

Qualification Specification

NCFE CACHE Level 1 Award in Sexual Health
Awareness

QRN: 501/0254/0

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

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Summary of changes

This section summarises the changes to this Qualification Specification.

| Version | Publication Date | Summary of amendments |
|---------|------------------|---|
| v.3.1 | February 2020 | Resource section added. |

Section 1: General introduction

About this Qualification Specification

This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE CACHE Level 1 Award in Sexual Health Awareness (501/0254/0).

Total Qualification Time

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

Barred units, equivalencies and exemptions

This qualification may contain barred units, equivalencies or exemptions. These will be identified in the summary for each unit.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided by the learner meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by your External Quality Assurer.

Credit transfer

Where a learner has already achieved a unit with credit, we will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

Competence-/Skills-based learning outcomes:

- begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied, please see chart in Assessment Guidance section. All evidence must be based on the learner's experience in a real work environment.

Knowledge-based learning outcomes:

- begin with 'Know', 'Understand' or 'Know how to'.



For your convenience, knowledge-only units are indicated by a lightbulb in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a lightbulb, it is a skills unit or contains a mix of knowledge and skills.

Entry guidance

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

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

Our Website

Our public website address is www.cache.org.uk. The website contains information about all our qualifications, and also a link to our QualHub www.qualhub.co.uk which contains:

- Key Facts
- Qualification Specifications
- other support materials

There are also some other key documents that can be referred to when required. For example:

- complaints procedure
- appeals process
- diversity statement.

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

The Centre Secure Website

More specific information to support Centre delivery can be found in our members area on QualHub. **This site is for Approved Centres only.**

To access the members area on QualHub, please log in using the details provided by the Centre administrator.

Support for centres

There are a number of support documents available that you might find useful for delivery. These are available to download from our dedicated qualifications website www.qualhub.co.uk or can be requested from the Customer Support team on 0345 347 2123 or by emailing info@cache.org.uk

Our Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. You can get more information by calling 0345 347 2123 or emailing info@cache.org.uk.

Section 2: About this qualification

| Qualification summary | |
|---|--|
| Title | NCFE CACHE Level 1 Award in Sexual Health Awareness |
| Qualification number | 501/0254/0 |
| Aims and objectives | <p>This qualification aims to:</p> <ul style="list-style-type: none"> • raise learners' awareness of sexual health and relationship issues • develop learners' understanding of contraception and sexually transmitted infections • develop learners' knowledge of relevant legislation. |
| Total Qualification Time (hours) | 10 |
| Guided Learning (hours) | 9 |
| Credit value | 1 |
| Grading system | Achieved/Not Yet Achieved |
| Minimum age of learner | 14 |
| Real work environment (RWE) requirement / recommendation | This is a knowledge-only qualification; therefore, no real work environment placement is required. |
| Rule of combination | To be awarded the Level 1 Award in Sexual Health Awareness learners are required to successfully complete the mandatory unit. |
| Entry requirements / recommendations | <p>This qualification is suitable for learners aged 14 and above.</p> <p>Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.</p> |

| | |
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| Progression | Learners who achieve this qualification could progress to: <ul style="list-style-type: none">• Level 2 Certificate in Adult Literacy and Numeracy• Level 2 Award in Mentoring• Level 2 Award in Nutrition and Health• Level 2 Award in Employability Skills• Foundation Diploma in Society, Health and Development. |
| Assessment methods | Portfolio of evidence. The Level 1 Award in Sexual Health Awareness is internally assessed using a Candidate Workbook covering all the learning outcomes and assessment criteria of the qualification. |
| Regulation information | This is a regulated qualification. The regulated number for this qualification is 501/0254/0. |

Useful websites

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

- Brook: www.brook.org.uk
- NHS Choices: www.nhs.uk/LiveWell/sexualhealth
- Family Planning Association: www.fpa.org.uk
- Sex Education Forum: www.ncb.org.uk/sef

Section 3: Units

| Mandatory unit | | | | | | |
|---------------------------------|------------|---|-----------|-------|--------|------------------------------|
| Unit ref (assigned by AO) | Unit no. | Unit title | Unit type | Level | Credit | Guided Learning Hours* |
| Unit 01 | R/601/9844 | Develop an awareness of relationships and sexual health | Knowledge | 1 | 1 | 9 |



* This table shows the estimated total hours for the unit.

The lightbulb icon  indicates that a unit is knowledge based.

The unit above may be available as a stand-alone unit programme. Please visit the Centre secure website for further information.

| Unit layout | |
|---|--|
| For each unit the following information has been provided: | |
| Unit title | Provides a clear, concise explanation of the content of the unit. |
| Unit reference | The unique reference number given to each unit at qualification approval by Ofqual. |
| Unit level | Denotes the level of the unit within the framework. |
| Mandatory/optional | Explains if the unit is mandatory or optional. |
| Credit value | The value that has been given to the unit based on the expected learning time for an average learner. |
| Unit guided learning hours | The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification. |
| Unit summary | Provides a brief outline of the unit content. |
| Learning outcome | A statement of what a learner will know, understand or be able to do, as a result of a process of learning. |
| Assessment criteria | A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met. |
| Unit delivery and assessment guidance* | This includes specific guidance relating to the delivery and assessment of the unit and information to support the learner. |
| Additional information | Any further information about the unit, eg National Skills Standards. |

**Explanation of terms used at Level 1:
(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. |

Unit 01: Develop an awareness of relationships and sexual health



| | | | |
|-----------------------------------|---|-------------------|---|
| Unit reference | R/601/9844 | Unit level | 1 |
| Mandatory/optional | Mandatory | | |
| Credit value | 1 | | |
| Unit guided learning hours | 9 | | |
| Unit summary | <p>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 HIV).</p> | | |

| Learning outcomes The learner will: | Assessment criteria 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 external 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 |

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| Additional information |
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|--|--|
| Relationship to occupational standards | <p>Links to National Skills Standards</p> <p>We've highlighted where learning opportunities for Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none">• English• ICT |
|--|--|

Section 4: Assessment and quality assurance information

Staffing requirements

Centres delivering this qualification must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the expected number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure that all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

Internal Assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. The assessment tasks should allow the learner to respond to a real life situation that they may face when in employment. On completion of each unit learners must declare that the work produced is their own and the Assessor must countersign this.

Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

The internal assessment component is based on 100% coverage of the qualification content which is assessed holistically against descriptors to achieve a grade.

If a centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to the **Good Practice in Internal Quality Assurance** document on our secure website.

Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide learners can be found on our secure website in the document **Good Practice in Internal Quality Assurance**.

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on our secure website in the document **Good Practice in Internal Quality Assurance**.

Presenting evidence

Written

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

Recorded

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example if a performance/participation is done as part of a group, the Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Quality Assurers to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact start and finish times so that the Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good quality audio. This will allow the Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

Mandatory workbook

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

The Level 1 Award in Sexual Health Awareness is internally assessed using a learner workbook that covers 100% of the learning outcomes of the qualification. The learning outcomes specify what each learner has to achieve and are included in Section 3 (page 25) of this qualification specification.

The learner workbook is produced and distributed by NCFE. Each learner is required to complete the workbook, which includes a variety of short- and long-answer questions. All responses in each learner workbook must be assessed by Assessors in the centre. A reasonable sample of workbooks must then be assessed by an Internal Quality Assurer to ensure consistency with national standards.

An Assessor Guide is available from NCFE to assist with marking. Assessors must be satisfied that learners have successfully completed the workbook. Assessors are also responsible for supporting learners through the assessment process.

Additional activities and evidence gathering can be used by centres, if required, to support learners to complete their workbook. However, only the learner workbook is formally assessed for achievement of this qualification.

The assessment arrangements for this qualification are in accordance with the criteria set out by the regulatory authorities.

Quality Assurance

Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the centre's own sampling strategy in selecting the sample to be internally quality assured. See the guidance on sampling on our website www.ncfe.org.uk.

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the centre's quality assurance agent.

External quality assurance

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.

Section 5: Documents

Useful documents

This section refers to useful documents that can be found on our website, some of which may assist with the delivery of this qualification.

Qualification Support Packs

NCFE offers a [free] Qualification Support Pack (QSP) for this qualification/these qualifications. This can be downloaded from our dedicated qualifications website www.qualhub.co.uk.

The following documents may also be useful in the delivery of this qualification:

- Assessor guide
- Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance
- Glossary (Skills for Health).

Mandatory documents

The completion of an Evidence Record and Record of Assessment Cycle form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of our templates.

- Evidence Record
- Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle

The forms and guidance documents are included within **Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance** on our website.

Resources

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.

Learning resources

We offer a wide range of learning resources to support the delivery of this qualification. Please check the qualification page on the Centre secure website for more information.

Third-party products

Products to support the delivery of this qualification are offered by the following third-party suppliers:

- The Skills Network

For more information about these resources and how to access them please visit www.cache.org.uk.

Section 6: General Information

Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy our Equal Opportunities Policy is available on request.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see our dedicated qualifications website www.qualhub.co.uk.