

Module specification

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Module Code	COU705
Module Title	Counselling Skills 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	88 hrs
Placement tutor support hours	10hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
Active learning and teaching hours total	98 hrs
Placement hours	0 hrs
Guided independent study hours	102 hrs
Module duration (Total hours)	200 hrs

Module aims

This module aims to build on the learning and understanding developed in COU703 Counselling Skills 1 by further developing students' practical counselling abilities and their capacity to offer a therapeutic relationship grounded in psychological contact, empathy, unconditional positive regard, and congruence. Alongside enhancing core person-centred relational skills, the module supports students in strengthening their reflective practice and deepening their awareness of ethical, professional, and legal responsibilities within a person-centred counselling context. Through this combination of skill development, self-reflection, and ethical understanding, learners continue progressing toward competent, thoughtful, and ethically grounded counselling practice

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

1	Develop the ability to apply key person-centred skills in practice in observed and recorded practice sessions.
2	Evaluate a recorded segment of 20 minutes skills practice from a minimum 50-minute session with a peer as 'client,' to demonstrate understanding of personal strengths and areas for development.
3	Evidence an awareness of Person-Centred practice in others and evaluate peer recordings aligning with relevant theory.
4	Develop the ability to contract for clients in placement

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.

Formative Assessment: Practice tape Students are required to present an in class 20-minute extract from a 50-minute recording of a counselling session, with a fellow student, which needs to meet a level 4 or above of the PCEPS scale. This tape needs to be passed, for students to begin placement at the beginning of Year 2. The full 50-minute recording needs to be submitted, alongside the 20-minute extract, for it to be considered by the tutor team. Lecturers' decision of pass or fail is final. Students who did not complete readiness for practice assessment at the end of year 1 will be able to complete this at the beginning of year 2. Opportunities may also be available over the summer.

Assessment 1 Coursework: Evaluate a 20-minute extract from a 50-minute audio/video recording of a 'helping' session with a colleague '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 add 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).

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 or NCPS.

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
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1	1, 2, 3, 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 counselling and listening practice, where students apply theory directly in peer-based interactions. Learning is supported through community or home-group participation, 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 strengthen skill development. Independent reading, reflection, and optional journalling help deepen understanding, while personal therapy or support activities contribute to ongoing personal and professional growth. Tutorials offer further guidance and integration of learning 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

- Experiential learning through group work. Practical counselling and listening skills being developed through live practice with peers applying theory to practice.
- Community meeting / Home Group
- Listening practice groups including triads, peer and tutor observations and feedback
- Audio recordings
- Transcript and analysis
- Feedback evaluation forms
- Independent reading and reflection
- Optional personal journal Personal therapy/support activities
- Tutorials
- Use of ICT: A Module Handbook and Virtual Learning environment (VLE)
- The module will draw on published books, journals and web resources in the field

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 ed. London: Sage

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

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

Tolan, J. & Wilkins, P. (2012), *Client Issues in Counselling & Psychotherapy*. London: Sage

Tudor, K (2008), *Brief Person-Centred Therapies*. London: Sage Publications Ltd.

Thorne, B. (2003), *Carl Rogers*. 2nd ed. London: Sage Publications Ltd.

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



Administrative Information

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Initial approval date	April 2026
With effect from date	Sept 2026
Date and details of revision	
Version number	1