

Cambridge TECHNICALS LEVEL 3



HEALTH AND SOCIAL CARE

Unit 13

Sexual health, reproduction and early development stages

R/507/4431

Guided learning hours: 60

Version 4 – September 2017

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Guided learning hours: 60

Essential resources required for this unit: none

This unit is internally assessed and externally moderated by OCR.

UNIT AIM

Health and wellbeing is not just relevant when you are an adult; it is just as relevant when you are a child and, as this unit demonstrates, health and wellbeing is of vital importance even before you are born. How can you be sexually healthy? What types of contraception are available? These kinds of questions are essential in contributing to an individual's overall health and wellbeing.

The health and wellbeing of an individual who is pregnant and the process of birth is impacted by many factors. How do you care for a newborn? What needs does a newborn have and how does this differ to a one-year-old?

All these questions will be considered in this unit. This unit will look at the development from conception to a one-year-old child. On successful completion you will have a sound understanding of the importance of sexual health and contraception. You will understand pre-natal health and the various stages of pregnancy and the factors that could have an impact.

This unit draw on learning from units 2, 7, 10, 15, 23 and 24 and can be applied to the concepts of development, behaviour, choice and safeguarding.

TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

Anything which follows an i.e. details what must be taught as part of that area of content. Anything which follows an e.g. is illustrative; it should be noted that where e.g. is used, learners must know and be able to apply relevant examples in their work, although these do not need to be the same ones specified in the unit content.

For internally assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
1. Understand sexual health and contraception	<p>1.1 Sexual consent, i.e.</p> <ul style="list-style-type: none">• Sexual Offences Act 2003• statutory definition of consent• legal age of consent• sex and relationship education at school <p>1.2 Sexual health, i.e.</p> <ul style="list-style-type: none">• Sexually Transmitted Infections (STIs), i.e.<ul style="list-style-type: none">○ chlamydia○ bacterial vaginosis○ genital herpes○ gonorrhoea○ hepatitis○ pubic lice○ syphilis○ HIV/AIDS• personal safety (e.g. alcohol, nights out, transport, social media, 'stranger danger')• grooming (e.g. Child Exploitation and Online Protection centre (CEOP), vulnerable groups (e.g. looked-after children, learning disabilities))• medical checks (e.g. smear tests, self-examination (e.g. male and female), tests for STIs (e.g. GUM clinic))

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<p>1.3 Methods of contraception, i.e.</p> <ul style="list-style-type: none"> • combined pill • female condoms • male condoms • contraceptive implant • contraceptive injection • contraceptive patch • diaphragms/caps • intrauterine device (IUD) • intrauterine system (IUS) • natural family planning • progestogen-only pill (mini pill) • vaginal ring • emergency contraception ('morning after pill') • female sterilisation • male sterilisation
2. Understand the importance of pre-natal health and the process of conception	<p>2.1 Factors which can affect conception, i.e.</p> <ul style="list-style-type: none"> • smoking • alcohol • exercise • diet • prescribed and non-prescribed drugs • medical conditions (e.g. polycystic ovary syndrome, anorexia, amenorrhoea) <p>2.2 Process of conception, i.e.</p> <ul style="list-style-type: none"> • ovulation • intercourse • fertilisation • In Vitro Fertilisation (IVF)
3. Know the factors which could affect health in pregnancy and the success of the birth	<p>3.1 Conditions in utero, i.e.</p> <ul style="list-style-type: none"> • disabilities (e.g. spina bifida, Down's syndrome, foetal alcohol syndrome (FAS)) <p>3.2 Factors which may affect the health of the foetus, i.e.</p> <ul style="list-style-type: none"> • complications in pregnancy (e.g. lack of oxygen to foetus), • alcohol consumption by mother • genetic condition • smoking/secondary smoking • use of prescribed and non-prescribed drugs during pregnancy • importance of vitamin B12 (folic acid) • diet (e.g. unpasteurised cheese, raw eggs, shellfish) • excessive exercise • lack of exercise • stress • access to antenatal care • birth injury

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
4. Understand the stages of pregnancy and birth and the post-natal care of the mother	<p>4.1 Gestation, i.e.</p> <ul style="list-style-type: none"> • trimesters <p>4.2 The birth process, i.e.</p> <ul style="list-style-type: none"> • the stages of birth • pain relief • methods of delivery including assisted delivery • premature birth • birth difficulties and complications, (e.g. high blood pressure, umbilical cord, position of baby) • miscarriage and stillbirth <p>4.3 Post-natal care of the mother, i.e.</p> <ul style="list-style-type: none"> • statutory support (e.g. health visitor, GP, midwife) • informal support (e.g. partner, family, friends) • other organisations (e.g. National Childbirth Trust (NCT), local mother and baby groups) <p>4.4 Types of support (e.g. information on diet, contraception and post-natal exercise, support for post-natal depression, develop a new social network, post-operation medical support (e.g. following a Caesarean Section))</p>
5. Understand the care and development of the baby in the first year of life	<p>5.1 Developmental stages, i.e.</p> <ul style="list-style-type: none"> • reference to normative data (e.g. 'red book') • physical growth and appearance • physical movement and skills • cognitive function • emotional development • speech and communication <p>5.2 Care and nutrition of newborn to one-year-old (e.g. breastfeeding and bottle feeding, weaning, quality of nutrition, adequate/suitable clothing, standard of hygiene, types and changing of nappies, love, security and bonding, theories of attachment, equipment (e.g. cot, pram), health care (e.g. immunisations))</p> <p>5.3 Health and social care and Early Years Services (e.g. monitoring and surveillance programmes, role of the health visitor, Early Years Service, Family Nurse Partnership, Children's Centres, Nurseries)</p>

GRADING CRITERIA

LO	Pass	Merit	Distinction
	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Understand sexual health and contraception	P1: Describe how sexually transmitted infections could affect the health and wellbeing of the individual	M1: Analyse approaches that could be taken to promote sexual health	D1: Evaluate the effectiveness of legislation in protecting the individual against unlawful and harmful intercourse
	P2: * Summarise ways in which an individual may be protected against unlawful and harmful sexual intercourse		
	P3: Explain how a range of methods of contraception protect against pregnancy		
2. Understand the importance of pre-natal health and the process of conception	P4: * Explain the process of conception	M2 : Assess ways in which individuals can ensure a healthy conception takes place	
3. Know the factors which could affect health in pregnancy and the success of the birth	P5 : Identify disabilities which occur in utero		
	P6* Describe factors that affect the health of the foetus		
4. Understand the stages of pregnancy and birth and the post-natal care of the mother	P7: Describe the stages of gestation	M3: Assess the importance of post-natal care of the mother	
	P8: Explain the birth process		
	P9: * Identify support available to post-natal mothers		

LO	Pass	Merit	Distinction
5. Understand the care and development of the baby in the first year of life	P10:* Explain the expected pattern of development of the baby in its first year of life	M4: Explain positive and negative factors influencing development in the first year of life	D2. Analyse ways in which health and social care services could influence the care and development of the baby in its first year of life

SYNOPTIC LEARNING AND ASSESSMENT

It will be possible for learners to make connections between other units over and above the unit containing the key tasks for synoptic assessment, please see section 6 of the centre handbook for more details. We have indicated in this unit where these links are with an asterisk and provided more detail in the assessment guidance section below.

ASSESSMENT GUIDANCE

LO1: Understand sexual health and contraception

Learners must be able to describe how sexually transmitted infections can affect the health and wellbeing of an individual, summarise the ways in which an individual may be protected from unlawful and/or harmful intercourse, and explain the ways in which a range of contraceptives protect against pregnancy. To achieve M1 learners must also analyse approaches that may be taken to promote sexual health. For D1 learners must also evaluate the effectiveness of legislation in protecting individuals from unlawful and/or harmful intercourse. For this LO learners will benefit from drawing on learning from Mandatory Unit 2 Equality, diversity and rights in health and social care, Unit 7 Safeguarding Unit 15 Promote health and well-being. Unit 23 Sociology LO3, Unit 24 Public Health LO2.

LO2: Understand the importance of pre-natal health and the process of conception

Learners must be able to explain the process of conception. For M2 learners must be able to also assess the ways in which individuals can make sure that a healthy conception takes place. For this LO learners will benefit from drawing on learning from Unit 10 Nutrition for health, Unit 24 Public Health LO1.

LO3: Know the factors which could affect a healthy pregnancy and successful birth

Learners must be able to identify disabilities that occur in utero and describe the factors that affect the health of the foetus. For this LO learners will benefit from drawing on learning from Unit 10 Nutrition for health, Unit15 Promote health and well-being.

LO4: Understand the stages of pregnancy and birth and the post-natal care of the mother

Leaners must be able to describe the stages of gestation and explain the process of birth. They must also identify post-natal support available to the mother. Additionally for M3 learners must also assess the importance of post-natal care of the mother. For this LO learners will benefit from drawing on learning from Unit 24 Public Health LO1.

LO5: Understand the care and development of the baby in the first year of life

Learners must explain the expected pattern of development in the first year of life. To achieve M4 learners must also be able to explain both positive and negative factors which influence development during the baby's first year. D2 requires learners to analyse the influence of health and social care services on the care and development of a baby in their first year. For this LO learners will benefit from drawing on learning from Unit 22 Psychology for health and social care LO1, Unit 24 Public Health LO1.

Feedback to learners: you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk.

Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced to inform their thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the OCR Guide to Referencing available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

To find out more

ocr.org.uk/healthandsocialcare

or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**



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