

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

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## **Qualification Guidance**

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**Level 4 Diploma – 603/5029/5**

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## About Us

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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

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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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The specification code is D4023-04

The date of this specification is August 2024. The version number is **1.2**

Version	Date	Details of change
1.0	January 2020	New Qualification
1.1	April 2022	All ref to ABC removed and new logo added
1.2	August 2024	Word count of 25,000 set for unit 7 noted on page 25

This guide should be read in conjunction with the Indicative Content document **version 1.8** 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

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The SEG 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 training programmes.

The SEG Awards Level 4 Diploma in Therapeutic Counselling is concerned with the training of counsellors to a professional level of competency.

Learners will further develop the knowledge, skills and self-development gained from their Level 3 experience. It is required that learners will be involved in placement with rigorous and qualified casework supervision. This should enable an interchange of experiences between the placement and the classroom work on a constant basis.

## Pre-requisites

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As a prerequisite for admission to the Diploma course learners **must** possess the SEG Awards Level 3 Certificate in Counselling Skills or an equivalent qualification obtained elsewhere. Centres **must** be satisfied as to the learner's suitability to undertake this Level 4 qualification course. It is considered best practice for centres to allow time for learners to have personal therapy/counselling whilst working towards this qualification.

## Aims

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The SEG Awards Level 4 Diploma in Therapeutic Counselling qualification aims to:

- Meet, when combined with the SEG Awards Level 3 Certificate in Counselling Skills, the training contact hours requirement for basic training at a professional level for recognition as a qualified counsellor
- Provide further developed skills, including a 100-hour practice component under supervision
- Create a reflective practitioner
- Develop a deep understanding of at least one counselling theory or an approach which may be integrative i.e. combines two or three counselling theories

## Target Group

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The SEG Awards Level 4 Diploma in Therapeutic Counselling is designed for those learners who are seeking to be professionally qualified counsellors.

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.

- **Centres should strongly discourage partners and persons in close relationships from attending the same course.** Evidence indicates the potential emotional damage and impact both on the group and on their relationship through exposure to counsellor training.
- **Centres should seek evidence that the learner's primary need is not to use the course for personal therapy.** If a learner is having personal therapy or is receiving psychiatric treatment, then it is advised that evidence should be sought from an appropriate person, as to their suitability for the course.

**Note, this last requirement is important.** Without in any way denigrating personal responsibility for autonomy, trainers do have personal responsibility for the well-being of each learner; the provision of a safe, secure and supportive learning environment for the learners; and ultimately to the people with whom learners will use their acquired counselling skills.

Skills and Education Group Awards would recommend that all potential learners are provided with an individual interview and, where feasible, a pre-course group/meeting should be used, which should include at least one self-awareness exercise.

This qualification should involve experiential learning in small group situations. This is often powerful and it is sensible to remind potential learners of the kind of experience they can expect. Face-to-face communication is more likely to convey this than the printed word.

## Content Overview

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The SEG Awards Level 4 Diploma in Therapeutic Counselling qualification covers the following seven topics:

**CDL4U1 - Professional Organisational Issues in Counselling** – In this unit, learners will develop an understanding of the essential relationship between counsellors, as professionals, as well as the organisations and other people with which they may work. They will explore areas of potential conflict, especially through the existence of different ethical standards and principles. They will also reflect on the importance of casework supervision and understand assessment and risk in relation to safeguarding in counselling.

**CDL4U2 - Counselling in a Diverse Society** – In this unit, learners will explore the impact that diverse cultures and heritage can have on the client / counsellor therapeutic relationship in a multicultural society. They will also examine power issues within the counselling process.

**CDL4U3 - Counselling Theory** – In this unit, learners will analyse one major theoretical approach to influence, inform and empower their practice as a counsellor. They will also compare other theoretical approaches alongside the major approach.

**CDL4U4 - Advanced Counselling Skills** – Learners will demonstrate a range of skills illustrating their development as practitioners. In addition, they will learn that counselling is a managed activity, with emphasis being given to the importance of opening and closing a series of sessions.

**CDL4U5 - Self-awareness for Counsellors** – This unit aims to enable learners to increase self-awareness by analysing and evaluating the impact that their own counselling philosophy, counselling theory and practice has on self and relationships.

**CDL4U6 - Research Methodologies in Counselling** – In this unit, learners will explore the importance of research in counselling. They will develop their research skills and will learn how to present findings.

**CDL4U7 - Counselling Placement** – Learners will complete this unit linked to a supervised counselling placement practice of 100 hours. They will analyse how their theoretical approach has influenced their practice, and evaluate learning gained from supervision.

## Qualification Structure and Rules of Combination

**Rules of Combination:** Learners **must** complete all seven **mandatory** units in Group A to achieve 62 credits.

Unit	Unit Number	Level	Credit Value	GL
Mandatory Units Group A				
Professional Organisational Issues in Counselling	K/617/7588	4	10	75
Counselling in a Diverse Society	D/601/7630	4	5	30
Counselling Theory	K/601/7632	4	7	50
Advanced Counselling Skills	M/601/7633	4	8	50
Self-awareness for Counsellors	M/617/7589	4	5	45
Research Methodologies in Counselling	A/601/7635	4	9	40
Counselling Placement	H/617/7590	4	18	20

**\*In 2016 Ofqual introduced changes to the way hours of guided learning are defined. The amount of hours attributed to the Counselling Placement unit has therefore changed from 120GLH to 20GL.**

**Note: the unit still includes a mandatory 100 hour counselling placement.**

Please see Appendices for definition of Guided Learning

Please see Appendices for definition of Total Qualification Time

## Assessment

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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.

## Example Assessment Material

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Skills and Education Group Awards confirm that there are no exemplar assessment materials available for this qualification.

## Teaching Strategies and Learning Activities

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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

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Learners who successfully complete the SEG Awards Level 4 Diploma in Therapeutic Counselling may progress onto Postgraduate and Post Qualifying courses in counselling studies that are designed to enhance the practice, skills and knowledge of a practising counsellor. This provides academic progression alongside a recognised career pathway. It combines the professional aspects, e.g. theoretical knowledge, counselling skills development, self-appraisal and commitment to provision of an ethical quality service and professional development element, which is necessary to ensure that the counsellor is fit to practice.

Many learners progress towards national accreditation status with professional lead bodies. If learners wish to approach a professional regulatory body, they will need to ensure that they meet their requirements.

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 / physical difficulty may impose on future progression.



## Resource Requirements

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Learners on this qualification should have access to adequate IT facilities.

This is a particular requirement of Unit 7 Counselling Placement where it is preferred for learners to submit their work through the AchieveLive eportfolio system. See the glossary within the Counselling Placement for further information.

## Tutor/Assessor Requirements

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

**Minimum requirements when delivering this qualification:** Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Teaching staff **must** be qualified at least a level above in a relevant subject to which they are teaching. Teaching staff should be in supervised client contact and ideally should have team supervision for their teaching work (outside of line management).

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

## Language

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These specifications and associated assessment materials are in English only.

## Qualification Summary

<b>Qualification</b>							
SEG Awards Level 4 Diploma in Therapeutic Counselling							
<b>Qualification Purpose</b>	Prepare for further learning or training and/or develop knowledge and/or skills in a subject area						
<b>Age Range</b>	<b>Pre 16</b>		<b>16-18</b>		<b>18</b>		<b>19+</b> ✓
<b>Regulation</b>	The above qualification is regulated by Ofqual						
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Internal assessment</li> <li>• Internal and external moderation</li> <li>• External assessment</li> </ul>						
<b>Type of Funding Available</b>	See FaLa (Find a learning aim)						
<b>Qualification/Unit Fee</b>	See Skills and Education Group Awards web site for current fees and charges						
<b>Grading</b>	Pass/Fail To achieve a Pass grade, learners <b>must</b> achieve all the Learning Outcomes and Assessment Criteria in all the units completed						
<b>Operational Start Date</b>	01/01/2020						
<b>Review Date</b>	31/12/2025						
<b>Operational End Date</b>							
<b>Certification End Date</b>							
<b>Guided Learning (GL)</b>	310 hours						
<b>Total Qualification Time (TQT)</b>	620 hours						
<b>Skills and Education Group Awards Sector</b>	Counselling						
<b>Ofqual SSA Sector</b>	01.3 Health and Social Care						
<b>Support from Trade Associations</b>	Accredited Counsellors, Coaches, Psychotherapists and Hypnotherapists (ACCPH)						
<b>Administering Office</b>	Skills and Education Group Awards web site						

## Unit Details

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## CDL4U1 - Professional Organisational Issues in Counselling

<b>Unit Reference</b>	<b>K/617/7588</b>
<b>Level</b>	<b>4</b>
<b>Credit Value</b>	<b>10</b>
<b>Guided Learning (GL)</b>	<b>75 hours</b>
<b>Unit Summary</b>	In this unit, learners will develop an understanding of the essential relationship between counsellors, as professionals, as well as the organisations and other people with which they may work. They will explore areas of potential conflict, especially through the existence of different ethical standards and principles. They will also reflect on the importance of casework supervision and understand assessment and risk in relation to safeguarding in counselling.
<b>Learning Outcomes (1 to 5)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 5.3)</b> <i>The learner can</i>
1. Understand assessment and risk in relation to safeguarding in counselling.	1.1. Explain the use of psychological assessment tools in counselling.  1.2. Evaluate the importance of suicide risk assessment.
2. Understand the need to work within an ethical framework.	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. Understand the environment in which counselling takes place.	<p>3.1. Using one example for each, analyse the key issues surrounding the following:</p> <ul style="list-style-type: none"> <li>a. professional conduct</li> <li>b. ethical issues</li> <li>c. confidentiality</li> <li>d. boundaries</li> <li>e. legal responsibility</li> <li>f. negligence</li> </ul> <p>3.2. Using examples, evaluate an appropriate working environment and contract which attends to the following needs of both the client and counsellor:</p> <ul style="list-style-type: none"> <li>a. physical</li> <li>b. emotional</li> <li>c. psychological</li> </ul> <p>3.3. Using examples, analyse the importance of multi-professional working and co-operation.</p>
4. Understand the importance of supervision in counselling.	<p>4.1. Explain why both casework and managerial supervision are important for a trainee and a qualified counsellor.</p> <p>4.2. Using examples, evaluate the possible impact of effective and less effective casework supervision on the:</p> <ul style="list-style-type: none"> <li>a. service provided for users</li> <li>b. professional development of a counsellor</li> </ul> <p>4.3. Evaluate the possible impact of effective and less effective managerial supervision on the:</p> <ul style="list-style-type: none"> <li>a. service provided for users</li> <li>b. professional development of a counsellor</li> </ul>
5. Understand three common mental health issues.	<p>5.1. Explain the symptoms of three common mental health issues.</p> <p>5.2. Describe ways in which these issues could be addressed within a counselling environment.</p>

**Mapping to National Occupational Standards**

**Links to Skills for Health Mental Health Competencies**

MH1, MH14, MH49, MH63, MH97, MH 98, MH100, MH101

**Links to ENTO NOS for Counselling 2014**

CLG1.1, CLG3.1, CLG3.2, CLG7.1, CLG7.3, CLG7.4 CLG8.1, CLG9.1 CLG18.1, CLG18.2, CLG17.1

## CDL4U2 - Counselling in a Diverse Society

<b>Unit Reference</b>	<b>D/601/7630</b>
<b>Level</b>	<b>4</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning (GL)</b>	<b>30 hours</b>
<b>Unit Summary</b>	In this unit, learners will explore the impact that diverse culture and heritage can have on the client / counsellor therapeutic relationship in a multicultural society. They will also examine power issues within the counselling process.
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria to 3.4)</b> <i>The learner can</i>
1. Understand issues which affect counselling in a multi-cultural society.	1.1. Using examples, evaluate the relevance of the following in the counselling process: <ul style="list-style-type: none"> <li>a. Stereotyping</li> <li>b. Language issues</li> <li>c. Different belief systems</li> <li>d. Family structures</li> <li>e. Family life experiences</li> </ul>
2. Understand how cultural divisions and heritage might influence the counselling relationship.	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. Understand power issues within the counselling process.	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.

	<p>3.3. Using examples, evaluate how these perceived power differences can be reduced.</p> <p>3.4. Analyse the advantages and disadvantages gained from retaining some power differences.</p>
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**Mapping to National Occupational Standards**

**Links to Skills for Health Mental Health Competencies**

MH1, MH46, MH63, MH97, MH 98, MH100, MH101

**Links to ENTO NOS for Counselling 2014**

CLG 1.1, CLG5.2, CLG 8.1, CLG 17.1, CLG 17.2



## CDL4U3 - Counselling Theory

<b>Unit Reference</b>	<b>K/601/7632</b>
<b>Level</b>	<b>4</b>
<b>Credit Value</b>	<b>7</b>
<b>Guided Learning (GL)</b>	<b>50 hours</b>
<b>Unit Summary</b>	In this unit, learners will analyse one major therapeutic theory to influence, inform and empower their practice as a counsellor. They will also compare other therapeutic theories with the major theory.
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1 to 2.2)</b> <i>The learner can</i>
1. Understand a major therapeutic theory of counselling.	<p>1.1. Analyse the philosophy of one major therapeutic theory in relation to:</p> <ul style="list-style-type: none"> <li>a. Its origins</li> <li>b. Historical development to the present day</li> <li>c. The people influential in its development</li> </ul> <p>1.2. Evaluate the key concepts and principles of the chosen theory, using relevant examples to indicate their importance in counselling practice.</p> <p>1.3. Evaluate the strengths and weaknesses of the theory.</p> <p>1.4. Explore arguments against the theory.</p>
2. Understand the principles of other therapeutic theories of counselling.	<p>2.1. Evaluate the key features of two other therapeutic theories and their relevance to the practising counsellor in comparison to their main chosen theory.</p> <p>2.2. Justify why it is important to have an in depth understanding of a therapeutic theory before using its methods and techniques.</p>
<p><b>Mapping to National Occupational Standards</b>  <b>Links to Skills for Health Mental Health Competencies</b>            MH100  <b>Links to ENTO NOS for Counselling 2014</b>            CLG 5.2, CLG 5.5, CLG 6.1, CLG 8.1, CLG 18.1, CLG 18.2, CLG 19.1, CLG 21.1</p>	

## CDL4U4 - Advanced Counselling Skills

<b>Unit Reference</b>	<b>M/601/7633</b>
<b>Level</b>	<b>4</b>
<b>Credit Value</b>	<b>8</b>
<b>Guided Learning (GL)</b>	<b>50 hours</b>
<b>Unit Summary</b>	Learners will demonstrate a range of skills illustrating their development as practitioners. In addition, they will learn that counselling is a managed activity, with emphasis being given to the importance of opening and closing a series of sessions.
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.4)</b> <i>The learner can</i>
1. Understand the process of a series of counselling sessions.	1.1. Identify stages of a series of counselling sessions. 1.2. Evaluate the importance of an appropriate opening for 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. Be able to conduct a counselling session with a client in an ethical, effective and safe way.	2.1. Open the session, explaining the working agreement including: <ol style="list-style-type: none"> <li>What is on offer</li> <li>Limitations</li> <li>Time boundaries</li> <li>Ethical boundaries in line with professional code</li> </ol> 2.2. Develop the session using the following skills and interventions appropriate for the session and the theory used:

	<ul style="list-style-type: none"> <li>a. Attentiveness and rapport building</li> <li>b. Active listening, including minimal encouragers and managing silence</li> <li>c. Empathic listening including reflecting and mirroring</li> <li>d. Effective questioning</li> <li>e. Paraphrasing and summarising</li> <li>f. Focusing and challenging</li> <li>g. reflecting on the counselling skills process and immediacy</li> <li>h. Awareness of boundaries including referrals</li> <li>i. Working at an appropriate pace</li> <li>j. Checking understanding with the client</li> <li>k. Working with diversity as it impacts on the session</li> </ul> <p>2.3. End a session appropriately, using the following where applicable:</p> <ul style="list-style-type: none"> <li>a. Within agreed time boundaries</li> <li>b. Showing sensitivity to the client’s needs and feelings</li> <li>c. Summarising themes and any work to be done outside the session</li> <li>d. Making an appropriate referral if necessary</li> <li>e. Renegotiating and renewing working agreements</li> <li>f. Making the next appointment</li> </ul>
<p>3. Be able to reflect on the counselling session.</p>	<p>3.1. Evaluate the effectiveness of the opening of the session.</p> <p>3.2. Justify the use of the skills used during the session.</p> <p>3.3. Explain why other skills were not used during the session.</p> <p>3.4. Evaluate the effectiveness of the closing of the session.</p>
<p><b>Mapping to National Occupational Standards</b>  <b>Links to Skills for Health Mental Health Competencies</b>  MH1, MH23, MH46, MH49, MH63, MH 98, MH100, MH101  <b>Links to ENTO NOS for Counselling 2014</b>  CLG5.2, CLG5.3, CLG6.1, CLG 8.1, CLG18.1, CLG18.2</p>	

## CDL4U5 - Self-awareness for Counsellors

<b>Unit Reference</b>	<b>M/617/7589</b>
<b>Level</b>	<b>4</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning (GL)</b>	<b>45 hours</b>
<b>Unit Summary</b>	This unit aims to enable learners to increase self-awareness by analysing and evaluating the impact that their own counselling philosophy, counselling theory and practice has on self and relationships.
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1 to 4.5)</b> <i>The learner can</i>
1. Explore own counselling philosophy to understand self.	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. Use counselling theory to understand self.	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. Use counselling practice to understand self.	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.

<p>4. Reflect on personal development.</p>	<p>4.1. Evaluate insight gained from feedback received.</p> <p>4.2. Analyse changes to self as a result of feedback and experiences.</p> <p>4.3. Evaluate their own strengths and areas for growth and development.</p> <p>4.4. Outline the development of their own philosophy of counselling.</p> <p>4.5. Plan for and justify future personal development.</p>
<p><b>Mapping to National Occupational Standards</b>  <b>Links to Skills for Health Mental Health Competencies</b>  MH100  <b>Links to ENTO NOS for Counselling 2014</b>  CLG1.1, CLG1.2, CLG1.3, CLG 1.4, CLG2.2</p>	

## CDL4U6 - Research Methodologies in Counselling

<b>Unit Reference</b>	<b>A/601/7635</b>
<b>Level</b>	<b>4</b>
<b>Credit Value</b>	<b>9</b>
<b>Guided Learning</b>	<b>40 hours</b>
<b>Unit Summary</b>	In this unit, learners will explore the importance of research in counselling. They will develop their research skills and will learn how to present findings.
<b>Learning Outcomes (1 to 5)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 5.2)</b> <i>The learner can</i>
1. Understand the purposes of research in counselling.	1.1. Explain the importance of research for the counsellor.  1.2. Explain the purposes of research in the practice of counselling.
2. Be able to select effective methods for undertaking research activities.	2.1. Review methods used in counselling research.  2.2. Select and justify research methodologies for a chosen topic.
3. Be able to carry out research 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. Be able to present findings of research for a chosen topic.	4.1. Select and justify a suitable format to present research.  4.2. Present the outcomes of the research.

<p>5. Be able to evaluate the research methodologies and outcomes.</p>	<p>5.1. Evaluate the appropriateness of the chosen methodologies.</p> <p>5.2. Evaluate the learning obtained from research into their chosen topic.</p>
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**Mapping to National Occupational Standards**

**Links to Skills for Health Mental Health Competencies**

Depending on the topic of research chosen, there will be links with a number of competencies e.g. MH66, MH97, MH98

**Links to ENTO NOS for Counselling 2014**

CLG22.1

## CDL4U7 - Counselling Placement

<b>Unit Reference</b>	<b>H/617/7590</b>
<b>Level</b>	<b>4</b>
<b>Credit Value</b>	<b>18</b>
<b>Guided Learning (GL)</b>	<b>20 hours</b>
<b>Unit Summary</b>	Learners will complete this unit linked to supervised counselling placement practice. They will analyse how their theoretical approach has influenced their practice, and evaluate learning gained from supervision.  <b>This unit is externally assessed.</b>
<b>Learning Outcomes (1 to 5)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 5.2)</b> <i>The learner can</i>
1. Be able to establish working agreements.	1.1. Enter into a working agreement with the following <ul style="list-style-type: none"> <li>a. Placement agency(ies)</li> <li>b. Supervisor(s)</li> </ul>
2. Be able to maintain records of placement practice.	2.1. Maintain verified client and supervision records of own placement practice over a minimum of 100 hours.
3. Know how to relate counselling theoretical approach (es) to practice with one client from placement.	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. Know how to relate learning from supervision to practice with one client.	4.1. Analyse the learning gained from issues taken to supervision in relation to your counselling work with one client:



	<ul style="list-style-type: none"> <li>a. Who has been seen for a minimum of six client sessions</li> <li>b. A minimum of two issues over a minimum of two supervision sessions</li> <li>c. A different client to learning outcome three</li> </ul> <p>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.</p>
<p>5. Be able to reflect on own professional practice.</p>	<p>5.1. Provide final feedback reports from:</p> <ul style="list-style-type: none"> <li>a. Placement(s) and</li> <li>b. Supervisor(s)</li> </ul> <p>5.2. Evaluate development of own ethical and professional practice in regards to client work, to include:</p> <ul style="list-style-type: none"> <li>a. Boundaries</li> <li>b. Professionalism and ethics</li> <li>c. Confidentiality</li> <li>d. Application of GDPR legislation</li> </ul>
<p><b>Mapping to National Occupational Standards</b>  <b>Links to Skills for Health Mental Health Competencies</b>  MH1, MH23, MH27, MH46, MH66, MH 98, MH100, MH101  <b>Links to ENTO NOS for Counselling 2014</b>  CLG1.1, CLG1.2, CLG1.3, CLG2.1, CLG2.2, CLG3.2, CLG5.1, CLG5.2, CLG5.5, CLG6.1, CLG8.1, CLG 17.1, CLG 17.2, CLG 18.1, CLG18.2, CLG21.1</p>	

**NOTE: THE MAXIMUM WORD COUNT FOR UNIT 7 IS 25,000. IF ANY SUBMITTED PORTFOLIOS RECEIVED ON OR AFTER 1<sup>ST</sup> SEPTEMBER 2024 EXCEED THIS COUNT THE PORTFOLIO WILL BE RETURNED TO THE CANDIDATE FOR AMENDMENTS.**

## Appendices

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

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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 SEG Awards Qualifications' which can be downloaded [here](#):

## Certification

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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

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

## Glossary of Terms

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### 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