



## **Group Award Specification for:**

**Professional Development Award (PDA):  
Understanding HIV and Aids**

**Group Award Code: GL90 47**

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# 1 Introduction

This document was previously known as the Arrangements document. The purpose of this document is to:

- ◆ assist centres to implement, deliver and manage the qualification
- ◆ provide a guide for new staff involved in offering the qualification
- ◆ inform course managers teaching staff, assessors, learners, employers and HEIs of the aims and purpose of the qualification
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities

The title of this award is making it clear to appropriate target groups that the content of the award is about an understanding HIV and AIDS which includes an understanding of the international aspects of the award content. This includes understanding appropriate terminology used within the award. The award includes key areas of understanding such as how the HIV infection is transmitted and how it can be prevented or how the risk may be reduced. Issues of stigma and discrimination are explained as it impacts on the behaviour of the individual/s. Treatment and Management of the infection as well as a focus on research for cures, vaccines and other treatments are explored.

The learners who may be interested in this award are many and varied. School groups, parent groups or others who have an interest in HIV infection may use the award. It is likely the key groups who will have an interest in this award are likely to come from the care professions in general or specifically from organisations providing services to individuals and/or groups who are living with HIV Infection.

Learners who achieve this award may wish to pursue employment care sectors to include health and social care, childcare education and/or criminal justice. Learners who are already in employment or who are deployed in volunteer roles could also use the award for Continuous Professional Development.

Learners may wish to progress to higher education and the opportunity for making use of Scottish Credit Qualification Framework (SCQF) credit points may be appropriate.

## 2 Qualification structure

This award is made up of 2 single credit SQA Units. Each Unit comprises 8 SCQF credit points at level 7.

The two Units are:

Unit 1 — *HIV: An Introduction (Prevention and Medication)*

Unit 2 — *HIV: Treatment and Management*

A mapping of Core Skills development opportunities is available in Section 5.2.

This Group Award is made up of 12 SQA Unit credits. It comprises 96 SCQF credit points of which 48 are at SCQF level 7 in the mandatory section including a Graded Unit of 8 SCQF credit points at SCQF level 7. A mapping of Core Skills development opportunities is available in Section 5.2.

## 2.1 Structure

To achieve this award learners must complete both of the mandatory Units listed below. Each Unit comprises a notional 40 hours for Unit delivery and assessment.

4 code	2 code	Unit title	SCQF level	SCQF credit points	SQA credit
HG3N	34	HIV: An Introduction	7	8	1
HG3P	34	HIV: Treatment and Lifestyle Management	7	8	1

Both Units are set at SCQF level 7 to reflect the competence required of learners who will undertake this award. *HIV: An Introduction* is expected to be delivered first as this Unit includes much of the underpinning knowledge and understanding for HIV Infection and other key considerations such as stigma and discrimination. The Unit *HIV: Treatment and Management* develops other key aspects of understanding how HIV may be treated and managed which includes a focus on research on cures and vaccines for treatment.

## 3 Aims of the qualification

The principal aims of this award are to:

- ◆ offer a subject specific qualification for understanding HIV Infection.
- ◆ provide learners with an international focus on treatment for HIV.
- ◆ equip learners with the knowledge and skills required of this subject area

### 3.1 General aims of the qualification

- ◆ Explore issues as they pertain to HIV Infection
- ◆ Develop knowledge and understanding of routes of transmission for HIV Infection
- ◆ Understand the role of legislation in the development of treatments
- ◆ Provide learners with an international focus in relation to HIV Infection
- ◆ Develop research skills

### 3.2 Specific aims of the qualification

To achieve Unit 1 — *HIV: An Introduction (Prevention and Medication)* the learner must attain the following:

- ◆ Historic terminology as it relates to HIV
- ◆ Current terminology as it relates to HIV
- ◆ Difference between HIV and AIDS
- ◆ Main routes of HIV transmission including maternal transmission
- ◆ Process of transmission through the body and impact on the immune system
- ◆ The hierarchy of risks associated with routes of transmission
- ◆ Understanding risks of HIV

- ◆ Impact on the changing behaviours of individual/group living with
- ◆ Myths surrounding routes of HIV transmission
- ◆ Stigma related to HIV and potential/actual consequences for the individual and/or group
- ◆ Discrimination and its effects on individuals and/or groups living with HIV
- ◆ Role of media in perpetuating myths, stigma and discrimination

To achieve Unit 2 — *HIV: Treatment and Management* the learner must attain the following:

- ◆ Research on HIV Prevention
- ◆ Screening for HIV during pregnancy
- ◆ HIV testing and identification of a range of test providers
- ◆ Testing versus public health screening
- ◆ Use impact and management of anti-retroviral treatment
- ◆ Management of HIV where anti-retroviral treatment is limited
- ◆ Importance of monitoring individuals with HIV by World Health Organisation (WHO)
- ◆ HIV testing currently available
- ◆ Research on cures, vaccines and treatments
- ◆ Relevant legislation and its impact in relation to HIV and the impact on individuals or groups living with HIV
- ◆ Anti-discriminatory policy and practices within organisations
- ◆ Role of campaigning and lobbying in relation to HIV
- ◆ International difference in relation to HIV

## 4 Recommended entry to the qualification

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team as guidance only.

Learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

Child, Health and Social Care Units at SCQF level 6  
 Science Units at SCQF level 5/6  
 Communication Units at SCQF level 6  
 Skills for Work/Health Units at SCQF level 5/6

Those with vocational experience may be considered without production of previous academic achievement.

## 4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information should be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	6	The production of written assessment evidence.
Numeracy	5	
Information and Communication Technology (ICT)	5	
Problem Solving	5	
Working with Others	5	Possibility of group work in the presentation of assessed evidence.

## 5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the Units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the Unit standards with those defined in National Occupational Standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.

## 5.1 Mapping of qualification aims to Units

Code	Unit title	Aims									
		1	2	3	4	5	6	7	8	9	10
HG3N 34	HIV: An Introduction	X	X		X	X					
HG3P 34	HIV: Treatment and Lifestyle Management	X		X	X	X					

## 5.2 Mapping of Core Skills development opportunities across the qualification

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
HG3N 34	HIV: An Introduction	X	X		X	X	X	X		X	X	
HG3P 34	HIV: Treatment and Management	X	X		X	X	X	X		X	X	

### 5.3 Assessment Strategy for the qualification

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
HIV: An Introduction (Prevention and Medication)	Investigative Report based on a real or hypothetical Case Study to cover this Outcome and Outcome 3.	Short answer response questions. Open-book with a timeframe of approximately 1 hour.	Investigative Report based on a real or hypothetical Case Study to cover this Outcome and Outcome 1.	
HIV: Treatment and Management	Investigative Report of Holistic essay for all three Outcomes of approximately 1,500 words. Open-book.	Investigative Report or Holistic essay for all three Outcomes of approximately 1,500 words. Open-book.	Investigative Report or Holistic essay for all three Outcomes of approximately 1,500 words. Open-book.	

## 6 Guidance on approaches to delivery and assessment

Unit 1 — *HIV: An Introduction (Prevention and Medication)* can be effectively delivered in the order of the Outcomes as they appear within the Unit specification. It is important that learners understand the changing terminology over time in understanding this infection. (Outcome 1). The learners can then go on to understand the routes of transmission of the infection and the possible effect for individuals and/or groups living with HIV Infection (Outcome 2). The learners can then go on to explore the myths surrounding HIV and understand how stigma and discrimination affect those living with HIV Infection and the impact of stigma on health promotion in relation to HIV. The learners should understand the role of the media in providing education around HIV Infections.

As Unit 1 above introduces much of the terminology and issues around HIV Infection it is suggested this Unit is delivered first. This Unit can be used as a stand-alone Unit for learners who wish to gain an understanding of the key issues as they pertain to transmission and stigma attached to those living with HIV Infection.

Unit 2 — *HIV: Treatment and Management* should be delivered after Unit 1 — *HIV: An Introduction (Prevention and Medication)*. This Unit can be delivered in the order of the Outcomes as they appear within the Unit specification. It is also possible to link the information within Outcome 1 and 2 and deliver them in a more integrated and holistic manner. Outcome 3 supports the underpinning knowledge of legislation and its ability to challenge discrimination. This can be delivered after Outcomes 1 and 2 so the learners can build on their understanding of these Outcomes and link this with the role of government in the prevention and management of the spread of HIV. This should also include knowledge of how to support individuals living with HIV through the allocation of medications as well as practical and emotional supports to the individual living with HIV Infection.

Unit 2 should be delivered in a Learner Centred way to encourage learners to share and discuss their understanding through researched information in relation to current methods of prevention and treatment for those living with HIV Infection. Learners should be encouraged to investigate and understand the differences between countries in how each country understand HIV and how they treat and manage discrimination of those living with HIV Infection.

For both Units the effective use of video materials, pod casts and other visual and/or social media materials should be used to support the learning process. It would be advantageous to include local agencies that provide services and support to those living with HIV Infection. These agencies could be invited to speak to the class and answer questions and provide current information to learners. The Units should encourage group work and autonomous learning.

Please refer to Section 5.3 above in relation to potential instruments of assessment including integration of Outcomes.

### 6.1 Sequencing/integration of Units

As noted above Unit 1 — *HIV: An Introduction (Prevention and Medication)* should be delivered before Unit 2 — *HIV: Treatment and Management*.

## 6.2 Recognition of Prior Learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full Group Award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full Group Award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of Units and assessments:

- ◆ HN Graded Units
- ◆ Course and/or external assessments
- ◆ Other integrative assessment Units (which may or not be graded)
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the Unit
- ◆ Where there is an existing requirement for a licence to practice
- ◆ Where there are specific health and safety requirements
- ◆ Where there are regulatory, professional or other statutory requirements
- ◆ Where otherwise specified in an Assessment Strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website [www.sqa.org.uk](http://www.sqa.org.uk).

The following sub-sections outline how existing SQA Unit(s) may contribute to this Group Award. Additionally, they also outline how this Group Award may be recognised for professional and articulation purposes.

### 6.2.1 Articulation and/or progression

There are no articulation routes for this Group Award.

## 6.3 Opportunities for e-assessment

E-assessment may be appropriate for assessing the majority of the Units. Centres would need to ensure they have appropriate resources to provide and manage this form of assessment.

## 6.4 Support materials

A **list of existing ASPs** is available to view on SQA's website.

The support notes for each Unit directs the learner to support materials

The Terence Higgins Trust Website provides access to information that is likely to support the content of this award.

Other websites such as NHS also provide access to information that is likely to support the content of this award.

## 6.5 Resource requirements

There is not requirement for specialist equipment in the delivery of this award. Centres should provide teaching and learning aids in the delivery of this award. For example, access to social media and interactive videos/podcasts.

Tutors delivering this award should ensure they keep their knowledge of HIV Infection and its treatments current.

# 7 General information for centres

## Equality and inclusion

The Unit specifications making up this Group Award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## Internal and external verification

All instruments of assessment used within this/these qualification(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* ([www.sqa.org.uk/GuideToAssessment](http://www.sqa.org.uk/GuideToAssessment)).

# 8 Glossary of terms

**Embedded Core Skills:** is where the assessment evidence for the Unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the Unit will be automatically certificated for the Core Skill. (This depends on the Unit having been successfully audited and validated for Core Skills certification.)

**Finish date:** The end of a Group Award's lapsing period is known as the finish date. After the finish date, the Group Award will no longer be live and the following applies:

- ◆ learners may not be entered for the Group Award
- ◆ the Group Award will continue to exist only as an archive record on the Awards Processing System (APS)

**Lapsing date:** When a Group Award is entered into its lapsing period, the following will apply:

- ◆ the Group Award will be deleted from the relevant catalogue
- ◆ the Group Award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
- ◆ no new centres may be approved to offer the Group Award
- ◆ centres should only enter learners whom they expect to complete the Group Award during the defined lapsing period

**SQA credit value:** The credit value allocated to a Unit gives an indication of the contribution the Unit makes to an SQA Group Award. An SQA credit value of 1 given to an SQA Unit represents approximately 40 hours of programmed learning, teaching and assessment.

**SCQF:** The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk).

**SCQF credit points:** SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

**SCQF levels:** The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and Graded Units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

**Subject Unit:** Subject Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

**Signposted Core Skills:** refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.



## 9 General information for learners

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

This award will introduce you to an understanding of HIV and related illnesses. You will be introduced to terminology to help you understand these illnesses. You will also come to understand how it affects the individual living with HIV in terms of their physical, emotional and mental well-being. You will understand the myths, stigma and discrimination associated with HIV infection. You will understand these from different cultural perspectives. You will also understand the hierarchy of risks associated with this infection and investigate the treatments and management of the infection and the role of governments in providing current and accessible treatments for individuals living with HIV infection.

You will be expected to challenge your own views and attitudes in relation to those with HIV. You will share these attitudes with others in your group and explore the attitudes of others in coming to an understanding of HIV Infection. You will work individually or within small groups to investigate how HIV is perceived and managed in different cultures. You may have the opportunity to hear visiting speakers to your classroom (or via social media, podcasts, etc) who have experience and/or knowledge of HIV who can bring objective views and current thinking. You may have the opportunity to visit organisations that specialise in providing information and support to those living with HIV and others affected by it.

You will gain knowledge of HIV, better understanding of those living with HIV and how it affects them in their daily living and life opportunities. You will develop good communication skills through discussion and listening to the views of others. You should develop good team working skills through working with others. You will develop investigative skills by working on projects as you complete this Unit. You should gain skills in verbal or written presentation of your work. You should also gain wider skills in terms of Global Citizenship through your wider understanding of other cultures and Employability Skills as this Unit may provide opportunities for you to seek further training and/or employment in social and health care environments.

The assessment for this award could take the form of investigative reports and/or making effective use of real or hypothetical case studies. The information for this can be collated over time during your learning. Your tutor should provide guidance and support during your investigations. Your tutor will inform you of whether your investigation will be an individual or group presentation (verbal or written). Some assessment may take the form of a short answer paper to be completed under supervised conditions in class.

You should develop skills in communication, group work and working effectively with others. There will be opportunity to increase skills in *Information and Communication Technology* as you use the internet to investigate and produce electronic versions of your findings. This award will also provide opportunities for you to develop wider skills during your learning. These could include:

Global Citizenship — through better understanding of other cultures and opportunities for change.

Employability — This award will provide you with knowledge and information which should be of use in the health, social, child care and possibly criminal justice areas of employment.