**13915 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: | |
| 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: | |
| A criminal case being opened,  Learner achievement certificate cancelled, withdrawn  Non processing of Learner Achievement submissions to the SETA pending the outcome of an investigation  De-registration as an Assessor/Moderator (where unauthorised assistance is provided by the Assessor/Facilitator)  Investigation into the accreditation status of the Training Provider if there is an irregularity on the part of the Training Provider | |
| 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 | |
| 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 |  |  |  | |
| 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, |  |  |  | |
| 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 |  |  |  | |
| 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 |  |  |  | |
| 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 |  |  |  | |
| 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 |  |  |  | |
| 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**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **NAME of LEARNER** | | | | | **NAME of ASSESSOR** | | | | |
| **VENUE** | | | | | **DATE of REVIEW** | | | | |
| **UNIT STANDARD** | | 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 | | | | | | | |
| **Review Dimension** | | | | **ASSESSOR** | | **LEARNER/**  **CANDIDATE** | | **ACTION** | |
| The principles/criteria for good assessment were achieved? | | | | Agree  Disagree | | Agree  Disagree | |  | |
| The assessment related to the registered unit standard? | | | | Agree  Disagree | | Agree  Disagree | |  | |
| The assessment was practical? | | | | Agree  Disagree | | Agree  Disagree | |  | |
| It was time efficient and cost-effective and did not interfere with my normal responsibilities? | | | | Agree  Disagree | | Agree  Disagree | |  | |
| The assessment instruments were fair, clear and understandable | | | | Agree  Disagree | | Agree  Disagree | |  | |
| The assessment judgements was made against set requirements | | | | Agree  Disagree | | Agree  Disagree | |  | |
| The venue and equipment was functional? | | | | Agree  Disagree | | Agree  Disagree | |  | |
| Special needs were identified and the assessment plan was adjusted | | | | Agree  Disagree | | Agree  Disagree | |  | |
| Feedback was constructive against the evidence required | | | | Agree  Disagree | | Agree  Disagree | |  | |
| An opportunity to appeal was given | | | | Agree  Disagree | | Agree  Disagree | |  | |
| The evidence was recorded | | | | Agree  Disagree | | Agree  Disagree | |  | |
| **LEARNER’S DECLARATION OF UNDERSTANDING** | | | | | | | | | |
| I am aware of the moderation process and understand that the moderator could declare the assessment decision invalid | | | | | | | | | |
|  | | |  | | | | |  | |
| **Learner** | **Date** | | **Assessor** | | | | **Date** | **Moderator** | **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 | | | | | |
| **Assessment Decision** | | | | | | |
| 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: | |  | |
| **SECTION 1** | |  | |
| 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 | | | | | | |
| **ASSESSMENT DECISION** | | | | | | | |
| 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 | | | | | | | |
| **MODERATION DECISION** | | | | | | | | |
| 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**

|  |  |
| --- | --- |
| **NAME** |  |
| **CONTACT ADDRESS** |  |
|  |
| **Code** |  |
| **Telephone (H)** |  |
| **Telephone (W)** |  |
| **Cellular** |  |
| **Learner Number** |  |
| **Identity Number** |  |
|  | |
| **EMPLOYER** |  |
| **EMPLOYER CONTACT ADDRESS** |  |
|  |
| **Code** |  |
| **Supervisor Name** |  |
| **Supervisor Contact Address** |  |
|  |
| **Code** |  |
| **Telephone (H)** |  |
| **Telephone (W)** |  |
| **Cellular** |  |

**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

|  |  |
| --- | --- |
| **Organisation Name** |  |
| **Programme Coordinator** |  |
| **Coordinator Contact Details** |  |
| **Training Provider** |  |
| **Provider Role:**   * Manage delivery * Manage assessment * Manage full provision |  |
| **Programme Nature and Name**   * Qualification * Learnership * Learning Programme * Skills Programme |  |
| **Programme Duration (Notional Hours)** |  |
| **Workplace Component (Notional Hours)** |  |

| **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

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

Explain how STD’s can increase the risk of HIV/AIDS

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

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

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

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

|  |  |
| --- | --- |
|  |  |
|  |  |

What are the rights of workers? List at least three

Explain the needs of AIDS orphans

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

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

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

What effect does HIV/AIDS have on family income?

What effect does HIV/AIDS have on the workforce?

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

**Assessment Activity 2.2**

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

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Logbook 13915** | | | | | | |
| **Date** | **Assignment No** | | **Start** | | **Finish** | **Total Hours** |
| *e.g.*  *12/9/2014* | *1* | | *10:00* | | *14:00* | *4* |
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| Date | Learner Signature | Date | | Mentor/Supervisor Signature | | |
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