

Prifysgol Wreccsam Wrexham University

Module specification

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Module Code	COU621
Module Title	An Introduction to Working with Children & Young People
Level	6
Credit value	40
Faculty	FSLS
HECoS Code	100495
Cost Code	GACG
Pre-requisite module	N/A

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
Counselling Top-up	Optional

Breakdown of module hours

Learning and teaching hours	24 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	24 hrs
Project supervision hours	0 hrs
Active learning and teaching hours total	48 hrs
Placement hours	0 hrs
Guided independent study hours	352 hrs
Module duration (Total hours)	400 hrs

Module aims

This introductory course is aimed at providing post qualified counsellors, the opportunity to learn the basic skills and competencies, to offer a child centred, safe and creative approach to working therapeutically with children and young people. The course will follow the BACP's Stage 1 key subject areas of their training curriculum, enabling students to move onto the next stage of a formal qualification.

Module Learning Outcomes

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

1	Develop a critical understanding of professional and ethical practice when working with children and young people.
2	Articulate an understanding of child and adolescent development and transitions and the impact on the client, their presentation in counselling and any implications for therapeutic work
3	Demonstrate the skills required to communicate with, and engage clients of different ages with the therapeutic process and/or a creative methods approach
4	Demonstrate a critical awareness of how mental health issues can emerge in children and young people
5	Evidence the ability to identify and assess potential risk, and know how to act if a child/ young person is at risk

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

15 min Presentation on a Creative Method of Choice, should include demonstration and/or interactive activity with peers/tutors.

Assessment 2

Written Assessment: critical analysis of developing mental health issues facing children and adolescents in the 21st Century.

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1 & 3	Presentation	15 minutes	50%	N/A
2	2, 4 & 5	Written Assignment	2000 words	50%	N/A

Derogations

N/A

Learning and Teaching Strategies

By supporting a culture of active and engaged students, participants will be provided with varied opportunities for independent and student led learning within the programmes of study. Incorporating the principles of ALF (Active Learning Framework), it is hoped the course will be primarily on campus to include:

- Lectures and seminars
- Group work, discussion and feedback, gives the opportunity for participants to experience the application of skills and creative interventions necessary to practice competently and ethically.
- Independent reading and research
- Tutorials
- Use of VLE

To support and aid learning, participants will be provided with a background of contemporary research and literature.

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

- Child protection and safeguarding
- Child and adolescent development and transitions
- Communication with children and/or young people
- Beginnings and endings with children and/or young people
- Risk Assessments
- Mental health and children and/or young people
- Working within the context of the counselling setting

Indicative Bibliography

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads:

Pattison, S., Robson, M. and Beynon, A., eds. (2018) *The Handbook of Counselling Children and Young People* (2nd Edn.). London: Sage

Other indicative reading:

Daniels, D. and Jenkins, P. (2010) *Therapy with Children: Children's Rights, Confidentiality and the Law*. 2nd ed. London: Sage

Geldard, K., Geldard, D. and Yin Foo, R. (2015) *Counselling Adolescents: The Proactive Approach for Young People*. 4th ed. London: Sage

Geldard, K., Geldard, D. and Yin Foo, R. (2013) *Counselling Children: A Practical Introduction* 4th ed. London: Sage

Kirkbride, R. (2017) *Counselling Young People: A Practitioner Manual*. London: Sage

Lines, D. (2011) *Brief Counselling in Schools: Working with Young People from 11 to 18*. 3rd ed. London: Sage

McLaughlin, C. and Holliday, C. (2014) *Therapy with Children and Young People Integrative Counselling in Schools and Other Settings*. London: Sage

Pattison, S., Robson, M. and Beynon, A., eds. (2018) *The Handbook of Counselling Children and Young People* (2nd Edn.). London: Sage

Prever, M. (2010) *Counselling and Supporting Children and Young People: A Person-centred Approach*. London: Sage

Sunderland, M. (2015) *Conversations that Matter: Talking with Children and Teenagers in Ways that Help*. Worth Publishing.

Administrative Information

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