

Building Firm Foundations For Safer Care

sex plained[®]

Training

For

Workforce Development
in subjects related to
Contraception & Sexual Healthcare

CPD and Accredited Training Options

2013-2014

Unit Index

Our Units are designed to stand alone or be enjoyed one after the other, to form a Sexplained Module in the study of different topics.

C Units stand alone or form a **Sexplained Module** in **The Study of Contraception**

page 7	- Unit C1 - Introduction to the menstrual cycle and fertility indicators
page 8	- Unit C2 - Introduction to hormonal contraception
page 9	- Unit C3 - Introduction to non-hormonal methods of contraception
page 10	- Unit C4 - Introduction to barrier protection for safer sex

S Units stand alone or form a **Sexplained Module** in **The Study of Sexually Acquired Infections**

page 11	- Unit S1 - Introduction to different types of infection
page 12	- Unit S2 - Introduction to bacterial sexual infections
page 13	- Unit S3 - Introduction to viral sexual infections
page 14	- Unit S4 - Introduction to non-bacterial, non-viral genital conditions

Other Units

H Units - **Sexplained Module** in **The Study of HIV**

page 15	- Unit H1 - Introduction to Contraception and Sexual History Taking
page 16	- Unit H2 - Introduction to rapid testing for HIV

(These Units 'stand alone' but more will be added to form a Module in The Study of HIV)

SW Units - **for Sexual Healthcare Support Work**

page 17	- Unit SW1 - Introduction to clinical measurements
page 18	- Unit SW2 - Introduction to pregnancy testing
page 19	- Unit SW3 - Introduction to STIs, screening and specimen management
page 20	- Unit SW4 - Introduction to contraceptive options
page 21	- Unit SW5 - Introduction to communication skills
page 22	- Unit SW6 - Introduction to safeguarding and child protection
page 23	- Unit SW7 - Sexual Health: terminology, confidentiality and records
page 24	- Unit SW8 - Introduction to outreach sexual health work
page 25	- Unit SW9 - Screening for the UK National Chlamydia Screening Programme

Units under development:

Integrated Module in Contraception and Sexual Health Awareness:

- Reproductive Anatomy, Physiology and how infection occurs (detailed summary)
- Sexually Transmitted Infections including HIV (detailed summary)
- Condoms, Safer Sex and Infection Control

NOTE: We can develop bespoke accredited Units to Level 1, 2 or 3 if there is a topic of particular interest to an employer/organisation and you are interested in working with us to do so to support your system of staff development.

About Sexplained® Training

Formed in 1999, Sexplained® Ltd is a British nurse led company which uses only highly skilled and extensively experienced nurses working in the field of contraception and sexual health, and other related professionals, to offer accredited training and CPD updates in a face to face way. We can also develop bespoke Units if a particular topic is desired.

To reach a wider audience and for it to be able to offer British accredited training to more people, particularly in developing countries, we deliver training for but are not part of Sexplained Foundation; a separately registered British non-profit organisation, formed in 2001. We impart information in such a way that students tend to absorb it well, in a non-academic, enjoyable way.

Sexplained® Ltd is a National Centre for and is offering accredited training Units validated by AQA (Assessment and Qualifications Alliance), the UK's largest exam board.

The AQA Unit Award Scheme (UAS) provides the opportunity to give students formal recognition of their success in short Units of work; it promotes effective teaching and learning by ensuring that those writing and delivering Units give careful consideration to learning outcomes, evidence and assessment and set down clear targets for students.

All of our Units are at AQA Level 3 - which equates with other courses at GCSE A Level or NVQ Level 3. We can, however, design bespoke Units from Entry Level through to Level 3, as required.

Is the Unit Award Scheme (UAS) approved and recognised?

Yes. The Scheme is fully approved by the UK's QCA (Qualifications and Curriculum Development Agency) for recording achievement in all non-qualification contexts. Established in 1984, the Unit Award Scheme is offered by AQA, the largest Unitary awarding body in England and Wales. It is also included in the National Framework of Awards in Non-Formal Educational Settings, published by the National Youth Agency on behalf of the Network for Accrediting Young People's Achievement. Because there is no exam, it cannot offer a formal qualification, but students' details are recorded. Each time a Unit is achieved, a Unit Award Statement is issued. This lists all the outcomes that the student has achieved but does not show a level. A summary certificate called a Letter of Credit is issued at the end of the academic year.

What are the benefits of the Unit Award Scheme (UAS)?

There are many benefits to the student and to the centre. These include:

- flexibility in rewarding and celebrating success;
- increasing engagement, self-esteem, motivation and performance;
- supporting lifelong and personalised learning;
- promoting inclusion;
- helping course delivery planning and target setting;
- use over a short time and prompt issue of certificates;
- accredits learning which may otherwise go unrecognised;
- detailed certification making it easy to see what has been achieved;
- use as a 'stepping stone' towards full qualifications and awards.

How are Units assessed?

Each stand-alone Unit clearly sets out :

- the skills, abilities, knowledge and understanding that a student must gain and any experiences that he or she should have;
- the evidence that must be provided to show that a student has achieved the outcomes;
- and how each of the outcomes is assessed.

Units can be tailored to suit individual needs and assessment is carried out within the centre by an appropriate, responsible adult, e.g. teacher, tutor, youth worker or trainer.

Are staff/students required exam or an academic essay?

No. There is no exam or essay to be undertaken, so staff/students need not feel threatened by our training. Units are suitable for people from any background and they just need to be interested in the topics. However, before certificates can be given or registration can take place, students are required to show evidence of learning.

This will be through teacher observation and completion of workbooks that are returned to our centre for checking. They are then kept safe and shown to AQA inspectors upon request. Our decision to use AQA and workbook assessment is because we would rather encourage our students to spend their time thinking about what they have been taught and use this to look for correct answers to scenarios posed, than worry about how to write an academic, referenced essay. We prefer our students to enjoy learning about the subject before them, rather than worry about how to write an essay.

We believe that academic essays merely prove that someone can write an essay to a prescribed format and not that they necessarily understand the wide range of what they are being taught during their learning experience. Using this approach, we can check their understanding of each element covered within their training.

Qualifications & Credit Framework (QCF) Level 3 - Summary:

Achievement at Level 3 reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work.

Knowledge & Understanding

- Use factual, procedural and theoretical understanding to complete tasks and address problems that, while well defined, may be complex and non-routine.
- Interpret and evaluate relevant information and ideas.
- Be aware of the nature of the area of study or work.
- Have awareness of different perspectives or approaches within the area of study or work.

Application & Action

- Address problems that, while well defined, may be complex and non-routine.
- Identify, select and use appropriate skills, methods and procedures.
- Use appropriate investigation to inform actions.
- Review how effective methods and actions have been.

Autonomy & Accountability

- Take responsibility for initiating and completing tasks and procedures, including, where relevant, responsibility for supervising or guiding others.
- Exercise autonomy and judgement within limited parameters.

The training appears to be PowerPoint heavy. Why is this?

The reason the Units appear to be PowerPoint heavy is that we plan to offer interactive online training in the years to come. The presentations are, however, broken up throughout the day and often include audio visual clips and interactive elements to bring each subject to life using different learning tools. Students don't merely see PowerPoint explanations for what is covered by the Units.

Why is Sexplained Training necessary?

Although there are now many companies and organisations offering training in sexual health topics, this is a rapidly changing field of medicine and we believe that by offering training by practitioners involved in the day to day clinical aspects of contraception and sexual health work, we provide our students with more, through our extensive 'hands on' experience.

As more and varied people are expected to divulge information about contraception, sexual and reproductive health during the course of their work, in a wide variety of settings, many people feel unprepared to give this information comfortably and competently.

We have developed this series of Units to cover a wide range of interesting topics, which can be studied in 'bite sized chunks' and without the pressure of having to take an academic exam or produce an academic essay. Our students can learn in comfort, without such pressure. If they are then enthused to take their study further, there are ways to do so, academically, using what they have learned so far, as a firm foundation towards extended academic learning. However, this is not compulsory and is unlikely to become so, from our perspective.

AQA has stated that it will recognise and accredit our training anywhere in the world. We are prepared to negotiate external training packages if an overseas organisation is interested in working in partnership with us. Upon successful completion, this will allow their students to receive a recognised British, Unit Award Statement and Letter of Credit, as well as our own certification.

Who should attend?

Sexplained Training is for people who care about their own or other people's sexual and reproductive health - e.g. contraception, sexual and reproductive health matters, in a wide variety of settings.

Put more succinctly, if you are interested in this subject, then it is suitable for you. For example, you may be a male or female youth and development worker; teacher or learning support worker; nurse, health adviser, or health visitor who is not trained in contraception; probation or other justice related officer; general practice reception staff, healthcare / client support worker or someone else, who is interested in public or your personal health.

It is also suitable for 6th form students who stay on in full time education until the age of 18 in the UK and similar students overseas who are interested in their own and in influencing other people's sexual health and wellbeing.

Who are our trainers?

Our trainers are highly qualified British trained Clinical Nurse Specialists who work independently of doctors in clinical settings or who are university or business lecturers. Each has a minimum of 15 years field experience, working with less visible and hard to reach populations.

How long is the training?

Each Unit comprises of 30 hours notional learning time, of which one full day is in the classroom and is teacher led. The rest relates to completion of different types of 'homework': background reading/learning and course worksheets/workbooks that are returned to the centre for checking.

How much does training cost?

Each fully registered and recorded Unit costs £125 + exam board registration fee.

- Exam board fees depend on the number of Units undertaken:
- A single Unit costs the same as undertaking several in the same academic year.
- It is therefore more cost effective to take a Module rather than space the training over several years.

Resources

We have arrangements with recommended suppliers to offer resources at a preferential price to support our student's with their field-work after training.

Certificates and CPD

On satisfactory completion of each Unit students will receive two certificates. A Statement from AQA, setting out what has been covered and recorded and a Sexplained Certificate of Study. For those attending for CPD, we will issue related CPD Certificates for inclusion in learning portfolios.

Feedback from previous training:

Contraception day:

"10/10 overall value - covered a lot, covered everything."

"Lots of information to digest."

"The pace was fast moving, but I most enjoyed the manner in which it was presented. I found the sessions interesting."

"Although the negative side of contraception wasn't discussed in detail, the detail that was given was more needed and the group dynamics made talking and discussing issues easier."

"Very educational today. The conversations resulting from the subjects were good."

"I enjoyed the delivery and enthusiasm of the speaker. At times I found it hard to follow, but if information is missed through speech it can be gained by reading the OHP."

Sexual Health day:

"10/10. Excellent. Extremely well delivered. Interesting OHP and visual computer graphics/text."

"Very good. Thorough. Lots of fun. A lot to take in at once, but interesting to see how disproportionately affected the developing world is, when compared with the west."

"Concise. Thorough. This was a very good exercise strategy. Today demystified my existing knowledge and was beyond my expectations."

"Very interesting. Today enabled me to be informed about all different types of STIs, and differentiated bacteria, viruses etc. Very enlightening!"

"Again, very useful. Lots of knowledge gained. Very enjoyable day and I have gained a lot to pass down to students/colleagues/friends."

Student comments were drawn from various occupations: Student Liaison Officers (2), Sexual Health Outreach Workers (2), Residential Social Worker, Doctors' Receptionist, Peer Educator. They were of various ages and educational backgrounds.

Unit C1

AQA UNIT AWARD SCHEME

CENTRE NAME: BRENTWOOD SEXPLAINED LTD

CODE NO: 78384

CENTRE NO: 83015

UNIT TITLE: **INTRODUCTION TO THE MENSTRUAL CYCLE AND FERTILITY INDICATORS**

CURRICULUM AREA(S): HEALTH AND SOCIAL CARE - PROFESSIONAL DEVELOPMENT - PERSONAL, SOCIAL & HEALTH EDUCATION

DATE OF VALIDATION: 31 January 2011

UNIT DESCRIPTION: This is a classroom and practice based Unit using examples, role play, standard textbooks, professional publications from the Internet, tutor prepared handouts and worksheets to help the student acquire knowledge and understanding of today's non-hormonal methods of contraception.

PROCEDURES FOR MAKING AND RECORDING ASSESSMENTS:

Assessed by teacher through inspection (1,7-11), observation (2-6) and discussion (12-13).

All assessments recorded on an AQA Summary Sheet.

LEVEL: Level 3

NOTIONAL LEARNING TIME: 30 hours

OUTCOMES TO BE ACCREDITED

In successfully completing this Unit the student will have

experienced

1. undertaking a pre-training assessment of own background knowledge;
2. watching a PowerPoint presentation about the anatomy and physiology of the female reproductive system;
3. watching a PowerPoint presentation about the menstrual cycle;
4. watching a PowerPoint presentation about the different components of natural family planning;
5. watching a PowerPoint presentation about how they are used to plan or prevent pregnancy;
6. taking part in group discussion about fertility awareness;

demonstrated the ability to

7. identify and explore recommended contraception and reproductive healthcare websites to find approved and up-to-date information about six elements of fertility awareness;
8. identify and describe how six different elements of fertility awareness work, their correct use and in order to maintain contraceptive protection, what to do when things go wrong;
9. identify and explain five common reasons for natural family planning failure;
10. evaluate five women's medical history, and her subsequent suitability to use the six components of fertility awareness, safely;

shown knowledge of

11. at least ten features of female reproductive anatomy and physiology;
12. at least two advantages and one disadvantage for using each of six different components of natural family planning;
13. at least two indications and one contraindication for each of the six components of fertility awareness.

EVIDENCE TO BE OFFERED

Student completed worksheets (1,7-10)

Student labelled diagram with explanations (11)

Teacher checklist (2-6,12-13), itemised (12-13)

For outcome 12 checklist to be itemised into 18 parts to show two advantages and one disadvantage for the six components of natural family planning.

For outcome 13 checklist to be itemised into 18 parts to show two indications and one contraindication for six components of fertility awareness.

Unit C2

AQA UNIT AWARD SCHEME

CENTRE NAME: BRENTWOOD SEXPLAINED LTD

CODE NO: 78381

CENTRE NO: 83015

UNIT TITLE: INTRODUCTION TO HORMONAL CONTRACEPTION

CURRICULUM AREA(S): HEALTH AND SOCIAL CARE - PROFESSIONAL DEVELOPMENT - PERSONAL, SOCIAL & HEALTH EDUCATION

DATE OF VALIDATION: 04 January 2011

UNIT DESCRIPTION: This is a classroom and practice based Unit using examples, role play, standard textbooks, professional publications from the Internet, tutor prepared handouts and worksheets to help the student acquire knowledge and understanding of today's hormonal methods of contraception.

PROCEDURES FOR MAKING AND RECORDING ASSESSMENTS:

Assessed by teacher through inspection (1,7-13), observation (2-6) and discussion (14-16).

All assessments recorded on an AQA Summary Sheet.

LEVEL: Level 3

NOTIONAL LEARNING TIME: 30 hours

OUTCOMES TO BE ACCREDITED

In successfully completing this Unit the student will have

experienced

1. undertaking a pre-training assessment of own background knowledge;
2. watching a PowerPoint presentation about the menstrual cycle and fertility awareness techniques;
3. watching a PowerPoint presentation about the different methods of hormonal contraception;
4. watching a PowerPoint presentation about contraceptive and sexual health assessment;
5. hearing an experienced practitioner make a comprehensive contraceptive and sexual health assessment;
6. taking part in group discussion about the different methods of hormonal contraception;

demonstrated the ability to

7. identify and explore recommended contraception and reproductive healthcare websites to find approved and up-to-date information about eight methods of hormonal contraception;
8. identify and describe the UK's emergency contraceptive choices;
9. identify and describe how eight different methods of hormonal contraception work, their correct use and in order to maintain contraceptive protection, what to do when things go wrong;
10. identify and explain five common reasons for hormonal contraception failure;
11. evaluate five women's medical history for safe use of two methods of emergency contraception;
12. evaluate five women's family and personal medical history, and her subsequent eligibility to use the eight methods of hormonal contraceptive, safely;

shown knowledge of

13. at least ten features of female reproductive anatomy and physiology;
14. at least two advantages and one disadvantage for using each of eight different types of hormonal contraception;
15. at least two indications and one contraindication for each of the eight types of hormonal contraception;
16. the timing of and at least two legal aspects involved with the use of emergency contraception.

EVIDENCE TO BE OFFERED

Student completed worksheets (1,7-12)

Student labelled diagram with explanations (13)

Teacher checklist (2-6,14-16), itemised (14-16)

For outcome 14 checklist to be itemised into 24 parts to show two advantages and one disadvantage for using the eight types of hormonal contraception.

For outcome 15 checklist to be itemised into 24 parts to show two indications and one contraindication for the eight types of hormonal contraception.

For outcome 16 checklist to be itemised into three parts to show knowledge of timing and two legal aspects regarding emergency contraception.

Unit C3

AQA UNIT AWARD SCHEME

CENTRE NAME: BRENTWOOD SEXPLAINED LTD

CODE NO: 78383

CENTRE NO: 83015

UNIT TITLE: **INTRODUCTION TO NON-HORMONAL METHODS OF CONTRACEPTION**

CURRICULUM AREA(S): HEALTH AND SOCIAL CARE - PROFESSIONAL DEVELOPMENT - PERSONAL, SOCIAL & HEALTH EDUCATION

DATE OF VALIDATION: 31 January 2011

UNIT DESCRIPTION: This is a classroom and practice based Unit using examples, role play, standard textbooks, professional publications from the Internet, tutor prepared handouts and worksheets to help the student acquire knowledge and understanding of today's non-hormonal methods of contraception.

PROCEDURES FOR MAKING AND RECORDING ASSESSMENTS:

Assessed by teacher through inspection (1,7-11), observation (2-6) and discussion (12-13).

All assessments recorded on an AQA Summary Sheet.

LEVEL: Level 3

NOTIONAL LEARNING TIME: 30 hours

OUTCOMES TO BE ACCREDITED

In successfully completing this Unit the student will have

experienced

1. undertaking a pre-training assessment of own background knowledge;
2. watching a PowerPoint presentation about the menstrual cycle and fertility awareness techniques;
3. watching a PowerPoint presentation about the different methods of non-hormonal contraception;
4. watching a PowerPoint presentation about contraceptive and sexual health assessment;
5. hearing an experienced practitioner make a comprehensive contraceptive and sexual health assessment;
6. taking part in group discussion about the different methods of non-hormonal contraception;

demonstrated the ability to

7. identify and explore recommended contraception and reproductive healthcare websites to find approved and up-to-date information about nine methods of non-hormonal contraception;
8. identify and describe how nine different methods of non-hormonal contraception work, their correct use and in order to maintain contraceptive protection, what to do when things go wrong;
9. identify and explain five common reasons for male condom failure;
10. evaluate five women's family and personal medical history, and her subsequent suitability to use the nine methods of non-hormonal contraceptive, safely;

shown knowledge of

11. at least ten features of female reproductive anatomy and physiology;
12. at least two advantages and one disadvantage for using each of nine different types of non-hormonal contraception;
13. at least two indications and one contraindication for each of the nine types of non-hormonal contraception.

EVIDENCE TO BE OFFERED

Student completed worksheets (1,7-10)

Student labelled diagram with explanations (11)

Teacher checklist (2-6,12-13), itemised (12-13)

For outcome 12 checklist to be itemised into 27 parts to show two advantages and one disadvantage for the nine types of non-hormonal contraception.

For outcome 13 checklist to be itemised into 27 parts to show two indications and one contraindication for each of the nine types of non-hormonal contraception.

Unit C4

AQA UNIT AWARD SCHEME

CENTRE NAME: BRENTWOOD SEXPLAINED LTD

CODE NO: 78382

CENTRE NO: 83015

UNIT TITLE: INTRODUCTION TO BARRIER PROTECTION FOR SAFER SEX

CURRICULUM AREA(S): HEALTH AND SOCIAL CARE - PROFESSIONAL DEVELOPMENT - PERSONAL, SOCIAL & HEALTH EDUCATION

DATE OF VALIDATION: 31 January 2011

UNIT DESCRIPTION: This is a classroom and practice based Unit using examples, role play, standard textbooks, professional publications from the Internet, tutor prepared handouts and worksheets to help the student acquire knowledge and understanding of today's barrier protection for safer sex.

PROCEDURES FOR MAKING AND RECORDING ASSESSMENTS:

Assessed by teacher through inspection (1,7-11), observation (2-6) and discussion (12-13).

All assessments recorded on an AQA Summary Sheet.

LEVEL: Level 3

NOTIONAL LEARNING TIME: 30 hours

OUTCOMES TO BE ACCREDITED

In successfully completing this Unit the student will have

experienced

1. undertaking a pre-training assessment of own background knowledge;
2. watching a PowerPoint presentation about the history of barrier protection and its importance;
3. watching a PowerPoint presentation about the different types of barrier protection;
4. watching a PowerPoint presentation about the correct way to use different types of barrier protection;
5. watching a PowerPoint presentation about different lubricants to use with barrier protection;
6. taking part in group discussion about barrier protection, unsafe and safer sex;

demonstrated the ability to

7. identify and explore recommended healthcare websites to find approved and up-to-date information about nine elements of barrier protection and safer sex;
8. identify and describe how nine different elements of barrier protection work, their correct use and in order to maintain safer sex, what to do if things go wrong;
9. identify and explain nine common reasons why barrier protection may fail;
10. evaluate five women's medical history, and her subsequent suitability to use the nine components of barrier protection, safely;

shown knowledge of

11. at least ten features of female reproductive anatomy and physiology;
12. at least two advantages and one disadvantage for using each of nine components of barrier protection for safer sex;
13. at least two indications and one contraindication for each of nine components of barrier protection for safer sex.

EVIDENCE TO BE OFFERED

Student completed worksheets (1,7-10)

Student labelled diagram with explanations (11)

Teacher checklist (2-6,12-13), itemised (12-13)

For outcome 12 checklist to be itemised into 27 parts to show two advantages and one disadvantage for the nine components of using barrier protection for safer sex.

For outcome 13 checklist to be itemised into 27 parts to show two indications and one contraindication for nine components of using barrier protection for safer sex.

Unit S1

AQA UNIT AWARD SCHEME

CENTRE NAME: BRENTWOOD SEXPLAINED LTD

CODE NO: 79080

CENTRE NO: 83015

UNIT TITLE: INTRODUCTION TO DIFFERENT TYPES OF INFECTION

CURRICULUM AREA(S): HEALTH AND SOCIAL CARE - PROFESSIONAL DEVELOPMENT - PERSONAL, SOCIAL & HEALTH EDUCATION

DATE OF VALIDATION: 31 March 2011

UNIT DESCRIPTION: This is a classroom and practice based Unit using examples, role play, standard textbooks, professional publications from the Internet, tutor prepared handouts and worksheets to help the student acquire knowledge and understanding of different types of infection.

PROCEDURES FOR MAKING AND RECORDING ASSESSMENTS:

Assessed by teacher through inspection (1,12-25) and observation (2-11).

All assessments recorded on an AQA Summary Sheet.

LEVEL: Level 3

NOTIONAL LEARNING TIME: 30 hours

OUTCOMES TO BE ACCREDITED

In successfully completing this Unit the student will have

experienced

1. undertaking a pre-training assessment of own background knowledge;
2. watching a PowerPoint presentation about the human immune system;
3. watching a PowerPoint presentation about bacteria, viruses, other pathogens and parasites;
4. watching a PowerPoint presentation about different modes of their transmission;
5. watching a PowerPoint presentation about how infection occurs in humans;
6. watching a PowerPoint presentation about the disease process;
7. watching a PowerPoint presentation about how the body destroys infection;
8. watching a PowerPoint presentation about different types of treatment;
9. watching a PowerPoint presentation about vaccination and immunisation;
10. watching a PowerPoint presentation about infection control;
11. taking part in group discussion about different types of infection, their treatment and control;

demonstrated the ability to

12. identify and explore recommended healthcare websites to find approved and up-to-date information about four elements of infection;
13. explain what a micro-organism is;
14. draw and label diagrams to show examples of four main pathogens, to include explanation about at least two features of each pathogen;
15. give examples of two different elements pertaining to bacteria;
16. give four examples of bacterial infection and outline their treatment;
17. identify and describe two different elements pertaining to viruses;
18. give four examples of viral infection and outline their treatment;
19. identify and describe two different elements pertaining to other pathogens and parasites;
20. give six examples of diseases that they can cause and outline their treatment;
21. describe the difference between antibiotics, antivirals and antiseptics;
22. identify and describe how pathogens can be transmitted sexually;

shown knowledge of

23. at least five features of how infection occurs;
24. how, when and why to wash own hands correctly;
25. at least four other ways to avoid cross contamination and infection.

EVIDENCE TO BE OFFERED

Student completed worksheets (1,12,13,15-25)

Student labelled diagram with explanations (14)

Teacher checklist (2-11)

Unit S2

AQA UNIT AWARD SCHEME

CENTRE NAME: BRENTWOOD SEXPLAINED LTD

CODE NO: 79081

CENTRE NO: 83015

UNIT TITLE: **INTRODUCTION TO BACTERIAL SEXUAL INFECTIONS**

CURRICULUM AREA(S): HEALTH AND SOCIAL CARE - PROFESSIONAL DEVELOPMENT - PERSONAL, SOCIAL & HEALTH EDUCATION

DATE OF VALIDATION: 31 March 2011

UNIT DESCRIPTION: This is a classroom and practice based Unit using examples, role play, standard textbooks, professional publications from the Internet, tutor prepared handouts and worksheets to help the student acquire knowledge and understanding of bacterial sexual infections.

PROCEDURES FOR MAKING AND RECORDING ASSESSMENTS:

Assessed by teacher through inspection (1,11-19) and observation (2-10).

All assessments recorded on an AQA Summary Sheet.

LEVEL: Level 3

NOTIONAL LEARNING TIME: 30 hours

OUTCOMES TO BE ACCREDITED

In successfully completing this Unit the student will have

experienced

1. undertaking a pre-training assessment of own background knowledge;
2. watching a PowerPoint presentation about the different types of infection;
3. watching a PowerPoint presentation about the human immune system;
4. watching a PowerPoint presentation about bacterial sexual infections;
5. watching a PowerPoint presentation about different tests for bacterial sexual infections;
6. watching a PowerPoint presentation about different treatments for bacterial sexual infections;
7. watching a PowerPoint presentation about appropriate follow-up after treatment for bacterial sexual infections;
8. watching a PowerPoint presentation about partner notification, contact tracing and epidemiological control of bacterial sexual infections;
9. hearing an experienced practitioner take someone's sexual history;
10. taking part in group discussion about the different bacterial sexual infections, their treatment, contact tracing, follow-up and how to avoid recurrence;

demonstrated the ability to

11. identify and explore recommended healthcare websites to find approved and up-to-date information about at least four bacterial sexual infections from a local, national and international perspective;
12. identify and describe how four different bacterial sexual infections behave;
13. identify and describe appropriate male and female tests for bacterial sexual infections;
14. identify and describe appropriate treatment for bacterial sexual infections;
15. identify and explain three reasons why people may still test positive after treatment of bacterial sexual infections;
16. identify and explain the importance if treatment is not taken correctly, guidance not followed and/or contacts not traced and treated;
17. from given scenarios, evaluate four people's medical and social history, their signs and symptoms and suggest the most likely bacterial cause to fit the description;

shown knowledge of

18. at least five features of bacterial sexual infection;
19. at least four potential long term effects of untreated bacterial sexual infections.

EVIDENCE TO BE OFFERED

Student completed worksheets (1,11-19)

Teacher checklist (2-10)

Unit S3

AQA UNIT AWARD SCHEME

CENTRE NAME: BRENTWOOD SEXPLAINED LTD

CODE NO: 79082

CENTRE NO: 83015

UNIT TITLE: INTRODUCTION TO VIRAL SEXUAL INFECTIONS

CURRICULUM AREA(S): HEALTH AND SOCIAL CARE - PROFESSIONAL DEVELOPMENT - PERSONAL, SOCIAL & HEALTH EDUCATION

DATE OF VALIDATION: 31 March 2011

UNIT DESCRIPTION: This is a classroom and practice based Unit using examples, role play, standard, textbooks, professional publications from the Internet, tutor prepared handouts and worksheets to help the student acquire knowledge and understanding of viral sexual infections.

PROCEDURES FOR MAKING AND RECORDING ASSESSMENTS:

Assessed by teacher through inspection (1,11-19) and observation (2-10).

All assessments recorded on an AQA Summary Sheet.

LEVEL: Level 3

NOTIONAL LEARNING TIME: 30 hours

OUTCOMES TO BE ACCREDITED

In successfully completing this Unit the student will have

experienced

1. undertaking a pre-training assessment of own background knowledge;
2. watching a PowerPoint presentation about the different types of infection;
3. watching a PowerPoint presentation about the human immune system;
4. watching a PowerPoint presentation about viral sexual infections;
5. watching a PowerPoint presentation about different tests for viral sexual infections;
6. watching a PowerPoint presentation about different treatments for viral sexual infections;
7. watching a PowerPoint presentation about appropriate follow-up after treatment for viral sexual infections;
8. watching a PowerPoint presentation about partner notification, contact tracing and epidemiological control of viral sexual infections;
9. hearing an experienced practitioner take someone's sexual history;
10. taking part in group discussion about the different viral sexual infections, their treatment, contact tracing, follow-up and how to avoid recurrence;

demonstrated the ability to

11. identify and explore recommended healthcare websites to find approved and up-to-date information about at least four viral sexual infections from a local, national and international perspective;
12. identify and describe how four different viral sexual infections behave;
13. identify and describe appropriate male and female tests for viral sexual infections;
14. identify and describe appropriate treatment for viral sexual infections;
15. identify and explain why people may still test positive after treatment of viral sexual infections;
16. identify and explain the importance if treatment is not taken, guidance not followed and/or contacts not traced and/or treated;
17. from given scenarios, evaluate four people's medical and social history, their signs and symptoms and suggest the most likely viral cause to fit the description;

shown knowledge of

18. at least five features of viral sexual infection;
19. at least two potential long term effects of viral sexual infections.

EVIDENCE TO BE OFFERED

Student completed worksheets (1,11-19)

Teacher checklist (2-10)

Unit S4

AQA UNIT AWARD SCHEME

CENTRE NAME: BRENTWOOD SEXPLAINED LTD

CODE NO: 79083

CENTRE NO: 83015

UNIT TITLE: INTRODUCTION TO NON-BACTERIAL, NON-VIRAL GENITAL CONDITION

CURRICULUM AREA(S): HEALTH AND SOCIAL CARE - PROFESSIONAL DEVELOPMENT - PERSONAL, SOCIAL & HEALTH EDUCATION

DATE OF VALIDATION: 31 March 2011

UNIT DESCRIPTION: This is a classroom and practice based Unit using examples, role play, standard textbooks, professional publications from the Internet, tutor prepared handouts and worksheets to help the student acquire knowledge and understanding of common genital conditions; not considered to be bacterial or viral sexual infections.

PROCEDURES FOR MAKING AND RECORDING ASSESSMENTS:

Assessed by teacher through inspection (1,11-16) and observation (2-10).

All assessments recorded on an AQA Summary Sheet.

LEVEL: Level 3

NOTIONAL LEARNING TIME: 30 hours

OUTCOMES TO BE ACCREDITED

In successfully completing this Unit the student will have

experienced

1. undertaking a pre-training assessment of own background knowledge;
2. watching a PowerPoint presentation about the different types of non-bacterial, non-viral genital conditions;
3. watching a PowerPoint presentation about the human immune system;
4. watching a PowerPoint presentation about appropriate tests for different non-bacterial, non-viral genital conditions;
5. watching a PowerPoint presentation about different treatments for non-bacterial, non-viral genital conditions;
6. watching a PowerPoint presentation about appropriate follow-up after treatment for non-bacterial, non-viral genital conditions;
7. hearing an experienced practitioner take someone's sexual history;
8. taking part in group discussion about the different non-bacterial, non-viral genital conditions, their cause, treatment, necessity for any contact tracing, follow-up and how to avoid recurrence;

demonstrated the ability to

9. identify and explore recommended healthcare websites to find approved and up-to-date information about at least four common non-bacterial, non-viral genital conditions;
10. identify and describe four different non-bacterial, non-viral genital conditions;
11. identify and describe appropriate tests for four non-bacterial, non-viral genital conditions;
12. identify and describe appropriate treatment for four non-bacterial, non-viral genital conditions;
13. identify and explain the importance if treatment is not taken correctly, guidance not followed and/or contacts not traced and treated in relation to four non-bacterial, non-viral genital conditions;
14. from given scenarios, evaluate four people's medical and social history, their signs and symptoms and suggest the most likely non-bacterial, non-viral genital conditions to fit the description;

shown knowledge of

15. at least five features of non-bacterial, non-viral genital conditions;
16. at least four potential long term effects of untreated non-bacterial, non-viral genital conditions.

EVIDENCE TO BE OFFERED

Student completed worksheets (1,11-16)

Teacher checklist (2-10)

Unit SH1

AQA UNIT AWARD SCHEME

CODE NO: 79087

CENTRE NAME: BRENTWOOD SEXPLAINED LTD

CENTRE NO: 83015

UNIT TITLE: **INTRODUCTION TO CONTRACEPTION AND SEXUAL HISTORY TAKING**

CURRICULUM AREA(S): HEALTH AND SOCIAL CARE PROFESSIONAL DEVELOPMENT

PERSONAL, SOCIAL & HEALTH ED

DATE OF VALIDATION: 06 October 2011

UNIT DESCRIPTION: This is a classroom and practice based Unit using examples, role play, standard textbooks, professional publications from the Internet, tutor prepared handouts and worksheets to help the student acquire knowledge and understanding of contraception and sexual history taking.

PROCEDURES FOR MAKING AND RECORDING ASSESSMENTS:

Assessed by the teacher through inspection (1,16-21), and observation (2-15).

All assessments recorded on an AQA Summary Sheet.

LEVEL: Level 3

NOTIONAL LEARNING TIME: 30 hours

OUTCOMES TO BE ACCREDITED

In successfully completing this Unit the student will have

experienced

1. undertaking a pre-training assessment of own background knowledge about contraception and sexual history taking;
2. watching a PowerPoint presentation about sexual health definitions;
3. watching a PowerPoint presentation about sexual terminology;
4. watching a PowerPoint presentation about confidentiality and the use of Fraser Guidelines;
5. watching a PowerPoint presentation about the questions asked during contraception history taking;
6. watching a PowerPoint presentation about contraception risk assessment;
7. watching a PowerPoint presentation about the questions asked during sexual history taking;
8. watching a PowerPoint presentation about sexual risk assessment;
9. hearing an experienced practitioner take someone's contraception history;
10. hearing an experienced practitioner take someone's sexual history;
11. exploration of appropriate methods of contraception against recognised eligibility criteria;
12. exploration of appropriate sexual health advice against risk criteria;
13. role play, to practice taking contraceptive history and method risk assessments;
14. role play, to practice taking sexual history and risk assessment;
15. taking part in group discussion about contraception, sexual terminology and sexual history assessments;

demonstrated the ability to

16. explain the importance of confidentiality;
17. explain the importance of Fraser Guidelines;
18. assess six people's contraceptive method safety against given scenarios;
19. assess six people's sexual histories for risk assessment against given scenarios;
20. take and accurately record three people's contraceptive histories;
21. take and accurately record three people's sexual histories.

EVIDENCE TO BE OFFERED

Student completed worksheets (1)

Student completed written assignment (16-21)

Teacher checklist (2-15)

Unit SH2

AQA UNIT AWARD SCHEME

CENTRE NAME: BRENTWOOD SEXPLAINED LTD

CODE NO: 78387

CENTRE NO: 83015

UNIT TITLE: INTRODUCTION TO RAPID TESTING FOR HIV

CURRICULUM AREA(S): HEALTH AND SOCIAL CARE - PROFESSIONAL DEVELOPMENT - PERSONAL, SOCIAL & HEALTH EDUCATION

DATE OF VALIDATION: 22 March 2011

UNIT DESCRIPTION: This is a classroom and practice based Unit using examples, role play, standard textbooks, professional publications from the Internet, tutor prepared handouts and worksheets to help the student acquire knowledge and understanding of rapid HIV (Human Immunodeficiency Virus) testing using 'INSTI' (TM) point of care test kits.

PROCEDURES FOR MAKING AND RECORDING ASSESSMENTS:

Assessed by the teacher through inspection (1, 11-19) and observation (2-10).

All assessments recorded on an AQA Summary Sheet.

LEVEL: Level 3

NOTIONAL LEARNING TIME: 30 hours

OUTCOMES TO BE ACCREDITED

In successfully completing this Unit the student will have

experienced

1. undertaking a pre-training assessment of own background knowledge about HIV;
2. watching a PowerPoint presentation about the basics of HIV and HIV Syndrome;
3. watching a PowerPoint presentation about taking a sexual history and HIV risk assessment;
4. watching a PowerPoint presentation about the INSTI Point of Care Test (POCT) for HIV;
5. watching a PowerPoint presentation about managing the results of rapid INSTI POCT results for HIV;
6. hearing an experienced practitioner take a sexual history and perform an HIV risk assessment;
7. exploration of appropriate national HIV testing guidelines and related recommended websites;
8. role play, to practice taking a sexual history and HIV risk assessment;
9. exploration of current local policy and procedures for rapid INSTI POCT for HIV;
10. taking part in group discussion about HIV and sexual risk assessment;

demonstrated the ability to

11. take and accurately record a sexual history and HIV risk assessment;
12. explain the rapid INSTI POCT for HIV;
13. explain the importance of confidentiality and legal status of declaration of HIV status;
14. explain the benefits of anti-retroviral therapies and how to access Post Exposure Prophylaxis (PEP);
15. prepare a patient for a rapid HIV POCT psychologically;
16. complete three supervised practical assessments, using INSTI POCT competently, to locally required standard;

shown knowledge of

17. at least four main routes of HIV transmission;
18. at least eight barriers to HIV testing;
19. at least six common technical problems using the INSTI POCT for HIV.

EVIDENCE TO BE OFFERED

Student completed worksheets (1,12-15,17-19)

Student completed portfolio (11,16)

Teacher checklist (2-10)

Unit SW1

AQA UNIT AWARD SCHEME

CENTRE NAME: BRENTWOOD SEXPLAINED LTD

CODE NO: 79086

CENTRE NO: 83015

UNIT TITLE: **INTRODUCTION TO CLINICAL MEASUREMENTS**

CURRICULUM AREA(S): HEALTH AND SOCIAL CARE - PROFESSIONAL DEVELOPMENT - PERSONAL, SOCIAL & HEALTH EDUCATION

DATE OF VALIDATION: 17 June 2011

UNIT DESCRIPTION: This is a classroom and practice based Unit using examples, role play, standard textbooks, professional publications from the Internet, tutor prepared handouts and worksheets to help the student acquire knowledge and understanding of taking blood pressure, height and weight measurements, calculating BMI (body mass index) and urine testing using reagent strips.

PROCEDURES FOR MAKING AND RECORDING ASSESSMENTS:

Assessed by teacher through inspection (1,11-20) and observation (2-10).

All assessments recorded on an AQA Summary Sheet.

LEVEL: Level 3

NOTIONAL LEARNING TIME: 30 hours

OUTCOMES TO BE ACCREDITED

In successfully completing this Unit the student will have

experienced

1. undertaking a pre-training assessment of own background knowledge;
2. watching a PowerPoint presentation about anatomy and physiology of the circulatory system;
3. watching a PowerPoint presentation about blood pressure;
4. watching a PowerPoint presentation about how to measure someone's blood pressure;
5. watching a PowerPoint presentation about measuring height;
6. watching a PowerPoint presentation about measuring weight;
7. watching a PowerPoint presentation about calculating BMI;
8. watching a PowerPoint presentation about the urinary system;
9. watching a PowerPoint presentation about urine testing using reagent strips;
10. taking part in group discussion about blood pressure, height and weight measurement, BMI and urine testing using reagent strips;

demonstrated the ability to

11. identify, access and explore recommended reading material and websites to find up-to-date information about blood pressure measurement, height and weight measurement, calculating BMI and using urine testing reagent strips;
12. identify and explain at least three reasons why it is important to screen people's blood pressure;
13. identify and explain at least three reasons why BMI calculation is of importance;
14. identify and explain at least three reasons why urine testing is useful;
15. undertake at least six blood pressure measurements;
16. undertake at least six height and weight measurements;
17. undertake at least six BMI calculations;
18. undertake at least six urine tests, using reagent strips;

shown knowledge of

19. at least two advantages and one disadvantage of measuring blood pressure in a clinical setting;
20. at least two indications and one contraindication for testing urine with reagent strips.

EVIDENCE TO BE OFFERED

Student completed worksheets (1,11-20)

Teacher completed checklist (2-10)

Unit SW2

AQA UNIT AWARD SCHEME

CENTRE NAME: BRENTWOOD SEXPLAINED LTD

CODE NO: 78386

CENTRE NO: 83015

UNIT TITLE: INTRODUCTION TO PREGNANCY TESTING

CURRICULUM AREA(S): HEALTH AND SOCIAL CARE - PROFESSIONAL DEVELOPMENT - PERSONAL, SOCIAL & HEALTH EDUCATION

DATE OF VALIDATION: 22 March 2011

UNIT DESCRIPTION: This is a classroom and practice based Unit using examples, role play, standard textbooks, professional publications from the Internet, tutor prepared handouts and worksheets to help the student acquire knowledge and understanding of today's methods of pregnancy testing.

PROCEDURES FOR MAKING AND RECORDING ASSESSMENTS:

Assessed by teacher through inspection (1,10-16), observation (2-8,17) and discussion (9,18,19).

All assessments recorded on an AQA Summary Sheet.

LEVEL: Level 3

NOTIONAL LEARNING TIME: 30 hours

OUTCOMES TO BE ACCREDITED

In successfully completing this Unit the student will have

experienced

1. undertaking a pre-training assessment of own background knowledge;
2. watching a PowerPoint presentation about the menstrual cycle;
3. watching a PowerPoint presentation about the early stage of pregnancy;
4. watching a PowerPoint presentation about when to perform a pregnancy test;
5. watching a PowerPoint presentation about how to perform a pregnancy test;
6. watching a PowerPoint presentation about referral for ante-natal care;
7. watching a PowerPoint presentation about termination of pregnancy;
8. watching a PowerPoint presentation about referral for termination of pregnancy;
9. taking part in group discussion about pregnancy testing and decisions;

demonstrated the ability to

10. identify and explore recommended sexual health websites to find and up-to-date information about six elements of the menstrual cycle;
11. identify and explain five common reasons why a pregnancy test may be requested;
12. identify and explore how two different types of emergency contraception work;
13. identify and explore the procedures involved in medical termination of pregnancy;
14. identify and explore the procedures involved in surgical termination of pregnancy;
15. identify and explore three elements of law relating to termination of pregnancy;
16. evaluate five women's medical history, her need for a pregnancy test or for emergency contraception;
17. undertake three pregnancy tests correctly;

shown knowledge of

18. at least two advantages and one disadvantage for early detection of pregnancy;
19. at least two indications and one contraindication for medical termination of pregnancy.

EVIDENCE TO BE OFFERED

Student completed worksheets (1,10-16)

Teacher checklist (2-9,17-19), itemised (17-19)

For outcome 17 checklist to be itemised into three parts to show that three pregnancy tests have been undertaken correctly.

For outcome 18 checklist to be itemised into three parts to show two advantages and one disadvantage for early detection of pregnancy.

For outcome 19 checklist to be itemised into three parts to show two indications and one contraindication for medical termination of pregnancy.

Unit SW3

AQA UNIT AWARD SCHEME

CENTRE NAME: BRENTWOOD SEXPLAINED LTD

CODE NO: 78385

CENTRE NO: 83015

UNIT TITLE: **INTRODUCTION TO STIS, SCREENING AND SPECIMEN MANAGEMENT**

CURRICULUM AREA(S): HEALTH AND SOCIAL CARE - PROFESSIONAL DEVELOPMENT - PERSONAL, SOCIAL & HEALTH EDUCATION

DATE OF VALIDATION: 22 March 2011

UNIT DESCRIPTION: This is a classroom and practice based Unit using examples, role play, standard textbooks, professional publications from the Internet, tutor prepared handouts and worksheets to help the student acquire knowledge and understanding of today's sexually transmitted infections (STIs), screening procedures and specimen management.

PROCEDURES FOR MAKING AND RECORDING ASSESSMENTS:

Assessed by teacher through inspection (1,10-17), observation (2-8) and discussion (9,18-19).

All assessments recorded on an AQA Summary Sheet.

LEVEL: Level 3

NOTIONAL LEARNING TIME: 30 hours

OUTCOMES TO BE ACCREDITED

In successfully completing this Unit the student will have

experienced

1. undertaking a pre-training assessment of own background knowledge;
2. watching a PowerPoint presentation about different types of infection;
3. watching a PowerPoint presentation about the importance of sexually acquired infections;
4. watching a PowerPoint presentation about bacterial sexual infections;
5. watching a PowerPoint presentation about viral sexual infections;
6. watching a PowerPoint presentation about other sexually acquired conditions;
7. watching a PowerPoint presentation about different types of STI screening;
8. watching a PowerPoint presentation about specimen management;
9. taking part in group discussion about STIs, screening and specimen management;

demonstrated the ability to

10. identify and explore recommended sexual health websites to find and up-to-date information about twelve elements about sexually transmitted infections;
11. identify and explain at least three reasons why it is important to screen people for STIs;
12. identify and explore at least three different bacterial sexual infections;
13. identify and explore at least three different viral sexual infections;
14. identify and explore at least three other sexual conditions;
15. identify and explore the procedures involved in self screening for asymptomatic STIs;
16. identify and explore the procedures involved in specimen management;
17. evaluate five women's medical history and her need for a STI screening;

shown knowledge of

18. at least two advantages and one disadvantage for self screening for STIs;
19. at least two indications and one contraindication for self screening for STIs.

EVIDENCE TO BE OFFERED

Student completed worksheets (1,10-17)

Teacher checklist (2-9,18-19), itemised (18-19)

For outcome 18 checklist to be itemised into three parts to show two advantages and one disadvantage for self screening for STIs.

For outcome 19 checklist to be itemised into three parts to show two indications and one contraindication for self screening for STIs.

Unit SW4

AQA UNIT AWARD SCHEME

CENTRE NAME: BRENTWOOD SEXPLAINED LTD

CODE NO: 78388

CENTRE NO: 83015

UNIT TITLE: **INTRODUCTION TO CONTRACEPTIVE OPTIONS**

CURRICULUM AREA(S): HEALTH AND SOCIAL CARE - PROFESSIONAL DEVELOPMENT - PERSONAL, SOCIAL & HEALTH EDUCATION

DATE OF VALIDATION: 17 June 2011

UNIT DESCRIPTION: This is a classroom and practice based Unit using examples, role play, standard textbooks, professional publications from the Internet, tutor prepared handouts and worksheets to help the student acquire knowledge and understanding of the today's methods of contraception, how to access male and female contraceptive choices and emergency contraception.

PROCEDURES FOR MAKING AND RECORDING ASSESSMENTS: Assessed by teacher through inspection (1,8-16) and observation (2-7). All assessments recorded on an AQA Summary Sheet.

LEVEL: Level 3

NOTIONAL LEARNING TIME: 30 hours

OUTCOMES TO BE ACCREDITED

In successfully completing this Unit the student will have

experienced

1. undertaking a pre-training assessment of own background knowledge;
2. watching a PowerPoint presentation about the menstrual cycle;
3. watching a PowerPoint presentation about sperm production;
4. watching a PowerPoint presentation about today's methods of contraception;
5. watching a PowerPoint presentation about how to access male and female contraceptive options;
6. watching a PowerPoint presentation about emergency contraception;
7. taking part in group discussion about the menstrual cycle, sperm production and different methods of contraception;

demonstrated the ability to

8. identify, access and explore recommended reading material and websites to find up-to-date information about the menstrual cycle, sperm production and today's different methods of contraception;
9. explain what the term ovulation means and when it occurs;
10. explain what the term contraception means;
11. identify and explain at least three methods of hormonal contraception;
12. identify and explain at least three reasons why it is important to use contraception;
13. identify and explain how three combined methods of contraception work;
14. identify and explain how four progestogen based methods of contraception work;
15. identify and explain how two types of emergency contraception work;
16. identify and explain how to access male and female contraceptive choices and emergency contraception.

EVIDENCE TO BE OFFERED

Student completed worksheets (1,8-16)

Teacher checklist (2-7)

Unit SW5

AQA UNIT AWARD SCHEME

CENTRE NAME: BRENTWOOD SEXPLAINED LTD

CODE NO: 78389

CENTRE NO: 83015

UNIT TITLE: INTRODUCTION TO COMMUNICATION SKILLS

CURRICULUM AREA(S): HEALTH AND SOCIAL CARE - PROFESSIONAL DEVELOPMENT - PERSONAL, SOCIAL & HEALTH EDUCATION

DATE OF VALIDATION: 17 June 2011

UNIT DESCRIPTION: This is a classroom and practice based Unit using examples, role play, standard textbooks, professional publications from the Internet, tutor prepared handouts and worksheets to help the student acquire knowledge and understanding of different communication skills.

PROCEDURES FOR MAKING AND RECORDING ASSESSMENTS: Assessed by teacher through inspection (1,12-24) and observation (2-11). All assessments recorded on an AQA Summary Sheet.

LEVEL: Level 3

NOTIONAL LEARNING TIME: 30 hours

OUTCOMES TO BE ACCREDITED

In successfully completing this Unit the student will have

experienced

1. undertaking a pre-training assessment of own background knowledge;
2. watching a PowerPoint presentation about different types of communication;
3. watching a PowerPoint presentation about recognizing body language;
4. watching a PowerPoint presentation about active listening skills;
5. watching a PowerPoint presentation about written communication skills;
6. watching a PowerPoint presentation about spoken communication skills;
7. watching a PowerPoint presentation about audio communication skills;
8. watching a PowerPoint presentation about visual communication;
9. watching a PowerPoint presentation about cross cultural communication;
10. watching a PowerPoint presentation about communicating through interpreters;
11. taking part in group discussion about different communication techniques;

demonstrated the ability to

12. identify, access and explore recommended reading material and websites to find up-to-date information about different forms of communication and related techniques;
13. identify and explain three examples of positive body language;
14. identify and explain three examples of negative body language;
15. identify and explain three examples of positive listening skills;
16. identify and explain three examples of negative listening skills;
17. identify and explain three examples of good written communication;
18. identify and explain three examples of poor written communication;
19. identify and explain at least three examples of good spoken communication;
20. identify and explain at least three examples of poor spoken communication;
21. identify and explain at least three examples of good visual communication;
22. identify and explain, for three cultures, at least one example of unacceptable gesturing used during cross cultural communication;
23. identify and explain at least three reasons why good communication skills are important in a chosen work setting;
24. design two posters that conveys the same message to two different cultural groups of the same age.

EVIDENCE TO BE OFFERED

Student completed worksheets (1,12-23)

Teacher checklist (2-11)

Student produced posters (24)

Unit SW6

AQA UNIT AWARD SCHEME

CENTRE NAME: BRENTWOOD SEXPLAINED LTD

CODE NO: 79085

CENTRE NO: 83015

UNIT TITLE: INTRODUCTION TO SAFEGUARDING AND CHILD PROTECTION

CURRICULUM AREA(S): HEALTH AND SOCIAL CARE - PROFESSIONAL DEVELOPMENT - PERSONAL, SOCIAL & HEALTH EDUCATION

DATE OF VALIDATION: 17 June 2011

UNIT DESCRIPTION: This is a classroom and practice based Unit using examples, role play, standard textbooks, professional publications from the Internet, tutor prepared handouts and worksheets to help the student acquire knowledge and understanding of the rights of a child, safeguarding children, vulnerable adults, mental capacity, the Fraser guidelines, the Gillick decision and local child protection procedures.

PROCEDURES FOR MAKING AND RECORDING ASSESSMENTS:

Assessed by the teacher through inspection (1,9-21) and observation (2-8).

All assessments recorded on an AQA Summary Sheet.

LEVEL: Level 3

NOTIONAL LEARNING TIME: 30 hours

OUTCOMES TO BE ACCREDITED

In successfully completing this Unit the student will have

experienced

1. undertaking a pre-training assessment of own background knowledge;
2. watching a PowerPoint presentation about UNICEF's Convention on the Rights of a Child;
3. watching a PowerPoint presentation about safeguarding children and vulnerable adults;
4. watching a PowerPoint presentation about mental capacity;
5. watching a PowerPoint presentation about the Fraser guidelines;
6. watching a PowerPoint presentation about the Gillick decision;
7. watching a PowerPoint presentation about local child protection procedures;
8. taking part in group discussion about safeguarding children and vulnerable adults;

demonstrated the ability to

9. identify, access and explore recommended reading material and websites to find up-to-date information about The Convention on the Rights of a Child, safeguarding children and vulnerable adults, mental capacity, the Fraser guidelines, the Gillick decision and local child protection procedures;
10. explain what the term child protection means;
11. explain what the term safeguarding means;
12. identify and explain at least three reasons why it is important to protect children;
13. explain what the term vulnerable adult means;
14. identify and explain at least three reasons why it is important to protect vulnerable adults;
15. explain what mental capacity means;
16. identify and explain at least three reasons why mental capacity is important;
17. explain your understanding of what the Fraser guidelines are;
18. explain when the Fraser guidelines are used;
19. explain your understanding of the Gillick competence;
20. identify and explain when the Gillick competency is used;
21. evaluate five case histories, deciding whether safeguarding procedures are required and if so, why and what they are.

EVIDENCE TO BE OFFERED

Student completed worksheets (1,9-21)

Teacher completed checklist (2-8)

Unit SW7

AQA UNIT AWARD SCHEME

CENTRE NAME: BRENTWOOD SEXPLAINED LTD

CODE NO: 79084

CENTRE NO: 83015

UNIT TITLE: **SEXUAL HEALTH: TERMINOLOGY, CONFIDENTIALITY AND RECORDS**

CURRICULUM AREA(S): HEALTH AND SOCIAL CARE - PROFESSIONAL DEVELOPMENT - PERSONAL, SOCIAL & HEALTH EDUCATION

DATE OF VALIDATION: 2011

UNIT DESCRIPTION: This is a classroom and practice based Unit using examples, role play, standard textbooks, professional publications from the Internet, tutor prepared handouts and worksheets to help the student acquire knowledge and understanding of medical and sexual terminology, record keeping, confidentiality, professional boundaries and acting as a chaperone in a sexual health setting.

PROCEDURES FOR MAKING AND RECORDING ASSESSMENTS:

Assessed by teacher through inspection (1,9-15), observation (2-8).

All assessments recorded on an AQA Summary Sheet.

LEVEL: Level 3

NOTIONAL LEARNING TIME: 30 hours

OUTCOMES TO BE ACCREDITED

In successfully completing this Unit the student will have

experienced

- 1.undertaking a pre-training assessment of own background knowledge;
- 2.watching a PowerPoint presentation about medical terminology;
- 3.watching a PowerPoint presentation about sexual terminology;
- 4.watching a PowerPoint presentation about confidentiality;
- 5.watching a PowerPoint presentation about record keeping;
- 6.watching a PowerPoint presentation about professional boundaries;
- 7.watching a PowerPoint presentation about acting as a chaperone in a sexual health setting;
- 8.taking part in group discussion about medical and sexual terminology, record keeping, confidentiality, professional boundaries and acting as a chaperone in a sexual health setting;

demonstrated the ability to

- 9.identify, access and explore recommended reading material and websites to find and up-to-date information about medical and sexual terminology, record keeping, confidentiality, professional boundaries and acting as a chaperone in a sexual health setting;
- 10.identify and explain what 10 examples of medical terminology mean;
- 11.identify and explain what 10 examples of sexual terminology mean;
- 12.identify and explain at least three reasons why confidentiality is important in a sexual health setting;
- 13.identify and explain at least three reasons why record keeping is important in a sexual health setting;
- 14.identify and explain at least three reasons why professional boundaries are important in a sexual health setting;
- 15.identify and explain at least three reasons why the role of chaperone is important in a sexual health setting.

EVIDENCE TO BE OFFERED

Student completed worksheets (1,9-15)

Teacher checklist (2-8)

Unit SW8

AQA UNIT AWARD SCHEME

CENTRE NAME: BRENTWOOD SEXPLAINED LTD

CODE NO: 79088

CENTRE NO: 83015

UNIT TITLE: **INTRODUCTION TO OUTREACH SEXUAL HEALTH WORK**

CURRICULUM AREA(S): HEALTH AND SOCIAL CARE - PROFESSIONAL DEVELOPMENT - PERSONAL, SOCIAL & HEALTH EDUCATION

DATE OF VALIDATION: 17 October 2012

UNIT DESCRIPTION: This is a classroom and practice based Unit using examples, role play, standard textbooks, professional publications from the Internet, tutor prepared handouts and worksheets to help the student acquire knowledge and understanding of outreach sexual health work.

PROCEDURES FOR MAKING AND RECORDING ASSESSMENTS:

Assessed by teacher through inspection (1,9-17) and observation (2-8).

All assessments recorded on an AQA Summary Sheet.

LEVEL: Level 3

NOTIONAL LEARNING TIME: 30 hours

OUTCOMES TO BE ACCREDITED

In successfully completing this Unit the student will have

experienced

1. undertaking a pre-training assessment of own background knowledge;
2. watching a PowerPoint presentation about defining outreach and off-site work;
3. watching a PowerPoint presentation about defining different target client groups;
4. watching a PowerPoint presentation about talking about sex in different outreach settings;
5. watching a PowerPoint presentation about maintaining professional boundaries during outreach work;
6. watching a PowerPoint presentation about partnerships in outreach and 'off site' work;
7. watching a PowerPoint presentation about personal safety during outreach work;
8. taking part in group discussion about outreach work;

demonstrated the ability to

9. identify, access and explore recommended reading material and websites to find up-to-date information about the outreach work;
10. explain why maintaining personal safety is important during outreach work;
11. identify and explore at least four precautions you can take to ensure your safety during outreach work;
12. identify and explore at least four reasons why it is important to maintain professional boundaries during outreach sexual health work;
13. identify and explore at least four ways to build partnerships in outreach sexual health work;
14. identify and explore at least four reasons why clients may not engage with you during outreach sexual health work;
15. identify and explore at least four ways you would gain access to new locations in which you could promote sexual health;
16. identify and explore three different approaches you would use to access male dominated venues to promote sexual health;
17. identify and explore three different approaches you would use to access female dominated venues to promote sexual health.

EVIDENCE TO BE OFFERED

Student completed worksheets (1,9-17)

Teacher checklist (2-8)

Unit SW9

AQA UNIT AWARD SCHEME

CENTRE NAME: BRENTWOOD SEXPLAINED LTD

CODE NO: 79089

CENTRE NO: 83015

UNIT TITLE: SCREENING FOR THE UK NATIONAL CHLAMYDIA SCREENING PROGRAMME

CURRICULUM AREA(S): HEALTH AND SOCIAL CARE - PROFESSIONAL DEVELOPMENT - PERSONAL, SOCIAL & HEALTH EDUCATION

DATE OF VALIDATION: 1st July, 2013

UNIT DESCRIPTION: This is a classroom and practice based Unit using examples, role play, standard textbooks, professional publications from the Internet, tutor prepared handouts and worksheets to help the student acquire knowledge and understanding of screening for the UK National Chlamydia Screening Programme.

PROCEDURES FOR MAKING AND RECORDING ASSESSMENTS:

Assessed by teacher through inspection (1,10-15) and observation (2-9).
All assessments recorded on an AQA Summary Sheet.

LEVEL: Level 3

NOTIONAL LEARNING TIME: 30 hours

OUTCOMES TO BE ACCREDITED

In successfully completing this Unit the student will have

experienced

1. undertaking a pre-training assessment of own background knowledge;
2. watching a PowerPoint presentation about the aetiology of and risk factors involved with chlamydia transmission;
3. watching a PowerPoint presentation about its signs, symptoms, complications and treatment;
4. watching a PowerPoint presentation about national and local chlamydia rates;
5. watching a PowerPoint presentation about the history of the national chlamydia screening programme and eligibility for screening;
6. watching a PowerPoint presentation about confidentiality and consent for screening;
7. watching a PowerPoint presentation about screening request forms, specimen collection, recording and management of samples;
8. watching a PowerPoint presentation about results management, notification, treatment and partner notification;
9. taking part in group discussion about The UK National Chlamydia Screening Programme;

demonstrated the ability to

10. identify, access and explore recommended reading material and websites to find up-to-date information about The UK National Chlamydia Screening Programme;
11. identify and explain how chlamydia is an indicator of public health;
12. identify and explain at least two precautions people can take to avoid infection with chlamydia;
13. identify and explain at least four reasons why young people should take part in The UK National Chlamydia Screening Programme;
14. identify and explain the three different groups of people who should be screened for chlamydia;
15. explain what to do when faced with ten different scenarios related to involvement with The UK National Chlamydia Screening Programme.

EVIDENCE TO BE OFFERED

Student completed worksheets (1,10-15)

Teacher checklist (2-9)

For further information, please visit www.sexplained.com or contact us, as below:

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