**LEARNER**

**SUMMATIVE ASSESSMENT GUIDE**

**& PoE**

**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

**Assessment Activities conducted per the Assessment Plan**

**Assessment Plan agreed by candidate & completed by the assessors before the actual assessment**

**CANDIDATE**

**Detailed Assessor Report compiled & forwarded for Moderation**

**ASSESSMENT**

**Assessment Guide submitted to Training provider as per Assessment Plan**

**Feedback Report Completed by Assessor & individual feedback given to candidate**

**Appeal form completed by the candidate in event of dispute**

**Record of Learning Updated**

**Assessment Results Moderated**

**Action Plan completed by Assessor**

**All records & evidence filed**

**SETA**

**Completed Assessor report/Moderator report/Record of Learning forwarded to SETA**

**Approval and Certification obtained from SETA**

**SETA to register on National Learner Database**

**Certificate of Competencies issued to successful candidates**

# 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
1. An index
2. Background information
* Curriculum Vitae
* Organisation profile
* Job profile
* Organisation/department structure
1. A copy of the unit standard/s
2. Your assessment plan
3. Your completed Knowledge Questionnaire
4. An evidence locator grid
5. The evidence itself
6. Supporting evidence e.g. witness testimonies, reflections and witness status list
7. Assessment records

# 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** | * 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
* Candidates are not only assessed against specific outcomes, but also on critical outcomes, attitudes and values
* 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.
* Candidates take responsibility for their own assessment and should notify the assessor when they are ready for assessment
* Candidates will receive feedback after the summative assessment, which will be discussed after all assessments have been completed
* All assessments will be reviewed to ensure that assessment practices are valid, fair, transparent, consistent and current
* An Internal/External moderator will moderate assessment practices
* The SETA will also conduct external moderation
 |
| **Context of Assessment** | **Assessment Method** | **Assessment Conditions** | **Who will conduct assessment** | **Assessment results and feedback** |
| Questionnaires Work sampleObservation | Input based assessments | Assessor | Immediate |

## Assessment Preparation

### Preparing The Candidate

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Candidate |  | Date |  |
| Time |  |
| Name of Assessor |  | Venue |  |
| **How to prepare the candidate** | **Document Requirements** | **Agree (tick)** | **Action Required** |
| 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 | AssessorsModerator |  |  |
| 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 procedureModeration procedureAssessment 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

|  |  |
| --- | --- |
| **Candidate's Name:**  |  |
| **Assessor's Name:** |  |
| **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  |
| **Special Assessment Requirements** |  |
| Event | **Date, time and location** | **Resources required** | Evidence to be generated |
| 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 |
| **Assessor roles and responsibility** |
| **Roles** | * Assessor
* Guide
* Feedback Agent
* Reviewer
 |
| **Responsibilities** | * Consult candidate re assessment, assessment process and plan
* Agree assessment process and plan with candidate
* Forward documentation to candidate: plan, guide and assessment instruments
* Assess candidate with the use of different instruments
* Provide feedback on assessment findings
* Support candidate through assessment process
* Source feedback from candidate on assessment process
* Review assessment process and outcome
* Use assessment process as opportunity to transform assessment activities and outcomes
 |
| **Candidate roles and responsibility** |
| **Roles** | * Candidate
* Feedback agent
* Reviewer
 |
| **Responsibilities** | * Be available for assessment
* Be actively involved in the consultative process
* Learn from the assessment process
* Provide feedback to the assessor in terms of the assessment as learning activity
* Provide feedback to the assessor on the efficacy of the assessment process
* Review own role and assessor role in the assessment process
 |
| Assessment Instruments | * Portfolio of evidence
* Work sample
* Observation
 |
| **Assessment Process** |
| **Step** | **Date** |
| * Evaluation of POE addressing Essential Embedded Knowledge in unit standards
* Evaluation of Research Projects and other evidence address specific unit standards
* Consultation: assessment plan and assessment activities and instruments. Pre-assessment moderation and interviews conducted at this stage
* Observation: feedback on assessment against specific outcomes, critical outcomes and constructs in unit standards
* Feedback: to candidate regarding sufficiency of evidence and possible interview to gain supplementary evidence
* Feedback to candidate regarding assessment findings as well as review process
 |  |
| Feedback | 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 |
| Recording Process | Process and findings to be recorded and submitted for record keeping purposes as well as moderation and verification |
| Review Process | 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 |
| Right to appeal | The candidate must be advised of the right to appeal |
| **Accessibility and safety of environment** | **Step** | **Date** |
| * Site inspection conducted
* Pre-assessment moderation conducted
 |  |
| **Resources Required** | * Assignments
* POE
* Assessments
 |
| 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  |
| **ASSESSMENT DECISION** |
| 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 opportunistic infections, 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.
 |  |  |
| 1. No hugging or touching is allowed.
 |  |  |
| 1. Cuts, sores, or breaks on both the care giver's and the patient's exposed skin should be covered with bandages.
 |  |  |
| 1. Infected members must have their own cup, glass, spoon etc.
 |  |  |
| 1. 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.
 |  |  |
| 1. Practices that increase the likelihood of blood contact, such as sharing of razors and toothbrushes, should be avoided.
 |  |  |
| 1. 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.

1. Because early HIV infection often causes no symptoms, a doctor or other health care provider usually can diagnose it by:

a. Testing a person's blood for the presence of antibodies to HIV.

b. Watching one’s behaviour.

c. A routine check-up.

2. HIV antibodies generally do not reach detectable levels in the blood for:

a. 2 to 3 months

b. 8 to 10 months

c. 3 to 5 weeks

3. People exposed to the virus should get an HIV test as soon as they are likely to develop antibodies to the virus, within

a. 3 weeks to 2 months after possible exposure to the virus.

b. 6 weeks to 12 months after possible exposure to the virus.

c. 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. |  |  |
| 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% fool proof. |  |  |
| 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. |  |  |
| 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. |  |  |
| 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**