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

The module handbook will offer further suggested reading.

Administrative Information

For office use only	
Initial approval date	April 2026
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Date and details of revision	
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