

Prifysgol Wreccsam Wrexham University

Module specification

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Module Code	COU706
Module Title	Advanced Counselling Practice
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	54 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	64 hrs
Placement hours	100 hrs
Guided independent study hours	36 hrs
Module duration (Total hours)	200 hrs

Module aims

Students will begin clinical practice placements during this module. This will include working in placement and accruing client contact hours towards the required total of 100 clinical placement hours, once readiness and fitness for practice have been demonstrated. Students who did not complete readiness for practice assessment within module Counselling Skills 2 (COU705) will be able to complete this at the beginning of this module.

Students will participate in clinical supervision external to the University as well as Clinical Practice Improvement (CPI) groups and develop their ability to critically reflect upon clinical practice and to utilise session recordings and transcripts to aid reflection on the efficacy of their developing ability to put theory into practice.

Module Learning Outcomes

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

1	Critically evaluate part of a clinical recording from a client session on placement.
2	Integrate theory, practice, and personal development with competent ethical practice.
3	Develop an ability to handle challenging issues arising within the therapeutic relationship and manage these autonomously; such as chronic illness and enduring mental health conditions.
4	Improve own areas for development and critically assess ways in which to support their development.
5	Create a professional portfolio to keep and manage appropriate professional records, to provide supporting evidence of successful completion of counselling placement of 100 hours.

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: Portfolio of evidence. Practical clinical skills assessment, 10 hours personal therapy log, 50 hour and 100-hour supervisor reports, log of placement hours signed by supervisor, log of supervision sessions signed by supervisor (minimum 1.5 hours per month contracted to happen at least fortnightly. Sessions will be negotiated, contracted for and paid for by the student directly to the supervisor), individual and group sessions can be counted, so long as no more than 4 supervisees are part of a group – in which case a 2 hour supervisions session can be counted as ½ hour by each supervisee present, satisfactory report from PD facilitator demonstrating purposeful and appropriate engagement, placement pack evidence signed by placement provider, supervisor, student and University signatory (programme leader, placement manager, module leader, tutor).

Formative Assessment - As part of the portfolio students must compete their “Readiness for Professionalism tape”. This is a 20-minute extract from a 50-minute client session from placement. This must meet a consistent level 5 and above on the PCEP’s scale to pass. Students will be provided with confirmation once they have completed this, which must be included in their portfolio.

Assessment 2: Written Assignment - Case Study.



Utilise literature sources, clinical notes and recordings, personal experience, and personal insight to produce a case-study of approximately 1500 words or equivalent, critically appraising the effectiveness of the trainee's own work with a specific client (with appropriate evidence of informed client consent). This assessment can be delivered in the students own choice of delivery, be it through a presentation which can be using a video or audio recording; in person; written case study. All modes will require Harvard referencing. Other forms of presentation will be considered in consultation with the module lead.

Attendance: Attendance must be passed at 80% or above

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1, 2 & 5	Portfolio	4000	Pass/Fail	
2	3 & 4	Written Assessment	1500 words or equivalent	100%	
3		Attendance		Pass/Fail	

Derogations

N/A

Learning and Teaching Strategies

This module adheres to the Active Learning Framework (ALF), integrating experiential, reflective, and practice-based learning through participation in community or home groups, clinical supervision and practice-development sessions, and the use of audio recordings with transcript work and group discussion to support ongoing skills and clinical development. Independent reading, reflection, and optional journalling—alongside personal therapy or support activities where appropriate—help deepen students' self-awareness and professional growth. Key components include completing the readiness-to-practice exercise where required, undertaking supervised clinical placement work supported by personal clinical supervision, and engaging in tutorials and personal development groups, ensuring a well-rounded, ethically grounded, and professionally focused learning experience.

Welsh Elements

This module is available to students through Moodle in the medium of Welsh. Students are able to undertake their placements at Welsh speaking placement providers.

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

Bond, T. (2010), *Standards and Ethics for Counselling in Action*. 3rd ed. London: Sage. Module spec template 2023-24

Bozarth, J.D. (2011), *Rogierian Empathy in an Organismic Theory: A Way of Being*, J.Decety, & W. Ickes (Eds.), *The Social Neuroscience of Empathy* (pp. 101 – 112) Massachusetts Institute of Technology

Cozolino, L (2010), *The Neuroscience of Psychotherapy: Healing the Social Brain*. London. Norton

Davy, J. (2006), *How to write a client case study*. In B. & Watts, *The Trainee Handbook: A Guide for Counselling & Psychotherapy Trainees* (pp. 110 - 134). London: Sage.

Mearns, D. & Cooper, M. (2005), *Working at Relational Depth in Counselling and Psychotherapy*. London: Sage.

Sanders, P. (2003), *The Tribes of the Person-centred Nation: A Guide to the Schools of Therapy Associated with the Person-centred Approach*. London: SAGE.

Sanders, P & Hill, A (2014), *Counselling for Depression: A person-centred & Experiential Approach to Practice*. London, Sage. Tudor, K (2008), *Brief Person-Centred Therapies*. London: SAGE.

Administrative Information

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