

**Learner Unit Achievement Checklist**

**SEG Awards Level 4 Diploma in Therapeutic Counselling**

**603/5029/5**

###### SEG Awards Level 4 Diploma in Therapeutic Counselling

## 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.

**K/617/7588 Professional Organisational Issues in Counselling - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Explain the use of psychological assessment tools in counselling.  **1.2** Evaluate the importance of suicide risk assessment. |  |  |  |  |
| **2.1** Evaluate the need for an ethical framework for counselling and psychotherapy.  **2.2** Explain the main elements of one recognised ethical framework for counselling and psychotherapy.  **2.3** Analyse the similarities and differences between their chosen ethical framework and the requirements of at least one other professional body or employing organisation.  **2.4** Using examples, analyse potential conflicts between the requirements of organisational and other codes of professional practice and their chosen ethical framework for counselling and psychotherapy.  **2.5** Summarise how these conflicts could be resolved. |  |  |  |  |
| **3.1** Using one example for each, analyse the key issues surrounding the following:  **a**. professional conduct  **b**. ethical issues  **c**. confidentiality  **d**. boundaries  **e**. legal responsibility  **f**. negligence.  **3.2** Using examples, evaluate an appropriate working environment and contract which attends to the following needs of both the client and counsellor:  **a**. physical  **b**. emotional  **c**. psychological.  **3.3** Using examples, analyse the importance of multi-professional working and co-operation. |  |  |  |  |
| **4.1** Explain why both casework and managerial supervision are important for a trainee and a qualified counsellor.  **4.2** Using examples, evaluate the possible impact of effective and less effective casework supervision on the:  **a**. service provided for users  **b**. professional development of a counsellor.  **4.3** Evaluate the possible impact of effective and less effective managerial supervision on the:  **a**. service provided for users  **b**. professional development of a counsellor.  **5.1** Explain the symptoms of three common mental health issues.  **5.2** Describe ways in which these issues could be addressed within a counselling environment. |  |  |  |  |

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**D/601/7630 Counselling in a Diverse Society - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Using examples, evaluate the relevance of the following in the counselling process stereotyping language issues different belief systems family structures family life experiences. |  |  |  |  |
| **2.1** Explain what is meant by cultural divisions and heritage.  **2.2** Using examples, analyse how the cultural heritage of clients might influence one to one counselling interaction.  **2.3** Using examples, evaluate how their own cultural heritage might impact on counselling interactions with clients. |  |  |  |  |
| **3.1** Using at least two examples, describe the role differences between counsellor and client.  **3.2** Explain the inherent power differences and perceptions of power based on these role differences.  **3.3** Using examples, evaluate how these perceived power differences can be reduced.  **3.4** Analyse the advantages and disadvantages gained from retaining some power differences. |  |  |  |  |

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**K/601/7632 Counselling Theory - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Analyse the philosophy of one major therapeutic model in relation to its origin’s historical development to the present day the people influential in its development.  **1.2** Evaluate the key concepts and principles of the chosen model, using relevant examples to indicate their importance in counselling practice.  **1.3** Evaluate the strengths and weaknesses of the model.  **1.4** Explore arguments against the model. |  |  |  |  |
| **2.1** Evaluate the key features of two other therapeutic models and their relevance to the practising counsellor in comparison to their main chosen model.  **2.2** Justify why it is important to have an in-depth understanding of a therapeutic model before using its methods and techniques. |  |  |  |  |

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**M/601/7633 Advanced Counselling Skills - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Identify the stages of a series of counselling sessions.  **1.2** Evaluate the importance of an appropriate opening of a series of sessions.  **1.3** Explain the purpose and importance of a working agreement for a series of sessions.  **1.4** Explain the purpose and importance of reviewing progress with the client.  **1.5** Explain the importance of working towards the ending of a series of sessions.  **1.6** Explain the importance of ensuring that an environment is suitable and safe. |  |  |  |  |
| **2.1** Open the session, explaining the working agreement including what is on offer limitations time boundaries ethical boundaries in line with professional code.  **2.2** Develop the session using the following skills and interventions appropriate for the session and the model used attentiveness and rapport building active listening, including minimal encouragers and managing silence empathic listening including reflecting and mirroring effective questioning paraphrasing and summarising focusing and challenging reflecting on the counselling skills process and immediacy awareness of boundaries including referrals working at an appropriate pace checking understanding with the client working with diversity as it impacts on the session.  **2.3** End a session appropriately, using the following where applicable within agreed time boundaries showing sensitivity to the client’s needs and feelings summarising themes and any work to be done outside the session making an appropriate referral if necessary, renegotiating, and renewing working agreements making the next appointment. |  |  |  |  |
| **3.1** Evaluate the effectiveness of the opening of the session.  **3.2** Justify the use of the skills used during the session.  **3.3** Explain why other skills were not used during the session.  **3.4** Evaluate the effectiveness of the closing of the session. |  |  |  |  |

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**M/617/7589 Self-awareness for Counsellors - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Explain own philosophical approach and development to counselling.  **1.2** Explain the impact this approach has on their practice as a counsellor. |  |  |  |  |
| **2.1** Analyse how theories studied have increased awareness and insight into self.  **2.2** Analyse how theories studied have increased awareness and understanding of the impact of their own life events and their responses to them.  **2.3** Analyse how theories studied have increase awareness and understanding of their relationships, and the way they form, develop, maintain and end them. |  |  |  |  |
| **3.1** Analyse how interaction with others has impacted on self-awareness.  **3.2** Evaluate how issues of equality and diversity have impacted on self.  **3.3** Evaluate how the practice of responding to equality and diversity issues has impacted on self. |  |  |  |  |
| **4.1** Evaluate insight gained from feedback received.  **4.2** Analyse changes to self as a result of feedback and experiences.  **4.3** Evaluate their own strengths and areas for growth and development.  **4.4** Outline the development of their own philosophy of counselling.  **4.5** Plan for and justify future personal development. |  |  |  |  |

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**A/601/7635 Research Methodologies in Counselling - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Explain the importance of research for the counsellor.  **1.2** Explain the purposes of research in the practice of counselling. |  |  |  |  |
| **2.1** Review methods used in counselling research.  **2.2** Select and justify research methodologies for a chosen topic. |  |  |  |  |
| **3.1** Apply appropriate methodologies to research information.  **3.2** Formulate critical opinions based on the interpretation of primary and secondary research material.  **3.3** Evaluate the relevance of primary or secondary research material which has been collated during own secondary research. |  |  |  |  |
| **4.1** Select and justify a suitable format to present research.  **4.2** Present the outcomes of the research. |  |  |  |  |
| **5.1** Evaluate the appropriateness of the chosen methodologies.  **5.2** Evaluate the learning obtained from research into their chosen topic. |  |  |  |  |

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**H/617/7590 Counselling Placement - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Enter into a working agreement with the following  **a**. placement agency(ies)  **b**. supervisor(s). |  |  |  |  |
| **2.1** Maintain verified client and supervision records of own placement practice over a minimum of 100 hours. |  |  |  |  |
| **3.1** Outline in own words, through explanation of at least 6 key concepts, the theoretical approach (es) they have been trained in.  **3.2** Analyse those theoretical key concepts which were relevant and applied to one client over a minimum of six sessions.  **3.3** Evaluate each theoretical key concept as it was applied to this client, over a minimum of six sessions. |  |  |  |  |
| **4.1** Analyse the learning gained from issues taken to supervision in relation to your counselling work with one client:  **a**. who has been seen for a minimum of six client sessions  **b**. a minimum of two issues over a minimum of two supervision sessions  **c**. a different client to learning outcome three.  **4.2** Evaluate how all the learning gained from those issues taken to supervision informed your practice with this client, over a minimum of two subsequent client sessions. |  |  |  |  |
| **5.1** Provide final feedback reports from:  **a**. placement(s) and  **b**. supervisor(s).  **5.2** Evaluate development of own ethical and professional practice in regard to client work, to include:  **a**. boundaries  **b**. professionalism and ethics  **c**. confidentiality  **d**. application of GDPR legislation. |  |  |  |  |

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