**Component Specification**

**Safer Sex Negotiation Skills**

**NFQ Level 5**

**5N4245**

## 1. Component Details

| | |
|---|---|
| **Title** | Safer Sex Negotiation Skills |
| **Teideal as Gaeilge** | Scileanna Idirbheartaíochta le haghaidh Gnéas Níos Sábháilte |
| **Award Class** | Minor |
| **Code** | 5N4245 |
| **Level** | 5 |
| **Credit Value** | 15 |
| **Purpose** | The purpose of this award is to equip the learner with the knowledge, skill and competence to provide safer sex negotiation skills to people they work with to assist them make informed choices in relation to their sexual health and engage in assertive negotiations. |
| **Learning Outcomes** | Learners will be able to: |

1    Explore individual, community and cultural ideas and views around sexual health including sexual identity and the factors that influence sexual decisions

2    Identify perception of risk in regard to personal sexual health and the personal motivators that facilitate uptake of self-care behaviours

3    Examine human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS), including transmission, stages of disease progression, prevention and treatment options

4    Examine Hepatitis, including transmission, type of infection, prevention and treatment

| 5 | Explore the psychosocial impacts of living with HIV/AIDS and/or Hepatitis |
|---|---|
| 6 | Examine the most common sexually transmitted infections (STI) in Ireland including transmission, prevention and treatment options |
| 7 | Explore both personal and societal barriers associated with the issues of HIV and STIs' |
| 8 | Investigate how to make referrals to relevant services |
| 9 | Explore the issues for consideration in relation to the development of best practices including parental consent and confidentiality, partner notification and the legal implications associated with disclosure |
| 10 | Examine the need for best practices when working with sensitive subject matters to include the limitations of boundaries and confidentiality |
| 11 | Explore the challenges and possible barriers for people in relation to safer sex negotiation to include how people become involved in situations that lead to unsafe sex and the development of strategies for avoiding them |
| 12 | Assist people in the development of safer sex negotiation skills and practices including development of coping skills where negotiations do not go as planned |
| 13 | Demonstrate how to use a condom effectively |
| 14 | Discuss alternatives to conventional intercourse |
| 15 | Reflect on how best practices should influence policy at an organisational level |
| 16 | Discuss best practice guidelines for creating supportive social environments for individuals and workers |

**Assessment**

**General Information**

Details of FET assessment requirements are set out in
Assessment Guidelines for Providers.

All FET assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence.

The techniques set out below are considered the optimum approach to assessment for this component. In exceptional circumstances providers may identify alternative assessment

techniques through the provider's application for programme validation which are **reliable** and **valid** but which are more appropriate to their context.

Assessment of a number of components may be integrated across programmes for delivery, provided that the learning outcomes of each minor award are assessed.

Group or team work may form part of the assessment, provided each learner's achievement is separately assessed.

All providers are required to submit an assessment plan as part of their application for programme validation. Assessment Plans will include information relating to scheduling and integration of assessment. See current FET validation guidelines at www.qqi.ie.

**Assessment Techniques**

In order to demonstrate that they have reached the standards of knowledge, skill and competence identified in all the learning outcomes, learners are required to complete the assessment(s) below.

The assessor is responsible for devising assessment instruments (e.g. project and assignment briefs, examination papers), assessment criteria and mark sheets, consistent with the techniques identified below and FETAC's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. See current FET validation guidelines at www.qqi.ie.

All learning outcomes **must** be assessed and achieved

| | |
|---|---|
| Skills Demonstration | 40% |
| Learner Record | 30% |
| Project | 30% |

**Description**

**Skills Demonstration**

*A skills demonstration is used to assess a wide range of practical based learning outcomes including practical skills and knowledge. A skills demonstration will require the learner to complete a task or series of tasks that demonstrate a range of skills.*

**Learner Record**

*A learner record is the learner's self-reported and self-reflective record in which he/she describes specific learning experiences, activities, responses and skills acquired.*

**Project**

*A project is a response to a brief devised by the assessor. A project is usually carried out over an extended period of time. Projects may involve research, require investigation of a topic, issue or problem or may involve process such as a design task, a performance or practical activity or production of an artefact or event.*

**Recognition of Prior Learning (RPL)**

Learners may be assessed on the basis of their prior knowledge and experience. Providers must be specifically quality assured to assess learners by this means. To do so they must complete B10, see Provider's Quality Assurance Guidelines and be included on the Register of RPL approved providers. See RPL Guidelines at www.fetac.ie for further information and registration details.

**Grading**

| | |
|---|---|
| Pass | 50% - 64% |
| Merit | 65% - 79% |
| Distinction | 80% - 100% |

**Specific Validation Requirements**

There are no specific validation requirements

**Supporting Documentation**

None

**Access**

To access programmes leading to this award the learner should have reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications. This may have been achieved through a formal qualification or through relevant life and work experience.

**Transfer**

Successful completion of this component award enables the learner to transfer to programmes leading to other certificates where this component is a mandatory or an elective requirement.

## 2. FET Award Standards

QQI award standards are determined within the National Framework of Qualifications (NFQ), http://www.nfq-qqi.com. QQI determines standards for the education and training awards that it makes itself and that are made by providers to whom it has delegated authority to make an

award. Providers offering programmes leading to QQI awards **must** have their programme(s) validated in accordance with current validation policy (see www.qqi.ie).

Award standards are designed to be consistent with the NFQ's award classes i.e. major, special purpose, supplemental  and minor awards. They are expressed in terms of **learning outcomes** i.e. concise statements of what the learner is expected to know or be able to do in order to achieve a particular award. Learning outcomes for FET awards are contained within the associated specifications:

| AWARD CLASS | STANDARDS | AWARDS |
|---|---|---|
| Major Award | Certificate Specification | Certificate (Levels 1 to 5) Advanced Certificate (Level 6) |
| Supplemental Award | Supplemental Specification | Supplemental Certificate (Level 3 to 6) |
| Special Purpose | Specific Purpose Specification | Specific Purpose Certificate (Levels 3 to 6) |
| Minor Award | Component Specification | Component Certificate (Levels 1 to 6) |

Award standards are thresholds, they describe standards of knowledge, skill or competence to be acquired, and where appropriate, demonstrated, by a learner before an award may be made.

Award standards will be reviewed from time to time as necessary. Minor changes may be made by the QQI executive outside the review cycle where necessary. Changes to standards are published on QQI's website. Providers with validated programmes and providers with delegated authority to make awards are responsible for monitoring relevant standards and making necessary responses to changes.

### 3. FET Credit

Every FET certificate and component specification includes an FET credit value (Table 1). FET credit is quantified in multiples of 5 FET credits (up to 50 hours of learner effort). Learner effort is based on the time taken by typical learners at the level of the award to achieve the learning outcomes for the award. It includes all learning time involved including: guided learning hours, self-directed learning and assessment.

**Table 1: FET Credit Values**

| NFQ Level | Major Awards Credit Values | Default Credit Values Minor Awards | Other Permitted Minor Award Credit Values | Special Purpose and Supplemental Award Credit Value Ranges |
|---|---|---|---|---|
| 1 | 20 | 5 | 10 | |
| 2 | 30 | 5 | 10 | |
| 3 | 60 | 10 | 5,20 | >5 and<60 |
| 4 | 90 | 10 | 5,15,20 | >5 and<90 |
| 5 | 120 | 15 | 5,10,30 | >5 and <120 |
| 6 | 120 | 15 | 5,10,30 | >5 and <120 |

**Guide to Level**

Learning outcomes at this level include a broad range of skills that require some theoretical understanding. The outcomes may relate to engaging in a specific activity, with the capacity to use the instruments and techniques relating to an occupation. They are associated with work being undertaken independently, subject to general direction.

| Strand | Sub-strand | Nature of learning |
|---|---|---|
| Knowledge | Breadth | Broad range of knowledge |
| | Kind | Some theoretical concepts and abstract thinking, with significant depth in some areas. |
| Know How & Skill | Range | Demonstrate a broad range of specialised skills and tools |
| | Selectivity | Evaluate and use information to plan and develop investigative strategies and to determine solutions to varied unfamiliar problems |
| Competence | Context | Act in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs; identify and apply skill and knowledge to a wide variety of contexts |
| | Role | Exercise some initiative and independence in carrying out defined activities; join and function within multiple, complex and heterogeneous groups |
| | Learning to Learn | Learn to take responsibility for own learning within a managed environment |
| | Insight | Assume full responsibility for consistency of self- understanding and behaviour |

*Extract from 'Determinations for the Outline National Framework of Qualifications': NQAI*