

SEG Awards Level 3 Diploma in Counselling Skills

Qualification Guidance

Level 3 Diploma – 600/0632/8



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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Specification Code, Date and Issue Number

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1.1	March 2020	Qualification Guide published in new format
1.1	March 2020	Indicative Content removed and added to ORS (on-line registration system)
1.1	March 2020	National Occupational Standards (NOS) updated
1.2	October 2020	Title update to T/502/8235 page 6
1.3	April 2022	All ref to ABC removed, new review date and logo added

This guide should be read in conjunction with the Indicative Content document **version 1.1** 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 Counselling qualifications have been in operation for over 20 years and were developed in response to the need to provide a structure for the approval of counsellor Skills and Counselling training programmes.

The SEG Awards Level 3 Diploma in Counselling Skills 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, and awarding organisation partners. Learners will develop their knowledge, skills and understanding of self.

Prospective learners should be made aware that this level of qualification is not intended to train counsellors and that they will not be qualified to practice as a counsellor on completion of these qualifications. 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.

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.

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.

Aims

The SEG Awards 3 Level Diploma in Counselling Skills qualification aims to:

- Develop a range (repertoire) of interpersonal and listening/counselling skills
- Introduce learners to experiential learning processes that will include a high element of personal growth work, developing further self-confidence and self-esteem
- Underpin listening/counselling skills with an understanding of key elements of the main theoretical approaches to counselling
- Increase the self-awareness of the person and their awareness of the impact that they have on people
- Develop an understanding of what counselling training entails and assist learners to make a more informed choice as to whether or not they are suited to undertake vocational counselling training as opposed to other types of training
- Prepare learners to progress onto appropriate further qualifications

Target Group

The SEG Awards Level 3 Diploma in Counselling Skills is designed for those learners who:

- Wish to acquire a range (repertoire) of listening/counselling skills for use in other work areas, and who have no wish to become a professional counsellor, e.g. nurses, social workers and teachers
- Wish to progress into training to become a qualified professional counsellor

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 3 Diploma in Counselling Skills qualification covers five topics looking at:

CSDL3U1 – Developing Counselling Skills – In this unit, learners will have an opportunity to identify, practise and develop a range of interpersonal and counselling skills. On completion learners will be aware of the skills required to establish, develop and conclude a counselling skills interaction.

CSDL3U2 – Theoretical Approaches in the Use of Counselling Skills – In this unit, learners will have an opportunity to understand and evaluate key elements of the main theoretical approaches to counselling, which could underpin the use of counselling skills.

CSDL3U3 – Counselling Skills and Diversity – In this unit learners will have an opportunity to appreciate the implications of applying counselling skills within a helping relationship in a diverse society.

CSDL3U4 – Working Ethically with Counselling Skills – In this unit learners will have an opportunity to appreciate the implications of applying counselling skills within a helping relationship in a diverse society.

CSDL3U5 – Counselling Skills and Personal Development – In this unit learners will have the opportunity to reflect on their personal development and the way in which they interact with others.

Qualification Structure and Rules of Combination

Rules of Combination: Level 3 Diploma in Counselling Skills

Learners must achieve 40 credits from the 5 mandatory units.

Unit	Unit Number	Level	Credit Value	GL
Mandatory Units				
Developing Counselling Skills	T/502/8235	3	12	80
Theoretical Approaches in the Use of Counselling Skills	L/502/8239	3	10	70
Counselling Skills and Diversity	L/502/8225	3	6	40
Working Ethically with Counselling Skills	K/502/8233	3	6	40
Counselling Skills and Personal Development	L/502/8242	3	6	40

If learners achieve credits from units of the same title (or linked titles) at more than one level, they cannot count credits achieved from both units towards the credit target of a qualification.

Assessment

Internal 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.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Practice Assessment Material

Skills and Education Group Awards confirm that there are no practice assessment material for this qualification.

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

Learners who complete this qualification may be able to progress onto the SEG Awards Level 4 Diploma in Therapeutic Counselling.

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. In general terms, this usually means that the assessor is qualified in the subject / occupational area to a level above that which they are assessing.

Assessors should also be trained and qualified to assess or be working towards appropriate teaching qualifications.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

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

These specifications and associated assessment materials are in English only.

Qualification Summary

Qualification								
SEG Awards Level 3 Diploma in Counselling Skills – 600/0632/8								
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+	✓
Regulation	The above qualification 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 website 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	01/04/2011							
Review Date	31/12/2025							
Operational End Date								
Certification End Date								
Guided Learning (GL)¹	270 hours							
Total Qualification Time (TQT)²	400 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 website							

1 See Glossary of Terms? B

2 See Glossary of Terms

Unit Details

CSDL3U1 – Developing Counselling Skills

Unit Reference	T/502/8235
Level	3
Credit Value	12
Guided Learning (GL)	80 hours
Unit Summary	In this unit learners will have an opportunity to identify, practise and develop a range of interpersonal and listening/counselling skills. On completion learners will be aware of the skills required to establish, develop and conclude a listening/counselling skills interaction.
Learning Outcomes (1 to 7) <i>The learner will</i>	Assessment Criteria (1.1 to 7.3) <i>The learner can</i>
1. Understand how to establish a relationship using counselling skills.	1.1. Explain the process involved in establishing a listening/counselling skills relationship. 1.2. Explain how to manage the helping interaction throughout the relationship to keep those involved safe and supported.
2. Be able to establish a relationship using counselling skills.	2.1. Demonstrate the skills required to establish a helping/working relationship.
3. Understand how to develop a helping relationship using listening/counselling skills.	3.1. Analyse strategies for responding to individuals in a helping relationship.
4. Be able to develop a helping relationship using counselling skills.	4.1. Demonstrate ways to integrate listening/counselling skills into an interactive process. 4.2. Apply strategies for problem solving and decision making.
5. Understand how to conclude an interaction using counselling skills.	5.1. Determine skills necessary for concluding a listening/counselling skills interaction.

<p>6. Be able to conclude an interaction using counselling skills.</p>	<p>6.1. Demonstrate skills for managing an appropriate ending to interaction.</p> <p>6.2. Analyse benefits of the interaction with individuals in a helping relationship.</p> <p>6.3. Evaluate outcome of the interaction.</p>
<p>7. Understand development of own counselling skills.</p>	<p>7.1. Explain how self-reflection can improve the use of listening/counselling skills.</p> <p>7.2. Explain how feedback and guidance can improve the use of listening/counselling skills.</p> <p>7.3. Evaluate own strengths and weaknesses in using listening/counselling skills.</p>

Mapping to National Occupational Standards 2014

Links to LS1CLG1

P7, P8, P26, P27, K43

Links to LS1CLG6

P2, P3, P4, P5, P6, P7, K1, K3, K4, K5, K6, K7, K8, K9, K10

Links to LS1CLG18

P18, P19, P31, K17, K18

Links to LS1CLG19

P9

CSDL3U2 – Theoretical Approaches in the Use of Counselling Skills

Unit Reference	L/502/8239
Level	3
Credit Value	10
Guided Learning (GL)	70 hours
Unit Summary	In this unit learners will have an opportunity to understand and evaluate key elements of the main theoretical approaches to counselling, which could underpin the use of counselling skills.
Learning Outcomes (1 to 5) <i>The learner will</i>	Assessment Criteria (1.1 to 5.2) <i>The learner can</i>
1. Understand core concepts of the main theoretical approaches to counselling.	1.1. Explain key characteristics and concepts of: <ul style="list-style-type: none"> • Person centred theory • Psychodynamic theory • Cognitive-Behavioural theory 1.2. Summarise the key strengths and limitations of the three main approaches to counselling.
2. Understand what is meant by the integrative model.	2.1. Explain the concept of the integrative model. 2.2. Assess the advantages and disadvantages of the integrative model.
3. Understand the importance of counselling theory.	3.1. Explain the role of theory in relation to helping relationships.
4. Be able to apply core theories in the use of counselling skills.	4.1. Demonstrate how to apply core theories when using counselling skills. 4.2. Assess the impact of applying core theory to interactions.
5. Be able to self-reflect using theoretical approaches.	5.1. Reflect on ways in which the study of counselling theory has developed their understanding of self. 5.2. Explain how this informs own approach to counselling.

Mapping to National Occupational Standards 2014

Links to LS1CLG1

P12, K19, K20, K25

Links to LSC1CLG2

P11

Links to LSC1CLG21

P1, K1, K3

CSDL3U3 – Counselling Skills and Diversity

Unit Reference	L/502/8225
Level	3
Credit Value	6
Guided Learning (GL)	40 hours
Unit Summary	In this unit learners will have an opportunity to appreciate the implications of applying counselling skills within a helping relationship in a diverse society.
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.3) <i>The learner can</i>
1. Understand the meaning of discrimination.	1.1. Explain ways in which people experience discrimination. 1.2. Evaluate own experiences or observations of possible discrimination.
2. Understand issues of diversity.	2.1. Assess how diversity impacts on the counselling relationship. 2.2. Analyse examples from own experience where they have encountered issues of difference/diversity. 2.3. Evaluate how awareness of diversity has impacted on own development and application of counselling skills.
3. Understand power issues within the counselling process.	3.1. Explain the role differences between counsellor and client (listener and speaker) 3.2. Explain the inherent power differences and perceptions of power, based on these role differences. 3.3. Explain legal aspects of anti-discriminatory practice.

Mapping to National Occupational Standards 2014

Links to LS1CLG1

K11, K12, K18

Links to LS1CLG8

P1, P2, P3, P4, P5, P7, P12, P14, P15, P16, P17, P18, K1, K3

Links to LS1CLG18

K17, K18

CSDL3U4 – Working Ethically with Counselling Skills

Unit Reference	K/502/8233
Level	3
Credit Value	6
Guided Learning (GL)	40 hours
Unit Summary	In this unit learners will have an opportunity to appreciate the implications of applying counselling skills within a helping relationship in a diverse society.
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.4) <i>The learner can</i>
1. Understand what is meant by an ethical framework.	1.1. Explain the key features of a recognised ethical framework for counselling. 1.2. Compare the chosen ethical framework with that of another professional body or organisation.
2. Know how an ethical framework relates to the use of counselling skills.	2.1. Describe how an ethical framework applies to the use of counselling skills. 2.2. Outline the competencies that are required to use counselling skills within an ethical framework.
3. Understand the importance of the setting in which counselling skills are used.	3.1. Compare different contexts where counselling skills are used. 3.2. Explain issues that impact on the use of counselling skills in different settings.
4. Understand the concepts of ethical referral.	4.1. Explain what is meant by ethical referral. 4.2. Explain reasons for referral. 4.3. Explain referral processes. 4.4. Explain when, how and why confidentiality and boundaries may be breached.

Mapping to National Occupational Standards 2014

Links to LS1CLG1

K10, K44, K45

Links to LS1CLG6

K8, K9, K10

Links to LS1CLG7

P19, P23

Links to LS1CLG18

P1, P2, P3, P17, P22

Links to LS1CLG21

K10, K11

CSDL3U5 – Counselling Skills and Personal Development

Unit Reference	L/502/8242
Level	3
Credit Value	6
Guided Learning (GL)	40 hours
Unit Summary	In this unit learners will have the opportunity to reflect on their personal development and the way in which they interact with others.
Learning Outcomes (1 to 5) <i>The learner will</i>	Assessment Criteria (1.1 to 5.2) <i>The learner can</i>
1. Know own development needs.	1.1. Identify own personal development needs. 1.2. Explain the importance of continued self-development for those using counselling skills.
2. Understand process of personal development.	2.1. Analyse the impact of personal development on counselling skills practice. 2.2. Explain why feedback is an essential component of personal development. 2.3. Evaluate how counselling skills practice has influenced/influences own personal development. 2.4. Evaluate ways to overcome barriers to personal development and self-awareness.
3. Understand group dynamics.	3.1. Reflect on own role/s and function/s within a training group. 3.2. Reflect on impact of group on self. 3.3. Reflect on how own role/s function/s in relation to other members of the group.
4. Understand impact of self on others.	4.1. Evaluate own self-awareness and how it has evolved during the course of this unit. 4.2. Discuss impact of own personal development on others.

5. Be able to plan self-development.	<p>5.1. Determine personal self-development needs and goals.</p> <p>5.2. Construct a plan for personal development.</p>
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Mapping to National Occupational Standards 2014

Links to LS1CLG1

P15, P17, P33, P35, P36, P41, P42, P44, K24, K27, K40

Links to LS1CLG2

P10

Links to LS1CLG6

K20

Links to LS1CLG17

P3

Links to LS1CLG18

P4, P5

Links to LS1CLG21

P5

Appendices

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 <http://www.awards.co.uk/centres-grid-page-move/policies-procedures/>

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 website.

Exemptions

This qualification contains no 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