



Higher National Unit specification

General information

Unit title: Sexual Health Training: Experiential Learning
(SCQF level 7)

Unit code: HE3L 34

Superclass: GE

Publication date: June 2016

Source: Scottish Qualifications Authority

Version: 02

Unit purpose

This Unit is designed to provide learning and opportunity for the personal development of potential trainers of Sexual Health Training. Learners will have the opportunity to design, present and evaluate their training practice. The Unit provides, through a process of experiential learning, the opportunity for learners to develop effective training skills and apply these within an appropriate learning environment.

This Unit may be suitable for learners wishing to study the Unit as a stand-alone Unit. However, it is recommended this Unit be undertaken as part of a Group Award. In this case the Unit *Sexual Health Training: An Introduction* should be completed first. 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 Design a Sexual Health Training Session.
- 2 Present a Sexual Health Training Session.
- 3 Evaluate a Sexual Health Training Session.

Higher National Unit Specification: General information (cont)

Unit title: Sexual Health Training: Experiential Learning
(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

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill Problem Solving at SCQF level 6

Core Skill component None

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

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.

Higher National Unit specification: Statement of standards

Unit title: Sexual Health Training: Experiential Learning
(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

Design a Sexual Health Training Session.

Knowledge and/or Skills

- ◆ Construct a course plan
- ◆ Construct appropriate learning materials
- ◆ Plan for learning styles
- ◆ Adapt for different groups

Outcome 2

Present a Sexual Health Training Session.

Knowledge and/or Skills

- ◆ Icebreakers and ground rules
- ◆ Application of appropriate training aids and resources
- ◆ Demonstration of training competence

Outcome 3

Evaluate a Sexual Health Training Session.

Knowledge and/or Skills

- ◆ Models of evaluation
- ◆ Use of evaluation tools
- ◆ Collation and evaluation of feedback

Higher National Unit specification: Statement of standards (cont)

Unit title: Sexual Health Training: Experiential Learning
(SCQF level 7)

Evidence Requirements for this Unit

The Outcomes should be assessed holistically through the provision of paper evidence to support preparation, design and evaluation of the Sexual Health Training Session. (Outcomes 1 and 3) The learner should demonstrate the presentation of a competent Sexual Health Training Session (Outcome 2).

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

- ◆ provide a competent course plan for a Sexual Health Training Session.
- ◆ explain the choice of particular learning materials (minimum of two).
- ◆ identify two learning styles and explain how these will be addressed.
- ◆ include at least two different learning modes for the training session.
- ◆ construct two Icebreaker activities.
- ◆ include at least one example managing behaviour that challenges within the learner group.
- ◆ explain how you would adapt your session for two different learner groups.
- ◆ present and effectively manage the training session.
- ◆ demonstrate appropriate communication and behaviour.
- ◆ evaluate the training session in relation to the following:
 - aids and resources
 - your contribution
 - learner experience



Higher National Unit Support Notes

Unit title: Sexual Health Training: Experiential Learning
(SCQF level 7)

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 introduced to the importance of planning for a Sexual Health Training Session and constructing a course plan. This plan should include such things as aims and objectives of the course. Consideration should be given to the content of the course and its time allocation for the course as a whole as well as the component parts within the course. Learners should give consideration to the potential learner group and use and/or adapt materials that will suit the projected learner group. This will include producing a variety of materials that will suit different learning styles. The learner should give consideration to the learning environment in relation to numbers in the group, the layout of the classroom or learner setting, heating, lighting, the potential construction of small groups and the allocation of particular learners to these groups. For example, depending on the subject content at times within the group the learner may consider gender specific groups may be appropriate. Learners should also be aware of the benefits of ground rules and give consideration as to how this will be achieved with the learner group. Learners should be able to adapt learning materials to meet the needs of a diversity of groups as identified in Unit 1 — *Sexual Health Training: An Introduction*. It is likely to be supportive to the learners if they are able to plan and present a Sexual Health Training session as a formative assessment process prior to summative assessment. This could be achieved as an individual and/or in small groups.

Outcome 2

Learners should apply the planning process above to a Sexual Health Training Session they deliver. This could be to their peers or others as appropriate. Learners should follow their course plan and keep to designated time frames. Learners should be able to show effective use and application of aids and resources within the training session. Learners should be able to show flexibility within the training session as necessary to meet the needs and/or changing needs of the learner group. Learners should understand they would be perceived and expected to be a positive role model during the delivery of the Sexual Health Training Session. This can be evidenced through the demonstration of positive behaviour through addressing and therefore including all members of the learner group. Learners should ensure their language is positive and empowering while showing respect for the subject being delivered as well as for the learners within the group. Learners should be able to show effective and productive use of a variety of learning modes during the session.

Higher National Unit Support Notes (cont)

Unit title: Sexual Health Training: Experiential Learning
(SCQF level 7)

Outcome 3

Learners should understand the purpose and benefits of evaluation processes. The learners should be introduced to a variety of models of evaluation that could include the work of Kilpatrick. Learners should be encouraged to construct a variety of different evaluation forms. These can include examples of learners listing their likes and dislikes in numbers 1–5 with 1 being the most liked and 5 being the least. Learners should understand the evaluation process must be linked to the learner group. For example, it would be inappropriate to ask for full written answers in the evaluation to a group of learners who may have English as another language. In this circumstance an evaluation form with the ability to pick a yes or no answer may be more productive. In the process of evaluation the learners should have the opportunity to feedback on the work of others as well as to receive feedback on their own work. Learners should understand that any feedback given or received should be constructive and developmental for the individual in the role of trainer. The use of peer review could be a positive and empowering process for learners as they come to understand themselves more fully in their role of tutor/assessor in the learning process.

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. This Unit is designed to enable learners to develop the skills and abilities to design a Sexual Health Training session. This will include how to plan a Sexual Health Training session and to provide appropriate learning materials adapted to meet the needs of the learner. The learning resources should have been designed with the learner's individual learning style in mind. The learner should also take cognisance of 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. The learner will also present this learning experience making effective use of planned training aids and resources. (Outcome 2) Once a training session has been delivered it is important the learner understands the purpose and requirement for evaluation of the session. To achieve this, 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)

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.

Higher National Unit Support Notes (cont)

Unit title: Sexual Health Training: Experiential Learning
(SCQF level 7)

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 assessment should take the form of an individual learner or a small group of learner preparing to deliver a Sexual Health Training Session of approximately 15 minutes. This session can be presented to their peers within the classroom or it could be delivered to other interested groups such as local school or community project. The tutor should make available a number of briefs with information about the potential group to be offered the training. This could include who they are, class size and any other relevant information the learner may require. The learner/s should then design a Sexual Health Training course by addressing all of the evidence points previously mentioned. The learner/s should then deliver the Sexual Health Training session in a positive and inclusive manner. Once the training session has been completed the learner/s should evaluate the success or otherwise of the training session. In the evaluation the learner/s should ensure they include the evidence points previously mentioned.

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.

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.

This Unit has the Core Skill of Problem Solving embedded in it, so when learners achieve this Unit their Core Skills profile will be updated to show that they have achieved Problem Solving at SCQF level 6.

History of changes to Unit

Version	Description of change	Date
02	Core Skill Problem Solving at SCQF level 6 embedded.	19/08/2016

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General information for learners

Unit title: Sexual Health Training: Experiential Learning
(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.

On successful completion of this Unit you will be able to do the following:

- 1 Design a Sexual Health Training Session.
- 2 Present a Sexual Health Training Session.
- 3 Evaluate a Sexual Health Training Session.

This Unit is designed to give you the knowledge and skills to become a competent trainer in the delivery of Sexual Health Training. You will achieve this Unit by demonstrating the ability to present an effective training session. However, focused and effective planning and evaluation must support delivery of a training session. You will include these areas as part of your evidence to complete this Unit. You will also show knowledge and experience of a diversity of learners by showing competence in adapting learning materials to suit different groups of learners. You will be given instructions on these from your course tutor. You will be given time within the classroom to practice all of these skills before you will be expected to complete them for your assessment. By achieving this Unit/award you will have accreditation through Scottish Qualifications Authority (SQA) Awarding Body. This accreditation is likely to be recognised by organisations and individuals alike and will give credibility to your ability to train individuals within this complex subject area.

You will learn about the component parts of constructing a course plan. These will include such things as setting time frames and identifying the areas to be covered within the training session. You will learn what aids and resources will be most beneficial to you in delivering your session. For example, classroom based materials and activities and/or the use of technology to show clips of documentaries, case studies, etc. You will understand the important role of the trainer in delivering and managing the learning setting. This may include managing individuals within the classroom who may find the subject matter of sexual health difficult. This may be for a number of reasons but your role will be to be respectful to everyone within the session while managing and challenging inappropriate language and behaviours.

Following the delivery of a training session it is important to understand what went well and what needs to change in order to allow for positive developments for delivering another training session. This evaluation may be in relation to your role and what you believe you did well and what went not so well. You will be encouraged to site evidence for these views. You will also be expected to give positive and constructive feedback to others while receiving it in relation to your own practice. Your evaluation should also include the resources and the delivery of the training session and what changes, if any, are required.

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.

This Unit has the Core Skill of Problem Solving embedded in it, so when you achieve this Unit your Core Skills profile will be updated to show that you have achieved Problem Solving at SCQF level 6.