

Prifysgol Wreccsam Wrexham University

Module specification

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Module Code	COU421
Module Title	Contemporary Person-Centred Counselling Theory
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 provide opportunities to further develop and explore an understanding of the theory and practice of counselling and psychotherapy by considering contemporary developments to theory and comparison to another counselling tradition/s.

Module Learning Outcomes

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

1	Critically evaluate an aspect of Rogers' Person-Centred Theory.
2	Show an awareness around recent development in counselling including alternative modalities to the person-centred approach.
3	Show awareness of diversity and inclusivity issues in counselling and their impact on clients.
4	Show awareness of professional and ethical standards, personal boundaries, and their impact on working with clients.
5	Demonstrate an understanding of the place of personal and professional development as a counsellor.

Assessment

Indicative Assessment Tasks:

1. Utilise literature sources, personal experience, and personal insight to produce a presentation of approximately 20 minutes and associated leaflet which demonstrates your understanding of an aspect of core person-centred theory considering your own experience and comparison to another counselling tradition.
2. PD Report (500 words): Evaluate your development since the start of the course and the impact learning about counselling theory and engaging in practice has had upon you.
3. 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 BACP

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1,2,3,4	Presentation	20 minutes	80%	N/A
2	5	Coursework	500	20%	N/A
3		Attendance		Pass/fail	

Derogations

N/A

Learning and Teaching Strategies

This module adheres to the Active Learning Framework (ALF), placing students at the centre of learning through a blend of interactive, reflective, and independent activities. It incorporates community or home-group meetings, paired and whole-group discussions, and experiential workshops that enable learners to connect theoretical concepts with personal experience and emerging practice. Learning is further supported through theory and reflection essays, formative feedback on written work, exposure to historical and demonstration video materials, and opportunities for independent reading, research, journalling, and personal therapeutic 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:

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', *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. & Watts, M. (2011) *The Trainee Handbook: A Guide for Counselling & Psychotherapy Trainees*. 3rd ed. London: Sage

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

Keys, S. and Walshaw, T. (2006) (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>

Administrative Information

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