

## PROGRAMME SPECIFICATION

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### Award titles

#### Programme Title(s)

Diploma of Higher Education Counselling

#### Internal Programme Title(s) (if different to the title on the certificate)

#### Programme to be included in Graduation Ceremonies

Yes

#### Delivery period

5 years from September 2021

#### Intake points

September

### Regulatory details

<b>Regulatory details</b>
<b>Awarding body</b>
Glyndŵr University
<b>Programme delivered by</b>
Glyndwr University
<b>Location of delivery</b>
Plas Coch Campus
<b>Faculty/Department</b>
Faculty of Social and Life Sciences
<b>Exit awards available</b>
Certificate of Higher Education in Counselling Studies
<b>Professional, Statutory or Regulatory Body (PSRB) accreditation</b>
Currently the course does not lead to a professional accreditation. The programme is aligned to ethical principles for training professional counsellors to enable graduates to apply for individual accreditation <b>This information is correct at the time of validation, please refer to the PSRB register for current accreditation status.</b>
<b>Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) e.g. completion of placement.</b>

Once qualified, students can apply for full membership to their chosen ethical membership and begin the process of professional accreditation if they choose.
<b>HECoS codes</b>
100495
<b>UCAS code</b>
<b>Relevant QAA subject benchmark statement/s</b>
QAA Subject Benchmark for Counselling & Psychotherapy (2013)
<b>Mode of study</b>
Part time Extended academic year
<b>Normal length of study for each mode of study</b>
2 years using an extended academic year
<b>Language of study</b>
English
<b>Transitional arrangements for re-validated provision if applicable</b>
<i>(If current students will be transferred onto this programme following a revalidation please add the programme they are coming from and the relevant levels)</i>
<b>The following University Award Regulations apply to this programme (highlight the appropriate ones and delete the others )</b>
General Regulations and Definitions  Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees  Language Admissions Policy

OFFICE USE ONLY	
Date of validation event:	4 <sup>th</sup> November 2020
Date of approval by Academic Board:	30 <sup>th</sup> March 2021
Approved Validation Period:	5 years
Transitional arrangements approved (if revalidation)	<i>Enter details from section 3 following validation event confirming what arrangements are</i>
Date and type of revision:	<i>Enter the date of any subsequent revisions (Detail the type of revision made and the implementation date) July 2023 – COU420 updated assessment strategy to remove readiness to practice tape and amended wording in Section 7 accordingly.</i>

## 1 Criteria for admission to the programme

### Standard entry criteria

Entry requirements are in accordance with the University's admissions policy, please click on the following link for more information. [Admissions policies](#)

The University's entry requirements are set out on our Admissions webpages

Qualification	Entry requirements
Foundation Year	48 Tariff points and /or relevant experience
Foundation Degree	48 Tariff points and /or relevant experience
3 year Bachelors degree	112 Tariff points
Integrated Masters (4 years)	120 Tariff points

These figures are intended as a general guide. Each application is considered individually.

Each applicant for the Diploma in Counselling, that completes a suitable application is interviewed for suitability to attend the programme, particularly considering the nature of study and the personal development expected whilst in training.

International entry qualifications are outlined on the [National Academic Recognition and Information Centre \(NARIC\)](#) as equivalent to the relevant UK entry qualification.

In addition to the academic entry requirements, all applicants whose first language is not English or Welsh must demonstrate English language proficiency.

European students are able to provide this evidence in a number of ways (please see <http://www.glyndwr.ac.uk/en/Europeanstudents/entryrequirements/> for details), including IELTS.

International students are required to provide an English Language Certificate which meets the requirements of the University (*please see* <http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/> for details).

### Non Standard entry criteria

Relevant experience in Counselling training or other helping roles may be considered in lieu of more traditional qualifications. Relevant work and / or life experience may also be considered. However, due to the intensive and academic rigour of the programme these will only be considered where strong evidence of the likelihood of academic success can be provided by the applicant.

## 2 Record of Prior (Experiential) learning

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the University General Regulations. Any programme specific restrictions are outlined below.

The course complies with professional and ethical requirements that not more than 1/3rd of a course can be considered for RPL. This 1/3rd can only be considered from year one of a two year programme under Glyndŵr University Regulations. Therefore only the first two Modules COU416 Person Centred Counselling Skills and COU417 Introducing Person Centred Counselling Theory could be eligible for consideration.'

### **3 DBS Requirements**

All applicants successful in being offered a place on the programme will be subject to a satisfactory DBS clearance undertaken by Glyndŵr University. The type and level of DBS check required will be confirmed to you during the DBS application process. Failure to declare a conviction, which is subsequently revealed by a DBS check may result in exclusion from the programme. The nature of declared convictions is taken into consideration following our POLICY & PROCEDURE FOR CONSIDERING ADMISSION TO THE UNIVERSITY FOR PROGRAMMES REQUIRING A DBS CHECK AND FROM CANDIDATES WITH CRIMINAL CONVICTIONS. In line with the Universities DISCIPLINARY PROCEDURE FOR STUDENTS, all students are required to disclose a criminal record acquired either before or during the student's enrolment with the University.

### **4 Suitability for Practice Procedure**

Suitability for practice procedure will apply to this programme. Suitability for practice is an important consideration for the Counselling programmes. Students of the programme, by the nature of professional work/voluntary placement, may be in contact with vulnerable adults/children. Anything that adversely affects the safety and containment of clients can, potentially compromise the safety of the student. To protect both parties, working 'to professional standards', 'within competence' and ensuring wellbeing sufficient to sustain the quality of the work is monitored by both clinical supervision (engaged with outside of the University) and the teaching team.

### **5 Aims of the programme**

Introductory Module:

- To offer an introduction to counselling which includes learning about theories of counselling and how to effectively listen. To enable practice of listening skills at an introductory level. To assist students in deciding whether further training in counselling is an appropriate choice for them.

Diploma of Higher Education:

- 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 British Association for Counselling and Psychotherapy (BACP) in the future.
- To evidence a minimum of 100 hours of clinical supervised placement practice.
- To provide a firm foundation for further professional development.

For the exit award of Certificate in Higher Education (successful completion of 120 level 4 credits) students will gain skills in relating to others that may enhance their current social or work relationships.

## 6 Distinctive features of the programme

This programme seeks to provide training rooted in a person-centred philosophy of teaching and learning, as well as of counselling. There are tensions between this approach (with the emphasis on self-knowledge, self-development and self-awareness as well as people being of equal value) and the requirements of an academic programme. The curriculum is designed to encourage a supportive and acceptant training community whilst bearing in mind the professional nature of counselling and psychotherapy and the need to work within ethical and professional guidelines. This includes adhering to academic requirements of a Higher Education qualification.

Studying this programme should enable students to become aware of their personal strengths and areas for development and to develop to become practitioners able to reflect on their clinical and ethical competence.

The curriculum is designed to enable students to develop their understanding of theory and practice (skills) incrementally. Modules are taught in pairs during Year 1 (one theory and one practice module) enabling students to put the theory they are learning about into practice and developing competence as they build upon the knowledge gained from previous modules.

## 7 Credit Accumulation and exit awards

Successful completion of 120 credits at Level 4 entitles the student to the exit award of Certificate of Higher Education in Counselling studies. Students that have not completed the 'readiness to practice taped assessment', who choose to withdraw at this stage, can still benefit from this award as a Certificate in Higher Education in Counselling Skills does not allow for professional practice.

Successful completion of 240 credits at Level 5 entitles the student to a Diploma of Higher Education in Counselling.

## 8 Programme Structure Diagram, including delivery schedule

The programme is taught over 33 weeks from September to early July with academic year breaks. Level 4 students study two modules for 11 taught weeks at any one time. Once the students have progressed to level 5 they study two 40 credit modules for 21 weeks followed by two 20 credit modules for the remaining 12 weeks.

### Part-time delivery

#### Level 4

Mod Code	COU416	Mod title	Person Centred Counselling Skills (1)	Credit value	20	Core	Semester 1
Mod Code	COU417	Mod title	Introducing Person Centred Counselling – Theory	Credit value	20	Core	Semester 1
Mod Code	COU418	Mod title	Person Centred Counselling Skills (2)	Credit value	20	Core	Semester 2

Mod Code	COU416	Mod title	Person Centred Counselling Skills (1)	Credit value	20	Core	Semester 1
Mod Code	COU419	Mod title	Person Centred Counselling Theory and Self-Development	Credit value	20	Core	Semester 2
Mod Code	COU420	Mod title	Skills for Counselling Placement	Credit value	20	Core	Semester 3
Mod Code	COU421	Mod title	Contemporary Person Centred Counselling – Theory	Credit value	20	Core	Semester 2/3

### Level 5

Mod Code	COU519	Mod title	Supervised Trainee Counselling Placement (1)	Credit value	40	Core	Semester 1/2
Mod Code	COU514	Mod title	Understanding Client issues in Counselling practice	Credit value	40	Core	Semester 1/2
Mod Code	COU515	Mod title	Evidencing Trainee practice effectiveness in Counselling	Credit value	20	Core	Semester 2/3
Mod Code	COU520	Mod title	Supervised Trainee Counselling Practice (2)	Credit value	20	Core	Semester 2/3

## 9 Intended learning outcomes of the programme

### Knowledge and Understanding

	Level 4	Level 5
A1	Demonstrate understanding of a theory of counselling as a firm foundation for competent practice.	Demonstrate critical understanding of person-centred counselling theory and at least one other theory of counselling.
A2	An improving ability to demonstrate maintaining a framework for practice based in theoretical and ethical understanding. For example knowledge and application of contracting, boundaries and dual relationships as well as appropriate assessment of risk and improving clinical skills.	Critically reflect on the effectiveness of the person-centred approach offered in respect to client's development during the counselling contract.
A3	Investigate and discuss an aspect of theory discussed during the module and evaluate and demonstrate understanding of this aspect of theory in light of personal experience and the possible impacts on practice.	

### Intellectual Skills

	Level 4	Level 5
B1	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.	Write reflective essays and or reports which coherently communicate arguments; to include critical and in depth discussion demonstrating considerable research into the topic area with evaluation of theory, ethical practice and personal development issues utilising discipline standard academic conventions and Harvard style referencing.
B2	Transcribe sessions of practice counselling skills with peers and evaluate the effectiveness / non-effectiveness of these in the light of theory.	Transcribe sessions of practice counselling skills with peers and <u>critically</u> evaluate the effectiveness / non-effectiveness of these in the light of theory.

### Subject Skills

	Level 4	Level 5
C1	Demonstrate the ability to apply key skills in practice in observed and recorded practice sessions.	Demonstrate a critical understanding of how theoretical learning is/ might be applied in practice with clients to work ethically and professionally.
C2	Demonstrate a developing understanding of how theory applies to practice.	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.
C3		Critically evaluate an example of their own client casework in order to demonstrate the efficacy of their work within the person-centred model of therapy offered.
C4		Demonstrate the ability to make effective use of clinical supervision to reflect on and improve practice.

### Practical, Professional and Employability Skills

	Level 4	Level 5
D1	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.	Begin a clinical counselling placement within which critical awareness and action regarding appropriate constraints relating to agency, institutional, and professional requirements including record keeping, and risk assessment are undertaken as they arise.
D2	Demonstrate developing understanding of the importance of personal development and reflective practice in counselling.	Demonstrate the ability to work within agency and University policies and procedures to demonstrate critically informed decision making and ethical practice for the benefit of a client.
D3	Begin to apply for or negotiate a placement and supervisory contract and provide evidence of this to the University via a signed placement pack, appropriate BACP membership and insurance to demonstrate the ability to work within organisational requirements.	Demonstrate the ability to manage a client case from contracting, appropriate risk assessment, review and ending.

## 10 Learning and teaching strategy

### **Check in:**

This is a place at the start of the day for trainees to share issues or new awareness and 'check in' for the day in order to prepare for the remainder of the day.

### **Community meeting:**

The whole training group will meet at least once per trimester in year 1 or semester in year 2 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.

### **Skills Practice groups**

The initial purpose is to provide opportunity for students to practice therapeutic listening and therapeutic skills development with each other. Counselling Skills (Year 1) and Practice Improvement (Year 2) will be small groups or triads as necessary. In Year 3 (BA top up) there will not be skills practice groups as this course is post-qualifying and skills work will be assessed via case study. This is where the 'skills' development aspect of the initial (Diploma) training will take place.

### **Supervision and support groups (Clinical Practice Improvement) (Diploma Year 2):**

These groups are for the purpose of improving clinical practice in order to benefit clients. They will normally contain a maximum of 12 members (in line with PSRB requirements) and will involve live counselling practice and the playing of audio client / counsellor sessions to the group for constructive feedback. This group will involve self, peer and tutor assessment of clinical practice.

### **Theory lectures and workshops / seminars:**

This is where the theory of counselling and psychotherapy (Person-centred and experiential in the main), all professional and academic matters will be presented and explored. It is also where possible, more experiential workshops will be offered.

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

Normally only one tutor is present for seminar / lecture sessions. In the BA top up (Year 3) routes specialist skills may be introduced for working with identified client groups / presenting issues.

### **Experiential / Personal Development groups:**

The experiential and personal development groups will run throughout the Diploma programme with 1 hour per week allocated to them. They will usually contain a maximum of 12 participants. The personal development groups will be facilitated by someone who is an experienced person-centred practitioner but is not otherwise part of the training team (where possible). The hours will be flexibly delivered to enable the optimum student experience; this may mean groups may run on alternate weeks for two hours rather than hourly each week.

It is important to mention that whilst in the strictest sense personal development is just that – (personal) the Diploma in Counselling course has a purpose. The purpose of this course is to train Counsellors/ Psychotherapists for professional practice. To this end purposeful engagement with the group will be a requirement. Purposeful engagement means that students will bring personally challenging material to the group with the aim of using the group to aid them in their personal development, self-awareness / understanding and that they will seek to assist others in their development through offering appropriate person-centred communication skills and constructive feedback on areas for possible development.

This is a challenging area of counsellor training but is considered as a vital part of developing congruence.

**Personal Counselling / Therapy (This is at an extra cost which must be paid directly by the student to the counsellor of their choice –who will not be a member of the training team):**

It is usual for Counselling courses to require that students have personal experience of counselling. This has multiple purposes including the experience of what it is like to be a client in a counselling relationship, for emotional and psychological support with issues that may present during training and to help with the student's personal development, psychological maturity and self-care needs. This remains a personal choice of the student but may be a recommendation by the tutor team.

**Individual tutorials:**

Students are required to schedule and attend for at least one academic tutorial per module per trimester in year one, and per semester in year 2. During the BSc top up year tutorials are not a requirements but are strongly recommended and encouraged. 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.

**Pattern of attendance:**

Students attend one day per week in Year one and one day per week in Year two. The teaching day is 8 hours including provision for breaks. In line with ethical principles for trainee counsellors there is a minimum 80% attendance of all aspects of the programme.

**Clinical Placements:**

In year two of the Diploma of Higher Education clinical placements and supervision will commence after completing a readiness to practice exercise. This is a placement of a minimum of 100 hours supervised counselling practice. This will be agreed between the student, placement provider and supervisor and approved by the Programme Leader (or member of the Programme Team).

A placement pack is provided to students that includes an agreement between the placement agency, the clinical supervisor, the student and the programme team. The pack highlights the expectations of all concerned and includes confirmation of student membership of an ethical organisation, liability insurance and passing 'readiness to practice assessment'.

It is a requirement of the programme that the student is only able to begin placement once the programme team has signed the fully completed pack. It is the students responsibility to provide copies of the signed document to their placement and supervisor.

If there were any issues that arise then the University procedures of Fitness to study and Suitability to practice would be employed and the team would support the student.

**Attendance** is an important part of the Diploma course especially since experiential elements cannot be replicated outside the core elements of training. A minimum number of training hours is also required for future individual accreditation with BACP. Therefore 'passing' an attendance and participation criteria forms part of the assessment for each module.

**Two day intensive sessions/residential component** Block sessions of intensive training are a common feature of counsellor training, there will be one block of such training per year of the Diploma (normally at a weekend) and students will be advised of the date in advance. Attendance at these sessions is compulsory as it forms a part of the core training hours which is required for successful completion of the course and any future application to BACP for individual accreditation. The term 'intensive' in this case refers to training on two consecutive days, extra to the timetabled aspects of the programme. Students are given a choice whether to stay overnight from one day to the next, the student is responsible for the organisation of and the cost of their overnight accommodation. This is not the responsibility of the University or programme team.

## 11 The Wrexham Glyndwr Graduate

At Glyndŵr University we aim to help students develop and enhance key employability skills and capabilities during their study. There are three key areas with different attributes, attitudes and skillsets and the aim is to help students have the opportunity to enhance and develop skills such as resilience, adaptability, confidence, team working, emotional intelligence and communication, creativity and acting ethically and sustainably. Programmes are designed to enable students to develop and enhance these skills via module content, module learning outcomes and assessment opportunities. Each module will help provide different opportunities for developing and enhancing these capabilities. Further information on each of the Glyndŵr Graduate attributes are available here:

The Careers team are available to provide information, advice and guidance and access to resources for potential students, current students and graduates. WGUConnect provides students with access to an online directory of vacancies.

The Careers team can support students with employability and interview skills such as use of the STAR (Situation, Task, Action, Result) technique that many recruiters use to gather relevant information about a specific capability that the job requires.

## 12 Work based/placement learning statement

Students moving into Year two (Level 5) of the Diploma are required to obtain a counselling placement providing appropriate clinical practice of 100 hours face to face counselling. Information on possible placement agencies will be provided to students, but ultimately it is the student's responsibility to find an appropriate placement which meets the course placement criteria.

In order to be considered eligible to begin placement during the Diploma students must have demonstrated their readiness through completing the relevant assessments and having demonstrated their fitness for practice against professional expectations and requirements.

Students must hold ethical student membership with one of the organisations that cover the profession such as BACP or NCS and professional indemnity insurance before commencing placement. There are several specialist insurance providers, which the team can direct students to. Evidence of this is required by the programme team and held on file. In some cases insurance may be provided by the placement provider. When this is the case evidence must still be submitted to the programme team as outlined in the programme handbook and placement pack (NB: all documentation to be in place before placement commences) .

During placement students should have access to a suitably qualified counsellor / psychotherapist as a mentor. This is separate from the requirement for Clinical supervision.

A 'placement pack' will be available on the VLE (Moodle) for Diploma students and must be completed by the student, the counselling agency and supervisor and approved by the programme leader PRIOR to any student commencing placement. As previously mentioned the student will also need to have successfully passed a 'readiness to practice' exercise.

Successful completion of the placement (assessed by essay, portfolio and attendance) includes ongoing assessment of practice on placement within the CPI (Clinical Practice Improvement) group. Should the University, Placement provider or Supervisor have any doubt about the student's fitness for practice the student may be suspended from placement whilst an investigation is undertaken. Students may be required to provide evidence of appropriate skills development, fitness for practice and /or reflection and learning from feedback from the parties to the placement agreement before being given permission to restart placement. As this may occur outside of the usual assessment cycle students should be aware that this may require additional written and practical work over and above the usual course work and will not contribute to the academic or practice credits for the award.

Students continuing their placements and hours after the end of the taught part of the programme will be supported via individual or group tutorials, agreed telephone and e-mail conversations and placement visits as appropriate.

Supervision (This is an additional cost to the student unless it is provided free by the placement provider). Supervision must be contracted and paid for by the student directly with the Supervisor in line with the requirements of the University Placement Pack.

When commencing a placement to work with counselling client's students must obtain individual supervision in line with ethical requirements by the students member organisation for trainees. This is external to the course and in addition to the Continued Professional Improvement groups where client material is presented and assessed. This must be paid for by the student. In rare cases a placement may meet the costs of supervision. The Programme Leader / Placement Manager must approve any supervisor (Via receiving the Supervisors C.V. as a minimum) who is not already on our list of Supervisors. The minimum standard for Supervisors is that they should have an initial (Diploma level) qualification that is equivalent to or higher than the Diploma level studied by our trainees and experience in working with clients in the Person-Centred Approach. They should be Registered with an ethical membership as a minimum, and have sufficient experience to be eligible for accreditation with an ethical membership organisation, and preferably be an Accredited member. They must hold a Supervision Qualification, and not be supervising trainees towards gaining their Supervisors Qualification. Supervisors working with trainees on the programme must be familiar with, and agree to be bound by the most up to date version of their ethical framework for Counselling and Psychotherapy. The Supervisor should additionally have relevant experience of working with the client group the trainee is to work with. For example those working with Children & Young people will need a Supervisor experienced in working with this client group; similarly trainees working with NHS clients will need a Supervisor with experience in working in an NHS setting.

*Minimum for trainees is a ratio of 1 hour of supervision to 8 hours client work to be received not less than fortnightly.*

In practice this means that:

Students should arrange a contract for personal supervision fortnightly.

Students undertaking more than 4 hours per week client work (which is unlikely in the early stages) may need more supervision. In this case weekly supervision may be required.

The absolute minimum amount of supervision is 1.5 hours per month.

### **13 Welsh medium provision**

The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh.

Students who prefer to be assessed in Welsh should approach the programme leader, there are also agencies, approved of by the team, that seek Welsh speaking trainees.

### **14 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 BACP Core Curriculum.

Assignments will include theory essays, skills transcriptions and evaluations of recorded material as well as live practice with peers in group settings. Case studies 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.

There is tension between the person-centred understanding of what best constitutes a learning environment and the monitoring and assessing of academic and clinical work. It will be the job of the training team to seek to balance these in such a way that the authenticity of the training is minimally compromised while preserving assurances of academic quality and clinical safety.

Many of these assignments involve significant involvement of and reference to personal history and to what is happening for the student at the time an assignment is being prepared, and many will reference clinical practice, including with children, and some will include client transcripts and clinical recordings. It is, therefore, necessary that assignments be submitted directly to someone who is DBS checked and follows a safeguarding process. Assignments will be submitted via the VLE / Moodle and the VLE space relating to assignment should only be accessible by those assessing the students work.

<b>Module code &amp; title</b>	<b>Assessment type and weighting</b>	<b>Indicative submission date</b>
COU416 Person-Centred Counselling Skills (1)	Coursework 100% Attendance Pass/Fail	Semester 1
COU417 Introducing Person-Centred Counselling Theory	Essay 100% Attendance Pass/Fail	Semester 1
COU418 Person-Centred Counselling skills (2)	Coursework 100% Attendance Pass/Fail	Semester 2
COU419 Person-centred Counselling Theory and self-development	Essay/course work 100% Attendance Pass/Fail	Semester 2
COU420 Skills for Counselling placement.	Coursework 100% Attendance Pass/Fail	Semester 3
COU421 Contemporary Person-Centred Counselling Theory	Essay 100% Attendance Pass/Fail	Semester 3
COU519 Supervised Trainee Counselling Placement (1)	Coursework 100% In class test assessment Pass/Fail Attendance Pass/Fail	Semester 1
COU514 Understanding client issues in counselling practice.	Negotiated assessment 100% Attendance Pass/Fail	Semester 1
COU515 Evidencing trainee practice effectiveness in counselling	Case Study 100% Attendance Pass/Fail	Semester 3
COU520 Supervised trainee counselling practice (2)	Portfolio 100% Attendance Pass/Fail	Semester 3

## 15 Assessment and award regulations

### Derogations

Approved derogation from regulations

Credits shall be awarded by an Assessment Board for those modules in which all elements have been passed and a pass grade has been achieved. (Bachelor Degrees, Diplomas, Certificates and Foundation Degrees).

Attendance is a requirement.

The course complies with ethical requirements that not more than 1/3rd of a course can be considered for RPL. This 1/3rd can only be considered from year one of a two year programme under Glyndŵr University Regulations. Therefore only the first two Modules COU416 and COU417 could be eligible for consideration.

RP(E)L is awarded at the discretion of the programme team, following assessment in accordance with Glyndŵr University RP(E)L procedures.

### Non Credit Bearing assessment

Additional non-credit bearing additional assessment may be required if a students work falls below the standard required for competent practice (or is considered to be at risk of doing so, and is therefore under investigation).

## 16 Accreditation

*Guidance - Please state details on accreditation, how students obtain that accreditation, i.e. do they apply after completion of the degree etc.*

## 17 Quality Management

All provision is expected to comply with the University processes for quality assurance, the QAA Quality Code and any specific PSRB requirements to ensure the quality of the learning and teaching on the programme. The University uses the following mechanisms to help evaluate, enhance and review programmes delivery;

Student Evaluation of Module forms  
Student Voice Forum  
Individual student feedback  
Student representatives  
Annual Monitoring reports  
Periodic review and re-validation process  
External Examiner reports  
PSRB requirements and accreditation activities  
National Student Survey (NSS)

## 18 Support for Students

The University has a range of departments that offer support for students such as:

- Library & IT Resources
- Inclusion Services
- Careers Service

- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- Student Administration

Please access the Glyndŵr website at [www.glyndwr.ac.uk](http://www.glyndwr.ac.uk) to find out more about the Departments.

Glyndŵr Student Union offers support for students, please access their website at to find out more. <https://www.wrexhamglyndwrsu.org.uk/>

All students at Wrexham Glyndŵr University are allocated a Personal Tutor whose main responsibility is to act as the first point of contact for their personal students and to provide pastoral and academic support throughout their studies at the University.

There are opportunities for students to access support through Learning Skills such as Academic Skills, Digital Learning and Learning Resources. Students are encouraged to attend workshops made available, access on-line support and book appointments with the team in the Edward Llwyd Building. The tutors can also offer supportive tutorials for students prior to and following submission of an assessment.

## **19 Equality and Diversity**

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's Equality and Diversity Policy, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so. Please click on the following link for more information

<https://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/EqualityandDiversity/>