

Programme Specification

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Please check the Programme Directory for the most up to date version:

[UG Programme Directory](#)

[PG Programme Directory](#)

Section 1 – regulatory details		
1.1	Awarding body	Wrexham University
1.2	Teaching institution	Wrexham University
1.3	Final award and programme title (Welsh and English)	BSc (Hons) Counselling (Top up)
1.4	Exit awards and titles	BSc (Ord) Counselling (Top up)
1.5	Credit requirements	120 credits – BSc (Hons) 60 credits – BSc – (Ord)
1.6	Intake points	September
1.7	Mode of study	Full & part time
1.8	Length of delivery	Full time – 1 Year Part time - 2 Years
1.9	Location of delivery	Plas Coch- Wrexham Campus
1.10	Language of delivery	English
1.11	Faculty	Faculty of Social and Life Sciences (FSLs)
1.12	Subject area	Counselling and Psychology
1.13	HECoS Code	100495
1.14	Suitable for applicants requiring a Student Visa?	No
1.15	Is DBS check required on entry?	No
1.16	Professional, Statutory or Regulatory Body (PSRB) accreditation	N/A
1.17	Welsh Medium Provision	The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh.
1.18	External reference points	QAA Subject Benchmark – Counselling and Psychotherapy QAA Characteristics Statements The British Association for Counselling and Psychotherapy Ethical Framework for Counselling Professions Higher Education Credit Framework CQFW
1.19	Derogation to Academic Regulations	N/A
1.20	Foundation Year route	No
1.21	Placement / Work based learning	N/A

Section 1 – regulatory details		
1.22	Length and level of the placement	N/A
1.23	Collaborative arrangement	N/A

Section 2 – programme details

2.1 Aims of the programme
The Counselling level 6 top-up year aims to offer a continued route of study for qualified counsellors, with a level 4 & 5 qualification in Counselling, to convert their existing qualification into a full Undergraduate degree. Students can study from a range of modules including; • Introduction to Children and Young Peoples Counselling • Mindfulness • Marketing, Money, Finance & Tax for Counsellors • Online and Telephone Counselling • Neurodiversity • Research Methods and Research Project This will allow students the option to develop their counselling practise in the direction that suits them whilst also engaging in associated research. Students will finish the programme with a fundamental grounding in Counselling research, which will enable them to continue in research throughout their ongoing counselling careers. This will be developed through students undertaking the research methods module and conducting a small-scale research project.

2.2 Programme structure and diagram, including delivery schedule					
Full-time Programme Structure					
Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)
6	COU620	Research Methods	20	Core	Sem 1
6	COU621	Introduction to Children and Young People Counselling	40	Optional	Sem 1
6	COU622	Working with Neurodiversity	40	Optional	Sem 1
6	COU623	Mindfulness	40	Optional	Sem 1
6	COU624	Marketing, Money, Finance and Tax in Counselling	20	Optional	Sem 2
6	COU625	Online and Telephone Counselling	20	Optional	Sem 2
6	COU626	Research Project	40	Core	Sem 2

Part-time Programme Structure						
Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)	Year of Study (PT only)
6	COU620	Research Methods	20	Core	Sem 1	2
6	COU621	Introduction to Children and Young People Counselling	40	Optional	Sem 1	1
6	COU622	Working with Neurodiversity	40	Optional	Sem 1	1
6	COU623	Mindfulness	40	Optional	Sem 1	1
6	COU624	Marketing, Money, Finance and Tax in Counselling	20	Optional	Sem 2	1
6	COU625	Online and Telephone Counselling	20	Optional	Sem 2	1
6	COU626	Research Project	40	Core	Sem 2	2

2.3 Programme Learning Outcomes									
No.	Learning Outcome	K	I	S	P	Ordinary (L6)	Honours (L6)	Optional Ref (PSRB standards)	
1	Identify the aims and objectives of applied research and demonstrate the ability to collect, organise, present and critically and systematically present a research project within appropriate ethical constraints.	☒	☐	☐	☐	☐	☒		
2	Develop skills in working both independently and as part of a team.	☐	☐	☐	☒	☒	☐		
3	Develop skills including time-management, active listening, project management, and personal reflexivity that enhance employability.	☐	☐	☐	☒	☒	☐		
4	Demonstrate autonomy, reflective judgement, and professional responsibility within organisational settings, promoting equality, diversity and inclusion.	☐	☐	☒	☐	☒	☐		

2.3 Programme Learning Outcomes								
No.	Learning Outcome	K	I	S	P	Ordinary (L6)	Honours (L6)	Optional Ref (PSRB standards)
5	Demonstrate a critical understanding of how theoretical learning may be applied in practice with clients, whilst working ethically and professionally.	☒	☐	☐	☐	☒	☐	
6	Critically evaluate the strengths and limitations of selected theoretical models when working with diverse clients and demonstrate the ability to adapt these limitations where appropriate.	☒	☐	☐	☐	☒	☐	
7	Critically evaluate the role of mental health and counselling services within society, and analyse the impact of social, political and economic factors on contemporary counselling practice.	☐	☒	☐	☐	☒	☐	
8	Critically reflect on personal and professional strengths and limitations and evaluate how these may impact therapeutic practice.	☒	☐	☐	☐	☒	☐	
9	Evaluate and apply appropriate self-care, self-support and supervision strategies to maintain well-being, ethical practice and fitness to practise.	☐	☐	☒	☐	☒	☐	
10	Analyse and evaluate the ethical and legal contexts of counselling, including relevant legislation, professional ethical codes, organisational policies, and requirements for supervision, across face-to-face and online settings.	☐	☒	☐	☐	☐	☒	
11	Critically evaluate ethical frameworks and apply these to complex ethical dilemmas, including issues of confidentiality, safeguarding, record-keeping, and information sharing, with appropriate use of supervision.	☐	☐	☐	☒	☐	☒	
12	Apply ethical, legal and professional standards to the safe delivery of counselling services, including risk management, contracting, and maintaining appropriate practice settings that protect both client and practitioner within the chosen setting.	☐	☐	☒	☐	☐	☒	

2.3 Programme Learning Outcomes								
No.	Learning Outcome	K	I	S	P	Ordinary (L6)	Honours (L6)	Optional Ref (PSRB standards)
13	Critically evaluate and apply the professional, ethical, legal and organisational requirements involved in establishing, managing and sustaining a private counselling practice, demonstrating autonomy, reflective judgement, financial and digital awareness.	☐	☐	☒	☐	☐	☒	
14	Demonstrate inclusive, anti-discriminatory and ethically informed practice by respecting diversity, and by creating a safe therapeutic space that supports clients' identities without imposing the practitioner's own values, beliefs or expectations.	☐	☐	☒	☐	☒	☐	
15	Theoretical knowledge for the principles and methods required for working with chosen client group/medium including children and young people, virtual clients or neurodiversity.	☒	☐	☐	☐	☒	☐	

Note: K- Knowledge and understanding; I-Intellectual Skills; S-Subject Skills; P-Practical, professional and employability skills

2.4 Learning and teaching strategy

The top-up year will consist of multiple optional modules, so the learning and teaching strategies will vary dependant on which modules are selected. All modules will consist of the following:

Theory lectures and workshops / seminars:

This is where the theory of counselling and psychotherapy lectures are taught and where more experiential workshops will be offered via seminar.

Advance reading is strongly recommended so that students can be involved in group discussions to test out and refine their developing understanding of new ideas.

Individual tutorials:

Students are required to schedule and attend for at least one academic tutorial per module per semester. Each learner will be allocated a PAT (Personal Academic Tutor) however students are encouraged to seek individual meetings with members of the training team as and when necessary whilst bearing in mind tutor availability and the needs of other students to access tutorial time. Pastoral tutorials are available; these are supportive tutorials where issues impacting on studies may be discussed. They should not be confused with personal therapy which may be more appropriate for some causes of distress.

Study groups:

Students are encouraged to form peer support and study groups. These can contribute significantly to learning and development. This offers the opportunity for collaborative learning contributing to the development of knowledge and understanding.

Community meeting:

The whole training group will meet at least once per semester and on other occasions by agreement. This is a group meeting where things that have a possible impact on the training group may be discussed; Student Voice Forums (SVFs) preparation time may be included in this time.

Individual learning and teaching strategies will be detailed further in individual module specifications.

2.5 Assessment strategy

Assessments are purposefully designed to reflect the professional standards required of practicing counsellors / psychotherapists in line with the NCPS & BACP Core Curriculum.

Assignments will include theory essays, practical sessions such as play and creative therapies, as well as live practice with peers in group settings. Case studies and money and marketing strategies will form evidence preparation for private practice.

The choice of assessment strategies is used to support the Universities approach to working with AI, which includes the use of presentations and video/audio recording equipment.

2.6 Disclaimer

Throughout quality assurance processes we have ensured that this programme engages with and is aligned to:

- [Academic Regulations](#)
- [The University Skills Framework](#)
- [Welsh Language Policy](#)

2.6 Disclaimer

- [Equality and Diversity Policy](#)
- [The Student Union offers support for students](#)

Section 3 – Programme set up (office use only)

3.1	Framework	FRAME068, FRAME043
3.2	Cost centre	GACG
3.3	Course type (HESA)	N/A
3.4	Fee model	Standard UG
3.5	Are any modules taught over either multiple periods or across the HESA year (defined as running 1st August - 31st July)	No
3.6	Student funding model	SLC/Self Financed
3.7	Mode of Attendance (Funding)	In Person Attendance
3.8	Does the Suitability for Practice Procedure apply to the programme?	Yes
3.9	Programme Leader	Megan Smith
3.10	Date of Approval	14/03/26
3.11	Date and type of Revision	N/A