

Prifysgol Wreccsam Wrexham University

Module specification

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Module Code	COU623
Module Title	Mindfulness
Level	6
Credit value	40
Faculty	FSLS
HECoS Code	100495
Cost Code	GACG
Pre-requisite module	N/A

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
Counselling Top-up	Optional

Breakdown of module hours

Learning and teaching hours	48 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	48 hrs
Placement hours	0 hrs
Guided independent study hours	352 hrs
Module duration (Total hours)	400 hrs

Module aims

This module aims to explore the shared ideology of a ‘way of being’ characteristic of both person-centred therapy and mindfulness meditation. Students will gain higher levels of self-efficacy and deepen their compassion and acceptance toward the self and others.

Students will study the scientific research that supports mindfulness-based approaches to wellbeing.

Students will be taught mindfulness-based approaches that can be applied in numerous settings including, but not limited to, therapeutic work, mental health related roles, within personal lives, and other work-related fields.

This module will be substantially experiential, providing regular experiences of practice.

Module Learning Outcomes

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

1	Demonstrate an understanding of the scientific research that underpins Mindfulness Meditation
2	Evidence engagement in the development of a mindfulness practice
3	To understand the theoretical underpinnings of mindfulness practice.

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.

Assessment 1

A critical literary review of the latest research supporting the benefits of Mindfulness Meditation.

Assessment 2

A reflective journal evidencing where mindfulness-based practices have been carried out, either within a therapeutic role, in a workplace or other context. This can be submitted in various formats, and agreement on the submission type can be agreed with module lead.

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1 & 3	Written Assignment	25000 words	80%	N/A
2	2	Reflective Journal	1000 words or equivalent	20%	N/A

Derogations

N/A

Learning and Teaching Strategies

By supporting a culture of active and engaged students, participants will be provided with varied opportunities for independent and student led learning within the programme of study. Incorporating the principles of ALF (Active Learning Framework), it is hoped the course will be primarily on campus to include:

- Lectures
- Engagement in mindfulness meditation practice, both individually and in groups.
- Discussion, feedback and inquiry
- Relevant and contemporaneous literature and research will be provided and utilised to support learning

Welsh Elements

Students can present assessed and non-assessed work in Welsh, and can access all forms, resources, and email correspondence in Welsh where preferred. Students are also able to undertake personal tutorials and, where applicable, work placements through the medium of Welsh. All module information aligns with the Welsh language expectations set out in the programme specification, and appropriate support is available to ensure students can fully engage with the module in their chosen language.

Indicative Syllabus Outline

- Definition and principles of mindfulness
- Attention and awareness training (breath, body, senses)
- Body awareness and somatic experience
- Awareness of thoughts and emotions
- Attitudes of mindfulness (non-judgment, curiosity, compassion)
- Formal practices (seated, walking, body scan)
- Informal practices in daily life
- Stress, reactivity, and self-regulation
- Reflection and integration into academic, work and personal contexts

Indicative Bibliography

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

Essential Reads:

Cottrell, S., 2019. *Mindfulness for Students*. London: Bloomsbury Academic.

Other indicative reading:

Brown, K.W., Creswell, J.D. & Ryan, R.M. (eds.), 2015. *Handbook of Mindfulness: Theory, Research, and Practice*. New York: Guilford Press.

Dorjee, D., 2016. *Neuroscience and Psychology of Meditation in Everyday Life*. Abingdon: Routledge.

Goleman, D. & Davidson, R.J., 2017. *Altered Traits: Science Reveals How Meditation Changes Your Mind, Brain, and Body*. New York: Avery.

Ostafin, B.D., Robinson, M.D. & Meier, B.P. (eds.), 2020. *Handbook of Mindfulness and Self-Regulation: Theoretical, Cognitive Neuroscience, Social-Personality, and Clinical Perspectives*. Cham: Springer.

Tang, Y.Y., 2017. *The Neuroscience of Mindfulness Meditation*. Cham: Springer.

West, M.A. (ed.), 2015. *The Psychology of Meditation: Research and Practice*. Oxford: Oxford University Press.

Administrative Information

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