

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)	Dip HE Cwnsela Diploma In Higher Education Counselling
1.4	Exit awards and titles	Certificate of Higher Education in Counselling Studies
1.5	Credit requirements	240 credits – DipHE 120 credits - CertHE
1.6	Intake points	September
1.7	Mode of study	Part time
1.8	Length of delivery	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?	Yes All applicants successful in being offered a place on the programmes will be subject to a satisfactory DBS clearance undertaken by Wrexham University. Type of check required Enhanced Check for adult workforce
1.16	Professional, Statutory or Regulatory Body (PSRB) accreditation	Seeking accreditation with the National Counselling and Psychotherapy Society.
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

Section 1 – regulatory details		
		Higher Education Credit Framework CQFW
1.19	Derogation to Academic Regulations	N/A
1.20	Foundation Year route	N/A
1.21	Placement / Work based learning	Clinical / Practice Placement – a placement in a clinical or practice setting, embedded within the programme, which must be completed for students to achieve the intended award.
1.22	Length and level of the placement	100 hours – Level 5
1.23	Collaborative arrangement	N/A

Section 2 – programme details	
2.1 Aims of the programme	
- To provide a contemporary person-centred counselling training for people who seeking to qualify to work as counsellors of adult individual clients. - To provide sufficient Diploma level training hours for those who may seek individual accreditation with a professional in the future such as the National Counselling and Psychotherapy Society (NCPS), British Association for Counselling and Psychotherapy (BACP) and others. - To evidence a minimum of 100 hours of clinical supervised placement practice. - To provide a firm foundation for further professional development.	

2.2 Programme structure and diagram, including delivery schedule					
Part-time Programme Structure					
Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)
4	COU417	Introducing Person Centred Counselling Theory	20	CORE	1
4	COU416	Person Centred Counselling Skills (1)	20	CORE	1
4	COU419	Person Centred Counselling Theory and Self-Development	20	CORE	2
4	COU418	Person Centred Counselling Skills (2)	20	CORE	2
4	COU421	Contemporary Person-Centred Counselling Theory	20	CORE	3
4	COU420	Skills for Counselling Placement	20	CORE	3
5	COU514	Understanding Client issues in Counselling practice	40	CORE	1 & 2
5	COU515	Evidencing Trainee practice effectiveness in Counselling	20	CORE	3
5	COU519	Supervised Trainee Counselling Placement (1)	40	CORE	1 & 2
5	COU520	Supervised Trainee Counselling Placement (1)	20	CORE	3

2.3 Programme Learning Outcomes								
No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Optional Ref (PSRB standards)
1	Demonstrate an understanding of a theory of counselling as a firm foundation for competent practice.	☒	☐	☐	☐	☒	☐	
2	An improving ability to demonstrate maintaining a framework for practice, based in theoretical and ethical understanding. For example, knowledge and application of contracting, boundaries, dual relationships, as well as appropriate assessment of risk and improving clinical skills.	☒	☐	☐	☐	☒	☐	
3	Investigate and discuss an element of theory in light of personal experience and the possible impacts on practice.	☒	☐	☐	☐	☒	☐	
4	Demonstrate critical understanding of person-centred counselling in comparison to other counselling modalities.	☒	☐	☐	☐	☐	☒	
5	Critically reflect on the effectiveness of the person-centred approach in respect to client's development.	☒	☐	☐	☐	☐	☒	
6	Write reflective essays and or reports which coherently communicate arguments, understanding and evaluation of theory, ethical practice and personal development issues, utilising discipline standard academic conventions and Harvard style referencing.	☐	☒	☐	☐	☒	☐	
7	Transcribe sessions of practice counselling skills with peers and evaluate the effectiveness or non-effectiveness of these in the light of theory.	☐	☒	☐	☐	☒	☐	
8	Write reflective essays and or reports which coherently communicate arguments; to include critical and in-depth discussion, demonstrating considerable research into the topic area.	☐	☒	☐	☐	☐	☒	
9	Develop and effectively use Harvard style referencing throughout all academic work.	☐	☒	☐	☐	☐	☒	
10	Demonstrate the ability to apply key skills in practice in observed and recorded practice sessions.	☐	☐	☒	☐	☒	☐	

2.3 Programme Learning Outcomes								
No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Optional Ref (PSRB standards)
11	Demonstrate a developing understanding of how theory applies to practice.	☐	☐	☒	☐	☒	☐	
12	Show a critical understanding of how theoretical learning could be applied in practice with clients, to work ethically and professionally.	☐	☐	☒	☐	☐	☒	
13	An evolving, critical, and personal understanding of how psychological and emotional issues which bring clients to therapy can be understood and experienced in sociological, political, psychological and medical terms, and demonstrate a critical understanding of how this might impact in clinical practice.	☐	☐	☒	☐	☐	☒	
14	Critically evaluate an example of their own client casework to demonstrate the efficacy of their work within the person-centred model.	☐	☐	☒	☐	☐	☒	
15	Demonstrate the ability to make effective use of clinical supervision to reflect on and improve practice.	☐	☐	☒	☐	☐	☒	
16	The beginnings of demonstrating the ability to maintain a framework for practice, based in theoretical and ethical understanding of boundaries, and personal and professional competence.	☐	☐	☐	☒	☒	☐	
17	Demonstrate developing understanding of the importance of personal development and reflective practice in counselling.	☐	☐	☐	☒	☒	☐	
18	Begin to negotiate a placement and supervisory contract, providing evidence of this to the University via a signed placement pack, to include appropriate ethical body membership and insurance to demonstrate the ability to work within organisational requirements.	☐	☐	☐	☒	☒	☐	
19	Begin a clinical counselling placement within which critical awareness and action regarding appropriate constraints relating to agency, institutional, and professional	☐	☐	☐	☒	☐	☒	

2.3 Programme Learning Outcomes								
No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Optional Ref (PSRB standards)
	requirements including record keeping, and risk assessment are undertaken.							
20	Demonstrate the ability to work within agency and University policies and procedures to demonstrate critically informed decision making and ethical practice.	☐	☐	☐	☒	☐	☒	
21	Demonstrate the ability to manage a client case from contracting, appropriate risk assessment, review and ending.	☐	☐	☐	☒	☐	☒	

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

2.4 Learning and teaching strategy

The programme blends academic teaching with experiential and skills-based learning to support the development of competent, reflective counselling practitioners. Students take part in theory lectures, seminars, and workshops focused mainly on experiential approaches, with advance reading encouraged so that they can fully engage in discussion and deepen their understanding. Regular tutorials, both academic and pastoral, provide structured opportunities for students to clarify learning, seek guidance, and address issues affecting their progress, based learning to support the development of competent, reflective counselling practitioners. Students take part in theory lectures, seminars, and workshops focused mainly on person-centred and experiential approaches, with advance reading encouraged so that they can fully engage in discussion and deepen their understanding. Regular tutorials, both academic and pastoral, provide structured opportunities for students to clarify learning, seek guidance, and address issues affecting their progress.

A significant portion of the training takes place in interactive group settings. These include skills practice groups, where students work in small groups or triads to develop therapeutic listening and intervention skills, and community meetings, which offer space to address matters affecting the training environment. Peer study groups are also encouraged to support collaborative learning and shared development outside formal teaching time.

Personal development is a central strand of the programme, supported through structured experiential groups facilitated by an external practitioner. Students are expected to engage purposefully by bringing personally meaningful material and offering supportive, person-centred feedback to peers. Optional personal counselling is recommended to deepen self-awareness, provide emotional support during training, and offer direct experience of the client role. Optional personal counselling is recommended to deepen self-awareness, provide emotional support during training, and offer direct experience of the client role.

In the second year, learning extends into supervised clinical practice, with students completing a minimum of 100 counselling hours following a readiness to practice assessment and approval of placement documentation. Supervision and support groups help students integrate feedback and continually improve their clinical work. The programme also includes compulsory intensive weekend training sessions that contribute to required core hours. Throughout, high attendance and active engagement are essential, reflecting both ethical requirements and the irreplaceable experiential nature of the training, to practice assessment and approval of placement documentation. Supervision and support groups help students integrate feedback and continually improve their clinical work. The programme also includes compulsory intensive weekend training sessions that contribute to required core hours. Throughout, high attendance and active engagement are essential, reflecting both ethical requirements and the irreplaceable experiential nature of the training.

2.5 Assessment strategy

Assessments are designed to reflect a person-centred philosophy of learning. This means that a student's own evaluation of work, along with feedback from peers and tutors will form part of assessments. However, this is also a course which seeks to provide the highest standard of professional education and tutors take very seriously their obligation to trainees, potential future clients and the profession as well as to their own integrity. To this end assignments are also purposefully designed to reflect the professional standards required of practicing counsellors / psychotherapists in line with the professional bodies Core Curriculum.

A variety of assessment strategies will be used in order to support the Universities approach to working with AI, this will include the use of presentations and video/audio recording equipment.

2.5 Assessment strategy

Assignments include theory essays, skills transcriptions and evaluations of recorded material as well as live practice with peers in group settings. Case studies, presentations and portfolios of reports evidencing clinical practice as well as logs of client contact hours will form evidence of clinical competence. Practice sessions of recorded client material will be rated for level of competence in in key person-centred practice skills.

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

Section 3 – Programme set up (office use only)

3.1	Framework	FRAME069
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)	Yes (Placement)
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