



## **Group Award Specification for:**

**Professional Development Award (PDA) Sexual  
Health Training at SCQF level 7**

**Group Award Code: GL59 47**

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# 1 Introduction

This document was previously known as the Arrangements document. The purpose of this document is to:

- ◆ assist centres to implement, deliver and manage the qualification
- ◆ provide a guide for new staff involved in offering the qualification
- ◆ inform course managers teaching staff, assessors, learners, employers and HEIs of the aims and purpose of the qualification
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities

The title of this award is making it clear to appropriate target groups that the content of the award is about an understanding of the importance of effective training in the area of Sexual Health. The learners working towards this award will be introduced to different learning styles and the diversity of groups of learners in relation to these. Learners should come to understand the importance of the learning environment and how to adapt this and their training aids to meet the needs of learners. Discussions around Sexual Health issues may stimulate a variety of responses from learners so learners will explore the potential responses and show how to challenge inappropriate behaviour within the training environment. This should be achieved using equality and inclusion principles. Learners will also design, present and evaluate a training session for a particular learning group.

The learners who may be interested in this award are many and varied. It may be that organisations involved and/or interested in Sexual Health will support staff in this award to enhance the quality of training within the organisation. Someone who wishes to become or enhance his or her trainer skills specific to Sexual Health may be interested in this award.

Learners who achieve this award may wish to pursue employment in the care sectors of health and social care, childcare education, Health Promotion and community working. This award may also offer opportunities for learners to pursue a role as an independent/self-employed Sexual Health Trainer.

Learners may wish to progress to higher education and the opportunity for making use of Scottish Credit Qualification Framework (SCQF) credit points may be appropriate.

## 2 Qualification structure

This award is made up of 2 single credit SQA Units. Each Unit comprises 8 SCQF credit points at level 7. The Group Award therefore consists of 16 SCQF credit points at Level 7.

The two Units are:

*Unit 1 — Sexual Health Training: An Introduction*

*Unit 2 — Sexual Health Training: Experiential Learning*

A mapping of Core Skills development opportunities is available in Section 5.3.

### 2.1 Structure

To achieve this award learners must complete both Units listed below. Each Unit comprises a notional 40 hours for Unit delivery and assessment.

4 Code	2 Code	Unit title	SCQF Level	SCQF Credit Points	SQA Credit
HE3K	34	Sexual Health Training: An Introduction	7	8	1
HE3L	34	Sexual Health Training: Experiential Learning	7	8	1

Both Units are set at SCQF level 7 to reflect the competence required of learners who will undertake this award. *Sexual Health Training: An Introduction* is expected to be delivered first as this Unit includes much of the underpinning knowledge and understanding which supports effective training and the core areas which supports learning through effective training. Learner will be introduced to different learning styles, explore appropriate learning aids and resources. The Unit will assist learners to understand what makes for effective training within an inclusive environment for diverse learners. This award is about the effective delivery of training around Sexual Health therefore the learners must have good knowledge of Sexual Health. The Unit *Sexual Health: Experiential Learning*. This Unit provides an opportunity for learners to make effective use of all aspects of their learning within Unit one. The experiential aspect of *Unit 2* is for learners to Design, Present and Evaluate one training session. This learner will have been chosen a particular learner group and all aspects of the training session will be adapted to meet the needs of this learner group.

## 3 Aims of the qualification

The principal aims of this award are to:

- 1 Offer a subject specific qualification for trainers in Sexual Health.
- 2 Recognise an effective training/learning environment.
- 3 Deliver effective Sexual Health training to diverse groups.

### **3.1 General aims of the qualification**

- 1 Explore issues as they pertain to effective training and learning.
- 2 Develop knowledge and understanding of effective training environments.
- 3 Work with diverse groups within the principles of Equality and Inclusion.
- 4 Demonstrate knowledge and skills for effective training and learning.
- 5 Sexual Health content should underpin all of the above.

### **3.2 Specific aims of the qualification**

To achieve *Unit 1 — Sexual Health: An Introduction*. To achieve this Unit the learner must know the following:

- 1 Importance of Sexual Health Training
- 2 Learning Styles
- 3 Group Dynamics
- 4 Training Aids and Resources
- 5 Diversity of groups attending Sexual Health Training
- 6 Training Environment
- 7 Equality and Inclusion
- 8 Managing Challenging Behaviour

To achieve *Unit 2 — Sexual Health: Experiential Learning* the learner must know and demonstrate the following:

- 1 Construct a Course Plan
- 2 Construct appropriate learning materials
- 3 Plan for Learning Styles
- 4 Adapt for different groups
- 5 Icebreakers and Ground Rules
- 6 Application of appropriate training aids and resources
- 7 Demonstration of training competence
- 8 Models of Evaluation
- 9 Use of evaluation tools
- 10 Collation and evaluation of feedback

### **3.3 Graded Unit**

Not applicable.

## 4 Recommended entry to the qualification

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team as guidance only.

Learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

Child, Health and Social Care Units at SCQF level 6  
Knowledge and Understanding of Sexual Health  
Science Units at SCQF level 5/6  
Communication Units at SCQF Level 6  
Skills for Work/Health Units at SCQF level 5/6

Those with vocational experience may be considered without production of previous academic achievement.

### 4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information should be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	5/6	The production of written assessment evidence.
Numeracy	5/6	Working out the amount of Training Materials relevant to size of learner group.
Information and Communication Technology (ICT)	5/6	In the construction and use of interactive learning aids for the learner group.
Problem Solving	5/6	Collating and assessing information for the planning and delivery of Sexual Health Training.
Working with Others	5/6	Working with groups of learners in the delivery of Sexual Health Training.

## 5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the Units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the Unit standards with those defined in National Occupational Standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.

## 5.1 Mapping of qualification aims to Units

Code	Unit title	Principal/General/Specific Aims									
		1	2	3	4	5	6	7	8	9	10
HE3K 34	Sexual Health Training: An Introduction	X	X		X	X	X	X	X		
HE3L 34	Sexual Health Training: Experiential Learning	X	X	X	X	X	X	X	X	X	X

## 5.2 Mapping of National Occupational Standards (NOS) and/or trade body standards

Code	Unit title	National Occupational Standard Knowledge																					
		L&D3 — Plan and Prepare Learning and Development Programmes																					
HE3K 34	Sexual Health Training: An Introduction	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18				
		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			
HE3K 34	Sexual Health Training: An Introduction	L&D4 — Plan and Prepare Specific Learning and Development Opportunities																					
		1	2	3	4	5	6	7	8	9	10	11											
							x	x	x	x													
HE3K 34	Sexual Health Training: An Introduction	L&D5 — Develop and Prepare Resources for Learning and Development																					
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16						
		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x							
HE3K 34	Sexual Health Training: An Introduction	L&D6 — Manage Learning and Development in Groups																					
		1	2	3	4	5	6	7	8	9	10	11	12	13	14								
		x	x	x	x	x	x	x	x	x	x	x	x	x									
HE3K 34	Sexual Health Training: An Introduction	L&D8 — Engage and Support learners in the Learning and Development process																					
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17					
		x	x	x	x	x	x	x	x	x													
HE3L 34	Sexual Health Training: Experiential Learning	L&D3 — Plan and Prepare Learning and Development Programmes																					
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18				
		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
HE3L 34	Sexual Health Training: Experiential Learning	L&D4 — Plan and Prepare Specific Learning and Development Opportunities																					
		1	2	3	4	5	6	7	8	9	10	11											
		x	x	x	x	x	x	x	x	x	x												
HE3L 34	Sexual Health Training: Experiential Learning	L&D5 — Develop and Prepare Resources for Learning and Development																					
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16						
		x	x	x		x	x	x	x	x	x	x	x	x	x	x							
HE3L 34	Sexual Health Training: Experiential Learning	L&D6 — Manage Learning and Development in Groups																					
		1	2	3	4	5	6	7	8	9	10	11	12	13	14								
		x	x	x	x	x	x	x	x	x	x	x	x	x	x								
		L&D8 — Engage and Support learners in the Learning and Development process																					
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17					
		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x					



### 5.3 Mapping of Core Skills development opportunities across the qualification

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
HE3K34	Sexual Health: An Introduction	X	X		X	X	X	X		X	X	
HE3L34	Sexual Health: Experiential Learning	X	X	X	X	X	X	X	X	X	X	X

## 5.4 Assessment Strategy for the qualification

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Sexual Health: An Introduction	<p>Holistic Short answer response questions for all Outcomes. Open-book in a supervised environment. Timeframe of approximately 1/2 hour. A cut-off score may be appropriate.</p> <p>These responses could also be collated over the Unit by means of learner workbook.</p>	<p>Holistic Short answer response questions for all Outcomes. Open-book in a supervised environment. Timeframe of approximately 1/2 hour. A cut-off score may be appropriate.</p> <p>These responses could also be collated over the Unit by means of learner workbook.</p>	<p>Holistic Short answer response questions for all Outcomes. Open-book in a supervised environment. Timeframe of approximately 1/2 hour. A cut-off score may be appropriate.</p> <p>These responses could also be collated over the Unit by means of learner workbook.</p>	
Sexual Health: Experiential Learning	<p>Assessed holistically through the provision of paper evidence to support preparation, design and evaluation of the Sexual Health Training Session. (Outcomes 1 and 3)</p>	<p>Demonstrate the presentation of a competent Sexual Health Training Session.</p>	<p>Assessed holistically through the provision of paper evidence to support preparation, design and evaluation of the Sexual Health Training Session. (Outcomes 1 and 3)</p>	

## 6 Guidance on approaches to delivery and assessment

Both Units should be delivered in a learner-centred way. Learners explore issues through group discussion and researching of information in relation to Sexual Health. This should include the impact on individuals and/or groups.

Learners should engage in individual exploration of their own attitudes as well as sharing values and experiences in small/large group discussion with their peers. Effective use of video, pod casts and other visual and/or social media materials should be used to support the learning process. It may be appropriate to involve local agencies that provide support and information about Sexual Health and related matters. This could include speakers to the classroom setting or arranging field visits to these organisations.

The tutor should be conscious of modeling appropriate training and learning skills and abilities through the use of aids and materials to support the learning process. This positive modeling will provide examples for learners to consider as they prepare for their own training session. This will support learners to have more awareness of their own skills and abilities.

The learners should have ample opportunity to practice their training skills and knowledge within the classroom setting. Learners should work in small groups and support each other by providing constructive evaluative feedback on the training provided by any particular learner. This will allow for personal development and for discussion on how to improve the learning experience for particular groups. This process will allow for effective formative assessment.

Please refer to Section 5.4 above in relation to potential instruments of assessment including integration of Outcomes.

### 6.1 Sequencing/integration of Units

*Unit 1 — Sexual Health Training: An Introduction* should be delivered before *Unit 2 — Sexual Health: Experiential Learning*.

If learners are completing the full award then *Unit 1* will be delivered before *Unit 2*. The learners will learn about the key aspects of effective training in Sexual Health including learning styles and understanding what constitutes an effective learning environment. The learners in *Unit 2* and then expected to use and apply this information to the task of Designing, Presenting and Evaluating a training session for Sexual Health with a specific learner group.

*Unit 1* — Learners should understand how groups work and identify things that may affect the group dynamics within a training session. (Outcome 1) Once learners understand this wider context of learning they can be introduced to the actual learning environment. This should be in terms of learner's needs and the use and adaptation of learning aids and resources to assist this process. (Outcome 2) Learners should understand that managing a training session is not always easy and especially with a subject such as Sexual Health as this may bring with it inappropriate knowledge and prejudicial views and opinions. Learners should be introduced to communications and behaviours that could assist them in these situations (Outcome 3).

*Unit 2* — This Unit is designed to enable learners to develop skills and abilities to Design a Sexual Health Training session. This includes how to plan a Sexual Health Training session including how to adapt learning materials to meet the needs of the learner and their Learning Style. The learner should consider the group dynamics in designing the training (Outcome 1). The learner will present their planned training session to their peer group, making effective use of engagement tools including icebreakers and ground rules (Outcome 2). Once the training session has been delivered it is important for the learner to understand the purpose and requirement for evaluation. The learner will make effective use of Models of Evaluation and include evaluation of their own experience and that of the learner group. (Outcome 3).

## 6.2 Recognition of Prior Learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full Group Award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full Group Award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of Units and assessments:

- ◆ HN Graded Units
- ◆ Course and/or external assessments
- ◆ Other integrative assessment Units (which may or not be graded)
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the Unit
- ◆ Where there is an existing requirement for a licence to practice
- ◆ Where there are specific health and safety requirements
- ◆ Where there are regulatory, professional or other statutory requirements
- ◆ Where otherwise specified in an Assessment Strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website [www.sqa.org.uk](http://www.sqa.org.uk).

The following sub-sections outline how existing SQA Unit(s) may contribute to this Group Award. Additionally, they also outline how this Group Award may be recognised for professional and articulation purposes.

### 6.2.1 Articulation and/or progression

There are no articulation routes for this Group Award.

## 6.3 Opportunities for e-assessment

E-assessment may be appropriate for assessing the majority of the Units. Centres would need to ensure they have appropriate resources to provide and manage this form of assessment.

## 6.4 Support materials

The support notes for each Unit directs the learner to support materials.

Websites such as Sexual Health Scotland provide access to information that is likely to support the content of this award.

There are numerous books and websites for training tips and effective engagement with learners.

## 6.5 Resource requirements

There is no requirement for specialist equipment in the delivery of this award. Centres should provide teaching and learning aids in the delivery of this award. For example, access to social media and interactive videos/podcasts.

Tutors delivering this award should ensure they model positive training techniques and keep their knowledge of Sexual Health current.

# 7 General information for centres

## Equality and inclusion

The Unit specifications making up this Group Award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## Internal and external verification

All instruments of assessment used within this/these qualification(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* ([www.sqa.org.uk/GuideToAssessment](http://www.sqa.org.uk/GuideToAssessment)).

## 8 Glossary of terms

**Embedded Core Skills:** is where the assessment evidence for the Unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the Unit will be automatically certificated for the Core Skill. (This depends on the Unit having been successfully audited and validated for Core Skills certification.)

**Finish date:** The end of a Group Award's lapsing period is known as the finish date. After the finish date, the Group Award will no longer be live and the following applies:

- ◆ learners may not be entered for the Group Award
- ◆ the Group Award will continue to exist only as an archive record on the Awards Processing System (APS)

**Lapsing date:** When a Group Award is entered into its lapsing period, the following will apply:

- ◆ the Group Award will be deleted from the relevant catalogue
- ◆ the Group Award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
- ◆ no new centres may be approved to offer the Group Award
- ◆ centres should only enter learners whom they expect to complete the Group Award during the defined lapsing period

**SQA credit value:** The credit value allocated to a Unit gives an indication of the contribution the Unit makes to an SQA Group Award. An SQA credit value of 1 given to an SQA Unit represents approximately 40 hours of programmed learning, teaching and assessment.

**SCQF:** The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk).

**SCQF credit points:** SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

**SCQF levels:** The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and Graded Units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

**Subject Unit:** Subject Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

**Signposted Core Skills:** refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

## History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

**NOTE:** Where a Unit is revised by another Unit:

- ◆ No new centres may be approved to offer the Unit which has been revised.
- ◆ Centres should only enter learners for the Unit which has been revised where they are expected to complete the Unit before its finish date.

Version Number	Description	Date

## Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

## 9 General information for learners

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

### *Unit 1 — Sexual Health: An Introduction*

This Unit will introduce you to the wider context of the learning process including Learning Styles and how these are different for different individuals. You will complete some exercises to allow you to identify your own learning style as well as that of others. You will be able to identify some learning strategies that might suit different people. Group dynamics is essential to effective and productive training and learning. You will work with others to understand factors that support effective groups and things that could adversely affect groups.

You will also be introduced to training aids and resources that are required for an effective training environment. You will be introduced to the role of the trainer in providing and adapting these for use with different groups. For example, training for adults as well as children and young people who may come from a variety of backgrounds. They are also likely to bring with them a range of views, opinions and attitudes towards Sexual Health issues.

There is likely to be diversity of groups who will attend Sexual Health Training. This could lead to potential areas of conflict around this subject. The trainer must be able to effectively manage the learning environment during Sexual Health Training. You will explore issues in relation to equality and inclusion and how to achieve this within the training environment. You will learn how to make use of yourself as a good role model within your training. You will achieve this through the use of positive language and excellent communications skills. You will learn how to challenge negative views and inappropriate behaviours in a positive manner. This will ensure you and the learners are working within organisational policies and procedures and working within Equalities legislation such as Equality Act 2010.

This Unit may be assessed by means of short answer response questions to demonstrate your knowledge of the Evidence Requirements for this Unit. This is likely to be in the form of a question paper towards the end of your study time for this Unit.

### *Sexual Health: Experiential Learning*

You will use your knowledge and learning to date to demonstrating you have the ability to design, present and evaluate a Sexual Health Training session. You will include these areas as part of your evidence to complete your award. You will demonstrate competence in adapting learning materials for a diverse group of learners. You will be given instructions on how to achieve this from your tutor. You will be given time within the classroom to practice all of these skills by delivering training to your peers before you will be expected to complete your assessment.

You will learn how to construct an effective Course Plan. This will include such things as setting time frames and identifying areas to be covered in a Sexual Health Training session. You will learn what aids and resources will be most beneficial to you in delivering your session. You will understand the important role of the trainer (yourself) in delivering and managing the learning environment. This may include managing individuals within the classroom who may find the subject matter of Sexual Health challenging. You will manage any issues that arise in a supportive and inclusive manner.



You will need to evaluate your assessed Sexual Health Training session. You will be encouraged to site evidence for your evaluative findings. You will also be expected to give positive and constructive feedback to others in relation to their training delivery as well as receiving it in relation to your own practice. Your evaluation should include the resources and the delivery of the training session and what changes, if any, are required.

The assessment for this Unit is as described above. You will Design, Present and Evaluate a Sexual Health Training session with a particular group of learners. You will collate evidence of this for your tutor as well as demonstrate your effective training abilities with a group of learners.

As you complete this award you will develop Core Skills such as:

*Oral and Written Communication skills* — through discussion and listening to the views of your peers as well as your learners.

*Working with Others* — through effective team working and collaborative practice in the delivery of Sexual Health Training.

*Numeracy* — through the provision of resources conversant with differing groups.

*ICT* — by use of a variety of electronic and interactive methodologies for training delivery.

*Problem Solving* — through investigation and identification of outcomes for Sexual Health Training sessions.

You should also gain wider skills in terms of Global Citizenship through working effectively with diverse groups within the training and learning environment in a supportive and inclusive manner. This award will assist in Employability Skills as it provides opportunities for you to seek further training and/or employment in the care sectors of health and social care, childcare education, Health Promotion and Community Working. This award may also offer opportunities for learners to pursue a role as an independent/self-employed Sexual Health Trainer.