

SEG Awards Level 2 Award and Level 2 Certificate in Counselling Skills

Qualification Guidance

Level 2 Award – 600/1050/2

Level 2 Certificate – 600/1051/4



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

The specification code for Level 2 Award is A4103-02

The specification code for Level 2 Certificate is C4103-02

The date of this specification is August 2025. The Issue number is **5.4**

Issue	Date	Details of change
5.1	March 2020	Qualification Guide published in new format
5.1	March 2020	Indicative Content removed and added to ORS (on-line registration system)
5.1	March 2020	National Occupational Standards (NOS) updated
5.2	January 2021	Updated learning outcome 2 on unit 'Introduction to Counselling Skills Theories'.
5.3	April 2022	All reference to 'ABC' removed, new review date and logo added
5.4	August	New qualification review date

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 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 2 Award and Certificate in Counselling Skills are 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 Level 2 Award and Certificate in Counselling Skills qualifications aim to:

- Enhance and improve verbal and 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
- 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

These qualifications are designed for those learners who have had no previous experience of using counselling skills. Their 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 qualifications allow 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. They are also intended for those who wish to improve their listening and communication 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 and Certificate in Counselling Skills qualifications cover four areas / topics looking at:

CSL2U1 – Counselling Skills and Personal Development – In this unit learners will have an opportunity to reflect on their current and future personal development and identify potential sources of support.

CSL2U2 – Using Counselling Skills – In this unit learners will have an opportunity to develop counselling skills for use in helping relationships and learn to establish appropriate boundaries.

CSL2U3 – Introduction to Counselling Skills Theories – In this unit learners will have an opportunity to develop knowledge of the three main counselling theoretical approaches enabling a link to be made between counselling theory and skills.

CSL2U4 – Diversity and Ethics in the Use of Counselling Skills – In this unit learners will have an opportunity to gain an understanding of the contexts and ethics relevant to the use of counselling skills.

Qualification Structure and Rules of Combination

Rules of Combination: Level 2 Award in Counselling Skills

Learners must achieve 8 credits from the 2 mandatory units.

Unit	Unit Number	Level	Credit Value	GL
Mandatory Units				
Counselling Skills and Personal Development	T/502/6632	2	4	30
Using Counselling Skills	K/502/6966	2	4	30

Rules of Combination: Level 2 Certificate in Counselling Skills

Learners must achieve 16 credits from the 4 mandatory units.

Unit	Unit Number	Level	Credit Value	GL
Mandatory Units				
Counselling Skills and Personal Development	T/502/6632	2	4	30
Using Counselling Skills	K/502/6966	2	4	30
Introduction to Counselling Skills Theories	K/502/6630	2	4	30
Diversity and Ethics in the Use of Counselling Skills	M/502/6631	2	4	30

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

Successful completion of the SEG Awards Level 2 Award in Counselling Skills will usually lead onto learners completing the SEG Awards Level 2 Certificate in Counselling Skills. This qualification, or an equivalent, could be used as a prerequisite for entry into the SEG Awards 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 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. 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.

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 2 Award in Counselling Skills – 600/1050/2 SEG Awards Level 2 Certificate in Counselling Skills – 600/1051/4							
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 qualifications are 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	31/12/2028						
Operational End Date							
Certification End Date							
Guided Learning (GL)¹							
Level 2 Award	60 hours						
Level 2 Certificate	120 hours						
Total Qualification Time (TQT)²							
Level 2 Award	80 hours						
Level 2 Certificate	160 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

² See Glossary of Terms

Unit Details

CSL2U1 – Counselling Skills and Personal Development

Unit Reference	T/502/6632
Level	2
Credit Value	4
Guided Learning (GL)	30 hours
Unit Summary	In this unit learners will have an opportunity to reflect on their current and future personal development and identify potential sources of support.
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.2) <i>The learner can</i>
1. Know how to develop self-understanding.	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. Know personal qualities relevant to the helping role.	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. Know how to meet own support needs.	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 practice.

<p>4. Know how self-reflection contributes to personal development.</p>	<p>4.1. Describe own observations, thoughts, feelings and concerns when using counselling skills.</p> <p>4.2. Explain the benefits of self-reflection on:</p> <ul style="list-style-type: none"> • Personal development • The use of counselling skills
<p>Mapping to National Occupational Standards 2014</p> <p>Links to LS1CLG1 P14, P15, P17, P33, P36, P37, P43, P47</p>	

CSL2U2 – Using Counselling Skills

Unit Reference	K/502/6966
Level	2
Credit Value	4
Guided Learning (GL)	30 hours
Unit Summary	In this unit learners will have an opportunity to develop counselling skills in a helping relationship and learn to establish appropriate boundaries.
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.2) <i>The learner can</i>
1. Know what core counselling skills are.	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. Know how to establish a helping relationship.	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. Be able to use core counselling skills in a 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. Know how to conclude a helping interaction.	4.1. Describe useful strategies for ending helping relationships. 4.2. Describe the possible impact of a helping relationship ending.

Mapping to National Occupational Standards 2014

Links to LS1CLG1

P7, P26

Links to LSC1CLG6

K3, K4, K5, K6, K8

CSL2U3 – Introduction to Counselling Skills Theories

Unit Reference	K/502/6630
Level	2
Credit Value	4
Guided Learning (GL)	30 hours
Unit Summary	In this unit learners will have an opportunity to develop knowledge of the three main counselling theoretical approaches enabling a link to be made between counselling theory and skills.
Learning Outcomes (1 to 2) <i>The learner will</i>	Assessment Criteria (1.1 to 2.1) <i>The learner can</i>
1. Know elements of counselling theories.	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. Know the significance of counselling theory	2.1. Describe how counselling theory underpins the use of counselling skills.
Mapping to National Occupational Standards 2014 Links to LS1CLG1 P12, P16, P40, K2, K19, K25 Links to LS1CLG21 K1, K3	

CSL2U4 – Diversity and Ethics in the Use of Counselling Skills

Unit Reference	M/502/6631
Level	2
Credit Value	4
Guided Learning (GL)	30 hours
Unit Summary	In this unit learners will have an opportunity to gain an understanding of the contexts and ethics relevant to the use of counselling skills.
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.3) <i>The learner can</i>
1. Know how an ethical framework relates to the use of counselling skills.	1.1. Identify an ethical framework. 1.2. Identify key aspects of the ethical framework. 1.3. Know how an ethical framework relates to the use of counselling skills.
2. Know what discrimination means.	2.1. Outline ways in which people experience discrimination. 2.2. Describe own experiences or observations of possible discrimination.
3. Understand about anti-discriminatory practice.	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.
Mapping to National Occupational Standards 2014 Links to LS1CLG1 K9, K10, K12, K35 Links to LS1CLG6 K9, K10, K19, K20 Links to LS1CLG8 P1, P2, P3, P4, P14, P17, P18 Links to LS1CLG18 P1, P2, P3, P17, P18, P19, P22, K17	

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