

# **FACILITATOR/ASSESSOR SUMMATIVE ASSESSMENT GUIDE & MEMO**

**Demonstrate Knowledge And Understanding Of  
HIV/AIDS In A Workplace, And Its Effects On A  
Business Sub-Sector, Own Organisation And A  
Specific Workplace**

**Unit Standard 13915  
NQF Level 3    Credits 4**

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# Contact Details

Assessor Details				
Name				
SETA		Registration No:		
Contact Details	e mail:			
	Phone:		Fax:	
Moderator Details				
Name				
SETA		Registration No:		
Contact Details	e mail:			
	Phone:		Fax:	
Candidate Details				
Surname		Name		
Employer		ID No		
Branch				
Contact Details	e mail:			
	Phone:		Fax:	

# Competence

Congratulations on completing the following programme. We sincerely hope you enjoyed the programme and that the learning experience was enriching.

The fact that you have attended training, however, is not sufficient evidence of your competence for us to award you a certificate and the credits attached to this programme. You are required to undergo assessment in order to prove your competence to achieve credits leading to a national qualification.

## Being Declared Competent Entails:

Competence is the ability to perform whole work roles, to the standards expected in employment, in a real working environment.

There are three levels of competence:

- ❖ Foundational competence: an understanding of what you do and why
- ❖ Practical competence: the ability to perform a set of tasks in an authentic context
- ❖ Reflexive competence: the ability to adapt to changed circumstances appropriately and responsibly, and to explain the reason behind the action

To receive a certificate of competence and be awarded credits, you are required to provide evidence of your competence by compiling a portfolio of evidence, which will be assessed by a Services SETA accredited assessor.

## You Have to Submit a Portfolio of Evidence

A portfolio of evidence is a structured collection of evidence that reflects your efforts, progress and achievement in a specific learning area, and demonstrates your competence.

## The Assessment of Your Competence

Assessment of competence is a process of making judgments about an individual's competence through matching evidence collected to the appropriate national standards. The evidence in your portfolio should closely reflect the outcomes and assessment criteria of the unit standards of the learning programme for which you are being assessed. To determine a candidate's knowledge and ability to apply the skills before and during the learning programme, formative assessments are done to determine the learner's progress towards full competence. This normally guides the learner towards a successful summative (final) assessment to which the assessor and the candidate only agree when they both feel the candidate is ready.

Should it happen that a candidate is deemed not yet competent upon a summative assessment, that candidate will be allowed to be re-assessed. The candidate can, however, only be allowed two reassessments. When learners have to undergo re-assessment, the following conditions will apply:

- ❖ Specific feedback will be given so that candidates can concentrate on only those areas in which they were assessed as not yet competent
- ❖ Re-assessment will take place in the same situation or context and under the same conditions as the original assessment
- ❖ Only the specific outcomes that were not achieved will be re-assessed

Candidates who are repeatedly unsuccessful will be given guidance on other possible and more suitable learning avenues. In order for your assessor to assess your competence, your portfolio should provide evidence of both your knowledge and skills, and of how you applied your knowledge and skills in a variety of contexts. This Candidate's Assessment Portfolio directs you in the activities that need to be completed so that your competence can be assessed and so that you can be awarded the credits attached to the programme.

## Appeals & Disputes

The candidate has the right to appeal against assessment decision or practice they regard as unfair. An Appeals and Disputes procedure is in place and communicated to all assessment candidates in order for them to appeal on the basis of:

- ❖ Unfair assessment
- ❖ Invalid assessment
- ❖ Unreliable assessment
- ❖ Unethical practices
- ❖ Inadequate expertise and experience of the assessor

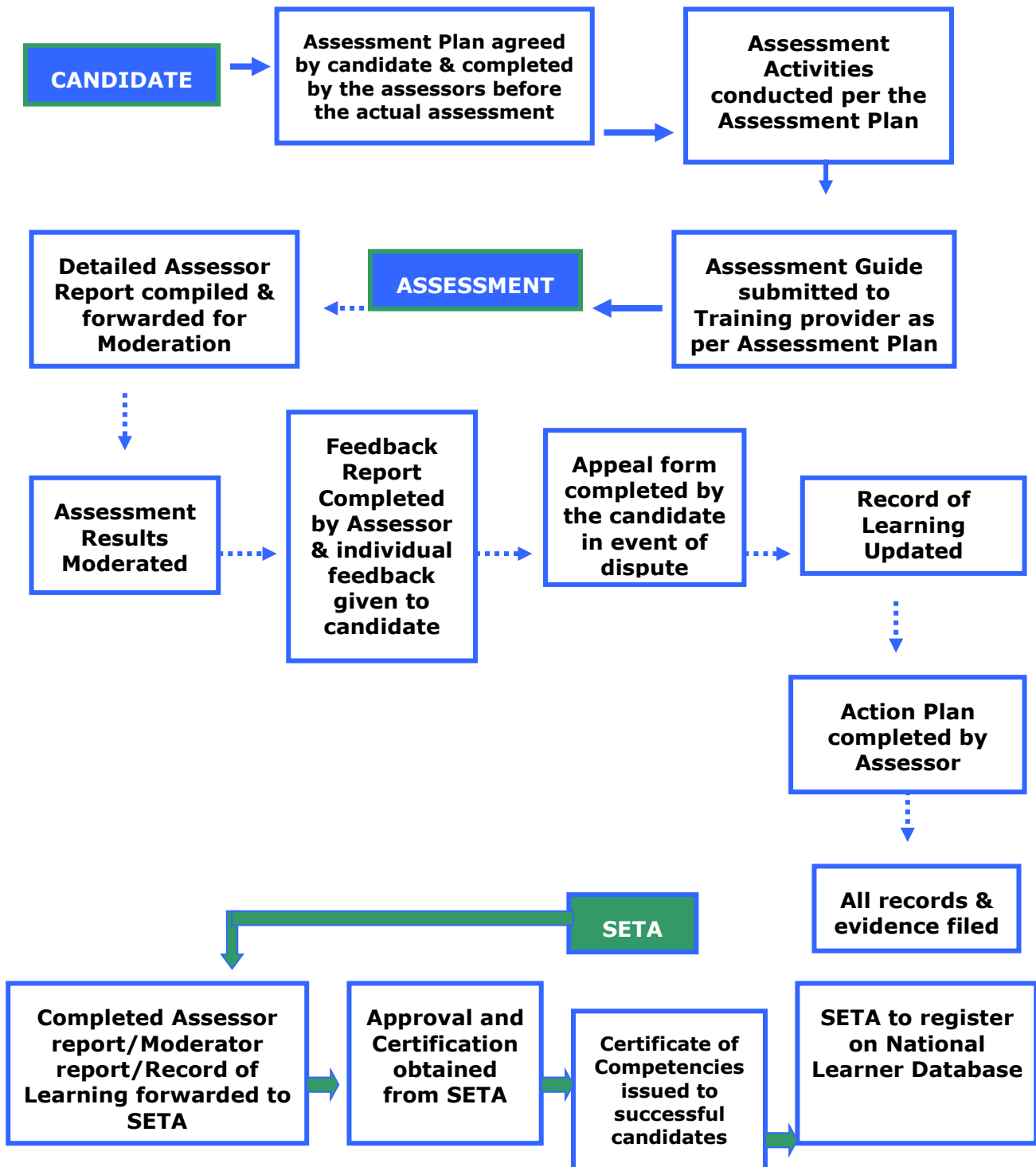
Appeals have to be lodged in writing (Candidate Appeal Form) & submitted to the Training Provider internal moderator within 48 hours, following the assessment in question. The moderator will consider the appeal & make a decision regarding the granting of a re-assessment. The learner will be informed about the appeal-outcome within 3 days of lodging the appeal. Should the learner not be satisfied with the internal appeal outcome, the learner will be advised of the rights to refer the matter to the SETA ETQA.

### **Abbreviations used in this guide:**

C = Competent

NYC = Not Yet Competent

# Assessment Process Flow



# **PORTFOLIO OF EVIDENCE**

## **Portfolio Building**

Your Portfolio of Evidence (PoE) contains the evidence needed to declare you competent and to award credits towards the award of this qualification to you. Evidence should be authentic and reflect both your knowledge of the subject and your ability to apply this knowledge in the workplace. Thus, evidence day to day activities supporting the specific outcomes addressed by this learning programme should complement the theoretical learning you attended and were assessed on.

There are FIVE key steps in creating a portfolio that will reflect your competence.

### **Plan Your Portfolio**

Plan and document the sequence, graphics and layout of your portfolio. This will assist you in following a logical sequence, which makes the Portfolio also much more user friendly and understandable for the assessor. It will also reflect your professional approach and attitude towards the subject matter, your work and your life. Impact and appearance always contribute to or affect your chances of being taken seriously and declared competent!

### **Gather The Evidence**

An evidence checklist has been provided (Section 4) to tell you what evidence needs to be gathered for assessment purposes. However, there are four broad categories of evidence that you should include:

- ❖ Knowledge evidence (your knowledge questionnaire)
- ❖ Direct performance evidence (actual samples of your work or records of activities captured on audio or video tape)
- ❖ Indirect performance evidence (documentary records of your performance e.g. appraisals, photographs, testimonials, self-assessments, customer ratings etc.)
- ❖ Supplementary evidence (to confirm the authenticity of your evidence)

### **Evaluate Your Evidence**

Once you have collected your evidence, evaluate each piece by ensuring that it is:

- ❖ Valid (relevant to the unit standard/s being assessed)
- ❖ Authentic (clearly your own work)
- ❖ Current (not more than 2 years old)
- ❖ Sufficient (adequate to prove your competence against all of the assessment criteria and range statements in the unit standard/s)

### **Cross-Reference Your Evidence To The Unit Standards**

Evidence for assessment against unit standards must be linked to the outcomes of the unit standard in question. An evidence locator grid is useful for this.



## **Organise Your Information**

How you structure your portfolio is critical. Your design and layout must look professional and clearly articulate your achievements, and it should make sense to someone seeing it for the first time. Use the following structure as a guide:

1. A title page indicating:
  - The title of the programme
  - The unit standard titles to which the programme is aligned
  - The assessment centre (The training provider)
  - Your name, position and organisation
  - Your contact details
  - The name of your assessor
  - The name of your moderator
  - The date
2. An index
3. Background information
  - Curriculum Vitae
  - Organisation profile
  - Job profile
  - Organisation/department structure
4. A copy of the unit standard/s
5. Your assessment plan
6. Your completed Knowledge Questionnaire
7. An evidence locator grid
8. The evidence itself
9. Supporting evidence e.g. witness testimonies, reflections and witness status list
10. Assessment records

# **Learner Documents**

## **Learner Curriculum Vitae**

Please file your CV behind this page. Please remember to include a copy of your Identity Document (ID).

## **Attendance Registers**

File your attendance registers behind this page.

# ASSESSMENT STRATEGY

These assessment exercises will cover the assessment criteria for the unit standard in order to prove competence. The purpose of the assessment process is to gather enough evidence to prove that the assessment criteria were achieved.

Competency will be assessed through a knowledge questionnaire as well as workplace activities and assignments recorded in POE. Assessment evidence should be sufficient to prove that the candidate is capable in all required tasks set by the unit standards and a competency judgement will be made regarding the exit level outcome. Principles of fairness, validity, practicability, reliability and consistency will be adhered to throughout.

Unit standard	Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace	Unit Standard Codes	13905	
Level	3	Credits	4	
Purpose of Assessment	The purpose of this assessment is to achieve the first step into applying the acquired skills and knowledge in the workplace			
Assessment Procedures	<ul style="list-style-type: none"><li>❖ An integrated assessment approach will be followed to allow for practical and theoretical components. The entails the assessment of a number of unit standards, outcomes and criteria together in one assessment activity</li><li>❖ Candidates are not only assessed against specific outcomes, but also on critical outcomes, attitudes and values</li><li>❖ A summative competence judgment will be made on the basis of all assessment evidence produced, that proves that the candidate can be consistently judged as competent against the outcomes of the unit standards and the qualification as a whole.</li><li>❖ Candidates take responsibility for their own assessment and should notify the assessor when they are ready for assessment</li><li>❖ Candidates will receive feedback after the summative assessment, which will be discussed after all assessments have been completed</li><li>❖ All assessments will be reviewed to ensure that assessment practices are valid, fair, transparent, consistent and current</li><li>❖ An Internal/External moderator will moderate assessment practices</li><li>❖ The SETA will also conduct external moderation</li></ul>			
Context of Assessment	Assessment Method	Assessment Conditions	Who will conduct assessment	Assessment results and feedback
	Questionnaires Work sample Observation	Input based assessments	Assessor	Immediate

# Assessment Preparation

## Preparing The Candidate

<b>Name of Candidate</b>		<b>Date</b>	
		<b>Time</b>	
<b>Name of Assessor</b>		<b>Venue</b>	
<b>How to prepare the candidate</b>	<b>Document Requirements</b>	<b>Agree (tick)</b>	<b>Action Required</b>
Explain to the candidate why your are meeting and the purpose of the assessment	NQF Framework Assessment process		
Discuss the assessment plan in detail	Assessment strategy		
Explain assessment process, show assessment instruments to candidate and describe assessment conditions	Assessment instruments		
Identify the role-players during assessment	Assessors Moderator		
Describe the evidence required to be declared competent	Examples of evidence		
Explain how evidence will be judged			
Explain to the candidate how to prepare: Give candidate summative task description	Summative task description		
Confirm with the candidate what he/she should bring to the assessment	Detailed briefing on exact requirements to be given to candidate		
Ensure that candidate understands the procedures of all assessment practices	Appeals procedure Moderation procedure Assessment policy		
Ask the candidate if he/she foresees any problems or identify any special needs	List needs		
Check with candidate that he/she clearly understands the assessment procedure			

Comments or questions:

### Assessor's declaration:

I hereby declare that I have prepared the candidate for assessment, the candidate was consulted and all stakeholders have been informed and the workplace is prepared to ensure valid and fair assessment.

Assessor Name	Signature

## Agreed Assessment Plan

<b>Candidate's Name:</b>			
<b>Assessor's Name:</b>			
<b>Unit Standard Title:</b>	13915 Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace		
<b>Special Assessment Requirements</b>			
<b>Event</b>	<b>Date, time and location</b>	<b>Resources required</b>	<b>Evidence to be generated</b>
Attend Training		Training material, Facilitator	Attendance Register
Complete assessments		Assessments	Completed Assessments
Complete Portfolio of Evidence		Portfolio of Evidence guide	Completed Portfolio of Evidence
Submit Portfolio of Evidence to Training provider			Acknowledgement of receipt from Training provider
<b>Assessor roles and responsibility</b>			
<b>Roles</b>	<ul style="list-style-type: none"> <li>❖ Assessor</li> <li>❖ Guide</li> <li>❖ Feedback Agent</li> <li>❖ Reviewer</li> </ul>		
<b>Responsibilities</b>	<ul style="list-style-type: none"> <li>❖ Consult candidate re assessment, assessment process and plan</li> <li>❖ Agree assessment process and plan with candidate</li> <li>❖ Forward documentation to candidate: plan, guide and assessment instruments</li> <li>❖ Assess candidate with the use of different instruments</li> <li>❖ Provide feedback on assessment findings</li> <li>❖ Support candidate through assessment process</li> <li>❖ Source feedback from candidate on assessment process</li> <li>❖ Review assessment process and outcome</li> <li>❖ Use assessment process as opportunity to transform assessment activities and outcomes</li> </ul>		

Candidate roles and responsibility	
<b>Roles</b>	<ul style="list-style-type: none"> <li>❖ Candidate</li> <li>❖ Feedback agent</li> <li>❖ Reviewer</li> </ul>
<b>Responsibilities</b>	<ul style="list-style-type: none"> <li>❖ Be available for assessment</li> <li>❖ Be actively involved in the consultative process</li> <li>❖ Learn from the assessment process</li> <li>❖ Provide feedback to the assessor in terms of the assessment as learning activity</li> <li>❖ Provide feedback to the assessor on the efficacy of the assessment process</li> <li>❖ Review own role and assessor role in the assessment process</li> </ul>
<b>Assessment Instruments</b>	<ul style="list-style-type: none"> <li>❖ Portfolio of evidence</li> <li>❖ Work sample</li> <li>❖ Observation</li> </ul>
Assessment Process	
Step	Date
<ul style="list-style-type: none"> <li>❖ Evaluation of POE addressing Essential Embedded Knowledge in unit standards</li> <li>❖ Evaluation of Research Projects and other evidence address specific unit standards</li> <li>❖ Consultation: assessment plan and assessment activities and instruments. Pre-assessment moderation and interviews conducted at this stage</li> <li>❖ Observation: feedback on assessment against specific outcomes, critical outcomes and constructs in unit standards</li> <li>❖ Feedback: to candidate regarding sufficiency of evidence and possible interview to gain supplementary evidence</li> <li>❖ Feedback to candidate regarding assessment findings as well as review process</li> </ul>	
<b>Feedback</b>	Written feedback to be given to all stakeholders at the end of the assessment process, as well as verbal feedback to the candidate during assessment activities
<b>Recording Process</b>	Process and findings to be recorded and submitted for record keeping purposes as well as moderation and verification
<b>Review Process</b>	The review process is the responsibility of the assessor and the candidate. Joint reviewing will take place after feedback has been given to the candidate
<b>Right to appeal</b>	The candidate must be advised of the right to appeal



Accessibility and safety of environment	Step	Date
	<ul style="list-style-type: none"> <li>❖ Site inspection conducted</li> <li>❖ Pre-assessment moderation conducted</li> </ul>	
Resources Required	<ul style="list-style-type: none"> <li>❖ Assignments</li> <li>❖ POE</li> <li>❖ Assessments</li> </ul>	

I confirm that:

- ❖ I have been consulted on and have agreed to the training and assessment process as detailed in the assessment guide
- ❖ I have been advised of my right to appeal against any assessment that is unfair, unreliable, invalid or impracticable
- ❖ I have read and understood the appeal procedure
- ❖ I know that assessments may be moderated or verified by an external party
- ❖ The purpose of the assessment has been clearly explained to me
- ❖ The criteria have been discussed with me, and I know I will be assessed against these criteria
- ❖ I know when and where I will be assessed, and I was given fair notice
- ❖ I know how the assessment will be done, and any other requirements related to the assessment
- ❖ I am ready to be assessed

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Overall Assessment Decision	Competent	Not yet competent	
Candidate's Signature		Date	
Assessor's Signature		Date	
Moderator's Signature		Date	

# UNIT STANDARD 13915

## Unit Standard Title

Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace

## NQF Level

3

## Credits

4

## Specific Outcomes

**Specific outcome 1:** Know and understand HIV/AIDS and its effects on the human immune system

### Assessment criteria

- ❖ The terms HIV and AIDS are known and explained at a basic level of understanding
- ❖ The way in which the immune system works is explained with reference to the role of antibodies in the immune system
- ❖ An indication is given as to how the HIV virus attacks the immune system
- ❖ The concept of a window period is explained with reference to the Elisa test
- ❖ The concept that the Elisa Test tests for antibodies is known and an indication is given of the implications that this has in terms of the window period and the use of vaccinations
- ❖ The fact that all babies born to HIV/AIDS mothers initially test positive for the HIV virus is known and reason are given to explain why these test results change over time.
- ❖ The concept of Voluntary Counselling and Testing (VCT) is explained with the reference to the role of the Rapid Test and confirmation by the Elisa Test
- ❖ The effects of HIV infection are explained including the ability of infected persons to perform work and the importance of lifestyle changes to boost the immune system and prevent reinfection
- ❖ The importance of pre and post test counselling is known and understood and the implications of HIV testing for an individual are discussed in terms of making a personal decision to take an AIDS
- ❖ The stages of the disease are outlined with an example of what happens at each stage from infection with HIV to full-blown AIDS and death
- ❖ The chances of a person surviving with AIDS are discussed with reference to the latest views on medication and the costs of the drugs

**Specific outcome 2:** Know and understand how HIV/AIDS is transmitted

### Assessment criteria

- ❖ The effect of body fluids on transmission of the HIV virus is outlined at a basic level of understanding
- ❖ Sex is identified as the most common way in which the HIV virus is transmitted and other ways in which HIV is transmitted are listed with an indication of the conditions necessary for transmission

- ❖ The ways in which mother to child transmission can occur are listed and the implication of a pregnant woman/girl child having unprotected sex are indicated for both the mother and the unborn child
- ❖ Actions that an HIV positive mother can take to lower the risk of infection to the child and prolong the onset of AIDS in herself are presented in a poster to promote wellness.
- ❖ The dangers of drug abuse and behaviour that could result in HIV transmission are explained with suggestions for limiting transmission
- ❖ Precautions used in South Africa to ensure that blood products are HIV free are outlined at a basic level of understanding

**Specific outcome 3:** Know what behaviour is safe and what behaviour carries the risk of HIV transmission

#### **Assessment criteria**

- ❖ The relationship between human behaviour and HIV/AIDS is outlined at a basic level of understanding
- ❖ Ways in which the individual can avoid contracting or spreading HIV/AIDS are named with an indication of how own behaviour can reduce the risk of infection
- ❖ Examples of behaviour that carry a risk of contracting HIV/AIDS are named and classified according to whether they carry a high, medium or low
- ❖ Situations that have a potential to spread HIV/AIDS in the workplace are discussed and rated in terms of high, medium and low risk
- ❖ Fears and common misunderstandings about the transmission of HIV/AIDS are described in the context of the workplace
- ❖ The reasons are given why certain behaviours and activities carry a low risk of infection
- ❖ The role of sexually transmitted diseases (STDs) in the transmission of the HIV virus is known and understood and an indication is given of how untreated STDs greatly increase the risk of transmission

**Specific outcome 4:** Know what guidelines and assistance are available to support workers with HIV/AIDS

#### **Assessment criteria**

- ❖ Know what guidelines and assistance are available to support workers with HIV/AIDS and recognise own role in creating a caring work environment
- ❖ A company policy on HIV/AIDS or the National Department of Health's document "Guidelines for developing a workplace policy and programme" is accessed and evidence of knowledge is provided in the form of a brief summary
- ❖ The possible problems that a worker with HIV/AIDS could encounter are listed with suggestions as to what the learner himself/herself could do to create a caring situation in the workplace
- ❖ The importance of employers playing a proactive role in addressing the AIDS pandemic are known and understood and ways in which a company can create a caring environment for workers with HIV/AIDS are suggested for a familiar context
- ❖ The availability of HIV/AIDS prevention and wellness programmes provided by medical schemes, organisations and other bodies is known and an explanation is given on how to access them
- ❖ The treatment options available to a person with HIV/AIDS are known and a table is compiled indicating which treatment is available locally
- ❖ The rights of all workers in respect of HIV/AIDS are known and their personal responsibilities are understood dealing with the pandemic
- ❖ The Universal Precautions are known and applied in the work environment

- ❖ A code of behaviour in the workplace is drafted. To help someone cope with realisation that s/he has HIV/AIDS and to ensure co-workers are safe from infection; or To prevent someone who does not yet have HIV/AIDS from becoming infected
- ❖ A presentation is created to help address the stigma surrounding HIV/AIDS and the importance of employers playing a proactive role in dealing with HIV/AIDS

**Specific outcome 5:** Know and understand the implications of the HIV/AIDS pandemic for society, the economy, a business sub-sector, an organisation and a specific workplace.

#### **Assessment criteria**

- ❖ The needs of AIDS orphans are outlined with reference, at a basic level of understanding, to the burden of a large number of orphans on society and the economy
- ❖ The effect of a population composed mainly of children and the aged on the economy and the State is outlined at a basic level of understanding
- ❖ The need for medical care for people with HIV/AIDS and the implications for employers and the State are discussed at a basic level of understanding
- ❖ The effect of HIV/AIDS on the workforce and family income is discussed at a basic level of understanding
- ❖ The effect of HIV/AIDS for an organisation are discussed at a basic level of understanding
- ❖ The implications of HIV/AIDS for a specific workplace are discussed at a basic level of understanding
- ❖ The implications of HIV/AIDS for an industry sub-sector are discussed at a basic level of understanding

### **Critical Cross-Field Outcomes**

- ❖ **Unit Standard CCFO Identifying** - The learner is able to identify and solve problems in which responses show that responsible decisions using critical and creative thinking have been made in knowing what information may be given to prospective employers and other persons about employees.
- ❖ **Unit Standard CCFO Collecting** - The learner is able to collect, organise and critically evaluate information in analysing the relationship between the four Acts.
- ❖ **Unit Standard CCFO Demonstrating** - The learner is able to demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation in understanding the need to ask carefully worded questions in interviews and the consequence of giving information about employees to a third party.
- ❖ **Unit Standard CCFO Organising** - The learner is able to organise and manage him/herself and his/her activities responsibly and effectively in preparing questions for interviews and compiling the required reports.
- ❖ **Unit Standard CCFO Working** - The learner is able to work effectively with others as a member of a team, group, organisation or community in ensuring fair labour practice.
- ❖ **Unit Standard CCFO Communicating** - The learner is able to communicate effectively in explaining the various sections of the legislation and in calculating the Skills Development Levy for a business unit.
- ❖ **Unit Standard CCFO Contributing** - The learner is able to participate as a responsible citizen in the life of local and national communities in knowing how to ensure fair labour practice. The learner is able to be culturally and aesthetically sensitive across a range of social contexts in implementing the EE policy of an organisation in a business unit.
- ❖ Demonstrate understanding of aspects of the Basic Conditions of Employment Act (BCOE) (as amended) that business unit managers might be responsible for implementing.

## **Formative Assessments**

During your training, you were required to complete a number of activities within each Lesson in your Learner Study Guide. You need to complete these activities and attach the evidence of each in this section of your PoE.

## Summative Assessment Readiness Statement

Note: **R = Ready** for summative assessment. **NYR = Not Yet Ready** for summative assessment

Candidate's Name		ID No.	
Assessor's Name		Reg. No.	
Unit Standard Title	13915 Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace		
<b>ASSESSMENT DECISION</b>			
Specific Outcome	R	NYR	Comments
Know and understand HIV/AIDS and its effects on the human immune system			
Know and understand how HIV/AIDS is transmitted			
Know what behaviour is safe and what behaviour carries the risk of HIV transmission			
Know what guidelines and assistance are available to support workers with HIV/AIDS			
Know and understand the implications of the HIV/AIDS pandemic			

### Assessor's / Facilitator declaration:

I hereby declare that I have assessed the learner's formative assessment and find the learner ready / not yet ready for the summative assessment

Assessor / Facilitator Name	Signature

# SUMMATIVE ASSESSMENTS

## Knowledge Questionnaire

### Specific Instructions:

- ❖ Answer all five questions.
- ❖ Due to possible language barriers, this test may be taken orally.

### Assessment Activity 1.1

Indicate whether the following statements are true or false by ticking the appropriate column.

No	Statement	True	False
1.	The term HIV positive refers to an illness that will immediately cause a person to become ill.		✓
2.	AIDS stands for Acquired Immunodeficiency Syndrome	✓	
3.	HIV stands for Human Immunodeficiency Virus.	✓	
4.	People diagnosed with AIDS may get life threatening diseases called <u>opportunistic infections</u> , which are caused by microbes such as viruses or bacteria that usually do not make healthy people sick.	✓	
5.	The term AIDS applies to the most advanced stages of HIV infection.	✓	
6.	Children may get the same opportunistic infections, as do adults with the disease. Examples are: Conjunctivitis (pink eye), Ear infections, Tonsillitis	✓	
7.	HIV does not cause AIDS.		✓

## Assessment Activity 1.2

From the list below indicate through which ways HIV is transmitted and not transmitted by ticking the appropriate box:

	✓(Yes)	✗(No)
Contact with infected blood.	✓	
Giving first aid when good safety practices are followed.		✗
Contact of blood or other body fluids on unbroken skin.		✗
Giving blood if you are not HIV-positive.		✗
Caring for someone with HIV/AIDS when appropriate precautions are taken.		✗
Sexual contact with an infected person.	✓	
Touching, hugging and shaking hands.		✗
Mosquitoes or any other biting insects.		✗
Coughing and sneezing.		✗
Babies born to HIV-infected women.	✓	
Food and water.		✗
Air.		✗
Toilet seats.		✗
Sharing clothes and bedding.		✗
Swimming with a person who has HIV/AIDS.		✗



### Assessment Activity 1.3

Indicate whether the following statements are true or false with specific reference to prevent HIV transmission between family members:

Statement	True	False
1. Gloves should be worn during contact with blood or other body fluids that could possibly contain visible blood, such as urine, faeces, or vomit.	✓	
2. No hugging or touching is allowed.		✓
3. Cuts, sores, or breaks on both the care giver's and the patient's exposed skin should be covered with bandages.	✓	
4. Infected members must have their own cup, glass, spoon etc.		✓
5. Hands and other parts of the body should be washed immediately after contact with blood or other body fluids, and surfaces soiled with blood should be disinfected appropriately.	✓	
6. Practices that increase the likelihood of blood contact, such as sharing of razors and toothbrushes, should be avoided.	✓	
7. Toilets should be cleaned after an HIV positive person made use of it.		✓

### Assessment Activity 1.4

Select the correct answer from the three possibilities provided by drawing a circle around either a, b or c.

- Because early HIV infection often causes no symptoms, a doctor or other health care provider usually can diagnose it by:
  - Testing a person's blood for the presence of antibodies to HIV.*
  - Watching one's behaviour.
  - A routine check-up.
- HIV antibodies generally do not reach detectable levels in the blood for:
  - 2 to 3 months*
  - 8 to 10 months
  - 3 to 5 weeks
- People exposed to the virus should get an HIV test as soon as they are likely to develop antibodies to the virus, within
  - 3 weeks to 2 months after possible exposure to the virus.
  - 6 weeks to 12 months after possible exposure to the virus.*
  - 1 week to 1 month after possible exposure to the virus.

4. What does it mean if a person tests HIV positive?
  - a. That he has AIDS.
  - b. That he will not live longer than 5 years.
  - c. *That the person has HIV antibodies, and is infected with HIV.*
  
5. Babies born to HIV/AIDS mothers initially test positive for the HI Virus because:
  - a. It is a fact that they are HIV positive.
  - b. *Babies carry their mothers' antibodies to HIV for several months.*
  - c. Mothers start immediately to breast-feed the baby.
  
6. The results of experiments and observations of insect biting behaviour indicate that when an insect bites a person:
  - a. *It injects saliva, which acts as a lubricant or anticoagulant so the insect can feed efficiently.*
  - b. It injects its own or a previously bitten person's or animal's blood into the next person bitten.
  - c. A person will get infected because HIV reproduces in insects.

## Assessment Activity 1.5

Indicate whether the following statements are true or false by ticking the appropriate column.

No	Statement	True	False
1	All HIV tests are conducted voluntary and counselling is available as part of the test.	✓	
2	An HIV infected person is not able to perform his everyday work.		✓
3	Important lifestyle changes to boost the immune system and prevent re-infection are required from HIV positive persons.	✓	
4	A person may use antiretroviral drugs to slow down the development of HIV.	✓	
5	Sexual contact is the main method of transmitting the HI virus.	✓	
6	During the Acute HIV infection phase a person may develop a Flu-like or mild glandular-fever-like illness.	✓	
7	During the HIV well phase, infected persons look and feel healthy and can not infect other people.		✓
8	During the HIV ill phase, a person is said to have AIDS.	✓	

No	Statement	True	False
9	You should not use a male condom at the same time as the female condom.	✓	
10	It is important to remove the condom immediately after ejaculation, otherwise fluid might leak out.	✓	
11	Vaseline or oils such as baby oil for lubrication have no effect on the condom.		✓
12	It is the responsibility of only the male to use a condom.		✓
13	Condoms are nearly 100% foolproof.	✓	
14	There are many better methods to prevent contracting a sexually transmitted disease than using a condom.		✓
15	Using a condom consistently and correctly protects you and your partner from sexually transmitted infections and HIV/AIDS.	✓	
16	The risk of HIV transmission from a pregnant woman to her baby is significantly reduced if she takes AZT during pregnancy, labour, and delivery, and her baby takes it for the first six weeks of life.	✓	
17	Spermicides can kill HIV.		✓
18	Many people infected with HIV have no symptoms.	✓	
19	It is easy to know whether a sexual partner is infected with HIV.		✓
20	Sexually Transmitted Diseases (STDs) increases the transmission of the HI Virus and should thus be treated.	✓	
21	People working together, even in very close contact, do not risk transmitting HIV infection unless they engage in activities that put an infectious body fluid into direct and intimate contact with someone else's mucous membranes or bloodstream.	✓	
22	An HIV positive employee cannot be treated in the same manner than other employees.		✓
23	HIV positive employees are also entitled to the same training, development and promotion opportunities as any other employee.	✓	
24	No employer can require that a job applicant have an HIV test before they are employed.	✓	
25	All blood should be treated as possibly infected with HIV.	✓	
26	First aid kits which include protective gloves and other devices should be available in the workplace.	✓	

No	Statement	True	False
27	Employees don't need training to prevent HIV transmission when helping an injured person.		✓
28	Wash your hands with soap and water before and after any form of first aid.	✓	
29	You should always wash your hands with soap and water after cleaning up blood or other body fluids.	✓	
30	You can use clean, thick cloth, clothing or any other suitable material as a barrier to stop bleeding and to avoid direct contact with blood.	✓	
31	When this compressive bandage is not efficient or possible, apply proximal pressure on the main artery.	✓	
32	Plastic bags should not be used as gloves for protection and for collecting any soiled material.		✓
33	HIV infected people experience high levels of stress and should thus be emotionally supported.	✓	
34	Counsellors can offer ongoing support, information and advice to HIV positive people, their partners, friends and family.	✓	
35	A counsellor may tell others about your HIV status.		✓
36	Children infected with HIV have the right to attend any school.	✓	
37	No employer can require that a job applicant have an HIV test before they are employed.	✓	
38	Any person with HIV/AIDS has the right to confidentiality.	✓	
39	Insurance companies may not refuse life insurance to people living with HIV.		✓
40	People with HIV have the right to live their lives with respect, dignity and freedom from discrimination and blame.	✓	
41	HIV/AIDS will affect the life of every person in the country in some way.	✓	
42	AIDS will cause birth rates to decline due to deaths among people in relatively high fertility age groups as well as reduced fertility of HIV-infected women.	✓	
43	Poor households in South Africa carry the greatest burden but luckily have the required reserves available to cope with the disease.		✓

No	Statement	True	False
44	Stigmatisation of HIV/AIDS often causes social rejection and alienation, and can compromise employment, housing, schooling and child-care responsibilities.	✓	
45	HIV infection may cost companies between 2 and 6% of salaries per year.	✓	
46	The following should not be calculated as cost concurred by HIV/AIDS to the business organization:  Absenteeism due to illness or funeral attendance; Lost skills; Training and recruitment costs; Reduced work performance and; Lower productivity.		✓
47	By 2010, it is estimated that approximately 15% of highly skilled employees will have contracted HIV.	✓	
48	Over time the cost of HIV/AIDS will have no observable effect on most businesses, and international competitiveness will not be affected.		✓
49	HIV can only be transmitted via sexual intercourse, needles or other sharp devices contaminated with infected blood; organ transplantation and blood transfusions; from an infected mother to her child during pregnancy or during the birth process or afterwards through breast milk.	✓	
50	HIV cannot be passed on through the sharing of utensils or cups, casual kissing, hugging, shaking of hands, toilet seats, air conditioning or through normal contact at the workplace.	✓	

**75 Marks**

# Practical Workplace Logbook

Attach the completed workplace logbook and workbook behind this page

## Acknowledgment of Receipt

I \_\_\_\_\_

(Learner) acknowledge receipt of my Workplace assignment workbook on this the

\_\_\_\_\_ day of \_\_\_\_\_ 20\_\_\_\_\_

The process of on-the-job training has been explained to me.

\_\_\_\_\_

Signature of Learner

\_\_\_\_\_

Name of Facilitator/Mentor/Supervisor:

\_\_\_\_\_

Signature of Facilitator/Mentor/Supervisor

## **Indirect Evidence**

Indirect Evidence is evidence produced about the learner from another source. This is usually in the form of reports of third party sources, i.e. sources other than the assessor.

Indirect evidence can be used to verify the authenticity of other forms of evidence. In addition, it may be necessary to corroborate these forms of evidence.

Sources of indirect evidence include:

- ❖ Team outputs
- ❖ Work completed at an earlier stage
- ❖ Performance appraisals
- ❖ Training records
- ❖ Testimonials
- ❖ Reviews and commendations
- ❖ Certificates and qualifications
- ❖ Medals, prizes and trophies
- ❖ Customer / client ratings

Please attach any indirect evidence you may have on the required outcomes within the PoE behind this page.

## Declaration Of Authenticity Of Evidence

I (Initials and Surname)	
ID No:	
<p>declare/certify that the learning activities completed in the Learner Activity Workbook in its entirety is my own original and authentic work (interpreter declaration to be completed where necessary) I acknowledge that should it come to the attention/reported to the Training Provider/ SETA or relevant authorities, and there is sufficient evidence to prove that there is an irregularity regarding the authenticity of this submission the necessary steps will be taken against me which can result in one or more of the following decisions being taken:</p>	
<ul style="list-style-type: none"> <li>❖ A criminal case being opened,</li> <li>❖ Learner achievement certificate cancelled, withdrawn</li> <li>❖ Non processing of Learner Achievement submissions to the SETA pending the outcome of an investigation</li> <li>❖ De-registration as an Assessor/Moderator (where unauthorised assistance is provided by the Assessor/Facilitator)</li> <li>❖ Investigation into the accreditation status of the Training Provider if there is an irregularity on the part of the Training Provider</li> </ul>	
<p>I know and understand the contents of this declaration: I have no objection to signing the prescribed declaration. The declaration was also explained to me by the Training Provider/Facilitator</p>	
Signature of Learner:	Date
Signature of Facilitator/Assessor:	Date



## Evidence Locator & Sign-off

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 13915	Sources of evidence (where/how the assessor can find the evidence)			Assessor's comments in support of judgement (where required)
		✓	X	
SO1, AC1 The terms HIV and AIDS are known and explained at a basic level of understanding	Assessment activity 1.1			
SO2, AC2 The way in which the immune system works is explained with reference to the role of antibodies in the immune system	Assessment activity 1.1			
SO1, AC3 An indication is given as to how the HIV virus attacks the immune system	Assessment activity 1.1, 1.5			
SO1, AC4 The concept of a window period is explained with reference to the Elisa test	Assessment activity 1.5			
SO1, AC5 The concept that the Elisa Test tests for antibodies is known and an indication is given of the implications that this has in terms of the window period and the use of vaccinations.	Assessment activity 1.5			
SO1, AC6 The fact that all babies born to HIV/AIDS mothers initially test positive for the HIV virus is known and reason are given to explain why these test results change over time.	Assessment activity 1.5			
SO1, AC7 The concept of Voluntary Counselling and Testing (VCT) is explained with the reference to the role of the Rapid Test and confirmation by the Elisa Test.	Assessment activity 1.4, 1.5			

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 13915	Sources of evidence (where/how the assessor can find the evidence)			Assessor's comments in support of judgement (where required)
		✓	X	
SO1, AC8 The effects of HIV infection are explained including the ability of infected persons to perform work and the importance of lifestyle changes to boost the immune system and prevent reinfection.	Assessment activity 1.5			
SO1, AC9 The importance of pre and post test counselling is known and understood and the implications of HIV testing for an individual are discussed in terms of making a personal decision to take an AIDS test.	Assessment activity 1.5			
SO1, AC10 The stages of the disease are outlined with an example of what happens at each stage from infection with HIV to full-blown AIDS and death.	Assessment activity 1.5			
SO1, AC11 The chances of a person surviving with AIDS are discussed with reference to the latest views on medication and the costs of the drugs.	Assessment activity 1.5			
SO2, AC1 The effect of body fluids on transmission of the HIV virus is outlined at a basic level of understanding	Assessment activity 1.2, 1.3,			
SO2, AC2 Sex is identified as the most common way in which the HIV virus is transmitted and other ways in which HIV is transmitted are listed with an indication of the conditions necessary for transmission.	Assessment activity 1.2, 1.3,			

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 13915	Sources of evidence (where/how the assessor can find the evidence)			Assessor's comments in support of judgement (where required)
		✓	X	
SO2, AC3 The ways in which mother to child transmission can occur are listed and the implication of a pregnant woman/girl child having unprotected sex are indicated for both the mother and the unborn child.	Assessment activity 1.2, 1.3,			
SO2, AC4 Actions that an HIV positive mother can take to lower the risk of infection to the child and prolong the onset of AIDS in herself are presented in a poster to promote wellness	Assessment activity 1.2, 1.3, 1.5			
SO2, AC5 The dangers of drug abuse and behaviour that could result in HIV transmission are explained with suggestions for limiting transmission.	Assessment activity 1.2, 1.3, 1.5			
SO2, AC6 Precautions used in South Africa to ensure that blood products are HIV free are outlined at a basic level of understanding.	Assessment activity 1.5			
SO3, AC1 The relationship between human behaviour and HIV/AIDS is outlined at a basic level of understanding.	Assessment activity 1.5			
SO3, AC2 Ways in which the individual can avoid contracting or spreading HIV/AIDS are named with an indication of how own behaviour can reduce the risk of infection	Assessment activity 1.5			

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 13915	Sources of evidence (where/how the assessor can find the evidence)			Assessor's comments in support of judgement (where required)
		✓	X	
SO3, AC3 Examples of behaviour that carry a risk of contracting HIV/AIDS are named and classified according to whether they carry a high, medium or low risk	Assessment activity 1.5			
SO3, AC4 Situations that have a potential to spread HIV/AIDS in the workplace are discussed and rated in terms of high, medium and low risk	Assessment activity 1.5			
SO3, AC5 Fears and common misunderstandings about the transmission of HIV/AIDS are described in the context of the workplace	Assessment activity 1.5			
SO3, AC6 The reasons are given why certain behaviours and activities carry a low risk of infection	Assessment activity 1.5			
SO3, AC7 The role of sexually transmitted diseases (STDs) in the transmission of the HIV virus is known and understood and an indication is given of how untreated STDs greatly increase the risk of transmission.	Assessment activity 1.5			
SO4, AC1 A company policy on HIV/AIDS or the National Department of Health's document "Guidelines for developing a workplace policy and programme" is accessed and evidence of knowledge is provided in the form of a brief summary	Assessment activity 2.2 Workplace activities			

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 13915	Sources of evidence (where/how the assessor can find the evidence)			Assessor's comments in support of judgement (where required)
		✓	X	
SO4, AC2 The possible problems that a worker with HIV/AIDS could encounter are listed with suggestions as to what the learner himself/herself could do to create a caring situation in the workplace.	Assessment activity 2.1 Workplace activities			
SO4, AC3 The importance of employers playing a proactive role in addressing the AIDS pandemic are known and understood and ways in which a company can create a caring environment for workers with HIV/AIDS are suggested for a familiar context	Assessment activity 2.1 Workplace activities			
SO4, AC4 The availability of HIV/AIDS prevention and wellness programmes provided by medical schemes, organisations and other bodies is known and an explanation is given on how to access them.	Assessment activity 2.1 Workplace activities			
SO4, AC5 The treatment options available to a person with HIV/AIDS are known and a table is compiled indicating which treatment is available locally	Assessment activity 2.1 Workplace activities			
SO4, AC6 The rights of all workers in respect of HIV/AIDS are known and their personal responsibilities are understood dealing with the pandemic	Assessment activity 2.1 Workplace activities			
SO4, AC7 The Universal Precautions are known and applied in the work environment	Assessment activity 1.5 Workplace activities			
SO4, AC8 A code of behaviour in the workplace is drafted	Assessment activity 2.2 Workplace activities			

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 13915	Sources of evidence (where/how the assessor can find the evidence)			Assessor's comments in support of judgement (where required)
		✓	X	
SO4, AC9 A presentation is created to help address the stigma surrounding HIV/AIDS and the importance of employers playing a proactive role in dealing with HIV/AIDS	Assessment activity 2.1 Workplace activities			
SO5, AC1 The needs of AIDS orphans are outlined with reference, at a basic level of understanding, to the burden of a large number of orphans on society and the economy	Assessment activity 2.1			
SO5, AC2 The effect of a population composed mainly of children and the aged on the economy and the State is outlined at a basic level of understanding.	Assessment activity 2.1			
SO5, AC3 The need for medical care for people with HIV/AIDS and the implications for employers and the State are discussed at a basic level of understanding.	Assessment activity 2.1			
SO5, AC4 The effect of HIV/AIDS on the workforce and family income is discussed at a basic level of understanding.	Assessment activity 2.1			
SO5, AC5 The effect of HIV/AIDS for an organisation are discussed at a basic level of understanding	Assessment activity 2.1			
SO5, AC6 The implications of HIV/AIDS for a specific workplace are discussed at a basic level of understanding.	Assessment activity 2.1			

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 13915	Sources of evidence (where/how the assessor can find the evidence)			Assessor's comments in support of judgement (where required)
		✓	X	
SO5, AC7 The implications of HIV/AIDS for an industry sub-sector are discussed at a basic level of understanding	Assessment activity 12.1			

## Record Of Learning

Candidate's Name:				ID No	
Assessor's Name:				Ass. Reg. No	
Moderator's Name:				Mod. Reg. No	
Date:					
UNIT STANDARD	NQF LEVEL	CREDITS	DATE OF COMPLETION	SIGNATURE OF ASSESSOR	SIGNATURE OF MODERATOR
13915	3	4			



# ASSESSMENT REVIEW

<b>NAME of LEARNER</b>		<b>NAME of ASSESSOR</b>	
<b>VENUE</b>		<b>DATE of REVIEW</b>	
<b>UNIT STANDARD</b>	13915 Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace		
<b>Review Dimension</b>	<b>ASSESSOR</b>	<b>LEARNER/ CANDIDATE</b>	<b>ACTION</b>
The principles/criteria for good assessment were achieved?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment related to the registered unit standard?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment was practical?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
It was time efficient and cost-effective and did not interfere with my normal responsibilities?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment instruments were fair, clear and understandable	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment judgements was made against set requirements	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The venue and equipment was functional?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
Special needs were identified and the assessment plan was adjusted	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
Feedback was constructive against the evidence required	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
An opportunity to appeal was given	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The evidence was recorded	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
<b>LEARNER'S DECLARATION OF UNDERSTANDING</b>			
I am aware of the moderation process and understand that the moderator could declare the assessment decision invalid			
<b>Learner</b>	<b>Date</b>	<b>Assessor</b>	<b>Date</b>
		<b>Moderator</b>	<b>Date</b>

## Assessor Review

Assessors must review the assessment process by completing this document. Please attach any additional information if required.

<b>Evaluation Criteria</b>	<b>YES</b>	<b>NO</b>
Was the assessment preparation adequate?		
Was the learner informed of the assessment and policies?		
Design/prepare the assessment tools & - documentation according to ETQA and company QMS correct?		
Integration into work or learning: Was the assessment as unobtrusive as possible?		
Was maximum use made of naturally occurring events & readily available evidence?		
Systematic Process: Was the assessment process properly planned & structured?		
Involvement of the learner: Was the learner involved throughout the assessment process?		
Did the learners contribute to the planning of assessment & the collection of evidence?		
Open: Did the learners understand the assessment process and the criteria, which apply?		
Environment: A supportive, non-threatening environment is created for assessment.		
Was the assessment Valid?		
Was the assessment Reliable?		
Was the assessment Consistent?		
Was the assessment Authentic?		
Was the assessment Sufficient?		
Was the assessment Current?		
Was the feedback given?		
Completed the result of the assessment according to the requirements of the organization and/or employer, as well as the relevant ETQA.		
Records & assessment instruments have to be kept for quality assurance purposes, as well as possible appeals.		
What did you as assessor do well?		

What did you as assessor not do well?	
Did you identify any weaknesses in the design of the assessment? If so, suggest improvements	
Quality of the unit standard: is it fit for the purpose it was designed for? If not, please make suggestions for improvements	
Additional comments	
Assessor signature	Date

## Candidate Feedback Report

Candidate's Name		ID No.	
Assessor's Name		Reg. No.	
Unit Standard Title	13915 Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace		
<b>Assessment Decision</b>			
Source of Evidence	C	NYC	Comments
Assessments			
Product			
Indirect Evidence			
Overall Assessment Decision			
Additional Notes			
Date			
Signature of Assessor			Signature of Candidate



## Candidate Appeal Form

Candidate's Name:	ID No.	
Assessor's Name:	Reg. No.	
Unit Standard Title:	13915 Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace	
Date:		
<b>SECTION 1</b>		
Candidate's reason for disagreeing with the assessment decision		
Assessor's rationale for the assessment decision		
Candidate's signature		
Assessor's signature		

SECTION 2	
Internal Moderator's reconsidered decision and rationale	
Internal Moderator's Signature	
Advising Assessor's Signature	
Decision and rationale of the investigatory panel	
Learner Declaration	The above decisions have been explained to me and I accept the assessment decision
Learner's Signature	
Date	

Please send this form to: The Training Provider

## Assessor's Report

Candidate's Name		ID No.	
Assessor's Name		Reg. No.	
Unit Standard Title	13915 Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace		
<b>ASSESSMENT DECISION</b>			
Specific Outcome	C	NYC	Comments
Know and understand HIV/AIDS and its effects on the human immune system			
Know and understand how HIV/AIDS is transmitted			
Know what behaviour is safe and what behaviour carries the risk of HIV transmission			
Know what guidelines and assistance are available to support workers with HIV/AIDS			
Know and understand the implications of the HIV/AIDS pandemic			
Overall Assessment Decision			
Comments			
Date			
Signature of Assessor	Signature of Candidate		



## Moderator's Report

Moderator's Name		Reg. No.	
Assessor's Name		Reg. No.	
Candidate's Name		ID No.	
Unit Standard Title	13915 Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace		
<b>MODERATION DECISION</b>			
Specific Outcome	C	NYC	Comments
Know and understand HIV/AIDS and its effects on the human immune system			
Know and understand how HIV/AIDS is transmitted			
Know what behaviour is safe and what behaviour carries the risk of HIV transmission			
Know what guidelines and assistance are available to support workers with HIV/AIDS			
Know and understand the implications of the HIV/AIDS pandemic			
Overall Moderation Decision			
Feedback to Assessor			
Action Required			
Date of Moderation			
Signature of Moderator			
Signature of Assessor			

Signature of Candidate	
------------------------	--

# MODERATION

## Moderation Of Assessments Must Be Planned In Order To:

- ❖ Identify the outcomes as per unit standards
- ❖ Identify the evidence to be collected
- ❖ Identify steps of a logical process
- ❖ Design an appropriate assessment (criteria and tool)
- ❖ Review success or adjustments to be made to the assessments
- ❖ Provide appropriate feedback and set targets and action plans

## Pre-Assessment Moderation

This occurs prior to assessment taking place and includes moderation of:

- ❖ Assessor suitability/qualifications
- ❖ Assessment guidelines which are explained to all assessors in bi-weekly meetings
- ❖ Standardised assessment tools which are reviewed in assessor meetings
- ❖ Guidelines for organising evidence (see Portfolio of Evidence guidelines)
- ❖ Assessor/candidate appeals process
- ❖ The assessor must consult with the moderator to ensure that the assessment instrument is valid, reliable and practicable. The moderation model will be the assessor moderator comparison, so as to ensure that the assessment instrument is fit for purpose and that the assessment plan is adequate in order to achieve the outcomes of the assessment process.

## Post Assessment Moderation

Post-assessment moderation must take place at the end of the assessment process, once feedback has been given to the candidate.

Post-assessment moderation must check specifically that the evidence on which the decision of competence is based is valid, authentic, current and sufficient. Until post-assessment moderation has taken place, the assessment process is incomplete, as there is a chance that the moderator may disagree with the assessor regarding the decision reached in terms of competence.

Even so, the candidate needs to be cautioned that external moderation/verification needs to take place prior to candidate achievement being confirmed and recorded on the National Candidate Record Database.

The focus in post-assessment moderation is also to address continuous improvement of assessment activities and tools. The moderator needs to critically evaluate the review process and ensure that candidate consultation in the review process was both meaningful and constructive i.e. avoid simplistic yes/no questions which give little qualitative data.

25% of all assessment sampling across the board is moderated. The samples are representative of assessments conducted by each assessor and for each project

# WORKPLACE ASSIGNMENT WORKBOOK

<b>NAME</b>	
<b>CONTACT ADDRESS</b>	
<b>Code</b>	
<b>Telephone (H)</b>	
<b>Telephone (W)</b>	
<b>Cellular</b>	
<b>Learner Number</b>	
<b>Identity Number</b>	

<b>EMPLOYER</b>	
<b>EMPLOYER CONTACT ADDRESS</b>	
<b>Code</b>	
<b>Supervisor Name</b>	
<b>Supervisor Contact Address</b>	
<b>Code</b>	
<b>Telephone (H)</b>	
<b>Telephone (W)</b>	
<b>Cellular</b>	

## **Introduction to the Practical Workplace Logbook**

Congratulations completing the program. As part of your training you are required to keep a logbook of all practical on the job training and exposure you receive during the learning process.

You will now be assigned to a mentor who will oversee your off-site training, usually referred to as on-the-job training.

The mentor will assist and advise you on the practical aspects of the job, how to fit into the company, what is expected of you as an employee and as a future supervisor.

This Practical Workplace Logbook must be used as a guide to enable learners to achieve the specific outcomes, including the critical cross-field outcomes of the unit standard for this Learning Programme.

The purpose of the Logbook is to indicate to learners and their workplace coaches / mentors / assessors the practical skills to be developed and to be demonstrated by them in the workplace in order for them to meet the requirements of the specific outcomes and critical cross-field outcomes listed in the unit standard.

Learners must be able to prove their competence at the prescribed skills by being given the opportunity to participate in and perform the tasks / responsibilities that will expose them to the specific outcomes and critical cross-field outcomes and associated skills.

Workplace coaches / mentors / assessors must assess competence in the workplace by looking for evidence in a learner to perform the different tasks in a manner that meets the requirements of the unit standard.

Workplace coaches / mentors / assessor must also ensure that the workplace:

- ❖ Is conducive to fair and objective assessments
- ❖ Enables the learner to apply and demonstrate skill and knowledge
- ❖ Allows the learners to feel comfortable to learn and to be assessed
- ❖ Is supportive of the learning interventions

<b>Organisation Name</b>	
<b>Programme Coordinator</b>	
<b>Coordinator Contact Details</b>	
<b>Training Provider</b>	
<b>Provider Role:</b> <ul style="list-style-type: none"> <li>• Manage delivery</li> <li>• Manage assessment</li> <li>• Manage full provision</li> </ul>	
<b>Programme Nature and Name</b> <ul style="list-style-type: none"> <li>• Qualification</li> <li>• Learnership</li> <li>• Learning Programme</li> <li>• Skills Programme</li> </ul>	
<b>Programme Duration (Notional Hours)</b>	
<b>Workplace Component (Notional Hours)</b>	

Criteria	Met	Not Yet Met
The learner is familiar with all required workplace exposure for this learning programme, and has access to the logbook requirements		
The employer / organisation is familiar with all required workplace exposure for this learning programme and has access to the logbook requirements		
All required assessment instruments and resources are available in advance to the employer to carry out workplace assessments		

# **Responsibilities**

## **Responsibilities of the learner**

include:

- ❖ One hundred percent commitment to the learning process. Learners are encouraged to study any additional source of information relevant to this learning process.
- ❖ Doing all assignments contained in this logbook as well any tasks and assignments received from your mentor or supervisor to whom you have been assigned.
- ❖ Although the mentor is responsible to sign off all sections completed, it is the learner's responsibility to ensure that all paperwork is completed and handed in for filing on his/her record of learning. It should be clearly stated to learners that a 100% complete record of learning, as prescribed by this logbook, is their sole responsibility. Any document missing from the record may result in your not being declared competent.
- ❖ Discuss any problems that you may have with your mentor.

## **Mentor**

Congratulations on your appointment as a mentor to the learner. This is a very responsible assignment because you have been tasked with the responsibility of rounding off the learner's practical exposure.

You must ensure that you are familiar with all aspects of the work covered in this logbook because you must keep a daily account of the learner's performance.

You are also required to report to the skills development facilitator, or as agreed between yourself, the coordinator and the learner regarding the learner's progress. Your responsibilities as mentor are as follows:

- ❖ Attend the mentoring course
- ❖ Study the logbook and acquaint yourself with its content and format
- ❖ Remember this logbook is the learner's full record of learning and workplace exposure. All activities which the learner participates in must be recorded, and all documents produced in relation to this learnership must form part of the record of learning
- ❖ Get all the learners together and explain its purpose to them and also what is required of them
- ❖ Remember the mentor is the creator of learning and exposure opportunities. You should therefore not confine the learner's exposure to this logbook alone
- ❖ Continuously guide them in doing the assignments and arranging the planned exposure with the relevant departments
- ❖ File all duplicate records of learning on a file for each learner
- ❖ Send all original records to the training provider at the end of end of each month. The Seta also requires that copies be held at the companies
- ❖ This logbook need not be followed chronologically, but please note that the learner is required to work through the entire logbook by the end of the learning period

## **Responsibilities of the Employer**

- ❖ Creating an atmosphere conducive to learning
- ❖ Giving learners ample access to the working environment. Remember that learners should be productive employees to get practical exposure to all aspects of the transport operation as required by the learnership
- ❖ Ensure that learners, mentors and assessors attend all training required and arrange and pay travelling and accommodation costs
- ❖ Ensure availability of sufficient mentors and workplace assessors

## **Training Provider Responsibility**

- ❖ Provide all practical learning material in electronic and/or hard copy, depending on the circumstances
- ❖ Provide training for mentors and workplace assessors if required and provide the learning material
- ❖ Visit employers to monitor progress and provide guidance and feedback.
- ❖ Provide an online and telephonic support system to all mentors and learners



# SUMMATIVE WORKPLACE ASSESSMENTS

## Workplace Assignments

### Workplace activities

See Workplace Workbook.

### Research and Presentation Assessment

#### Assessment Activity 2.1

Prepare a presentation that covers the following topics:

- ❖ Outline the relationship between human behaviour and HIV/AIDS

*Any explanations that states safe sex and healthy lifestyle / eating habits*

- ❖ Explain why certain behaviours and activities carry a low risk of infection

*People who practice safe sex with only one partner, live and eat healthily, etc. Any two*

- ❖ Explain how STD's can increase the risk of HIV/AIDS

*If STD's are not treated and safe sex is not practiced, the risk of HIV/AIDS is higher as these diseases seem to facilitate the transmission of HIV*

- ❖ List and discuss the possible problems that a worker with HIV/AIDS could encounter in the workplace.

*Any two of:*

*Being stigmatised*

*Threat of dismissal*

*Being victimised*

*People refusing to work with him/her*

*Being shunned, etc.*

- ❖ Why should employers play a proactive role in addressing the AIDS pandemic?

*Any two of:*

*Without the support of the employer, any workplace programme will not be successful*

*Employers will also be affected by AIDS, so prevention is better than cure, etc*

- ❖ What HIV/AIDS prevention and wellness programmes are provided by medical schemes and other organisations?

*Many medical aids are providing an extra, chronic disease benefit for those who register with them.*

- ❖ Create a table listing the treatment options available to a person with HIV/AIDS in South Africa.

<i>There are medicines available which boost the immune system and reduce the amounts of the virus in the body</i>	<i>These are called anti-retroviral drugs and protease inhibitors</i>
<i>there are medications, which treat the infections that invade your body when you have AIDS.</i>	<i>These medications help people live longer and better</i>

❖ What are the rights of workers? List at least three

*Any person living with HIV/AIDS has the right to medical treatment and care.*

*No employer can require that a job applicant have an HIV test before they are employed*

*An employee cannot be fired, retrenched or refused a job simply because they are HIV positive*

*Any person with HIV/AIDS has the right to confidentiality. No one can give out information about a person's HIV status without their permission.*

*People with HIV have the right to live their lives with respect, dignity and freedom from discrimination and blame*

❖ Explain the needs of AIDS orphans

*There are many and any two will do, such as:*

*The need for someone to take care of them*

*The need for protections from mistreatment*

*The need for protection from being violated*

*Counselling after the death of a parent*

❖ What would be the result of the burden of a large number of orphans on society and the economy

*They have to be taken care of, either in orphanages, by other families or by foster parents. All but the last method places a financial burden on the state or communities.*

❖ What effect would a population composed mainly of children and the aged have on the economy and the State

*Children and the aged do not contribute to the economy, they have to be taken care of. Traditionally, it is the young and middle aged population that takes care of children and the aged. If the economically active population is not working, it impacts negatively on the economy – who will do the work?, the state – who must provide for these people? and the community – who must provide for these people?*

*Any two valid reasons are worth two points*

❖ People with HIV/AIDS have need for medical care. What would the effect of this be on employers and the state?

*Either the employers or the State have to be prepared to assist with the medical expenditure, this places an added financial burden on the employer and the State. Furthermore, the employer will lose production due to sick leave.*

❖ What effect does HIV/AIDS have on family income?

*Since the population that is mostly affected by HIV/AIDS, the effect on the family income is devastating, especially when the provider dies. Any sensible explanation is worth two points*

❖ What effect does HIV/AIDS have on the workforce?

*There are many effects, such as those quoted below. Any two sensible statements are correct.*

*When more and more people are getting sick, the added work becomes a burden for the other employees.*

*When trained and skilled people are affected, the employer has to recruit new workers and carry the cost of training them*

*Absence due to illness causes a drop in productivity*

❖ What effect does HIV/AIDS have on the transport industry?

*There is a shortage of bus and truck drivers, since long-distance drivers are especially at risk. This shortage means that employers must continually recruit and train new drivers, since the skilled drivers are falling ill and are not productive*

*Or any other sensible explanation.*

## **Assessment Activity 2.2**

- ❖ During exercise 4 you were requested to draft a workplace policy for HIV/AIDS. Attach the policy to your assessment.

*Make sure that the following is mentioned*

*There are many positive steps employers and employees can take to deal with the HIV/AIDS epidemic. These include:*

*(any two)*

- ❖ *Developing a workplace policy on HIV/AIDS.*
- ❖ *Negotiating benefits such as medical aid, insurance, retirement benefits and disability cover in the interests of all employees.*
- ❖ *Developing a workplace programme that includes awareness campaigns, condom distribution, treatment of sexually transmitted diseases and care for HIV-positive staff members.*
- ❖ *The Department of Health has develop an HIV/AIDS Policy Guideline that may be used by organisations to assist them in developing a workplace policy on HIV/AIDS.*
- ❖ *The Labour Relations Act, 1995, provides specific guidelines concerning HIV/AIDs in the workplace.*

*It is advisable to develop procedures for performance assessment and management, so that all supervisors and managers are clear on the criteria for dealing with*

*(any two)*

- ❖ *Absenteeism;*
- ❖ *Sick leave;*
- ❖ *Transfer to lighter duties;*
- ❖ *Ill health;*
- ❖ *Retirement;*
- ❖ *Employee counselling and so on.*

*How to deal with employees who refuse to work with colleagues with HIV*

*Any one of the following:*

- ❖ *information about how the virus is transmitted is provided*
- ❖ *demonstrating support for their colleagues living with HIV.*
- ❖ *solve the problem through the normal negotiation channels.*
- ❖ *disciplinary procedures should be followed*

*Responsibilities Of Managers*

*(any two)*

- ❖ *Ensure that the process of consultation takes place.*

- ❖ *Help develop an HIV/AIDS and STD programme.*
- ❖ *Show your commitment to the HIV/AIDS and STD programme.*
- ❖ *Allow time for employees to take part in the HIV/AIDS and STD programme.*
- ❖ *Formalize the job description of anyone who is involved in implementing the programme to facilitate their work and increase their credibility.*
- ❖ *Feed comments down from management.*
- ❖ *Ensure that resources are made available to the programme.*
- ❖ *Participate in collaborative partnerships.*

#### *Responsibilities Of Employees*

*(any two)*

- ❖ *Take responsibility for your own wealth.*
- ❖ *Participate in the programme.*
- ❖ *Own the programme.*
- ❖ *Respect the privacy and confidentiality of those living with HIV.*
- ❖ *Respect the rights of those who are not HIV-positive.*
- ❖ *Take the lessons you learn at the workplace to your home community.*
- ❖ *Participate in collaborative partnerships.*

#### *Responsibilities Of Supervisors*

*(any two)*

- ❖ *Show commitment to the HIV/AIDS and STD programme.*
- ❖ *Allow time for employees to take part in the HIV/AIDS and STD programme, including attending STD clinics, other health services and education and awareness programmes.*
- ❖ *Provide a link between management and the shop floor.*
- ❖ *Participate in collaborative partnerships.*

#### *Responsibilities Of Shop Stewards & Trade Unions*

*(any two)*

- ❖ *Ensure that your union develops an HIV/AIDS and STD policy, or that at least there is a clear position put forward in discussions with management and supervisors.*
- ❖ *Ensure the process of consultation throughout the workplace takes place.*
- ❖ *Show commitment to the programme from the unions.*
- ❖ *Encourage employees to be involved in the programme*
- ❖ *Feed comments up from the shop floor*
- ❖ *Participate in collaborative partnerships*

- ❖ **What would you include in a code of behaviour for the workplace?**

*Any four of the following:*

- ❖ *Avoiding infection with HIV.*
- ❖ *Ensuring that the people living with HIV are treated fairly by all.*

- ❖ *Ensuring that confidentiality is maintained.*
- ❖ *Having a safe working environment.*
- ❖ *Protection from discrimination.*
- ❖ *Protection of employee benefits.*
- ❖ *Protection of promotion and training opportunities.*

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Date	Assignment No	Start	Finish	Total Hours
e.g. 12/9/2014	1	10:00	14:00	4
Date	Learner Signature	Date	Mentor/Supervisor Signature	