

Module specification

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Module Code	COU431
Module Title	Active Listening
Level	4
Credit value	20
Faculty	FSLS
HECoS Code	100340
Cost Code	GAYC

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
Standalone module aligned to Diploma in Counselling for QA and assessment purposes	Option

Pre-requisites

N/A

Breakdown of module hours

Learning and teaching hours	12 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	12 hrs
Placement / work based learning	0 hrs
Guided independent study	188 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	26/07/2023
With effect from date	26/07/2023

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Date and details of revision	
Version number	1

Module aims

This short course will be delivered over four week period, face-to-face, to provide those attending an insight into different applications of 'Active Listening', and its application in different professional contexts. The course participants will be introduced to the key components around 'Active Listening', and an appreciation of the barriers to this. Course participants will be encouraged to take this learning into their individual work/learning environments and apply this in practice, but also encouraged to reflect on how this has impacted them working and learning with others.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Identify and understand different approaches to active listening.
2	Explain the difference between active listening and everyday listening.
3	Develop their awareness of the barriers to active listening.
4	Demonstrate active listening skills in the students' work/study environment.

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.

1. Written Assessment (1500) words: a reflective piece of work, demonstrating an understanding of the approach, and its individual application in the student's specific work/learning environment, and also the challenges of using this and difference this made/did not make an impact on these relationships within their own place of work.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2, 3, 4	Portfolio	100%

Derogations

None

Learning and Teaching Strategies

A variety of teaching and learning activities will be employed on this course, predominantly those that emphasise interactive learning and student participation. These will include practical classes and workshops; class and small group discussion; and group work. This module will require students to engage with active listening in practice through their own experience (working in groups) and observations. This module will also use the VLE to provide additional resources and learning support through forums and other interactive means of communication.

Students will then take their learning into their individual work environments to apply learning in a more practical setting.

Indicative Syllabus Outline

- Consideration of different approaches to active listening.
- Exploration of effective active listening.
- Consideration of the challenges to active listening.
- Reflective observation, thinking, and reflection.
- Values and professional principals of active listening.

Indicative Bibliography:

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

Essential Reads

Leonardo, N. (2020), *Active Listening Techniques : 30 Practical Tools to Hone Your Communication Skills*. Rockridge: Emeryville, California

Younger, H.R.(2023), *The Art of Active Listening*. Berrett-Koehler: Oakland, California

Other indicative reading

Bramhall, E. (2014), 'Effective communication skills in nursing practice', *Nursing Standard*, Vol.29, Issue 14, (Dec 2014).

Indra, V. (2018), 'Effective Communication Skills for Nursing Practice: A Review', *International Journal of Nursing Education and Research*, (Sept 2018).

Judd, M. (2013), 'Broken Communication in Nursing Can Kill: Teaching Communication Is Vital', *Creative Nursing*, Vol.19, Issue 2, pp. 101-4.

McCarthy, B., O'Donovan, M. & Twomey, A. (2008), 'Person-centred communication: Design, implementation and evaluation of a communication skills module for undergraduate nursing students - an Irish context', *Contemporary Nurse : a Journal for the Australian Nursing Profession*, Vol.27, Issue 2. (Feb 2008) pp. 207-222

McKenna, L., Brown, T. Williams, B. & Lau, R. (2020), 'Empathic and listening styles of first year undergraduate nursing students: A cross-sectional study', *Journal of Professional Nursing*, Vol.36, Issue 6, pp.611-615

Websites

<https://www.england.nhs.uk/wp-content/uploads/2021/12/qsir-active-listening.pdf>

Employability skills – the Glyndŵr Graduate

Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Core Attributes

Engaged

Ethical

Key Attitudes

Commitment

Curiosity

Resilience

Confidence

Adaptability

Practical Skillsets

Organisation

Critical Thinking

Emotional Intelligence

Communication