

NCFE

CACHE

Qualification specification

**NCFE CACHE Level 1 Award in Sexual Health
Awareness
QN: 501/0254/0**

Qualification summary

| | | | |
|---|---|---------------------------------------|----------|
| Qualification title | NCFE CACHE Level 1 Award in Sexual Health Awareness | | |
| Ofqual qualification number (QN) | 501/0254/0 | Aim reference | 50102540 |
| Guided learning hours (GLH) | 9 | Total qualification time (TQT) | 10 |
| Credit value | 1 | | |
| Minimum age | 14 | | |
| Qualification purpose | <p>This qualification is designed for learners who want to increase their awareness of sexual health and relationships.</p> <p>Successful completion of the qualification will allow the learner to develop knowledge and understanding of contraception, sexually transmitted infections and relevant legislation.</p> | | |
| Grading | Achieved/not yet achieved | | |
| Assessment method | Internally assessed and externally quality assured portfolio of evidence. | | |
| Work/industry placement experience | This is a knowledge-only qualification. Work/industry placement experience is not required. | | |

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Summary of changes

This document summarises the changes to this qualification specification.

| Version | Publication date | Summary of amendments |
|---------|------------------|---|
| v3.1 | February 2020 | Resource section added. |
| v3.2 | June 2022 | Information regarding registration and entry requirements added to section 1. Information regarding the language of assessment evidence added to section 2. Information about the support handbook added to section 5. |
| v3.3 | September 2022 | Assessment method updated. This qualification is internally assessed and externally quality assured via a portfolio of evidence. Learners are no longer required to complete a mandatory workbook. The word 'external' has been removed from AC2.1 . Qualification specification template information has been updated throughout. There have been no further changes to the unit content. |

Section 1: introduction

If you are using this qualification specification for planning purposes, please make sure that you are using the most recent version.

Aims and objectives

This qualification aims to:

- focus on the study of sexual health awareness

The objectives of this qualification are to:

- raise learner awareness of sexual health and relationship issues
- develop learner understanding of contraception and sexually transmitted infections
- develop learner knowledge of relevant legislation

Support handbook

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

Guidance for entry and registration

This qualification is designed for learners looking to raise their awareness of sexual health.

Registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.

There are no specific prior skills/knowledge a learner must have for this qualification. However, learners may find it helpful if they have already achieved an entry level qualification.

Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes (LOs) and complying with the relevant literacy, numeracy and health and safety requirements.

Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **one** mandatory unit.

Please refer to appendix A or the unit summary in section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all LOs of the unit as detailed in this qualification specification.

Progression

Learners who achieve this qualification could progress to the following:

- Level 2 Award in Mentoring
- Level 2 Award in Nutrition and Health
- Level 2 Award in Employability Skills

Resource requirements

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

Work/industry placement experience

This is a knowledge-only qualification. Work/industry placement experience is not required.

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance (IQA) must still be completed by the centre as usual)

Learners must be successful in this component to gain the Level 1 Award in Sexual Health Awareness.

All the evidence generated by the learner will be assessed against the standards expected of a level 1 learner for each LO.

Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the LOs associated with the unit. On completion of the unit, learners must declare that the work produced is their own and the assessor must countersign this. Examples of suitable evidence for the portfolio are provided in section 2.

If a centre needs to create their own internal assessment tasks, there are 4 essential elements in the production of successful centre-based assessment tasks, these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs or assessment criteria
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

Assessment guidance is provided. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification.

Section 2: unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered, and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer.

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This can be found in section 3.

Unit 01 Develop an awareness of relationships and sexual health (R/601/9844)



| Unit summary | | | | |
|--|----------------------------------|----------------|-----------------|--------------|
| In this unit, learners will understand what is meant by relationships and sexual health and consider a variety of information about sexual health and relationship issues. Learners will develop their knowledge of the biological processes of menstruation, know the names of relevant sexual and reproductive organs and build an awareness of contraception and sexually transmitted infections, including human immunodeficiency virus (HIV). | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Mandatory | Achieved/not yet achieved | Level 1 | 1 credit | 9 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|--|
| 1. Know what is meant by sexual health and relationships | 1.1 Outline what is meant by friendships, relationships and intimacy |
| | 1.2 State why most people want close relationships |
| | 1.3 Identify different types of sexual health and relationship concerns |
| | 1.4 Outline risky sexual behaviours |
| | 1.5 Give reasons why a person may want to delay having a sexual relationship |
| | 1.6 Define what confidential means in reference to sexual health and relationships |
| 2. Know basic facts about the human reproductive system | 2.1 Give names of male and female sexual organs |
| | 2.2 Outline what happens during the menstrual cycle |
| 3. Know about contraception | 3.1 State methods of contraception suitable for a young person |
| | 3.2 Give examples of where contraception may be obtained without cost |
| | 3.3 State the age a person has to be to obtain contraceptive and sexual health services without parental consent |
| | 3.4 Identify where emergency contraception might be obtained |
| | 3.5 Outline important things to remember when using a condom |
| | 3.6 Give examples of where to look for information or go for help about contraception |
| 4. Know about HIV and other sexually transmitted infections | 4.1 Define what HIV and AIDS are |
| | 4.2 Outline how HIV is transmitted |
| | 4.3 Identify the possible consequences of not having chlamydia treated |
| | 4.4 State names of sexually transmitted infections |
| | 4.5 Give examples of where to obtain information, advice and treatment for sexually transmitted infections |
| 5. Know about potential responses to relationships and sexual health | 5.1 Outline ways that society can respond to sexual health and relationship issues |
| | 5.2 State some of the current legislation about sex and relationships |
| | 5.3 Give examples of ways in which sex and sexuality are reported in the media |

| Range |
|---|
| <p>1. Know what is meant by sexual health and relationships</p> |
| <p>1.4 Risky sexual behaviours:</p> <p>Learners should outline a range of risky sexual behaviours which could include:</p> <ul style="list-style-type: none"> • sexual intercourse without using contraception • using alcohol (being drunk) whilst 'going with' someone • using drugs (being stoned) whilst 'going with' someone • having sex with someone they do not know well • having sex in a public place • having sex underage <p>1.6 Confidential:</p> <p>Learners should be able to define what confidential means in reference to sexual health and relationships, for example, in relation to advice and treatment about contraception and sexually transmitted infections.</p> <p>Any competent young person, regardless of age, can independently seek medical advice and give valid consent to medical treatment.</p> <p>If a person is under 16 years old, they are entitled to a confidential consultation with a doctor, provided they make it clear that they do not want their parents to be told. However, the doctor can refuse to discuss the matter if unwilling to accept the request for confidentiality.</p> |
| <p>4. Know about HIV and other sexually transmitted infections</p> |
| <p>4.3 Possible consequences could include:</p> <ul style="list-style-type: none"> • if unnoticed or left untreated it may seriously affect a person's fertility: <ul style="list-style-type: none"> ○ it can cause scarring on the fallopian tubes which blocks them, and or other pelvic inflammatory disease (PID), leading to infertility (female) ○ it can cause inflammation of the testicles which blocks them, leading to infertility (male) |
| <p>5. Know about potential responses to relationships and sexual health</p> |
| <p>5.2 Current legislation could be in relation to:</p> <ul style="list-style-type: none"> • age of consent • contraception and under 16 year olds • what sexual assault is • what indecent exposure is <p>5.3 Ways in which sex and sexuality are reported could include:</p> <ul style="list-style-type: none"> • types of people involved • the situation • how the situation has been portrayed (for example, fun, harmful, causing problems) |

Range

5.3 Media could include:

- newspapers
- television
- films
- magazines
- internet:
 - social media

Delivery and assessment guidance

This unit could be assessed through a workbook, learner reports, oral or written questioning, information leaflets.

Group discussions used as evidence should be supported by peer or tutor witness testimonies detailing the key learning points raised and contribution of each learner.

1.1 Learners may use colloquial and slang terms in their answers. These are acceptable as evidence.

1.2–1.5 At least 2 examples should be provided for each of the criteria.

2.1 Learners must give names of 2 male and 2 female sexual organs.

Simple anatomical line drawings could be provided by the tutor and learners could be asked to identify the specific body parts indicated.

2.2 Learners should be able to give a simple, coherent account of the process, although 2 points are required as a minimum.

3.1–3.4, 3.6 Learners could be directed to age-appropriate websites or supplied with a range of information leaflets to study and discuss in small groups. Learners could consider a variety of methods including locally accessible venues identified as a result of the research.

3.1 Learners must state 2 methods of contraception suitable for a young person.

3.2 Learners must give a minimum of 2 examples of where contraception may be obtained without cost.

3.5 Learners must outline a minimum of 2 important things to remember when using a condom.

3.6 Learners must give 2 examples of where to look for information or go for help about contraception. Learners should be aware of checking the reliability of some online information/resources/websites. Information services could be local or national.

LO4 Local and age-appropriate (depending on the learner cohort) sources of advice and information should ideally be used. Centres should be aware that access criteria to sexual health services vary across the UK and careful checking of local protocols is advised.

Delivery and assessment guidance

4.1 and 4.2 Learners should be given a basic overview of what constitutes a sexually transmitted infection and ways in which these can be transmitted.

There should ideally be evidence that the learner understands the meaning of a 'syndrome' – for example, a collection of illnesses or conditions.

4.2 Learners must outline 2 methods of transmission.

4.3 Learners must indicate one possible consequence of not having chlamydia treated.

4.4 Learner must state the names of 2 different sexually transmitted infections (apart from chlamydia and HIV).

Tutors are advised to accept human papilloma virus (HPV) as an example and to include discussion of the HPV vaccination programme in the related session.

In the UK, all children aged 12–13 years old (school year 8) are offered HPV vaccination through the national HPV vaccination programme.

4.5 Learners must give one example of where to obtain information, advice and treatment for sexually transmitted infections.

Learners should be made aware of the need to check the reliability of some online information/resources.

5.1 There is a wide range of societal responses to sexual health and relationship issues. Consequently, there are many potential examples, all of which are legitimate responses.

5.2 Learners must state 2 examples of current legislation about sex and relationships.

5.3 Learners must give 2 examples of ways in which sex and sexuality are reported in the media. Looking at the impact of media reporting on people's personal beliefs and values would be useful when covering this area.

Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in this qualification. This gives the opportunity for the individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list, you should contact your external quality assurer with full details of your proposed method. It will need formal approval from NCFE before it can be used.

Each learner must generate evidence from appropriate assessment tasks that demonstrate achievement of all the LOs associated with each unit (grades are not awarded).

Please refer to the notes relating to expert witness testimony and simulation that follow this table.

| Ref | Assessment method | Assessing competence/ skills | Assessing knowledge/ understanding |
|-----|---|---------------------------------|---------------------------------------|
| A | Direct observation of learner by assessor: <ul style="list-style-type: none"> by an assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice | Yes | Yes |
| B | Professional discussion | Yes | Yes |
| C | Expert witness testimony*: <ul style="list-style-type: none"> when directed by the Sector Skills Council (SSC) or other assessment strategy/principles | Yes | Yes |
| D | Learner's own work products | Yes | Yes |
| E | Learner log or reflective diary | Yes | Yes |
| F | Activity plan or planned activity | Yes | Yes |
| G | Observation of children, young people or adults by the learner | Yes | No |
| H | Portfolio of evidence: <ul style="list-style-type: none"> may include simulation** | Yes | Yes |
| I | Recognition of prior learning | Yes | Yes |

| | | | |
|--|---|-----|-----|
| J | Reflection on own practice in real work environment | Yes | No |
| K | Written and pictorial information | No | Yes |
| L | Scenario or case study | No | Yes |
| M | Task set by NCFE (for knowledge LOs) | No | Yes |
| N | Oral questions and answers | Yes | Yes |
| <p>* Expert witness testimony should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:</p> <ul style="list-style-type: none"> • when assessment may cause distress to an individual, such as supporting a child with a specific need • a rarely occurring situation, such as dealing with an accident or illness • confidential situations, such as safeguarding strategy meetings, where it would be inappropriate for an assessor to observe the learner's performance <p>** Simulation. A learner's portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.</p> | | | |

Assessment strategies and principles relevant to this qualification

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

NCFE assessment strategy

Knowledge LOs:

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence/skills LOs:

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Section 3: explanation of terms

This table explains how the terms used at level 1 in the unit content are applied to this qualification (not all verbs are used in this qualification).

| | |
|------------------------------|---|
| Define | Give the meaning of a word or phrase. |
| Demonstrate | Show an understanding of the subject. |
| Describe | Provide details about the subject or item. |
| Explain | Provide details about the subject with reasons showing how or why. |
| Give (examples of...) | Provide relevant examples to support the subject. |
| Identify | List or name the main points. |
| Indicate | Point out or show using words, illustrations or diagrams. |
| Locate | Find or identify. |
| List | Make a list of words, sentences or comments. |
| Outline | Identify or describe the main points. |
| Plan | Think about, organise and present information in a logical way. This could be presented as written information, a diagram or an illustration. |
| Show | Give information that includes clear knowledge about the subject. |
| State | Give the main points in brief, clear sentences. |
| Use | Take an item, resource or piece of information and link to the question or task. |

Section 4: support

Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- learner workbook
- learner's evidence tracking log (LETL)
- learning resources

Useful websites

Centres may find the following websites helpful for information, materials and resources to assist with the delivery of this qualification:

- www.brook.org.uk
- www.nhs.uk/LiveWell/sexualhealth
- www.fpa.org.uk
- www.nspcc.org.uk
- www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education
- www.tht.org.uk

These links are provided as sources of potentially useful information for delivery/learning of this subject area. NCFE does not explicitly endorse these websites or any learning resources available on these websites. For official NCFE endorsed learning resources, please see the additional and teaching materials sections on the qualification page on the NCFE website.

Other support materials

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

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Version 3.3 September 2022

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Appendix A**Units**

 Knowledge only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Mandatory units

| | Unit number | Regulated unit number | Unit title | Level | Credit | GLH | Notes |
|---|--------------------|------------------------------|---|--------------|---------------|------------|--------------|
|  | Unit 01 | R/601/9844 | Develop an awareness of relationships and sexual health | 1 | 1 | 9 | |