

## **Level 2 Award in Understanding Sexual Health**

**August 2020**

**Guided Learning: 6 hours**  
**Total Qualification Time: 10 hours**

**Ofqual Qualification Number 603/2888/5**

### **Description:**

The objective of this qualification is to enable individuals with an interest in health to help others develop a healthier lifestyle by encouraging people to improve their sexual health or to ensure that their sexual activity does not adversely affect their general health and wellbeing. Learners will increase their knowledge and understanding of factors that may result in high risk sexual activity, the personal and social consequences of this and how individuals can be helped and supported regarding their sexual health.

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## Unit YHC 7 Understanding Sexual Health

Guided Learning: 6 hours

Total Unit Time: 10 hours

Unit Level: 2

Unit reference number: 603/2888/5

### Summary of Learning Outcomes:

To achieve this qualification a candidate must:

1. **Understand the Law on Sexual Relationships in the UK, by being able to meet the following assessment criteria:**
  - 1.1 Outline the purpose of the law and the meaning of consent.
  - 1.2 Outline the meaning of child sexual exploitation.
  - 1.3 Identify **THREE** barriers to changing behaviour with regard to sexual health and how these can be overcome.
  
2. **Know that there is a range of sexual relationships, by being able to meet the following assessment criterion:**
  - 2.1 List **THREE** different sexual relationships.
  
3. **Understand factors that may result in high risk sexual activity, by being able to meet the following assessment criteria:**
  - 3.1 Define what is meant by high risk sexual activity.
  - 3.2 Describe **THREE** social factors that could lead to high risk or unwanted sexual activity.
  - 3.3 Outline **THREE** factors that are individual specific that could lead to high risk or unwanted sexual activity.
  
4. **Understand the personal and social consequences of high risk sexual activity, by being able to meet the following assessment criteria:**
  - 4.1 Outline **THREE** possible effects on health of high risk sexual activity.
  - 4.2 Describe **THREE** sexually transmitted infections and their possible effect on health.
  - 4.3 Identify **THREE** possible effects on the individual due to an unwanted pregnancy.

5. **Know how to provide help and support to the individual with regard to their sexual health, *by being able to meet the following assessment criteria:***
- 5.1 List **THREE** agencies / organisations which provide services for individuals relating to sexual health and outline the services provided.
  - 5.2 Describe **THREE** ways an individual could be supported to improve their sexual health.
  - 5.3 Identify **THREE** barriers to changing behaviour with regard to sexual health and how these can be overcome.

## **Content:**

### **1 Understand the Law on sexual relationships in the UK**

- 1.1 *Purpose of the law and the meaning of consent:* Definition of consent; age of consent to any sexual activity for both men and women; law on sexual activity between anyone aged under 18 and someone in a position of trust; why there is a law in place; legal protection for children; criteria followed by health professionals to assess maturity and competence of under 16s regarding contraception and sexual health (Fraser guidelines); need for confidentiality and consent, duty of care and the Sexual Offences Act (2003).
- 2.2 *Meaning of child sexual exploitation:* As defined by the Department for Education including physical contact and non-contact activities; notions of manipulation and power and key factors/indicators of child sexual exploitation.
- 2.3 *Services which can support individuals at risk of child sexual exploitation:* Services which can support individuals at risk of sexual exploitation: examples of local or national services with a mission of child protection or preventing abuse, including charities and government agencies; services to protect young people online.

### **2 Know that there is a range of sexual relationships**

- 2.1 *Different sexual relationships:* Heterosexual, same sex, consenting, non-consenting, long term, casual.

### **3 Understand factors that may result in high risk sexual activity**

- 3.1 *What is meant by high risk sexual activity:* Activity that may result in an unwanted pregnancy or sexual encounter.
- 3.2 *Social factors that could lead to high risk or unwanted sexual activity:* Socio-economic, cultural, social norms.
- 3.3 *Factors that are individual specific that could lead to high risk or unwanted sexual activity:* Peer pressure, alcohol or drug use, mental and emotional health, self-esteem, family factors, personal beliefs.

### **4 Understand the personal and social consequences of high risk sexual activity**

- 4.1 *Possible effects on health of high risk sexual activity:* Sexually transmitted infections (STIs), unwanted pregnancy, well-being, loss of self-esteem.
- 4.2 *Sexually transmitted infections and their possible effect on health:* Gonorrhoea,

syphilis, Chlamydia, Herpes simplex, HPV, HIV; effect of these infections on the health of the individual.

- 4.3 *Possible effects on the individual due to an unwanted pregnancy:* Economic and educational effects, loss of opportunity, responsibility for baby, social and health effects.

## **5 Know how to provide help and support to the individual with regard to their sexual health**

- 5.1 *Agencies / organisations which provide services for individuals relating to sexual health and outline the services provided:* Agencies such as NHS, Brookes, Marie Stopes, sexual health clinics, school nurse, GP.

- 5.2 *Ways an individual could be supported to improve their sexual health:* Ways such as being supportive, delaying sexual activity, contraception, as part of a relationship, sexual health check-ups, accessing sexual health services.

- 5.3 *Barriers to changing behaviour with regard to sexual health and how these can be overcome:* Barriers such as culture, religion, age, fear, confidentiality, physical disability, learning disability, embarrassment, own personal beliefs / judgemental approach.

Methods for overcoming barriers such as people being non-judgemental, education, confidence, stating facts rather than opinions.

### **Assessment:**

Attainment of the Learning Outcomes for this qualification will be assessed by learners completing a workbook which covers each of the learning outcomes. The completed workbooks will be assessed by the centre and assessment decisions will be externally verified by RSPH.

RSPH has developed a **Learner Workbook** for assessment evidence that centres can use directly. Centres can also modify the workbooks to suit their own particular requirements, subject to prior approval from RSPH. The application form for centre devised assessments is available via the Centre Area.

Tutor and learner versions of the workbook are available from **Resources** in the Centre Area of the Qualifications section of the RSPH web-site ([www.rsph.org.uk](http://www.rsph.org.uk)).

## **Centre Guidance:**

### **Registration of Candidates:**

Candidates must be registered with RSPH and have a candidate number before any work can be submitted for external verification.

Candidate registration forms can be downloaded from the Centre Area of the Qualifications section of the RSPH web-site ([www.rsph.org.uk](http://www.rsph.org.uk)).

### **Submission of completed candidate workbooks:**

Centres should follow the RSPH procedures for submitting internally assessed work for external verification. These can be found under **Resources** in the Centre Area of the Qualifications section of the RSPH web-site ([www.rsph.org.uk](http://www.rsph.org.uk)). The workbooks (tutor and learner versions) can be obtained from **Resources**.

### **How to apply to offer this qualification:**

To become a centre approved to offer this qualification, please complete the 'Centre Application Form' which can be found on our website in the Qualifications and Training section. If you are already an approved centre, please complete the 'Add an additional qualification form' which can be downloaded from the Centre area on the website [www.rsph.org.uk](http://www.rsph.org.uk). Please ensure that you include details of your quality assurance procedures. You will need to attach a CV to this application. Please contact the Qualifications Department at [centreapproval@rsph.org.uk](mailto:centreapproval@rsph.org.uk) if you need any assistance.

### **National Occupational Standards:**

The qualification has been mapped to the following National Occupational Standards of Skills for Health:

HT3 Enable individuals to change their behaviour to improve their own health and wellbeing

Further details of these National Occupational Standards can be obtained from RSPH Qualifications.

## **Special Assessment Needs:**

Centres that have candidates with special assessment needs should consult The Society's Reasonable Adjustments and Special Consideration Policy; this is available from RSPH Qualifications and RSPH Qualification's web site ([www.rsph.org](http://www.rsph.org)).

## **Recommended Qualifications and Experience of Tutors:**

The Society would expect that tutors have teaching experience and a qualification in a relevant subject area, but recognises that experienced teachers can often compensate for a lack of initial subject knowledge, or experienced practitioners for a lack of teaching experience.

## **Other Information:**

All RSPH specifications are subject to review. Any changes to the assessment or learning outcomes will be notified to Centres in advance of their introduction. To check the currency of this version of the specification, please contact the Qualifications Department or consult the RSPH website.

Centres must be registered with RSPH.

Any enquiries about this qualification should be made to:

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