

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

In accordance with Regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

Ancillary Health Care

registered by Organising Field 09 – Health Science and Social Services, publishes the following Qualification for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the Qualification. The full Qualification can be accessed via the SAQA web-site at www.saqa.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, SAQA House, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the Qualification should reach SAQA at the address below and **no later than 2 November 2009**. All correspondence should be marked **Standards Setting – SGB for Ancillary Health Care** and addressed to

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ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:
Further Education and Training Certificate: Community Upliftment in Coping with HIV/AIDS

SAQA QUAL ID	QUALIFICATION TITLE		
74410	Further Education and Training Certificate: Community Upliftment in Coping with HIV/AIDS		
ORIGINATOR	PROVIDER		
SGB Ancillary Health Care			
QUALIFICATION TYPE	FIELD	SUBFIELD	
Further Ed and Training Cert	9 - Health Sciences and Social Services	Promotive Health and Developmental Services	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	164	Level 4	Regular-Unit Stds Based

New NQF Level: NQF Level 04

This qualification replaces:

Qual ID	Qualification Title	NQF Level	Min Credits	Replacement Status
58396	Further Education and Training Certificate: Community Development: HIV/AIDS Support	Level 4	155	Will occur as soon as 74410 is registered

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

This Qualification is intended to enable the health care worker in the community to help the individual and/or groups to approach the HIV/AIDS pandemic in a positive manner so that it may be managed successfully. The health care worker will be able to assist those living with HIV and/or AIDS and those closely associated with them to understand and accept the condition and take positive and necessary steps to enrich the quality of life of the sufferer and deal with the consequences of the pandemic.

Learners successfully completing this Qualification will be able to:

- Communicate with individuals and groups to generate understanding of the HIV/AIDS pandemic.
- Provide knowledge of the causes and effects of infectious diseases to enable individuals and communities to combat their occurrence.
- Enable individuals and community members to apply means to improve own and community's health status.

Rationale:

A national priority in South Africa is to address the many problems associated with HIV/AIDS for individuals, families, groups and communities. HIV/AIDS is found in all strata of society, but tends to be more prevalent in poorer communities. This Qualification was generated at the request of the National Department of Health to enable those health workers, both lay and

professional, who find themselves particularly in the front-line of under-resourced communities to offer education, mentoring and support services to those living with, or alongside those who suffer from HIV/AIDS.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED IN PLACE

- Communication at NQF Level 3.
- Mathematical Literacy at NQF Level 3.

It strongly recommended that the learner is competent in the Unit Standard: ID 254220: Provide primary emergency care/first aid as an advanced first responder.

Access to the Qualification:

Access to this Qualification is open but note must be taken of the Learning Assumed to be in Place.

Recognition of Prior Learning:

This Qualification may be achieved wholly or in part through the Recognition of Prior Learning, in accordance with the policies and procedures of the provider institution and in agreement with the relevant ETQA. Evidence must be presented on application for Recognition of Prior Learning and may take the form of certified Portfolios of Evidence, testimonials or other forms of appropriate evidence such as verified accounts of previous relevant work done and performance records.

QUALIFICATION RULES

The Qualification consists of a Fundamental, a Core and an Elective Component.

To be awarded the Qualification, learners are required to obtain a minimum of 164 Credits as detailed below.

Fundamentals Components:

The Fundamental Component consists of Unit Standards in:

- Mathematical Literacy at NQF Level 4 to the value of 16 Credits.
- Communication at NQF Level 4 in a First South African Language to the value of 20 Credits.
- Communication in a Second South African Language at NQF Level 3 to the value of 20 Credits.

It is compulsory therefore for learners to do Communication in two different South African languages, one at NQF Level 4 and the other at NQF Level 3.

All Unit Standards in the Fundamental Component are compulsory.

Core Component:

The Core Component consists of Unit Standards to the value of 99 Credits all of which are compulsory.

Elective Component:

A minimum of 9 Credits must be obtained in the Elective Component for the learner to be awarded the Qualification.

EXIT LEVEL OUTCOMES

1. Communicate with individuals and groups to generate understanding of the HIV/AIDS pandemic.
2. Provide knowledge of the causes and effects of infectious diseases to individuals and communities to combat occurrence.
3. Lead individuals and groups towards behaviour change.

Critical Cross-Field Outcomes:

- Identifying and solving problems in which responses display that responsible decisions using critical and creative thinking have been made are demonstrated when initiating primary healthcare projects with communities.
- Working effectively with others as a member of a team, group, organisation and community is demonstrated when working with people towards changing behaviour.
- Organising and managing oneself and one's activities responsibly and effectively is demonstrated when using the principles of learning to facilitate change.
- Collecting, analysing, organising and critically evaluating information to better understand and explain is demonstrated by selecting the relevant subject matter for imparting to communities.
- Communicating effectively using visual, mathematical and/or language skills in the modes of oral and/or written persuasion is demonstrated when communicating effectively with individuals and groups regarding risk behaviour and change.
- Using science and technology effectively and critically, showing responsibility towards the environment and health of others is demonstrated when gathering and providing information to individuals and communities.
- Demonstrating an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation is evidenced when working as a team member of the multidisciplinary healthcare team.

ASSOCIATED ASSESSMENT CRITERIA

Associated Assessment Criteria for Exit Level Outcome 1:

- 1.1 The aspects of a community profile are utilised to establish positive communication with individuals and groups within the community.
 - Range of aspects includes but is not limited to: Structure; history; resources; infrastructure; available services; underpinning culture, language and religious affiliation.
- 1.2 Ethical principles and current, relevant legislation are applied at all times when dealing with patients, significant others, colleagues and other workers within the multidisciplinary healthcare team.
- 1.3 Interactions with patients and their significant others are carried out within the terms of the relevant Scope of Practice.
- 1.4 Guidance and support are extended to individuals, significant others and community members where HIV/AIDS has been diagnosed, in accordance with the Bill of Rights and the Patient Charter.

Associated Assessment Criteria for Exit Level Outcome 2:

- 2.1 Individuals and groups are informed regarding the need for a clean environment to combat general infectious diseases and improve well-being in the community.
- 2.2 Individuals and groups are informed regarding the mode of infection, the required treatment and the prevention of all sexually transmitted diseases, including HIV/AIDS.

2.3 Primary healthcare projects are initiated to encourage individuals to improve own and others nutrition status.

Associated Assessment Criteria for Exit Level Outcome 3:

- 3.1 The negative effects of risk behaviour on general well-being are explained.
- 3.2 The mechanisms of human motivation and behaviour change are explained with inclusion of the strategies to facilitate change.
- 3.3 Exercises to facilitate learning are designed and applied to a group and group behaviour is assessed for change after a given period.

Integrated assessment:

Formative and summative assessment strategies should be used throughout the course of learning to ensure that exit level outcomes are met. Integrated assessment takes the form of a variety of appropriate assessment methods.

Formative assessment is continuous and focuses on smaller sections of work and limited outcomes. Formative assessments may include:

- Tests.
- Written and practical assignments.
- Case studies.
- Role play and simulation sessions.
- Written reports/work plans.
- Peer group review.

Summative assessment evaluates the learner's abilities to manage and integrate larger bodies of knowledge and to achieve the stated outcomes in the particular area of study. Summative assessments may include:

- Written examinations.
- Oral examinations.
- Practical examinations.
- Objective simulated clinical evaluation.

INTERNATIONAL COMPARABILITY

There are no internationally recognised qualifications specifically geared towards community upliftment in coping with the effects of HIV/AIDS in the community, especially in rural and very poor urban areas. This Qualification, as an outcomes based education programme, is uniquely South African and is appropriate for the unique requirements in this country. It can be adapted to neighbouring (SADC) and other third-world countries.

Other countries, affected by the global shortage in the health sector workforce, such as Kenya, have responded with initiatives using community healthcare workers to cope with the HIV/AIDS pandemic, and have created facilitative training initiatives for them. However, much community healthcare training is reactive in response to regional needs rather than proactive, as this Qualification attempts to be.

Globally, community healthcare workers provide basic health services to a large number of populations, including poor people from rural areas. However, their efficiency is limited by lack of knowledge and skill. Countries and continents using community healthcare workers include, but are not limited to, Nepal, India, Bangladesh, Brazil, South East Asia and Africa.

In some parts of the United States, Canada and the United Kingdom, in response to changing demographics and an influx of immigrants from diverse regions, community healthcare training programmes have been introduced.

With regard to the SADC region, South Africa seems to be taking the lead in this regard.

Conclusion:

As a full Qualification, this Qualification takes proactive steps to meet the needs of people living with and suffering from HIV and AIDS. It also offers learners much more in terms of its completeness than the reactive programmes offered and/or accredited by organisations and/or institutions abroad. This Qualification is proactive in its approach to meet the specific requirements of this country to deal with HIV/AIDS in terms of holistic and comprehensive health care and delivery. It can be adapted to individual sub-Saharan countries and more especially, the SADC region countries, as well as all other countries with similar health provision services.

ARTICULATION OPTIONS

This Qualification articulates horizontally with:

- ID 64697: Further Education and Training Certificate: Community Health Work, Level 4.

This Qualification articulates vertically with:

- ID 23095: National Certificate: Higher Education and Training Certificate: Development Practice, Level 5.

MODERATION OPTIONS

- Moderation must be carried out according to the requirements of the relevant ETQA.
- Moderators must be qualified in a relevant field and be registered as a moderator by the relevant ETQA.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Persons assessing learners against this Qualification must be:

- In possession of a relevant Qualification at a minimum of NQF Level 5.
- Experienced in the fields of primary health care and community development.
- Registered as an assessor with the relevant ETQA.

NOTES

This qualification replaces qualification 58396, "Further Education and Training Certificate: Community Development: HIV/AIDS Support", Level 4, 155 credits.

UNIT STANDARDS

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	119472	Accommodate audience and context needs in oral/signed communication	Level 3	5
Fundamental	119458	Analyse and respond to a variety of literary texts	Level 3	5
Fundamental	119457	Interpret and use information from texts	Level 3	5
Fundamental	119465	Write/present/sign texts for a range of communicative contexts	Level 3	5
Fundamental	9015	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6
Fundamental	119462	Engage in sustained oral/signed communication and evaluate spoken/signed texts	Level 4	5
Fundamental	119469	Read/view, analyse and respond to a variety of texts	Level 4	5

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	9016	Represent analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts	Level 4	4
Fundamental	119471	Use language and communication in occupational learning programmes	Level 4	5
Fundamental	7468	Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	6
Fundamental	119459	Write/present/sign for a wide range of contexts	Level 4	5
Core	252513	Apply established strategies and procedures to deal with risk behaviour and promote personal wellbeing	Level 4	3
Core	260406	Assist in facilitating and implementing primary health care projects within the community	Level 4	12
Core	252512	Counsel an individual in a structured environment	Level 4	12
Core	264974	Develop a community profile for a specific community	Level 4	6
Core	117507	Develop and implement a client ARV treatment plan	Level 4	6
Core	114491	Educate and work closely with the community with regard to sexually transmitted infections (STIs) including Human Immune Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS)	Level 4	10
Core	7384	Facilitate an adult learning event	Level 4	16
Core	12353	Facilitate participatory community development processes	Level 4	12
Core	260383	Plan and promote nutritional programmes to improve health	Level 4	12
Core	123394	Develop outcomes-based learning programmes	Level 5	10
Elective	254222	Demonstrate stress management techniques as a self-help tool	Level 3	4
Elective	244591	Design ways in which individuals in a community can contribute towards creating a caring environment for people who are vulnerable	Level 3	3
Elective	244579	Explain how to manage diversity in the workplace	Level 3	2
Elective	260378	Manage the effects of fatigue in the workplace	Level 4	9

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION

None