



National Unit Specification: general information

UNIT HIV, Hepatitis B and Hepatitis C Infections (SCQF level 5)

CODE DM5T 11

SUMMARY

This Unit is designed to enable candidates to develop knowledge and understanding of routes of infection of the blood borne viruses HIV, Hepatitis B and Hepatitis C and their possible effects. Candidates will investigate possible strategies for prevention of the transmission of these viruses. Candidates completing this Unit should be able to explain terminology associated with these viruses.

This Unit is suitable for candidates wishing to study the Unit on its own. The Unit is suitable for candidates who wish to gain employment, or may already be employed in the health or social care sector working under supervision. They may wish to progress to higher level qualifications within these sectors. It is also intended that the generic nature of this Unit will facilitate its use by candidates studying a variety of subjects.

OUTCOMES

- 1 State the current terminology associated with specific blood borne viruses.
- 2 Describe the routes of infection and possible effects of specific blood borne viruses.
- 3 Investigate health promotion strategies for the primary prevention of specific blood borne viruses.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates may benefit from having attained one of the following, or equivalent:

- ◆ Intermediate 1 Care Units
- ◆ Intermediate 1 Early Education and Childcare Units
- ◆ Standard Grade Science at General level
- ◆ Intermediate 1 Science Units

Administrative Information

Superclass: PH

Publication date: April 2008

Source: Scottish Qualifications Authority

Version: 01

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National Unit Specification: general information (cont)

UNIT HIV, Hepatitis B and Hepatitis C Infections (SCQF level 5)

CREDIT VALUE

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills or Core Skills components in the Unit.

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes of this Unit Specification.

National Unit Specification: statement of standards

UNIT HIV, Hepatitis B and Hepatitis C Infections (SCQF level 5)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

State the current terminology associated with specific blood borne viruses.

Performance Criteria

- (a) State the terminology related to the HIV virus.
- (b) State the terminology related to the Hepatitis B virus.
- (c) State the terminology related to the Hepatitis C virus.

OUTCOME 2

Describe the routes of infection and possible effects of specific blood borne viruses.

Performance Criteria

- (a) Describe the routes and possible effects of HIV infection.
- (b) Describe the routes and possible effects of Hepatitis B infection.
- (c) Describe the route and possible effects of Hepatitis C infection.

OUTCOME 3

Investigate health promotion strategies for the primary prevention of specific blood borne viruses.

Performance Criteria

- (a) Identify and describe health promotion strategies for the prevention of HIV infection.
- (b) Identify and describe health promotion strategies for the prevention of Hepatitis B.
- (c) Identify and describe health promotion strategies for the prevention of Hepatitis C.

National Unit Specification: statement of standards (cont)

UNIT HIV, Hepatitis B and Hepatitis C Infections (SCQF level 5)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Written and/or recorded oral evidence is required to demonstrate that the candidate has achieved all Outcomes and Performance Criteria for the Unit.

Outcome 1 and 2: The evidence should be produced under closed-book, supervised conditions within a time limit of **40 minutes**. As candidates will increase their knowledge, understanding and skills throughout their study, assessment should take place towards the end of the Unit.

Each assessment should allow candidates to generate evidence which covers:

- ◆ the current terminology used in relation to HIV, Hepatitis B and Hepatitis C
- ◆ **two** possible routes and effects of HIV
- ◆ **two** possible routes and effects of Hepatitis B which must include one route and effect specific to Hepatitis B
- ◆ the route and effects of Hepatitis C which must include one route and effect specific to Hepatitis C

The use of a cut-off score may be appropriate for this Assessment.

Outcome 3

Candidates should investigate health promotion strategies on their own at appropriate points throughout the Unit. They should be given a clear brief and the evidence should be gathered in a folio which must cover:

- ◆ **one** health promotion strategy for the prevention of each of the following infections: HIV, Hepatitis B and Hepatitis C

The evidence will be produced in open-book conditions, in the candidate's own time throughout the study of the Unit. Teachers/lecturers must ensure that the evidence is the candidate's own work.

The standard to be applied, the breadth of coverage and an appropriate investigation brief are illustrated in the National Assessment Bank (NAB) items available for this Unit. If a centre wishes to design its own assessments they should be of a comparable standard.

National Unit Specification: support notes

UNIT HIV, Hepatitis B and Hepatitis C Infections (SCQF level 5)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit is an optional Unit in the National Certificate in Child, Health and Social Care at SCQF level 5, but it can also be taken as a free-standing Unit.

Outcome 1

Candidates should be able to accurately state the current terminology used in relation to HIV, Hepatitis B and Hepatitis C. Candidates should understand the following terms and concepts:

- ◆ human immunodeficiency virus (HIV)
- ◆ acquired immune deficiency syndrome (AIDS)
- ◆ infection
- ◆ virus
- ◆ immune system
- ◆ carrier
- ◆ blood
- ◆ antibodies
- ◆ semen
- ◆ white blood cells

The nature of blood borne viruses, and replication and behaviour within human cells should be explained. The emphasis should be on understanding how the virus attacks the human body and that it is unaffected by antibiotics.

Outcome 2

Candidates should be aware of the routes of infection and possible effects of the blood borne viruses, HIV, Hepatitis B and Hepatitis C. Routes should include:

- ◆ sexual practice
- ◆ poor hygiene
- ◆ contact with infected blood or body fluids
- ◆ semen and vaginal fluids
- ◆ use of unsterile, infected syringes and needles
- ◆ transmission from mother to baby (in HIV)
- ◆ blood transfusions and organ transplants (before screening was introduced in the UK)

National Unit Specification: support notes (cont)

UNIT HIV, Hepatitis B and Hepatitis C Infections (SCQF level 5)

Possible effects should include:

- ◆ sweats
- ◆ weight loss
- ◆ flu-like symptoms
- ◆ dementia
- ◆ sarcomas
- ◆ jaundice
- ◆ pale stools
- ◆ tiredness

Candidates should also be aware of the individual's psychological reactions such as depression, apathy and/or other behavioural changes.

Outcome 3

Candidates should understand the importance of prevention strategies and there should be an emphasis on behavioural alteration. This is extremely important for candidates as, historically, education and media cover tended to blame the infected individuals who, in many cases, are people who may already be stigmatised by society.

Candidates should focus on behaviour rather than sexual orientation and should be aware of statutory and voluntary organisations available at local and national level.

Candidates should have an understanding of known primary prevention strategies which should include:

- ◆ practising safer sex
- ◆ use of condoms
- ◆ sterilisation of syringes and needles (unshared)
- ◆ healthy diet
- ◆ good hygiene standards
- ◆ vaccination programmes against Hepatitis B
- ◆ screening of blood products

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Candidates should be encouraged to reflect on their own attitudes, beliefs and behaviours. Group discussions, videos, web sites and other visual materials should be used to enhance learning. Centres should ensure that the resources used are both current and reliable and care should be taken to avoid dated videos or research materials. Books, case studies, media reports, policy documents and relevant speakers should all be made use of. Class discussions and small group discussions should be encouraged to allow candidates to share their knowledge and experiences. Group discussions also allow the airing of views and opinions which may differ from candidate to candidate and stimulate discussion.

For the investigation, candidates should be encouraged to research information from the sources listed above.

National Unit Specification: support notes (cont)

UNIT HIV, Hepatitis B and Hepatitis C Infections (SCQF level 5)

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Candidates will be producing written and oral communication evidence as part of assessment and will also be carrying out an investigation. This offers ideal opportunities to develop aspects of the Core Skills of communication and problem solving.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The Evidence Requirements section sets out clearly what must be addressed by candidates and the evidence teachers/lecturers must gather as evidence of candidate achievement.

For Outcomes 1 and 2 an appropriate instrument of assessment would be a closed-book supervised end of Unit test containing short answer questions. The use of a cut-off score may be appropriate for this assessment. Centres must ensure that the test allows candidates to generate evidence for all Performance Criteria for these Outcomes.

For Outcome 3 the evidence should be gathered by candidates on their own in a folio at appropriate points throughout the Unit as they develop their knowledge and skills. Candidates should be given a clear investigation brief.

Centres must ensure that the folio is the candidate's own work. The folio could be in the form of:

- ◆ A written/oral report
- ◆ Information pamphlet
- ◆ Audio/video presentation
- ◆ Electronic presentation
- ◆ e-portfolio

A method of authentication could be an interview with the candidate at a mid-point of their investigation or by reviewing drafts of their work.

Marking guidelines should be clear and specific to the Performance Criteria.

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

National Unit Specification: support notes (cont)

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CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).