

Module specification

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Module Code	COU702
Module Title	Counselling Theory 1
Level	7
Credit value	20
Faculty	FSLS
HECoS Code	100495
Cost Code	GACG
Pre-requisite module	None

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
MSc in Counselling	Core

Breakdown of module hours

Learning and teaching hours	75hrs
Placement tutor support hours	0hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
Active learning and teaching hours total	75 hrs
Placement hours	0 hrs
Guided independent study hours	125 hrs
Module duration (Total hours)	200 hrs

Module aims

This module aims to introduce students to counselling as a professional and ethical activity which is underpinned by theory.

Students will be introduced to key aspects at an introductory level such as:

- What is Person-Centred Counselling?
- How is Counselling regulated and what are 'professional and ethical issues'?

What is personal development and how does this relate to training as a counsellor?

Module Learning Outcomes

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

1	Describe and critically evaluate key concepts around the theory of person-centred counselling.
2	Demonstrate an understanding of how person-centred theory is applied in practice.
3	Demonstrate and critically evaluate the importance of personal development in Counselling training
4	Demonstrate an understanding of the need for continuous personal and professional development in Counselling.

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: Theory and reflection essay to include PD report one assignment including 2 parts 100% weighting of the overall mark.

Part 1: (2500 words) Describe and discuss the 6 necessary and sufficient conditions within Person-Centred Counselling and critically evaluate their use in practice. This assessment can be submitted in a number of formats. Students can submit as a written word document, as a PowerPoint presentation, either in person, recorded video or audio. Other formats will be considered also, however you will be required to confirm with the module lead your choice of submission prior to the hand in date.

Part 2: (1500 words) Critically reflect on your understanding of personal development in Person-Centred Counselling

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	1-4	Written Assignment	4000	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 skills practice in which students apply theory from the concurrently running COU703 module in real-time peer interactions. Learning is supported through community or home-group engagement, structured listening practice groups including triads with peer and tutor observation and feedback, and the use of audio recordings alongside transcript work and analysis to deepen skills development. Independent reading, reflection, and optional journalling further enhance learning, while personal therapy or support activities help students integrate personal and professional growth. Tutorials provide additional guidance to support ongoing development throughout the module.

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

- Group Contract. (Introductions, personal, training team and the course, policies & Procedures for professional courses - handbooks).
- What is Counselling?
- How do clients access Counselling?
- An introduction to Person-Centred theory.
- Carl Rogers and The Person-Centred Approach. Necessary and sufficient conditions and evidence of them.
- Ethics, law and social constraints
- Introduction to Rogers' theory of personality (the 19 propositions).
- Personal Development and Growth: what it is and why it matters.
- Power, difference, and oppression; Roles in counselling & wider society.
- Beginnings, middles, and endings in counselling.

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 edition. London: Sage Publications Ltd.

Other indicative reading

British Association of Counselling and Psychotherapy. (2019). *Ethical Guidelines for Research in the Counselling Professions*. BACP

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-Centred Counselling Primer*. Ross-on-Wye: PCCS Books.

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

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

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

Thorne, B. (2003), *Carl Rogers*. 2nd edition. London: Sage

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

Administrative Information

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