

## 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            | GACG                 |
| Pre-requisite module | None                 |

## Programmes in which module to be offered

| Programme title    | Core/Optional/Standalone |
|--------------------|--------------------------|
| MSc in Counselling | Core                     |

## Breakdown of module hours

|                                                             |         |
|-------------------------------------------------------------|---------|
| Learning and teaching hours                                 | 88 hrs  |
| Placement tutor support hours                               | 10hrs   |
| Supervised learning hours e.g. practical classes, workshops | 0 hrs   |
| Project supervision hours                                   | 98 hrs  |
| <b>Active learning and teaching hours total</b>             | hrs     |
| Placement hours                                             | 0 hrs   |
| Guided independent study hours                              | 102 hrs |
| <b>Module duration (Total hours)</b>                        | 200 hrs |

## 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.

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| Assessment number | Learning Outcomes to be met | Type of assessment | Duration/Word Count | Weighting (%) | Alternative assessment, if applicable |
|-------------------|-----------------------------|--------------------|---------------------|---------------|---------------------------------------|
| 1                 | 1-4                         | Written Assignment | 4000                | 100%          | N/A                                   |
| 2                 |                             | Attendance         |                     | Pass/Fail     | N/A                                   |

## **Derogations**

N/A

## **Learning and Teaching Strategies**

This module adheres to the Active Learning Framework (ALF), emphasising experiential learning through group work and live counselling and listening practice, where students apply theory directly in peer-based interactions. Learning is supported through community or home-group participation, structured listening practice groups—including triads with peer and tutor observation and feedback—and the use of audio recordings alongside transcript work and analysis to strengthen skill development. Independent reading, reflection, and optional journalling help deepen understanding, while personal therapy or support activities contribute to ongoing personal and professional growth. Tutorials offer further guidance and integration of learning throughout the module.

## **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

- 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. Please refer to the Module handbook for relevant academic year for the latest reading list.

### Essential Reads

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

### Other indicative reading

British Association of Counselling and Psychotherapy. (2019). *Ethical Guidelines for Research in the Counselling Professions*. BACP

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

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

### Administrative Information

|                              |            |
|------------------------------|------------|
| For office use only          |            |
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| With effect from date        | Sept 2026  |
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