

Module specification

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Module Code	COU704
Module Title	Counselling Theory 2
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	64 hrs
Placement tutor support hours	0hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	64 hrs
Active learning and teaching hours total	hrs
Placement hours	0 hrs
Guided independent study hours	136 hrs
Module duration (Total hours)	200 hrs

Module aims

To enable students to demonstrate an understanding of the need to provide an environment conducive to listening (physically and contractually) and reflect upon how ways of listening (and not listening) impact upon clients. Opportunity and encouragement for students to begin listening to others with acceptance, congruence, and empathically. An opportunity for students to offer active listening skills to a colleague client and to receive the same.

Module Learning Outcomes- At the end of this module, students will be able to:

1	Develop the ability to contract for skills practice with a peer
2	Evaluate the key features of inclusivity and diversity within counselling practice and develop an understanding of how these can be applied to clients.
3	Explain your awareness of professional and ethical issues, including personal boundaries, and their impact on working with clients
4	Evaluate the role of personal and professional development in the role of professional counsellor.

Assessment

Indicative Assessment Tasks:

Assessment 1: A two part written assignment comprising of:

1. Theory and reflection essay (1500 words): Critically compare and contrast Person Centred Counselling theory, with one other Counselling/Psychotherapy model of your choice.
2. PD Report (1000 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.

Part 1: 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.

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	2500	100%	
2		Attendance		Pass/Fail	

Derogations

N/A



Learning and Teaching Strategies

This module adheres to the Active Learning Framework (ALF), combining experiential, interactive, and reflective approaches to support deep engagement with theory and practice. Students participate in community meeting or “check-in” activities, as well as small-group, paired, and whole-group discussions during lectures, seminars, and experiential workshops to connect theoretical concepts with personal experience. Learning is further supported through theory and reflection essays, formative feedback on written assignments, and the use of historical and demonstration video recordings. Independent reading, research, and reflection—alongside optional journalling and personal therapy or support activities—promote ongoing personal and professional development, while tutorials provide structured guidance 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

- Configurations of self in theory and practice Introducing ‘moments of movement’
- Considering other approaches & Pluralism
- Difficult process: Attachment theory meets Gendlin meets Margaret Warner
- Sexuality and diversity: how many genders are there?
- Social responsibility, diversity and inclusion
- Supervision 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

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

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

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

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 S. Koch (ed), *Psychology, a Study of Module spec template 2023-24 Science* (Vol. 3 Formulations of the person and the social context, pp. 184-256). New York. McGraw Hill Book Company.

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

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