

**Learner Unit Achievement Checklist**

**SEG Awards ABC Level 2 Certificate in Counselling Skills**

**600/1051/4**

###### Level 2 Certificate in Counselling Skills

## Centre Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Learner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**T/502/6632 Counselling skills and personal development - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Identify own values and beliefs  **1.2** Outline how values and beliefs could have an effect on helping relationships  **1.3** Identify own motivation for helping others  **1.4** Identify own blocks to listening and learning  **1.5** Describe benefits of giving and receiving feedback for personal development |  |  |  |  |
| **2.1** Identify own personal skills and qualities which are strengths in relation to a helping relationship  **2.2** Identify areas for development in personal skills and qualities in relation to helping relationships  **2.3** Describe how to develop skills and qualities in the future |  |  |  |  |
| **3.1** Identify own support needs in order to contribute to a helping relationship  **3.2** Describe how to access own support  **3.3** Outline how personal and/or professional support can be used to highlight issues arising from the use of counselling skills |  |  |  |  |
| **4.1** Describe own observations, thoughts, feelings and concerns when using counselling skills  **4.2** Explain the benefits of self-reflection on:   * personal development * the use of counselling skills |  |  |  |  |

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| **TUTOR COMMENTS:**  **Name: Signature: Date:** |

If chosen for sampling, Internal/External Moderators must complete the following:

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| INTERNAL MODERATOR COMMENTS:  **Name: Signature: Date:** |
| EXTERNAL MODERATOR COMMENTS:  **Name: Signature: Date:** |

Please ensure these forms are copied and distributed to each learner.

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**K/502/6966 Using counselling skills - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Identify core counselling skills  **1.2** Describe how core counselling skills can be used in a relationship and in other helping activities |  |  |  |  |
| **2.1** Describe the boundaries that need to be taken into account when starting a new helping relationship  **2.2** Describe how to agree objectives for a new helping relationship |  |  |  |  |
| **3.1** Demonstrate how to use core counselling skills in a helping relationship  **3.2** Discuss how effective the use of core counselling skills have been in developing the helping relationship |  |  |  |  |
| **4.1** Describe useful strategies for ending relationships  **4.2** Describe the possible impact of a helping relationship ending |  |  |  |  |

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**K/502/6630 Introduction to counselling skills theories - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Describe key elements of psychodynamic theory  **1.2** Describe key elements of person-centred theory  **1.3** Describe key elements of cognitive-behavioural theory  **1.4** Identify the key differences between the above theories |  |  |  |  |
| **2.1** Describe how counselling theory underpins the use of counselling skills |  |  |  |  |

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**M/502/6631 Diversity and ethics in the use of counselling skills - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Identify an ethical framework  **1.2** Identify key aspects of the ethical framework  **1.3** Describe how the ethical framework informs own use of counselling skills |  |  |  |  |
| **2.1** Outline ways in which people experience discrimination  **2.2** Describe own experiences or observations of possible discrimination |  |  |  |  |
| **3.1** Describe key legal aspects of anti-discriminatory practice  **3.2** Explain how diversity impacts on the counselling relationship  **3.3** Demonstrate ways to address difference and diversity in counselling skills practice |  |  |  |  |

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