

SEG Awards Level 2 Award in Counselling Concepts

Qualification Guidance

**England
500/9145/1**

CONFIDENTIAL



About Us

At Skills and Education Group Awards we continually invest in high quality qualifications, assessments, and services for our chosen sectors. As a UK leading sector specialist we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

Skills and Education Group Awards has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password: [Skills and Education Group Awards Secure Login](#)

Sources of Additional Information

Skills and Education Group Awards website <https://skillsandeducationgroupawards.co.uk/> provides access to a wide variety of information.

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| Version | Date | Details of change |
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| 1.0 | April 2022 | Qualification guide published in new format |
| 1.0 | April 2022 | Indicative Content removed and added to ORS |
| 1.0 | April 2022 | New qualification review date |
| 1.1 | July 2025 | Age range reviewed and updated as shown on page 8 |

This guide should be read in conjunction with the Indicative Content document **version 1.0** which is available on our secure website using the link above.

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This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Guide is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Introduction

Skills and Education Group Awards has provided a basic introduction to counselling for over 20 years. This qualification is made up of credit rated units developed in association with Skills for Health, the Sector Skills Council for the Health and Social Care Sector.

The introductory nature of this qualification means that no person is qualified at the end of this course to be a counsellor. To do this, learners will need to undertake further training, and they will need to check with centres offering this training what their entry requirements are.

For those learners interested in exploring what counselling training entails, this qualification offers a practical introduction. Learners will develop communication skills and gain important industry insight to help make informed career decisions. Learners will complete this qualification with a comprehensive and full understanding of the following:

- Therapeutic models of counselling, ethical frameworks and helping relationships
- Effective communication skills
- How to reflect on personal development and identify areas for future development

Pre-requisites

No formal entry requirements but prospective learners should be aware, either by interview or other suitable methods, that the course involves experiential learning and self-awareness exercises, which will be demanding of the self in interaction with others.

Qualification Structure and Rules of Combination

Rules of Combination: Level 2 Award in Counselling Concepts

Learners must complete all 3 mandatory units to achieve 5 credits.

| Unit | Unit Number | Level | Credit Value | GL |
|---|-------------|-------|--------------|----|
| Mandatory Units | | | | |
| The professional context of counselling | Y/601/7299 | 2 | 2 | 9 |
| Communication skills in helping relationships | F/601/7300 | 2 | 2 | 15 |
| An introduction to personal development | J/601/7301 | 2 | 1 | 6 |

Aims

The SEG Awards Level 2 Award in Counselling Concepts aims to:

- Enhance and improve verbal communication skills, especially empathy, the ability to listen and respect silence
- Enhance and improve written communication skills
- Provide a basic understanding of what counselling is about and be able to compare and contrast counselling with other forms of helping activities
- Develop an understanding of what counselling training entails and assist learners to make a more informed choice as to whether or not he/she is suited to undertake vocational counselling training as opposed to other types of training
- Introduce learners to experiential learning processes that will include a high element of personal growth work, developing further self-confidence and self-esteem
- Prepare learners to progress onto appropriate further qualifications

Target Group

This qualification is designed as a basic generic introduction to counselling for those who have had no previous experience of, or training in, the field of counselling. Its versatility appeals to a wide range of potential learners and the target market includes those who are considering embarking on formal counselling training as an intended career change. The course allows learners to make a more informed choice as to whether or not to embark on a demanding vocational training towards a possible career in counselling or an allied career, e.g. welfare advice work, where counselling skills would be useful. It is also intended for those who wish to improve their listening and communication skills.

It is appropriate for those who are:

- Returning to study
- Seeking a career change
- Undertaking voluntary work
- Enhancing career prospects through extra qualifications
- Thinking of training as a professional counsellor
- Seeking development of enhanced social skills

Prospective learners should be made aware that this level of course is not intended to train counsellors and that they will not be qualified to practice as counsellors on completion of this course, or even claim to be competent in the use of counselling skills.

Skills and Education Group Awards expects approved centres to recruit with integrity on the basis of a learner's ability to contribute to and successfully complete all the requirements of a unit/s or the full qualification.

Content Overview

The SEG Awards Level 2 Award in Counselling Concepts qualification covers three topics looking at:

CCL2U1 – The Professional Context of Counselling – This unit provides a basic introduction to counselling. Learners will develop an understanding of what counselling is and an appreciation that qualified counsellors and those who use counselling skills abide by an ethical framework. They will learn about the importance of creating the correct environment and the right ethos for the helping relationship to be successful.

CCL2U2 – Communication Skills in Helping Relationships – In this unit, learners will explore effective communication skills used in helping relationships. They will demonstrate a range of listening and responding skills to establish, develop and close interactions.

CCL2U3 – An Introduction to Personal Development – In this unit, learners will have the opportunity to reflect on their personal development and identify areas for development in the future.

Assessment

Internal assessment, external assessment, internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or learning difficulties / disabilities, should be considered and appropriate support mechanisms put in place.

Progression Opportunities

Successful completion of the SEG Awards Level 2 Award in Counselling Concepts, or an equivalent, will be a pre-requisite for entry into the Level 3 Certificate in Counselling Skills programme. However, for those who do not intend to continue their studies further in the field of counselling, the course can be a valuable introduction to communication skills transferable into a range of career and educational opportunities.

NB Progression from a Level 2 programme onto a Level 3 programme is not automatic. Learners are advised to check with the centres regarding selection procedures which may require further evidence of a learner's suitability to progress to Level 3. This programme demands that learners can demonstrate understanding in extended written form.

Centres should be aware that Reasonable Adjustments which may be permitted for assessment may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.

Tutor/Assessor Requirements

Skills and Education Group Awards require those involved in the teaching and assessment process to be suitably experienced and / or qualified. Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

Those responsible for Internal Quality Assurance (IQA) must be knowledgeable of the subject / occupational area to a suitable level to carry out accurate quality assurance practices and processes.

Language

This specification and associated assessment materials are in English only.

Qualification Summary

| | | | | | | | | |
|---|--|--|-------|---|-----|---|-----|---|
| Qualification | | | | | | | | |
| SEG Awards Level 2 Award in Counselling Concepts – 500/9145/1 | | | | | | | | |
| Qualification Purpose | Prepare for further learning or training and/or develop knowledge and/or skills in a subject area | | | | | | | |
| Age Range | Pre 16 | | 16-18 | ✓ | 18+ | ✓ | 19+ | ✓ |
| Regulated | The qualification identified above is regulated by Ofqual | | | | | | | |
| Assessment | <ul style="list-style-type: none"> Internal assessment Internal and external moderation | | | | | | | |
| Type of Funding Available | See FaLa (Find a learning aim) | | | | | | | |
| Qualification/Unit Fee | See Skills and Education Group Awards web site for current fees and charges | | | | | | | |
| Grading | Pass/Fail To achieve a Pass grade, learners must achieve all the Learning Outcomes and Assessment Criteria in all the units completed | | | | | | | |
| Operational Start Date | 01/06/2010 | | | | | | | |
| Review Date | 31/12/2025 | | | | | | | |
| Operational End Date | | | | | | | | |
| Certification End Date | | | | | | | | |
| Guided Learning (GL) | 30 hours | | | | | | | |
| Total Qualification Time (TQT) | 50 hours | | | | | | | |
| Skills and Education Group Awards Sector | Counselling | | | | | | | |
| Ofqual SSA Sector | 1.3 Health and Social Care | | | | | | | |
| Stakeholder Support | Skills for Health | | | | | | | |
| Administering Office | See Skills and Education Group Awards web site | | | | | | | |

The Professional Context of Counselling

| | |
|--|--|
| Unit Reference | Y/601/7299 |
| Level | 2 |
| Credit Value | 2 |
| Guided Learning (GL) | 9 hours |
| Unit Summary | This unit provides a basic introduction to counselling. Learners will develop an understanding of what counselling is and an appreciation that qualified counsellors and those who use counselling skills abide by an ethical framework. They will learn about the importance of creating the correct environment and the right ethos for the helping relationship to be successful. |
| Learning Outcomes (1 to 3) <i>The learner will</i> | Assessment Criteria (1.1 to 3.4) <i>The learner can</i> |
| 1. Know about helping relationships. | 1.1. Identify different forms of helping relationships. 1.2. Define counselling. 1.3. Describe how counselling is different from other helping relationships. |
| 2. Know about therapeutic models of counselling. | 2.1. Identify the key features of at least three major therapeutic models. 2.2. Describe the client issues which could be helped by the models chosen. 2.3. Outline potential barriers to the models chosen. |
| 3. Understand the environment in which counselling takes place. | 3.1. Identify the key features of one recognised ethical framework for good practice in counselling. 3.2. Summarise key requirements of legislation relevant to counselling practice. 3.3. Describe the key features which ensure that counselling takes place in a suitable and safe environment. 3.4. Summarise the importance of equal opportunity and anti-discriminatory practice. |

Mapping to National Occupational Standards

Links to Skills for Health Mental Health Competencies
MH100

Links to ENTO NOS for Counselling 2007

CLG 1.1, CLG 5.2, CLG 8.1, CLG 18.1, CLG18.2, CLG17.1

Communication Skills in Helping Relationships

| | |
|--|--|
| Unit Reference | F/601/7300 |
| Level | 2 |
| Credit Value | 2 |
| Guided Learning (GL) | 15 hours |
| Unit Summary | In this unit, learners will explore effective communication skills used in helping relationships. They will demonstrate a range of listening and responding skills to establish, develop and close interactions. |
| Learning Outcomes (1 to 2) <i>The learner will</i> | Assessment Criteria (1.1 to 2.7) <i>The learner can</i> |
| 1. Understand the basic skills needed in establishing and developing a helping relationship. | 1.1. Identify the different forms of communication used in a helping relationship. 1.2. Identify the communication skills used in a helping relationship. 1.3. Outline how each skill might be used. |
| 2. Be able to establish, develop and close interactions in a helping relationship. | 2.1. Demonstrate the use of a range of listening and responding skills appropriate for establishing a helping relationship. 2.2. Establish their boundaries as a listener in a particular setting and timeframe. 2.3. Demonstrate the use of a range of listening and responding skills appropriate for developing interactions within a helping relationship. 2.4. Maintain the boundaries of a helping role throughout the session. 2.5. Identify barriers to communication. 2.6. Describe ways to overcome barriers to communication. 2.7. Demonstrate a range of listening and responding skills appropriate for bringing a helping relationship to a close. |

Mapping to National Occupational Standards

Links to Skills for Health Mental Health Competencies

MH100

Links to ENTO NOS for Counselling 2007

CLG 6.1, CLG 8.1

An Introduction to Personal Development

| | |
|---|---|
| Unit Reference | J/601/7301 |
| Level | 2 |
| Credit Value | 1 |
| Guided Learning (GL) | 6 hours |
| Unit Summary | In this unit, learners will have the opportunity to reflect on their personal development and identify areas for development in the future. |
| Learning Outcomes (1 to 2) <i>The learner will</i> | Assessment Criteria (1.1 to 2.3) <i>The learner can</i> |
| 1. Develop self-understanding. | 1.1. Identify their own values and beliefs. 1.2. Outline how these values and beliefs could have an effect on helping relationships. 1.3. Identify their own motivation for helping others. 1.4. Identify their own blocks to listening and learning. 1.5. Describe the benefits of giving and receiving feedback for personal development. |
| 2. Understand personal qualities relevant to the helping role. | 2.1. Identify their own personal skills and qualities which are strengths in relation to a helping relationship. 2.2. Identify areas for development in their personal skills and qualities in relation to a helping relationship. 2.3. Plan how to develop these skills and qualities in the future. |
| Mapping to National Occupational Standards Links to Skills for Health Mental Health Competencies MH100 Links to ENTO NOS for Counselling 2007 CLG 1.1, CLG1.3 | |

Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

Skills and Education Group Awards policy enables learners to avoid duplication of learning and assessment in a number of ways:

- Recognition of Prior Learning (RPL) – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- Exemption - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within Skills and Education Group Awards qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the Skills and Education Group Awards qualification to be achieved in order to determine its equivalence.

Any queries about the relevance of any certificated evidence, should be referred in the first instance to your centre's internal moderator and then to Skills and Education Group Awards.

It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit / qualification and a learner's existing levels of skill or knowledge.

Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.

- Credit Transfer – Skills and Education Group Awards may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units / Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
 - Original certificates OR
 - Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- Equivalencies – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

Skills and Education Group Awards encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Skills and Education Group Awards Qualifications' which can be downloaded from

<https://skillsandeducationgroupawards.co.uk/for-centres/>

Certification

Learners will be certificated for all units and qualifications that are achieved and claimed.

Skills and Education Group Awards' policies and procedures are available on the Skills and Education Group Awards web site.

Exemptions

This qualification contains exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.

Glossary of Terms

GL (Guided Learning)

GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – ‘Would I need to plan for a member of staff to be present to give guidance or supervision?’

GL is calculated at qualification level and not unit / component level.

Examples of Guided Learning include:

- Face-to-face meeting with a tutor
- Telephone conversation with a tutor
- Instant messaging with a tutor
- Taking part in a live webinar
- Classroom-based instruction
- Supervised work
- Taking part in a supervised or invigilated formative assessment
- The learner is being observed as part of a formative assessment.

TQT (Total Qualification Time)

‘The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.’ The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit / component level.

Examples of unsupervised activities that could contribute to TQT include:

- Researching a topic and writing a report
- Watching an instructional online video at home / e-learning
- Watching a recorded webinar
- Compiling a portfolio in preparation for assessment
- Completing an unsupervised practical activity or work
- Rehearsing a presentation away from the classroom
- Practising skills unsupervised
- Requesting guidance via email – will not guarantee an immediate response.