



## Recognition of Prior Learning (RPL)

# ***EVIDENCE GUIDE OF ASSESSMENTS FOR HEALTH & SAFETY IN THE WORKPLACE***



**National Certificate in Professional Driving**  
**Qualification ID: 50285**

**NQF Level 3**

***Evidence Guide for RPL***  
***Health & Safety in the Workplace***

## UNIT STANDARDS IN THIS VOLUME

Unit Standard Number	Unit Standard Title	NQF Level	Credit Value
114941	Apply knowledge of HIV/AIDS to a specific business sector and a workplace	3	4
8016	Maintaining occupational health, safety and general housekeeping	3	8
116534	Carry out basic first aid treatment in the workplace	3	2

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## INTRODUCTION TO RPL HEALTH AND SAFETY IN THE WORKPLACE EVIDENCE DOCUMENT

### 1. Background

In the Recognition of Prior Learning (RPL) Evidence Document 1, you will be assessed in line with all three Unit Standards in this volume. There will be an Evidence Collector who will submit your assessments to an Assessor. The Assessor will assess your work and will find your evidence either, 'competent' or 'not yet competent' that is based on the evidence you submitted to the Evidence Collector.

### HOW WILL THE COMPETENCY-BASED ASSESSMENT WORK?

All the instruments developed for this qualification are competency-based followed by the following approaches:

#### a. Criterion based

Each candidate who is assessed is not in competition with their peers, but is assessed against standard criteria or benchmarks. The criteria used are, SAQA US ID 123259, *National certificate in Professional Driving* against the specific outcomes and assessment criteria of all unit standards that are made up in this qualification.

#### b. Evidence based

Whether a person is competent is based upon evidence provided by the learner. The evidence may be demonstrated or produced by the candidate or gathered by the assessor.

#### c. Participatory

The candidate is encouraged to be involved in the process of assessment. The candidate and assessors have the scope to negotiate the form and range of assessment activities.

#### d. The Assessment process involves:

- Collection of evidence
- Judgment
- Recording

### 2. Defining RPL

Recognition of Prior Learning (RPL) is the comparison of the previous learning and experience of a learner howsoever obtained against the learning outcomes of a specific qualification, and the acceptance thereof for purposes of certification.

The above definition holds the following implications:

- a. That a comparison of contextualized competence be done against the unit

standards requirements in a holistic way,

- b. That recognition is done for learning and experience, not one or the other only, and
- c. That the process is focused on the learner and his/her current competence, not historical evidence only.

To understand the process, you need to understand the role of the two role players that are going to help you to become competent:

### **3. The Two Role Players in RPL**

There are two role players in this process. They are:

- a. The **Evidence Collection Facilitator (ECF)** is a person familiar with this field, who can help you to gather and organise evidence to prove to the assessor that you are competent.
- b. The **Assessor** is a subject-matter expert who is registered as an assessor and will be able to weigh up the evidence you provide against the outcomes of each unit standard and qualification.

### **2. The Steps of the RPL Process**

- a. Once you have completed the step-by-step learning process, you have to do a Summative Assessment that integrates all three unit standards in this volume. This final Summative Assessment enables the assessor to assess your competence at the end of this RPL process.
- b. If you follow the five steps outlined below, you will progressively achieve competence, and at the end of the process be equipped to do your final Summative Assessment.
- c. You will apply a step-by-step method (see *Steps in the RPL process*) to all three unit standards in this Evidence Guide for RPL.

**<sup>1</sup>Table 1: Steps in the RPL Process**

Step 1	Review the Evidence Guides for each outcome of the unit standard.
Step 2	On each Evidence Guide the assessment criteria are listed. Each of these criteria includes different ways of assessments for e.g. assignment, direct observation, written test, project etc. This will help you to show evidence of your competence of the specific outcomes.
Step 3	Keep on collecting evidence and put them into your portfolio of evidence. This evidence will include all the work you have completed.
Step 4	You can monitor your progress by initialling and dating the <b>SELF-ASSESSMENT</b> checkboxes for each specific outcome.
Step 5	Once you have initialled all the self-assessment checkboxes on a page, you can ask the 'Evidence Collection Facilitator' to check the evidence, and to initial and date each of the <b>ECF EVALUATION</b> checkboxes.

**Note:**

Complete the above five steps for each RPL Evidence Guide for all the unit standards in this RPL Evidence Guide. Remember to refer to the original unit standard reproduced in this RPL Evidence Guide to cross-check the evidence.

You may discover when you go through this process that you need more training. If a need arises then you should arrange training with the person who is responsible for your training. Ask for a training plan.

Once you have collected all the evidence for this RPL Evidence Guide and the ECF has signed off the evidence, then you are ready to do the Summative Assessment.

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<sup>1</sup> Note:

### Unit Standard 1 of this Volume

1. Unit Standard ID Title	Apply knowledge of HIV/AIDS to a specific business sector and a workplace																	
2. Unit Standard Number	114941																	
3. NQF Level	3																	
4. Total Credit Value	4																	
5. Field	Field 07 - Human and Social Studies																	
6. Registration Date	2007-06-26																	
7. Registration End Date	2007-08-16																	
8. Registration Status	Passed the End Date - Status was "Reregistered"																	
9. This unit standard is replaced by	<table border="1"> <thead> <tr> <th>US ID</th> <th>Unit Standard Title</th> <th>NQF Level</th> <th>Credits</th> <th>Registration Start Date</th> <th>Replacement Status</th> </tr> </thead> <tbody> <tr> <td>244574</td> <td>Apply knowledge of HIV/AIDS to a specific business sector and a workplace</td> <td>Level 3</td> <td>4</td> <td>2007-08-16</td> <td>Complete</td> </tr> </tbody> </table>						US ID	Unit Standard Title	NQF Level	Credits	Registration Start Date	Replacement Status	244574	Apply knowledge of HIV/AIDS to a specific business sector and a workplace	Level 3	4	2007-08-16	Complete
US ID	Unit Standard Title	NQF Level	Credits	Registration Start Date	Replacement Status													
244574	Apply knowledge of HIV/AIDS to a specific business sector and a workplace	Level 3	4	2007-08-16	Complete													
10. Last date for Enrollment	2008-08-16																	
11. Last date for Achievement	2011-08-16																	
12. Purpose of the Unit Standard	<p>This unit standard provides a broad introduction to HIV/AIDS in the workplace. It introduces knowledge about HIV/AIDS that will enable learners to be informed and caring workers in an industry and managers to develop appropriate policies to deal with the pandemic. The focus is knowledge, skills, values and attitudes in relation to the learner and management with a view to creating a caring environment in the workplace and the community.</p> <p>A manager in the context of this Unit Standard is the manager of a small business and first line managers of business units, team leaders and supervisors in medium and large organisations. The term business unit implies a small business, cost centre, section or department.</p> <p>The Unit Standard was developed as a means of contributing to change in leadership focus and empowering managers to look at people issues.</p> <p>The qualifying learner is capable of:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explaining HIV/AIDS.</li> <li><input type="checkbox"/> Describing what behaviour is safe and what behaviour carries the risk of HIV/AIDS transmission.</li> <li><input type="checkbox"/> Interpreting data and trends on HIV/AIDS in order to explain the potential impact on a community, an organisation and a business sector.</li> <li><input type="checkbox"/> Investigating the guidelines and assistance that are</li> </ul>																	

	<p>available to support workers affected by HIV/AIDS.</p> <ul style="list-style-type: none"> <li>□ Explaining the implications of the HIV/AIDS pandemic for the community, the economy, an organisation and a specific workplace.</li> </ul>
13. Learning assumed to be in place	It is assumed that learners are competent in Communication at NQF Level 1.
14. Unit Standard Range	<p>Specific range statements include the following:</p> <p>The typical scope of this unit standard is</p> <ul style="list-style-type: none"> <li>□ The effect of HIV/AIDS on the individual, the workplace and society.</li> <li>□ The effect of the HIV/AIDS pandemic on the economy, society, an organisation and a specific workplace.</li> <li>□ Transmission by body fluids and mother to child transmission.</li> </ul> <p>Legislation that relates to HIV/AIDS in the workplace is identified and an indication is given of the consequences of non-compliance.</p> <p>Includes, but is not limited, to revenue generation, absenteeism, productivity, Human Resource policies and programmes, employment practices, mechanisation, staff turnover and cost of health care.</p> <p>Includes, but is not limited to, LRA, BCEA, SA Constitution, OHSA, EE, Health and Hygiene and industry specific legislation.</p>
15. Specific outcomes and assessment criteria	<p><b>Specific outcome 1:</b> Explain HIV and Aids.</p> <p><b>Assessment criteria:</b></p> <ol style="list-style-type: none"> <li>1. The concepts HIV and AIDS are known and explained at a basic level of understanding.</li> <li>2. The way in which the immune system works is explained with reference to the role of antibodies and how HIV attacks the immune system.</li> <li>3. The concept of a window period is explained and an indication is given of how this affects the accuracy of test results.</li> <li>4. The impact of opportunistic infections on the compromised immune system is explained with examples.</li> <li>5. 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.</li> <li>6. The ways in which HIV is transmitted are discussed with examples.</li> </ol>
	<p><b>Specific outcome 2:</b> Describe what behaviour is safe and what behaviour carries the risk of HIV transmission.</p> <p><b>Assessment criteria:</b></p> <ol style="list-style-type: none"> <li>1. The chances of a person surviving with AIDS are</li> </ol>

	<p>discussed with reference to the latest views on wellbeing of an HIV positive person.</p> <ol style="list-style-type: none"> <li>2. The relationship between human behaviour and HIV/AIDS is outlined and ways in which the individual can avoid contracting or spreading HIV/AIDS are indicated with reference to reducing the risk of infection.</li> <li>3. 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.</li> <li>4. Situations that have a potential to spread HIV/AIDS in the workplace are discussed and rated in terms of high, medium and low risk.</li> <li>5. Fears and common misunderstandings about the transmission of HIV are described in the context of the workplace.</li> </ol>
	<p><b>Specific Outcome 3</b> Interpret data and trends in HIV/AIDS in order to explain the potential impact.</p> <p><b>Outcome Notes</b> Interpret data and trends in HIV/AIDS in order to explain the potential impact on an organisation or business sector.</p> <p><b>Assessment criteria:</b></p> <ol style="list-style-type: none"> <li>1. Sources of data on HIV/AIDS are identified and appropriate statistics are accessed for a specific organisation.</li> <li>2. Regional data is interpreted in order to identify trends.</li> <li>3. Regional data is applied to a specific sector or industry.</li> <li>4. The potential impact of HIV/AIDS on an organisation is inferred from regional and sector data.</li> </ol>
	<p><b>Specific outcome 4</b> Investigate the guidelines &amp; assistance that are available to support workers affected by HIV/AIDS.</p> <p><b>Assessment criteria</b></p> <ol style="list-style-type: none"> <li>1. A company policy on HIV/AIDS or the National Department of Health's document Guidelines for developing a workplace policy and programme is presented graphically.</li> <li>2. The possible problems that a worker with HIV/AIDS could encounter are listed with suggestions as to what the learner could do to create a caring situation in the workplace.</li> <li>3. The importance of employers playing a proactive role in addressing the AIDS pandemic is explained and suggestions are made as to how a specific organisation could create a caring environment for workers with HIV/AIDS.</li> <li>4. The availability of HIV/AIDS prevention and wellness</li> </ol>

	<p>programmes is known and an indication is given of how to access these in a specific organisation or area.</p> <ol style="list-style-type: none"> <li>5. The Universal Precautions are known and applied in the work environment.</li> <li>6. The concept of Voluntary Counselling and Testing (VCT) is explained with reference to the role of two different tests.</li> <li>7. 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 re-infection.</li> <li>8. 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.</li> </ol>
	<p><b>Specific outcome 5</b> Explain the implications of the HIV/AIDS pandemic.</p> <p><b>Outcome notes</b> Explain the implications of the HIV/AIDS pandemic for the community, the economy, an organisation and a specific workplace.</p> <p><b>Assessment criteria</b></p> <ol style="list-style-type: none"> <li>1. The effect of a population composed mainly of children and the aged on the economy and the State is outlined with examples.</li> <li>2. The need for medical care for people with HIV/AIDS and the implications for employers and the State are discussed with examples.</li> <li>3. The effect of HIV/AIDS on the workforce and family income is discussed with examples.</li> <li>4. The implications of HIV/AIDS for an organisation and a specific workplace are discussed with reference to revenue generation, absenteeism, productivity, Human Resource policies and programmes, employment practices, mechanisation, staff turnover and cost of health care.</li> </ol>
<p>12. Unit Standard Accreditation and Moderation Options</p>	<p>This Unit Standard will be internally assessed by the provider and moderated by a moderator registered by a relevant accredited ETQA or an ETQA that has a Memorandum of Understanding with the relevant accredited ETQA.</p>
<p>13. Unit Standards Essential Embedded knowledge</p>	<p>None specified</p>
<p>14. Critical Cross-field Outcomes</p>	<p><b>UNIT STANDARD CCFO IDENTIFYING</b> Learners are able to identify and provide possible solutions that would lead to the organisation and themselves creating a caring environment for workers with HIV/AIDS and by actively discouraging negative attitudes towards people with HIV/AIDS. Learners are able to make decisions about their own lifestyle.</p> <p><b>UNIT STANDARD CCFO WORKING</b> A learner is able to work as a member of a team when</p>

presenting information addressing the stigma of HIV/AIDS and the importance of a proactive strategy in the workplace.

**UNIT STANDARD CCFO ORGANISING**

Learners are able to organise and manage themselves and their activities responsibly by making lifestyle choices about HIV/AIDS.

**UNIT STANDARD CCFO COLLECTING**

Learners are able to collect, organise and evaluate information by researching situations that have a potential to spread HIV/Aids in the workplace and discussing and rating them in terms of high, medium and low risk.

**UNIT STANDARD CCFO COMMUNICATING**

Learners are able to communicate effectively and responsibly using visual and/or language skills when explaining the stages of HIV/AIDS and presenting an example of what happens at each stage of the progression of the disease and how to address the stigma surrounding HIV/AIDS. They can also communicate effectively using visual, mathematics and language skills when presenting the findings of their research and producing posters and presentations regarding ways an HIV positive mother can lower the risk of infection to her child and prolong the onset of AIDS in her own body.

**UNIT STANDARD CCFO DEMONSTRATING**

Learners can demonstrate an understanding of the world as a set of related systems when demonstrating knowledge and understanding of the implications of HIV/AIDS for society, the economy, an organisation and a specific workplace.

Learners are able to be culturally sensitive across a range of social contexts when describing and explaining the stigma surrounding AIDS and creating a caring support system in the workplace.

**UNIT STANDARD CCFO CONTRIBUTING**

A learner can participate as a responsible citizen in the life of a local community by knowing what behaviour is safe and what behaviour carries the risk of HIV/Aids transmission and by taking appropriate safety precautions.

## EVIDENCE GUIDE

**Unit Standard ID Title** Apply knowledge of HIV/AIDS to a specific business sector and a workplace

**Unit Standard number:** 114941

**Specific outcome 1:** Explain HIV and Aids.

**Assessment Criteria:**

1. The concepts HIV and AIDS are known and explained at a basic level of understanding.
2. The way in which the immune system works is explained with reference to the role of antibodies and how HIV attacks the immune system.
3. The concept of a window period is explained and an indication is given of how this affects the accuracy of test results.
4. The impact of opportunistic infections on the compromised immune system is explained with examples.
5. 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.
6. The ways in which HIV is transmitted are discussed with examples.

**Critical Cross-field outcomes:**

**UNIT STANDARD CCFO IDENTIFYING**

Learners are able to identify and provide possible solutions that would lead to the organisation and themselves creating a caring environment for workers with HIV/AIDS and by actively discouraging negative attitudes towards people with HIV/AIDS. Learners are able to make decisions about their own lifestyle.

**Instruction to the learner:**

Complete the following questions in your workbook and submit to the ECF:

Written Knowledge Test	Evidence sign off
<b>Evidence Required</b>	<b>Self-assessment</b>
<b>Question 1</b> Define HIV/AIDS. <div style="text-align: right;">(1)</div>	<i>Initial</i>
<b>Question 2</b> Explain the basic concept of HIV/AIDS. <div style="text-align: right;">(1)</div>	<i>Date</i>
<b>Question 3</b> Explain how someone can be infected by HIV/AIDS. <div style="text-align: right;">(1)</div>	<b>ECF evaluation</b>
	<i>Initial</i>

**Question 4**

Explain the function of the immune system.  
(3)

**Question 5**

Discuss the effect on antibodies when a person is infected by HIV/AIDS.  
(2)

**Question 6**

Discuss how HIV/AIDS attack the immune system.  
(3)

**Question 7**

Define the concept window period.  
(1)

**Question 8**

Discuss the concept window period.  
(2)

**Question 9**

Explain how the window period affects the accuracy of the test results.  
(2)

**Question 10**

Define opportunistic infections.  
(1)

**Question 11**

Name four opportunistic infections.  
(4)

**Question 12**

Name and discuss the stages of the disease with an example of what happens at each stage. (10)

**Question 13**

Outline the relationship between human behaviour and HIV/AIDS.  
(2)

**Question 14**

Explain how the individual with HIV/AIDS can avoid spreading HIV/AIDS to reduce the risk of infection. (2)

**Question 15**

Explain how to create a caring environment in an organization for workers who has HIV/AIDS. (2)

**Question 16**

Explain how HIV/AIDS are transmitted.  
(2)

**Question 17**

Discuss the importance of organizing ones personal life style. (1)  
(1)Page 14 of 37

**Total: 40**

Date

**Specific outcome 2:** Describe what behaviour is safe and what behaviour carries the risk of HIV transmission.

**Assessment Criteria:**

1. The chances of a person surviving with AIDS are discussed with reference to the latest views on wellbeing of an HIV positive person.
2. The relationship between human behaviour and HIV/AIDS is outlined and ways in which the individual can avoid contracting or spreading HIV/AIDS are indicated with reference to reducing the risk of infection.
3. 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.
4. Situations that have a potential to spread HIV/AIDS in the workplace are discussed and rated in terms of high, medium and low risk.
5. Fears and common misunderstandings about the transmission of HIV are described in the context of the workplace.

**Critical Cross-field outcomes:**

**UNIT STANDARD CCFO WORKING**

A learner is able to work as a member of a team when presenting information addressing the stigma of HIV/AIDS and the importance of a proactive strategy in the workplace.

**UNIT STANDARD CCFO ORGANISING**

Learners are able to organise and manage themselves and their activities responsibly by making lifestyle choices about HIV/AIDS.

**UNIT STANDARD CCFO COLLECTING**

Learners are able to collect, organise and evaluate information by researching situations that have a potential to spread HIV/Aids in the workplace and discussing and rating them in terms of high, medium and low risk

**UNIT STANDARD CCFO CONTRIBUTING**

A learner can participate as a responsible citizen in the life of a local community by knowing what behaviour is safe and what behaviour carries the risk of HIV/Aids transmission and by taking appropriate safety precautions.

**Instruction to the learner:**

Complete the following Group Assignment and submit to the ECF. The learner must complete the Assignment in a Group of four. The learner must be able to:

<b>Assignment</b>	<b>Evidence sign off</b>
Do research on any company in South Africa and explain the correct behavior in the workplace with someone who is infected by HIV/AIDS and what behaviour carries the risk of HIV transmission.	<b>Self-assessment</b>
	<i>Initial</i>

Base the framework for the Assignment on the following information:

1. Explain the chances of a person surviving with AIDS are discussed with reference to the latest views on wellbeing of an HIV positive person.
2. Discuss the relationship between human behaviour and HIV/AIDS is outlined and ways in which the individual can avoid contracting or spreading HIV/AIDS are indicated with reference to reducing the risk of infection.
3. Include at least five 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.
4. Discuss different situations that have a potential to spread HIV/AIDS in the workplace. Rate the risks according to three different levels of risk. They are: high, medium and low risk.
5. Describe the different fears of employees and common misunderstandings about the transmission of HIV in the workplace.
6. Discuss how you can participate as a responsible citizen in the life of a local community by knowing what behaviour is safe and what behaviour carries the risk of HIV/Aids transmission and by taking appropriate safety precautions.

Date

**ECF evaluation**

Initial

Date

**Specific Outcome 3:** Interpret data and trends in HIV/AIDS in order to explain the potential impact.

**Assessment Criteria:**

1. Sources of data on HIV/AIDS are identified and appropriate statistics are accessed for a specific organisation.
2. Regional data is interpreted in order to identify trends.
3. Regional data is applied to a specific sector or industry.
4. The potential impact of HIV/AIDS on an organisation is inferred from regional and sector data.

**Critical Cross-field outcomes:**

**UNIT STANDARD CCFO COLLECTING**

Learners are able to collect, organise and evaluate information by researching situations that have a potential to spread HIV/Aids in the workplace and discussing and rating them in terms of high, medium and low risk

**Instruction to the learner:**

Collect evidence of data and trends in HIV/AIDS of the potential impact on employees, employers and the society as a whole. Submit to the ECF. The learner must complete the project and submit evidence.

Evidence Required	Evidence sign off
<b>Project</b>	<b>Evidence sign off</b>
<p>Base the framework for the Project on the following information:</p> <ol style="list-style-type: none"> <li>1. Identify and collect Sources of data on HIV/AIDS</li> <li>2. Identify and collect appropriate statistics are accessed for a specific organisation.</li> <li>3. Recognise data in HIV/AIDS and interpret the different trends.</li> <li>4. Collect Regional data that applies to the Transport Sector or industry.</li> <li>5. Interpret the potential impact of HIV/AIDS based on an organisation of regional and sector data.</li> </ol>	<b>Self-assessment</b>
	Initial
	Date
	<b>ECF evaluation</b>
	Initial
	Date

**Specific Outcome 4:** Investigate the guidelines & assistance that are available to support workers affected by HIV/AIDS.

**Assessment Criteria:**

1. A company policy on HIV/AIDS or the National Department of Health`s document Guidelines for developing a workplace policy and programme is presented graphically.
2. The possible problems that a worker with HIV/AIDS could encounter are listed with suggestions as to what the learner could do to create a caring situation in the workplace.
3. The importance of employers playing a proactive role in addressing the AIDS pandemic is explained and suggestions are made as to how a specific organisation could create a caring environment for workers with HIV/AIDS.
4. The availability of HIV/AIDS prevention and wellness programmes is known and an indication is given of how to access these in a specific organisation or area.
5. The Universal Precautions are known and applied in the work environment.
6. The concept of Voluntary Counselling and Testing (VCT) is explained with reference to the role of two different tests.
7. 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 re-infection.
8. 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.

**Critical Cross-field outcomes:**

**UNIT STANDARD CCFO COMMUNICATING**

Learners are able to communicate effectively and responsibly using visual and/or language skills when explaining the stages of HIV/AIDS and presenting an example of what happens at each stage of the progression of the disease and how to address the stigma surrounding HIV/AIDS. They can also communicate effectively using visual, mathematics and language skills when presenting the findings of their research and producing posters and presentations regarding ways an HIV positive mother can lower the risk of infection to her child and prolong the onset of AIDS in her own body.

**Instruction to the learner:**  
Do a presentation based on the following criteria. The assessor must assess the learner.

Evidence Required	Evidence sign off
<b>Presentation</b>	<b>Self-assessment</b>
Base the Presentation framework on the following information:  1. Present a graphic on the impact of HIV/AIDS in South Africa.  2. Communicate the possible problems that a worker with HIV/AIDS could encounter.	Initial
	Date

<p>3. <i>Make suggestions on creating a caring environment for employees who is HIV/AIDS infected in the workplace. Include information on HIV/AIDS prevention and wellness programmes and how an employee can get access to these programmes.</i></p> <p>4. <i>Explain how important it is for employers to act proactively in addressing the AIDS pandemic.</i></p> <p>5. <i>Explain how to apply different precautions in the work environment.</i></p> <p>6. <i>Explain the concept of voluntary Counselling and Testing (VCT) reference to the role of two different tests.</i></p> <p>7. <i>Explain the ability of infected employees in the workplace to perform work.</i></p> <p>8. <i>Explain the importance of decision making for pre and post test counselling.</i></p>	
	<b>Assessor evaluation</b>
	<i>Initial</i>
	<i>Date</i>

**Specific Outcome 5:** Explain the implications of the HIV/AIDS pandemic.

**Assessment Criteria:**

1. The effect of a population composed mainly of children and the aged on the economy and the State is outlined with examples.
2. The need for medical care for people with HIV/AIDS and the implications for employers and the State are discussed with examples.
3. The effect of HIV/AIDS on the workforce and family income is discussed with examples.
4. The implications of HIV/AIDS for an organisation and a specific workplace are discussed with reference to revenue generation, absenteeism, productivity, Human Resource policies and programmes, employment practices, mechanisation, staff turnover and cost of health care.

**Critical Cross-field outcomes:**

**UNIT STANDARD CCFO DEMONSTRATING**

Learners can demonstrate an understanding of the world as a set of related systems when demonstrating knowledge and understanding of the implications of HIV/AIDS for society, the economy, an organisation and a specific workplace.

Learners are able to be culturally sensitive across a range of social contexts when describing and explaining the stigma surrounding AIDS and creating a caring support system in the workplace.

**Instruction to the learner:**

Do an interview with a person at the National Department of Health or anyone who is a subject matter expert on HIV/AIDS (counselor).

Evidence Required		Evidence sign off																									
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## Unit Standard 2 of this Volume

1. Unit Standard ID Title	Maintaining occupational health, safety and general housekeeping
2. Unit Standard Number	8016
3. NQF Level	3
4. Total Credit Value	8
5. Field	Field 11 - Services
6. Registration Date	2006-05-30
7. Registration End Date	2009-05-30
8. Purpose of the Unit Standard	A learner accredited with this standard will be able to demonstrate applied competence in occupational health, safety awareness of environmental issues and general housekeeping based on statutory and industry requirements.
9. Learning assumed to be in place	<input type="checkbox"/> NQF 1 or General Education and Training Certificate; <input type="checkbox"/> Fire Fighting Standard (NQF level 1); <input type="checkbox"/> Emergency Care Standard (NQF Level 1).
10. Unit Standard Range	The applied competence expressed in this standard cover largely familiar scenarios requiring limited discretion and judgement. The learner will have significant responsibility however, for ensuring the quality of health, safety, environmental and general housekeeping across a wide range of freight handling contexts.
11. Specific outcomes and assessment criteria	<p><b>Specific outcome 1:</b> Use the correct protective clothing and equipment.</p> <p><b>Outcome notes</b> Use the correct protective clothing and equipment in relation to specific freight/commodities and environments.</p> <p><b>Assessment criteria:</b></p> <ol style="list-style-type: none"> <li>1. <i>Explain his/her understanding of what constitutes safety, health and environment appreciation in the broader working environment, and how this relates to good practices within such environments.</i></li> </ol> <p><u>Assessment criterion notes:</u></p> <ul style="list-style-type: none"> <li>o <i>Explain his/her understanding of what constitutes safety, health and environment appreciation in the broader working environment, and how this relates to good practices within such environments.</i></li> <li>o <i>Demonstrate application of relevant legislation to ensure compliance with national, and where applicable, international safety and health requirements and environmental standards.</i></li> <li>o <i>Select, demonstrate and/or describe the application of appropriate reporting mechanisms for unsafe working practice and conditions</i></li> </ul>

	<ul style="list-style-type: none"> <li>○ Promptly identify possible contingency plans according to the type and scale of a simulated emergency.</li> <li>○ Select, explain and demonstrate good housekeeping practices (e.g. preparing dunnage, stacking within demarcated areas).</li> <li>○ Determine and explain means for possible improvements in health, hygiene, environmental and safety practices in a given scenario.</li> </ul> <ol style="list-style-type: none"> <li>2. Demonstrate application of relevant legislation to ensure compliance with national, and where applicable, international safety and health requirements and environmental standards.</li> <li>3. Select, demonstrate and/or describe the application of appropriate reporting mechanisms for unsafe working practice and conditions.</li> <li>4. Promptly identify possible contingency plans according to the type and scale of a simulated emergency.</li> <li>5. Select, explain and demonstrate good housekeeping practices (e.g. preparing dunnage, stacking within demarcated areas).</li> <li>6. Determine and explain means for possible improvements in health, hygiene, environmental and safety practices in a given scenario.</li> </ol>
	<p><b>Specific outcome 2:</b> Implementing and complying with the relevant procedures.</p> <p><b>Outcome notes</b> Implementing and complying with the relevant procedures, material requirements and methodologies in maintaining prescribed safety, health and environmental standards in the workplace (e.g. ensure cleanliness, report faulty equipment).</p> <p><b>Assessment criteria:</b></p> <ol style="list-style-type: none"> <li>1. Explain his/her understanding of what constitutes safety, health and environment appreciation in the broader working environment, and how this relates to good practices within such environments.</li> <li>2. Demonstrate application of relevant legislation to ensure compliance with national, and where applicable, international safety and health requirements and environmental standards.</li> </ol>

	<ol style="list-style-type: none"> <li>3. <i>Select, demonstrate and/or describe the application of appropriate reporting mechanisms for unsafe working practice and conditions.</i></li> <li>4. <i>Promptly identify possible contingency plans according to the type and scale of a simulated emergency.</i></li> <li>5. <i>Select, explain and demonstrate good housekeeping practices (e.g. preparing dunnage, stacking within demarcated areas).</i></li> <li>6. <i>Determine and explain means for possible improvements in health, hygiene, environmental and safety practices in a given scenario.</i></li> </ol>
	<p><b>Specific Outcome 3</b> Implementing selected mechanisms for the minimising of risks.</p> <p><b>Outcome notes</b> Implementing selected mechanisms for the minimising of safety, health and environmental impacts and risks as specified in current legislation (e.g. Occupational Health and Safety Act), NOSA requirements and organisational policies (e.g. removal of waste).</p> <p><b>Assessment criteria:</b></p> <ol style="list-style-type: none"> <li>1. <i>Explain his/her understanding of what constitutes safety, health and environment appreciation in the broader working environment, and how this relates to good practices within such environments.</i></li> <li>2. <i>Demonstrate application of relevant legislation to ensure compliance with national, and where applicable, international safety and health requirements and environmental standards.</i></li> <li>3. <i>Select, demonstrate and/or describe the application of appropriate reporting mechanisms for unsafe working practice and conditions.</i></li> <li>4. <i>Promptly identify possible contingency plans according to the type and scale of a simulated emergency.</i></li> <li>5. <i>Select, explain and demonstrate good housekeeping practices (e.g. preparing dunnage, stacking within demarcated areas).</i></li> <li>6. <i>Determine and explain means for possible improvements in health, hygiene, environmental and safety practices in a given scenario.</i></li> </ol>
12. Unit Standard	Anyone assessing a learner against this unit standard must

<p>Accreditation and Moderation Options</p>	<p>be registered as an assessor with the relevant ETQA.</p> <p>Any institution offering learning that will enable achievement of this unit standard must be accredited by the Freight Handling Chamber of the Transport SETA and/or relevant ETQA.</p> <p>Moderation of assessment will be done by the relevant ETQA at its discretion.</p>
<p>13. Unit Standards Essential Embedded knowledge</p>	<p>Legislation pertaining to general health, safety and environmental issues (e.g. OHS Act, NOSA) ISO 1400 local authority regulations and company policies and procedures.</p> <p>Support systems and emergency services available.</p> <p>The information sources available to maintain and improve awareness of the need for good housekeeping and health (e.g. AIDS Awareness) in the work place in line with statutory health and safety requirements.</p> <p>Safety signs and symbols (national and, where applicable, international).</p> <p>Safety, health and environmental awareness.</p> <p>Potential safety, health and environmental hazards resulting from poor practices in housekeeping, hygiene and safety.</p> <p>The complete range of assigned safety, health and environmental housekeeping duties for which the individual is accountable.</p> <p>Hygiene issues in the workplace.</p>
<p>14. Critical Cross-field Outcomes</p>	<p><b>UNIT STANDARD CCFO IDENTIFYING</b></p> <p>Identify and solve problems by recognising potential non-compliance situations in and around the work environment and demonstrate initiative in recommending and applying corrective measures in accordance with relevant legislation, regulations and company policies and procedures.</p> <p><b>UNIT STANDARD CCFO WORKING</b></p> <p>Working effectively with others and in teams by encouraging others to maintain hygiene standards.</p> <p><b>UNIT STANDARD CCFO COLLECTING</b></p> <p>Collect, analyse, organise and critically evaluate information to select the most appropriate method for preventing/minimising impact of, and responding to safety, health and environmental incidents.</p>

## EVIDENCE GUIDE

**Unit Standard ID Title** Maintaining occupational health, safety and general housekeeping

**Unit Standard number:** 8016

### **Specific outcome 1:**

Use the correct protective clothing and equipment.

### **Outcome notes**

Use the correct protective clothing and equipment in relation to specific freight/commodities and environments.

### **Assessment criteria:**

1. *Explain his/her understanding of what constitutes safety, health and environment appreciation in the broader working environment, and how this relates to good practices within such environments.*

### Assessment criterion notes:

- o *Explain his/her understanding of what constitutes safety, health and environment appreciation in the broader working environment, and how this relates to good practices within such environments.*
  - o *Demonstrate application of relevant legislation to ensure compliance with national, and where applicable, international safety and health requirements and environmental standards.*
  - o *Select, demonstrate and/or describe the application of appropriate reporting mechanisms for unsafe working practice and conditions*
  - o *Promptly identify possible contingency plans according to the type and scale of a simulated emergency.*
  - o *Select, explain and demonstrate good housekeeping practices (e.g. preparing dunnage, stacking within demarcated areas).*
  - o *Determine and explain means for possible improvements in health, hygiene, environmental and safety practices in a given scenario.*
2. *Demonstrate application of relevant legislation to ensure compliance with national, and where applicable, international safety and health requirements and environmental standards.*
  3. *Select, demonstrate and/or describe the application of appropriate reporting mechanisms for unsafe working practice and conditions.*
  4. *Promptly identify possible contingency plans according to the type and scale of a simulated emergency.*
  5. *Select, explain and demonstrate good housekeeping practices (e.g. preparing dunnage, stacking within demarcated areas).*
  6. *Determine and explain means for possible improvements in health, hygiene, environmental and safety practices in a given scenario.*

**Critical Cross-field outcomes:**

**UNIT STANDARD CCFO COLLECTING**

Collect, analyse, organise and critically evaluate information to select the most appropriate method for preventing/minimising impact of, and responding to safety, health and environmental incidents.

**Instruction to the learner:**

Demonstrate the correct protective clothing and equipment in relation to specific freight/commodities and environments. The learner must be competent in all the areas.

Evidence Required (Observation) – Use a video				Evidence sign off	
Complete the following checklist					
Criteria The learner is able to:	Competent (Yes)	Not yet competent (No)	Comments	Self-assessment	
Demonstrate the ability to comply with Dress code for Protective clothing				Initial	
Demonstrate the ability to use the correct equipment.				Date	
Explain his/her understanding of what constitutes safety, health and environment appreciation in the broader working environment.					
Demonstrate application of relevant legislation to ensure compliance with national, and where applicable, international safety and health requirements and environmental standards.				ECF evaluation	
Select, demonstrate and/or describe the application of appropriate reporting mechanisms for unsafe working practice and conditions.				Initial	
Identify possible contingency plans according to the type and scale of a simulated emergency.				Date	
Select, explain and demonstrate good housekeeping practices (e.g. preparing dunnage, stacking within demarcated areas).					
Determine and explain means for possible improvements in health, hygiene, environmental and safety practices in a given scenario.					

**Specific outcome 2:** Implementing and complying with the relevant procedures.

**Outcome notes**

Implementing and complying with the relevant procedures, material requirements and methodologies in maintaining prescribed safety, health and environmental standards in the workplace (e.g. ensure cleanliness, report faulty equipment).

**Assessment Criteria**

1. *Explain his/her understanding of what constitutes safety, health and environment appreciation in the broader working environment, and how this relates to good practices within such environments.*
2. *Demonstrate application of relevant legislation to ensure compliance with national, and where applicable, international safety and health requirements and environmental standards.*
3. *Select, demonstrate and/or describe the application of appropriate reporting mechanisms for unsafe working practice and conditions.*
4. *Promptly identify possible contingency plans according to the type and scale of a simulated emergency.*
5. *Select, explain and demonstrate good housekeeping practices (e.g. preparing dunnage, stacking within demarcated areas).*
6. *Determine and explain means for possible improvements in health, hygiene, environmental and safety practices in a given scenario.*

**Critical Cross-field outcomes:**

**UNIT STANDARD CCFO IDENTIFYING**

Identify and solve problems by recognising potential non-compliance situations in and around the work environment and demonstrate initiative in recommending and applying corrective measures in accordance with relevant legislation, regulations and company policies and procedures.

**Instruction to the learner:**

Demonstrate how to implement and comply with the relevant procedures, material requirements and methodologies in maintaining prescribed safety, health and environmental standards in the workplace (e.g. ensure cleanliness, report faulty equipment).

Evidence Required (On the job - Observation)				Evidence sign off
Complete the following checklist				Self assessment
Criteria	Competent (Yes)	Not yet competent (No)	Comments	Initial
<b>The learner is able to comply with the Safety procedures relating to the following:</b>				_____
Does the learner comply with the Health and Safety regulations?				Date _____
Does the learner implement best practices?				<b>ECF evaluation</b>
Does the learner comply with the Occupational Health and Safety Act?				Initial _____
Does the learner <i>apply reporting mechanisms for unsafe working practice and condition?</i>				Date _____
Does the learner solve problems by recognising potential non-compliance situations in and around the work environment?				_____
Does the learner and demonstrate initiative in recommending and applying corrective measures in accordance with relevant legislation, regulations and company policies and procedures?				
Does the learner report potential non-compliance situations?				

**Specific Outcome 3:** Implementing selected mechanisms for the minimising of risks.

**Outcome notes**

Implementing selected mechanisms for the minimising of safety, health and environmental impacts and risks as specified in current legislation (e.g. Occupational Health and Safety Act), NOSA requirements and organisational policies (e.g. removal of waste).

**Assessment Criteria**

1. *Explain his/her understanding of what constitutes safety, health and environment appreciation in the broader working environment, and how this relates to good practices within such environments.*
2. *Demonstrate application of relevant legislation to ensure compliance with national, and where applicable, international safety and health requirements and environmental standards.*
3. *Select, demonstrate and/or describe the application of appropriate reporting mechanisms for unsafe working practice and conditions.*
4. *Promptly identify possible contingency plans according to the type and scale of a simulated emergency.*
5. *Select, explain and demonstrate good housekeeping practices (e.g. preparing dunnage, stacking within demarcated areas).*
6. *Determine and explain means for possible improvements in health, hygiene, environmental and safety practices in a given scenario.*

**Critical Cross-field outcomes:**

**UNIT STANDARD CCFO WORKING**

Working effectively with others, and in teams by encouraging others to maintain hygiene standards.

**Instruction to the learner:**

Implementing selected mechanisms for the minimising of safety, health and environmental impacts and risks as specified in current legislation (e.g. Occupational Health and Safety Act), NOSA requirements and organisational policies (e.g. removal of waste).

Evidence Required Group Assessment Questionnaire	Evidence sign off
Name of Learner: _____	
<p><b>Question 1</b></p> <p>Does the learner encourage peers to maintain hygiene standards?</p> <div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <input type="checkbox"/> Yes         </div> <div style="margin-right: 20px;"> <input type="checkbox"/> No         </div> <div style="border: 1px solid black; padding: 5px; flex-grow: 1;">           Motivate your answer:         </div> </div>	<p><b>Self-assessment</b></p> <p><i>Initial</i></p> <hr/> <p><i>Date</i></p> <hr/>
<p><b>Question 2</b></p> <p>Does the learner implement mechanisms to minimise safety, health and environmental precautions to risk?</p> <div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <input type="checkbox"/> Yes         </div> <div style="margin-right: 20px;"> <input type="checkbox"/> No         </div> <div style="border: 1px solid black; padding: 5px; flex-grow: 1;">           Motivate your answer:         </div> </div>	<p><b>ECF evaluation</b></p> <p><i>Initial</i></p> <hr/>
<p><b>Question 3</b></p> <p>Does the learner follow the correct Legislation and Health and Safety procedures?</p> <div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <input type="checkbox"/> Yes         </div> <div style="margin-right: 20px;"> <input type="checkbox"/> No         </div> <div style="border: 1px solid black; padding: 5px; flex-grow: 1;">           Motivate your answer:         </div> </div>	<p><i>Date</i></p>
<p><b>Question 4</b></p> <p>Does the learner cooperate with other team members to ensure that the risks are reduced?</p> <div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <input type="checkbox"/> Yes         </div> <div style="margin-right: 20px;"> <input type="checkbox"/> No         </div> <div style="border: 1px solid black; padding: 5px; flex-grow: 1;">           Motivate your answer:         </div> </div>	

### Unit Standard 3 of this Volume

1. Unit Standard ID Title	Carry out basic first aid treatment in the workplace
2. Unit Standard Number	11 6534
3. NQF Level	3
4. Total Credit Value	2
5. Field	Field 09 - Health Sciences and Social Services
6. Registration date	2007-08-07
7. Registration end date	2010-08-07
8. Purpose of the Unit Standard	<p>This unit standard is for persons who are responsible to apply first aid in a working place. Persons credited with this standard are able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe first aid equipment and explain basic application</li> <li><input type="checkbox"/> Assess the accident scene, report and make safe</li> <li><input type="checkbox"/> Prioritise the casualties and treat</li> </ul>
9. Learning assumed to be in place	Communications at NQF Level 1, or equivalent competence.
10. Unit Standard Range	<p>Specific range statements include the following:</p> <p>The following scope and context applies to the whole unit standard at any working place.</p> <p>Specific range statements are provided in the body of the unit standard where they apply to particular specific outcomes or assessment criteria.</p>
11. Specific outcomes and assessment criteria	<p><b>Specific outcome 1:</b> Describe first aid equipment and procedures, and explain their basic application.</p> <p><b>Assessment criteria:</b></p> <ol style="list-style-type: none"> <li>1. <i>The description identifies the dressings and bandages and their application to the specific condition of the injuries in accordance to specific requirements.</i> <u>Assessment criterion range:</u> <i>Dressings must include adhesive, un-medicated sterile, gauze, roller and pressure bandages, triangular bandages and slings.</i></li> <li>2. <i>Equipment used in the treatment of the casualty or condition is correctly identified, and the application described according to accepted first aid practice and design specifications.</i> <u>Assessment criterion range:</u> <i>Equipment must include: stretchers, spinal boards, blankets, splints, and thermometers.</i></li> <li>3. <i>Personal protective devices for use during treatment of casualties are identified and their</i></li> </ol>

	<p>purpose and application accurately described and explained.</p> <p><u>Assessment criterion range:</u> Protective equipment must include: mouthpieces, surgical gloves.</p> <p>4. The methods for treating injuries and illnesses are described according to international emergency care practice. The correct use and application of equipment with reference to the type of injury/illness sustained are explained. The importance of applying methods and procedures is explained with reference to the basic functioning of the body.</p> <p><u>Assessment criterion range:</u> The systems must include: respiratory, circulatory, and nervous systems.</p>
	<p><b>Specific outcome 2:</b> Assess the accident scene of the incident, make safe and report.</p> <p><b>Assessment criteria:</b></p> <ol style="list-style-type: none"> <li>1. Workplace hazards and risks are identified. Actions are taken to make safe, and are appropriate to the urgency of the situation and the nature of the hazard or risk according to standard first aid and safety practice.</li> <li>2. Specific hazards and risks associated with the particular incident are identified. Preventative measures are consistent with accepted health and safety practice and particular situational requirements.</li> <li>3. The reporting of the accident/incident to the designated person/s is done in such a way that the nature of incident and support requirements is clearly conveyed.</li> <li>4. The importance of assessing, making safe and reporting is explained with reference to the actual or potential worsening of the incident and working place safety.</li> </ol>
	<p><b>Specific Outcome 3</b> Prioritise casualties and treat.</p> <p><b>Assessment criteria:</b></p> <ol style="list-style-type: none"> <li>1. The first assessment of the scene and prioritising of casualties is in line with accepted Triage principles.</li> </ol>

	<p><u>Assessment criterion range:</u> Priority order in terms of severity must include: airways, breathing, circulation, internal and external injuries and/or medical conditions.</p> <ol style="list-style-type: none"> <li>2. People willing and able to assist are identified and tasks assigned according to priority and sound first aid principles.</li> <li>3. The examination is thorough, and accurately determines the nature and severity of the casualty in accordance with sound first aid principles.</li> <li>4. The treatment is consistent with the urgency of the situation, and the nature and severity of the casualty, and aseptic principles.</li> <li>5. The casualty's condition is closely monitored and treatment adjusted as required in the light of vital signs and condition.</li> <li>6. The first aid method applied promotes recovery, and prevent worsening of the condition in accordance with sound first aid principles.</li> <li>7. Reports on the actions taken are clear and promote effective further treatment by emergency support and trained professionals.</li> </ol> <p><u>Assessment criterion range:</u> Reports to include: Proto Teams, paramedics, medical professionals.</p> <ol style="list-style-type: none"> <li>8. Details of the incident and treatment undertaken are complete and accurately recorded in the prescribed format.</li> </ol>
12. Unit Standard Accreditation and Moderation Options	Anyone assessing a learner against this unit standard must be registered an assessor with the relevant ETQA. An institution offering learning that will enable achievement of this unit standard must be accredited as a provider through the relevant ETQA by SAQA. Moderation of assessment will be overseen by the relevant ETQA according to the moderation guidelines and the agreed ETQA procedures.
13. Unit Standards Essential Embedded knowledge	Essential embedded knowledge will be assessed through assessment of the specific outcomes in terms of the stipulated assessment criteria. Candidates are unlikely to achieve all the specific outcomes, to the standards described in the assessment criteria, without knowledge of the listed embedded knowledge. This means that for the most part, the possession or lack of the knowledge can be directly inferred from the quality of the candidate's performance. Where direct assessment of knowledge is required, assessment criteria have been included in the body of the unit standard.

	<p>The following embedded knowledge is addressed in an integrated way in the unit standard:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Human anatomy and Physiology</li> <li><input type="checkbox"/> Emergency Technology</li> </ul>
<p>14. Critical Cross-field Outcomes</p>	<p><b>UNIT STANDARD CCFO WORKING</b>  Work effectively with others as members of a team, group, organisation or community. Note: The ability and willingness of the candidate to accept, interpret and delegate work instructions correctly, when and if required, in an appropriate manner indicates that he/she can work effectively as a team member in the bigger organisational structure.</p> <p><b>UNIT STANDARD CCFO ORGANISING</b>  Organise and manage themselves and their activities responsibly and effectively. Note: The competence in applying acquired knowledge and skills will indicate that the candidate can organise and manage activities in his/her working environment.</p> <p><b>UNIT STANDARD CCFO COLLECTING</b>  Collect, analyse, organise and critically evaluate information. Note: The ability of the candidate to collect, organise and evaluate the necessary information and explain meanings and results will indicate proficiency.</p> <p><b>UNIT STANDARD CCFO COMMUNICATING</b>  Communicate effectively, using visual, mathematical and / or language skills in the modes of oral and / or written presentations. Note: The ability of the candidate to use assessment skills, communication and language skills will indicate his/her effectiveness to communicate information in the modes of oral and written presentations.</p> <p><b>UNIT STANDARD CCFO SCIENCE</b>  Use science and technology effectively and critically showing responsibility towards the environment and health of others. Note: The ability of the candidate to use science and technology effectively will contribute towards promotion of holistic emergency care and rehabilitation.</p> <p><b>UNIT STANDARD CCFO DEMONSTRATING</b>  Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation. Note: The ability of the candidate to identify and refer anomalous conditions to specialist services confirms understanding that a specific observation, inference, action or decision can have an interrelated effect.</p>

## EVIDENCE GUIDE

**Unit Standard ID Title:** Carry out basic first aid treatment in the workplace  
**Unit Standard number:** 116534

Based on the target audience in line with the purpose of the unit standard, the following is recommended:

**The learner is requested to attend First Aid Training to carry out basic first aid treatment in the workplace. First Aid is a specialised field, and can not assume that the learner will be able to do First Aid immediately and include risks. After the learner completed the First Aid Training in line with the Unit Standard he/she will then be assessed on the following in order to declare him/her competent.**

**The Evidence will include one of the following options:**

**Option A**

A certified copy of a certificate for First Aid Training that proofs that the outcome of this Unit Standard has been met.

Or

**Option B**

The learner has to complete the following assessments and must be declared competent before he/she can carry out First Aid in the workplace.

1. Written Knowledge Questionnaire
2. Assignment
3. Role Play

**Specific outcome 1:** Describe first aid equipment and procedures, and explain their basic application.

**Assessment Criteria**

1. *The description identifies the dressings and bandages and their application to the specific condition of the injuries in accordance to specific requirements.*

Assessment criterion range:

*Dressings must include adhesive, un-medicated sterile, gauze, roller and pressure bandages, triangular bandages and slings.*

2. *Equipment used in the treatment of the casualty or condition is correctly identified, and the application described according to accepted first aid practice and design specifications.*

Assessment criterion range:

*Equipment must include: stretchers, spinal boards, blankets, splints, and thermometers.*

3. *Personal protective devices for use during treatment of casualties are identified and their purpose and application accurately described and explained.*

Assessment criterion range:

*Protective equipment must include: mouthpieces, surgical gloves.*

4. *The methods for treating injuries and illnesses are described according to international emergency care practice. The correct use and application of equipment with reference to the type of injury/illness sustained are explained. The importance of applying methods and procedures is explained with reference to the basic functioning of the body.*

Assessment criterion range:

*The systems must include: respiratory, circulatory, and nervous systems.*

**Critical Cross-field outcomes:**

**UNIT STANDARD CCFO WORKING**

Work effectively with others as members of a team, group, organisation or community. Note: The ability and willingness of the candidate to accept interpret and delegate work instructions correctly, when and if required, in an appropriate manner indicates that he/she can work effectively as a team member in the bigger organisational structure.

**UNIT STANDARD CCFO ORGANISING**

Organise and manage themselves and their activities responsibly and effectively. Note: The competence in applying acquired knowledge and skills will indicate that the candidate can organise and manage activities in his/her working environment.

**UNIT STANDARD CCFO DEMONSTRATING**

Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation. Note: The ability of the candidate to identify and refer anomalous conditions to specialist services confirms understanding that a specific observation, inference, action or decision can have an interrelated effect.

**Specific outcome 2:** Assess the accident scene of the incident, make safe and report.

**Assessment Criteria**

1. *Workplace hazards and risks are identified. Actions are taken to make safe, and are appropriate to the urgency of the situation and the nature of the hazard or risk according to standard first aid and safety practice.*
2. *Specific hazards and risks associated with the particular incident are identified. Preventative measures are consistent with accepted health and safety practice and particular situational requirements.*
3. *The reporting of the accident/incident to the designated person/s is done in such a way that the nature of incident and support requirements is clearly conveyed.*
4. *The importance of assessing, making safe and reporting is explained with reference to the actual or potential worsening of the incident and working place safety.*

**Critical Cross-field outcomes:**

**UNIT STANDARD CCFO COMMUNICATING**

Communicate effectively, using visual, mathematical and / or language skills in the modes of oral and / or written presentations. Note: The ability of the candidate to use assessment skills, communication and language skills will indicate his/her effectiveness to communicate information in the modes of oral and written presentations.

**UNIT STANDARD CCFO COLLECTING**

Collect, analyse, organise and critically evaluate information. Note: The ability of the candidate to collect, organise and evaluate the necessary information and explain meanings and results will indicate proficiency.

**Specific Outcome 3:** Prioritise casualties and treat.

**Assessment Criteria**

1. *The first assessment of the scene and prioritising of casualties is in line with accepted Triage principles.*

Assessment criterion range:

Priority order in terms of severity must include: airways, breathing, circulation, internal and external injuries and/or medical conditions.

2. *People willing and able to assist are identified and tasks assigned according to priority and sound first aid principles.*
3. *The examination is thorough, and accurately determines the nature and severity of the casualty in accordance with sound first aid principles.*
4. *The treatment is consistent with the urgency of the situation, and the nature and severity of the casualty, and aseptic principles.*
5. *The casualty's condition is closely monitored and treatment adjusted as required in the light of vital signs and condition.*
6. *The first aid method applied promotes recovery, and prevent worsening of the condition in accordance with sound first aid principles.*
7. *Reports on the actions taken are clear and promote effective further treatment by emergency support and trained professionals.*

Assessment criterion range:

Reports to include: Proto Teams, paramedics, medical professionals.

8. *Details of the incident and treatment undertaken are complete and accurately recorded in the prescribed format.*

**Critical Cross-field outcomes:**

**UNIT STANDARD CCFO SCIENCE**

Use science and technology effectively and critically showing responsibility towards the environment and health of others. Note: The ability of the candidate to use science and technology effectively will contribute towards promotion of holistic emergency care and rehabilitation.

**The Purpose of the unit standard**

This unit standard is for persons who are responsible to apply first aid in a working place. Persons credited with this standard are able to:

- Describe first aid equipment and explain basic application
- Assess the accident scene, report and make safe
- Prioritise the casualties and treat