

## Module specification

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Module Code	COU703
Module Title	Counselling Skills 1
Level	7
Credit value	20
Faculty	FSLS
HECoS Code	100495
Cost Code	GASC
Pre-requisite module	N/A

### Programmes in which module to be offered

Programme title	Core/Optional
MSc Counselling	Core

### Breakdown of module hours

Learning and teaching hours	88 hrs
Placement tutor support	10 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
<b>Total active learning and teaching hours</b>	<b>98 hrs</b>
Placement / work based learning	10 hrs
Guided independent study	92 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

### Module aims

To enable students to demonstrate an understanding of the need to provide an environment conducive to listening (physically and contractually) and reflect upon how ways of listening (and not listening) impact upon clients. Opportunity and encouragement for students to begin listening to others with acceptance, congruence, and empathically. An opportunity for students to offer active listening skills to a colleague client and to receive the same.

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

1	Develop the ability to contract for skills practice with a peer
2	Evaluate the effectiveness of the application of empathy, UPR, and congruence in skills practice
3	Develop the ability to identify ethical and professional issues and where appropriate act on these.
4	Develop the ability to reflect on personal strengths and areas for development and identify areas for personal and professional development.

**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 Coursework:**

Evaluate a 10-minute extract from a 30-minute audio/video recording of a 'helping' session with a colleague 'client' from the training group.

**Assessment 2 Attendance:**

Attendance and participation are requirements of the course because they evidence the number of training hours received for potential future individual accreditation with professional bodies such as BACP or NCPS. Attendance must be passed at 80% or above.

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1-4	Coursework		100%	N/A
2		Attendance		Pass/Refer	N/A

**Derogations**

N/A

**Learning and Teaching Strategies**

- Experiential learning through group work. Practical counselling and listening skills being developed through live practice with peers applying theory in practice.
- Community meeting / Home Group
- Listening practice groups including triads, peer and tutor observations and feedback
- Audio recordings
- Transcript and analysis
- Independent reading and reflection

- Optional personal journal
- Personal therapy/support activities
- Tutorials

### Welsh Elements

Assignments and counselling sessions can be played in Welsh.

### Indicative Syllabus Outline

- Active listening skills (indicative attending, accompaniment, tracking, pacing, body language, minimal encouragers)
- An appropriate environment for counselling
- Making the contract for counselling
- An introduction to working in triads – listener, observer, speaker
- Skills theory – core conditions in practice
- Introduction to Levels of empathy (Mearns & Thorne).
- Preparing to record (equipment, contracting and technicalities)
- The empathy cycle (Barrett-Lennard)
- Developing empathic responses in practice.
- Developing awareness of own process

### Indicative Bibliography:

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

### Essential Reads

Mearns, D. and Thorne, B. (2013), *Person-Centred Counselling In Action*. 4th ed. London: Sage Publications Ltd.

### Other Indicative Reading

BACP Ethical Framework available to download: [www.bacp.co.uk/ethical\\_framework/](http://www.bacp.co.uk/ethical_framework/)

Bor, R. & Watts, M. (2011), *The Trainee Handbook: A Guide for Counselling & Psychotherapy Trainees*. 3rd ed. London: Sage

Barrett-Lennard, G. (1998), *Carl Rogers Helping System: Journey and Substance*. London: Sage.

Mearns, D. & Cooper, M. (2005), *Working at Relational Depth in Counselling and Psychotherapy*. London. Sage.

Sanders, P., Frankland, A. and Wilkins, P. (2009), *Next Steps in Counselling Practice*. 2nd edition. Ross-on-Wye: PCCS Books.

Tolan, J. & Wilkins, P. (2012), *Client Issues in Counselling & Psychotherapy*. London: Sage

Tudor, K (2008), *Brief Person-Centred Therapies*. London: SAGE

Thorne, B. (2003), *Carl Rogers*. 2nd ed. London: Sage Publications Ltd.

Thorne, B. (2013), *Carl Rogers*. 3rd ed. London: Sage.

The module handbook will offer further suggested reading.

### Administrative Information



<b>For office use only</b>	
Initial approval date	Jun 2025
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Date and details of revision	
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