



## Higher National Unit specification

### General information

**Unit title:** Sexual Health Training: An Introduction (SCQF level 7)

**Unit code:** HE3K 34

**Superclass:** GE

**Publication date:** June 2016

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

This Unit is designed to enable learners to develop knowledge and understanding of effective training delivery and classroom management especially in relation to sexual health. This subject can bring its own difficulties given the variety of opinions and values individuals may hold in relation to those individuals who experience sexual health problems. The Unit will introduce the learners to issues in relation to learning styles, group dynamics and how to use and adapt training aids to meet the needs of diverse groups who attend training.

This Unit is suitable for learners wishing to study the Unit as a stand-alone Unit or to study it as part of a Group Award. The Unit is suitable for learners who wish to gain employment, or who may already be employed, in health and social care, education and/or community partnerships sector. The Unit is suitable for learners to gain knowledge of Sexual Health as it relates to these sectors and/or for learners who wish to seek employment within a specialist Sexual Health resource.

Learners may wish to undertake this Unit and/or the Group Award as a means of seeking further progression within their workplace or as a means of progressing to higher level study.

### Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Describe key component parts for effective training delivery.
- 2 Describe the effective use of training aids and resources in Sexual Health Training.
- 3 Explain how to effectively manage a Sexual Health Training Session.

## **Higher National Unit Specification: General information (cont)**

**Unit title:** Sexual Health Training: An Introduction (SCQF level 7)

### **Credit points and level**

1 Higher National Unit credit at SCQF level 7 (8 SCQF credit points at SCQF level 7)

### **Recommended entry to the Unit**

While entry is at the discretion of the centre, learners may benefit from having attained one of the following or equivalent levels of award:

Child, Health and Social Care Units at SCQF level 6

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.

### **Core Skills**

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

### **Context for delivery**

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

### **Equality and inclusion**

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should 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).

## **Higher National Unit specification: Statement of standards**

**Unit title:** Sexual Health Training: An Introduction (SCQF level 7)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

### **Outcome 1**

Describe key component parts for effective training delivery.

#### **Knowledge and/or Skills**

- ◆ Importance of Sexual Health Training and Regulation
- ◆ Learning styles
- ◆ Group dynamics

### **Outcome 2**

Describe the effective use of training aids and resources in Sexual Health Training.

#### **Knowledge and/or Skills**

- ◆ Training aids and resources
- ◆ Diversity of groups attending Sexual Health Training
- ◆ Training environment

### **Outcome 3**

Explain how to effectively manage a Sexual Health Training Session.

#### **Knowledge and/or Skills**

- ◆ Equality and Inclusion
- ◆ Managing challenging behaviour

## Higher National Unit specification: Statement of standards (cont)

**Unit title:** Sexual Health Training: An Introduction

### Evidence Requirements for this Unit

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes by showing that they can:

- ◆ explain why Sexual Health Training is necessary.
- ◆ identify and describe three learning styles.
- ◆ for each learning style identified explain how you would adapt your training session to meet the needs of these learners.
- ◆ describe the term 'group dynamics'.
- ◆ identify **three** target groups who may attend Sexual Health Training.
- ◆ choose **one** of these groups and explain how to deliver Sexual Health Training to this group.
- ◆ describe **one** animate and **one** inanimate effect on the training environment.
- ◆ identify **one** training aid and **one** training resource and explain how you would use these when delivering Sexual Health Training.
- ◆ describe **two** examples of either prejudice and/or discrimination against those with sexual health issues that you may face while delivering Sexual Health Training.
- ◆ explain how you would manage this situation with specific reference to your communication skills and your behaviour.



## Higher National Unit Support Notes

**Unit title:** Sexual Health Training: An Introduction

Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### Guidance on the content and context for this Unit

#### Outcome 1

Learners should be encouraged to reflect on why Sexual Health Training is necessary and what differences may arise from this form of training relevant to other learning environments. The learners should understand the importance of quality training and the benefits that accreditation and regulated training brings both to the trainer and to the individual/group experiencing the training. Providing training that is recognised by others as valid and credible can bring validity to the trainer and their role within the process of effective Sexual Health Training. Learners who are training to become competent trainers of Sexual Health courses should discuss and understand the importance of presenting training in a confident and professional manner. Learners should understand the importance of working to industry standards in delivering Sexual Health Training and that regulated training provides consistency across trainers as well as providing development opportunities for trainers to achieve recognition of skills and abilities to deliver regulated training. The learners should understand the importance of external validation of training standards.

Learners should be introduced to learning styles such as those identified by Honey and Mumford — *Activist, Pragmatist, Theorist and Reflector*. The learner could complete Honey and Mumford's questionnaire to identify their own learning style. The learner could work with class peers to identify and understand the different learning styles within their peer group. Learners should be introduced to examples of how individuals with different learning styles engage with the learning process.

Learner should be introduced to the concept of group dynamics and understand how these work within the context of training delivery. Kurt Lewin, a social psychologist, is credited with the term 'group dynamics' and learners could be directed to his work. Learners should understand the effects that roles and behaviours have within groups. Learners should be encouraged to discuss positive and negative aspects of group behaviour. It may be appropriate for the learners to analyse roles and behaviours of their learner group. Breaking down barriers through the use of group/ground rules and/or the use of icebreakers should be explored. Learner should understand the importance of trainers getting to know their training group and how to make effective use of communication skills and methods to keep the group focused and productive.

## Higher National Unit Support Notes (cont)

**Unit title:** Sexual Health Training: An Introduction

### Outcome 2

Learners should be introduced to training aids and resources including those specific to Sexual Health Training. Learners should understand the critical role of the trainer as a resource. This should include the importance of the trainer being credible and knowledgeable about Sexual Health issues. The trainer must also be competent and able to effectively engage the training group in the learning process. The learners should understand the importance of application of verbal and non-verbal skills and behaviours. The learners should understand the importance of the trainer recognising that individuals/groups attending training courses are also resources. These people are likely to have knowledge and/or experiences about sexual health. A good trainer needs to acknowledge this while not allowing it to dominate the group.

Aids required for effective learning could include access to TV, DVD player and social media such as U Tube and Podcasts where relevant case study and learning materials can be sought. Projector and/or Smart Board could be useful. The use of flip chart and group activities can offer some independent and/or experiential learning opportunities to the group members. Handouts to reinforce the learning can be useful however learners must understand how to construct these appropriately to ensure they are productive for particular class groups. As Sexual Health Training will cover different groups of people it is important the learner understands how to adapt these resources to fit the needs of different groups. For example, a resource used for a school group could be seen as patronising in nature if used with an adult group.

Learners should be encouraged to identify the potential groups who will attend Sexual Health Training and identify the varying needs and issues that may be appropriate for each group. For example, consideration could be given to age, gender, sexual orientation, etc. Learners should understand the trainer's responsibility to ensure the availability of appropriate books, journals and web resources to support the learning process. The trainer may wish to research and secure pre-prepared learning materials from their local Health Promotion agencies and/or there are many excellent resources produced by third sector/private Sexual Health training providers. The purchase of visual aids such as anatomical aids for reproductive systems, condoms, etc should be available. Learners will need to understand the issue of cost and appropriateness will need to be considered. Learners should also understand the importance of preparing an appropriate training and learning environment. This could include the layout of chairs and desks, the absence of chairs and desks, the size of the room versus the size of the class group, heating/lighting and the proximity/accessibility of the class to the class group. Learners should be encouraged to give positives and negatives for each of these for different groups accessing training.

## Higher National Unit Support Notes (cont)

**Unit title:** Sexual Health Training: An Introduction

### Outcome 3

Learners should understand the responsibility, skills and abilities required of the trainer in managing the learning environment. Individuals attending Sexual Health Training are likely to have many differing views about sex and those who engage in it. Some group members may find it difficult to engage in discussion about sensitive issues around the subject of Sexual Health. Others have incorrect knowledge or hold inappropriate views on the subject. There may also be other group members who may seek to shock with their views or comments. Learners should understand the role of the trainer in managing all of these situations with sensitivity and authority while maintaining respect for the individuals personally and for the group as a whole. The learners should discuss and identify potential issues that may arise in the training sessions. This could include prejudicial opinions such as people who have a sexually transmitted disease have brought it upon themselves as they sleep with a number of different partners. Issues to do with homophobia and use of derogatory language when talking about groups of people. There may be examples of discrimination that occur within the training session such as not mixing with some class members due to age, gender, homosexuality, transgender, etc.

Learners should be encouraged to make use of role-play or other learning methodologies to identify and practice how to deal with the situations identified above. Learners should understand it is the ultimate responsibility of the trainer to ensure the learner environment is a safe place to exchange ideas and opinions as well as to take on new learning to shape new ways of thinking and behaving in relation to sexual health awareness. Learners must understand and work within equality legislation and organisational policies in relation to this. Learners should understand the trainer has a role and responsibility to ensure everyone has a right to social inclusion free from prejudice and discrimination. Learners should understand this could be achieved in many ways. Some of these could include:

- ◆ Positive role modelling (use of language and behaviour)
- ◆ Using positive and empowering language
- ◆ Positively challenging prejudicial views
- ◆ Raising awareness of legislation including Equality Act 2010
- ◆ Making good use of learning materials to counter negative views
- ◆ Make use of visiting speakers

### Guidance on approaches to delivery of this Unit

This Unit can be effectively delivered in the order of Outcomes as they appear within the specification. It is important that learners the learning process and that individual learn differently. Given this the learner will need to understand their role in working effectively to meet different learning styles. The 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 as well as practical aspects of the learning environment with aids and resources that can 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 brings with it a lot of inappropriate knowledge and prejudicial views and opinions. Learners should be introduced to communications and behaviours that could assist them in these situations.

## Higher National Unit Support Notes (cont)

**Unit title:** Sexual Health Training: An Introduction

This Unit should be delivered in a learner centred way encouraging learners to share their understanding and exploring and researching information in relation to the issues relating to sexual health and the impact on individuals and/or groups. Learners should be encouraged to understand their views, opinions and attitude in relation to Sexual Health issues. Learners should be supported to understand where these attitudes come from and how they are perpetuated.

Learners should engage in individual exploration of 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.

### Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

This Unit could be assessed holistically (all three Outcomes together) by means of a short response answer paper covering the Evidence Requirements for this Unit. This could take the form of an open-book activity under supervised conditions. It would be appropriate to set a time allocation to the assessment process. This should be no less than 1 hour and no more than 2 hours. A cut off score could be appropriate for this assessment. If re-assessment is required then sampling of knowledge and skills can be useful.

### Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment).

### Opportunities for developing Core and other essential skills

There are opportunities to develop Core Skills of *Communication* at SCQF level 5, *Problem Solving* at SCQF level 6 and *Working with Others* at SCQF level 6 in this Unit although there is no automatic certification of Core Skills or Core Skills components.

## History of changes to Unit

Version	Description of change	Date

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## General information for learners

### Unit title: Sexual Health Training: An Introduction (SCQF level 7)

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

This Unit has three Outcomes as follows:

- 1 Describe key component parts for effective training delivery.
- 2 Describe the effective use of training aids and resources in Sexual Health Training.
- 3 Explain how to effectively manage a Sexual Health Training Session.

Outcome 1 — will introduce you to the wider context of the learning process. This will be achieved by providing knowledge and group discussion about the importance of having regulated training that provides credibility to the training and to the trainer. You will then learn about 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.

Outcome 2 — you will learn be introduced to training aids and resources that are required for an effective training session. You will understand the role of the trainer in providing and constructing these. You will learn how to adapt learning materials to meet the needs of your learners given the diverse groups you are likely to train. For example, training for adults as well as children and young people who will 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.

Outcome 3 — the diversity of the groups who will attend Sexual Health training and the potential areas of conflict around this subject means the trainer must be able to effectively manage the learning environment during training sessions. You will explore issues in relation to equality and inclusion and how to achieve this within the training session. You will learn how to make use of yourself as a good role model within your training session. You will achieve this through 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.

You will develop good communication skills through discussion and listening to the views of others. You should develop good team working skills through working with others. You will develop investigative skills by working on projects as you complete this Unit. You should gain skills in verbal or written presentation of your work. You should also gain wider skills in terms of Global Citizenship through your wider understanding of other cultures and Employability Skills as this Unit may provide opportunities for you to seek further training and/or employment in social and health care environments.