

Unit Title:	Principles of supporting individuals with a learning disability regarding sexuality and sexual health
Sector unit number	LD Op 307
Level:	3
Credit value:	3
Guided learning hours:	21
Unit Reference Number:	A/601/6274

Unit purpose and aim

The unit introduces the principles of supporting individuals with a learning disability regarding sexuality and sexual health. It gives a broad summary of sexuality, sexual development and sexual health. The unit also introduces relevant legislation that relates to the development of sexuality for an individual with a learning disability.

Learning Outcomes	Assessment Criteria	Exemplification
<p>The Learner will:</p> <p>1 Understand the development of human sexuality</p>	<p>The Learner can:</p> <p>1.1 Define the terms: sexuality, sexual health, sexual orientation, and sexual expression</p> <p>1.2 Explain main sexual development milestones throughout an individual's lifespan</p>	
<p>2 Understand how the sexual development of individuals' with a learning disability can differ</p>	<p>2.1 Describe how genetic factors can influence the sexual development, sexual expression and sexual health of an individual with a learning disability</p> <p>2.2 Describe how socio-cultural factors and religious beliefs can influence an individual's sexual development</p> <p>2.3 Explain how mental capacity can influence sexual development, sexual experiences, sexual expression and sexual health</p>	<p>An individual is someone requiring care or support</p> <p>The principles of human rights underpin this unit. Where mental capacity is referred to it should be remembered that the Mental Capacity Act (2007) states that everyone should be treated as able to make their own decisions until it is shown that they are not</p>
<p>3 Understand the issues of</p>	<p>3.1 Explain the key features</p>	<p>Key features of sexual health</p>

Learning Outcomes	Assessment Criteria	Exemplification
sexual health and how these can be supported	<p>of sexual health and well-being and how this relates to an individual's overall health and well-being</p> <p>3.2 Identify sexual health issues that differently affect men and women</p> <p>3.3 Explain how sexual health issues can be supported within plans for healthcare</p> <p>3.4 Identify local services that exist to support sexual health for individuals</p>	<p>may include: contraception, hygiene, sexually transmitted infections etc</p> <p>Plans for health care – in England this refers to / should include Health Action Plans</p>
4 Understand relevant legislation influencing the support of sexuality and sexual health for individuals with learning disabilities	4.1 Explain key parts of relevant legislation relating to sexuality and sexual health for individuals and how this influences practice	Relevant legislation – any legislation related to supporting individuals with learning disabilities with sexuality and sexual health
5 Know how to support the sexual expression of an individual with a learning disability	<p>5.1 Explain how own values, belief systems and experiences may impact on support for individuals with learning disabilities</p> <p>5.2 Explain why the development of a meaningful relationship can be important to the development of an individual's sexuality</p> <p>5.3 Describe different ways an individual can express themselves sexually and how individual preferences can be supported</p> <p>5.4 Explain how to support an individual to keep safe sexually, to minimise sexual vulnerability, and to avoid instances of abusive experiences</p>	

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method,

or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Competence based assessment must include direct observation as the main source of evidence.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

Details of relationship between the unit and national occupational standards

This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It provides a key progression route between education and employment (or further study/training leading to employment). It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in the children and young people's workforce developed by Skills for Care and Development.

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

The *OCR Children and Young People's Workforce Centre Handbook* contains important information for anyone delivering, working towards or involved with the Children and Young People's Workforce qualifications, of which this unit forms a part. This can be downloaded from OCR's website www.ocr.org.uk.

This unit is a shared unit. It is located within the subject/sector classification system 01 Health, Public Services and Care and 01.5 Child Development and Well Being.