

Module specification

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Module Code	COU432
Module Title	Active Listening and Communication
Level	4
Credit value	10
Faculty	FSLS
HECoS Code	100495
Cost Code	GAYC
Pre-requisite module	N/A

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
Standalone module aligned to Diploma in Counselling for QA and assessment purposes	Standalone

Breakdown of module hours

Learning and teaching hours	8 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
Active learning and teaching hours total	8 hrs
Placement hours	0 hrs
Guided independent study hours	92 hrs
Module duration (Total hours)	100 hrs

Module aims

Participants will be introduced to the key concepts of the active listening skill set and develop an understanding of its value in different environments. The course will encourage participants to consider the barriers to active listening, different listening styles and have an opportunity to gain feedback from peers and the course facilitator, on their listening skills, throughout the day.

Module Learning Outcomes

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

1	Demonstrate an understanding of their own listening style through formative and summative assessment
2	Demonstrate an understanding of the barriers to active listening and effective communication through formative and summative assessment
3	Demonstrate an awareness of how active listening skills can be applied in their work or study environment through formative and summative assessment

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.

- Attendees will be required to attempt a 10-question quiz which will combine multiple choice questions and questions asking attendees to reflect on their experience of the day. This will be facilitated via the VLE (Moodle) and issues to attendees at the end of the session.

Assessment number	Learning Outcomes to be met	Type of assessment	Duration	Weighting (%)	Alternative assessment, if applicable
1	1, 2, 3, 4	In-class test	45 minutes	100%	N/A

Derogations

None

Learning and Teaching Strategies

The short course will be delivered on a single, 8-hour, day as an intensive micro course. It will be delivered face to face on campus or delivered on site to organisations with multiple enrollees on the programme.

A variety of teaching and learning activities will be employed aligned with the Active Learning Framework (ALF). 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.

Welsh Elements

The course assessment and written course materials as well as the associated VLE materials will be available in the medium of Welsh.

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 Reading

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

Jonsdottir, I. J. & Kristinsson, K. (2020). Supervisors' Active-Empathetic Listening as an Important Antecedent of Work Engagemen. *International Journal of Environmental Research and Public Health*. 17(21).

Mercan, N. & Mesin, M. (2025). Evaluating the therapeutic communication skills of nursing students in the clinical setting: The experiences of students. *Heliyon*. 11(1).

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

Teng, E., Zhen, L. & Lou, M. (2020). I Am Talking but Are You Listening? The Effects of Challenge and Hindrance Stressors on Effective Communication. *Human Performance*. 33(4), pp.241-257.

Watkins, J. & Barnes, R. (2023). The Effects of Low-Fidelity Simulation on Students' Perceived Abilities to Build Therapeutic Relationships. *Journal of Nursing Education*. 62(10), pp.575-579.

Websites:

NHS and Care Volunteer Responders | Supporting healthcare systems

How to Practice Active Listening: 16 Examples & Techniques

Administrative Information

For office use only	
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