Level 2 Award in the Prevention and Control of Infection (7395)

Centre resource pack

500/4272/5

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Level 2 Award in the Prevention and Control of Infection (7395)

Centre resource pack

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Contents

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1 About this document

This document contains the information that centres need to offer the following Award:

Level 2 Award in the Prevention and Control of Infection

QCA accreditation number   500/4272/5

This document includes details and guidance on:
- centre resource requirements
- candidate entry requirements
- information about links with, and progression to, other qualifications
- qualification standards and specifications
- assessment requirements
- recording forms.

2 About the qualification

2.1 Accreditation details

Accreditation details

This qualification is accredited by the Qualifications and Curriculum Authority at Level 2 of the QCF.

Qualifications and Credit Framework (QCF)

The QCF replaces the National Qualifications Framework (NQF) in England and Northern Ireland, and is intended to replace the regulated pillar within the Qualifications and Credit Framework for Wales (CQFW). It is also intended to align with the Scottish Credit and Qualifications Framework (SCQF). The QCF provides a way of recognising achievement through the award of credit for units and qualifications. Units within the framework are allocated a:

- level to indicate the level of difficulty
- credit value to indicate the size of the unit. 10 hours of **learning time** = 1 credit value.

Learning time is a notional measure of the amount of time a typical candidate might be expected to take to complete all the learning relevant to achievement of the learning outcomes. It differs from Guided Learning Hours (GLH) which represent only those hours a tutor/trainer or facilitator are present and contributing to the learning process because it takes into account all learning relevant to the learning outcomes regardless of where, when and how it has taken place.

The QCF recognises learning by awarding credit each time a candidate successfully completes a unit. Candidates can accumulate and transfer credit achievement over time.

A unit is the smallest part of learning for which credit is awarded. Candidates can also gain credit for full qualifications.

For further information about the QCF, CQFW and the SCQF, please refer to the websites for each country listed at Appendix 1.

2   About the qualification

2.2 Aims of the qualification

The Level 2 Award in the Prevention and Control of Infection has been developed in order to provide learners with an understanding of the causes of infection and of the ways of preventing and controlling infection within a healthcare or social care setting.

The qualification aims to familiarise learners with infection control legislation and policies in England.

Learners will also develop an understanding of the methods of cleaning and waste disposal that help prevent the spread of infection, along with an understanding of the importance of using Personal Protective Equipment (PPE) appropriate to the task undertaken.

This knowledge will be underpinned by an increased understanding of the causes of infections, the conditions which allows them to thrive and the ways in which they can be spread.

2   About the qualification

2.3 Value statement

The key purpose for those working in Health and Social Care settings has been identified by the Sector Skills Councils to be to provide an integrated, ethical and inclusive service which meets agreed needs and outcomes of people requiring health or social care.

Implicit in this statement is the core assumption that the human rights of these people will be safeguarded at all times.

This qualification links with and builds upon Health Care workforce development structures across the UK.

The Award is built upon best practice in the training and development of people in the workplace.

2 About the qualification

2.4 Rules of combination

Rules of combination are used to define the structure of qualifications. The rules of combination specify the credits which must be achieved through a particular combination of units to gain a full qualification.

In order to complete the City & Guilds Level 2 Award in the Prevention and Control of Infection, candidates will be expected to achieve the three mandatory units, achieving a total of seven credits.

Accreditation unit reference	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value	Excluded combination of units (if any)
L/501/6737	201	The Principles of Infection Prevention and Control	Mandatory	3	N/A
H/501/7103	202	Causes and Spread of Infection	Mandatory	2	N/A
R/501/6738	203	Cleaning, Decontamination and Waste Management	Mandatory	2	N/A

Certificates of unit credit

Certificates of unit credit (CUC) will be issued to candidates for each successfully completed unit, even if the full qualification is not attempted.

Candidates who do complete a full qualification will receive, in addition to their full award, a CUC for each unit achieved.

2   About the qualification

2.5   Sources of information and assistance related publications

City & Guilds also provides the following documents specifically for this qualification.

- **_Assignments marking guide_**
  This password protected document is only available to approved centres on **www.cityandguilds.com**, the award number is 7395.To obtain a password please send an email to passwordipc@cityandguilds.com and include your details with your centre number.

The following list is not exhaustive, but indicates the documents which are considered essential for centres when delivering NVQs

- **_Providing City & Guilds qualifications – a guide to centre and qualification approval_**
  Contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification.

- **_Ensuring quality_**
  Contains updates on City & Guilds assessment and policy issues.

- **Online catalogue/shop**
  Contains details of general regulations, registration and certification procedures and fees.

- **_Guidance_ Update _to Community & Society centres_**
  Contains updates on centre management, records, assessment and verification.

For the latest updates on our publications and details of how to obtain them and other City & Guilds resources, please refer to the City & Guilds website.

City & Guilds websites

Website	Address	Purpose and content
City & Guilds main website	**www.cityandguilds.com**	This is the main website for finding out about the City & Guilds group, accessing qualification information and publications.
SmartScreen	**www.smartscreen.co.uk**	SmartScreen is the City & Guilds online learning support website. It gives registered subscribers access to qualification-specific support materials.
Walled Garden	**www.walled-garden.com**	The Walled Garden is a qualification administration portal for approved centres, enabling them to register candidates and claim certification online.

Contacting City & Guilds by e-mail

The following e-mail addresses give direct access to our Customer Relations team.

e-mail	Query types
learnersupport@cityandguilds.com	all learner enquiries, including • requesting a replacement certificate • information about our qualification • finding a centre.
centresupport@cityandguilds.com	all centre enquiries
walledgarden@cityandguilds.com	all enquiries relating to the Walled Garden, including • setting up an account • resetting passwords.

3 Candidate entry and progression

Candidate entry requirements

It is the responsibility of the centre to ensure that candidates have the skills necessary to achieve the qualification. Whilst there are no formal prerequisites for entry to the qualification, centres must be aware that candidates will require some study and general communication skills in order to complete the assessment requirements. Some candidates may require further support in the development of these skills, but others may not yet be ready to enter onto a course of study leading to a qualification at level 2.

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

Please see section 5 of this document, Course design and delivery, which offers guidance on initial assessment.

Age restrictions

There are no age limits attached to candidates undertaking the qualification unless this is a legal requirement of the process or the environment.

Learners entering the Health/Social Care workforce may be legally required to undergo criminal record checks prior to taking up employment/work placement. Centres, employers and placement providers will need to liaise closely with one another to ensure that any requirements for the particular area of work are fully met.

As the requirements between sectors and countries may vary, checks should be made with the appropriate regulatory body and/or government department/s if employers or placement providers are uncertain of the requirements.

Progression

This qualfication is ideally aimed at anyone working in Health or Social Care and will provide the ideal route for candidates wanting to progress on to NVQs in Health and Social Care.

4 Centre requirements

4.1 Centre, qualification and fast track approval

Centres not yet approved by City & Guilds

To offer this qualification, new centres will need to gain both **centre and qualification approval**. Please refer to Appendix 2 for further information.

Existing City & Guilds centres

To offer this qualification, centres already approved to deliver City & Guilds qualifications, will need to gain **qualification approval**. Please refer to Appendix 2 for further information.

Centres, anticipating the recording and use of evidence generated from interactions with individuals using a service, must gain their/advocates' informed consent. Subsequently, centres must ensure that an individual's right to privacy is not compromised by their willingness to be involved.

Centres already offering City & Guilds qualifications in this subject area

There is **no** fast track approval provision for this qualification.

Existing centres wishing to offer this qualification must use the **standard** Qualification Approval Process.

4   Centre requirements

4.2   Resource requirements

Centres must meet a set of quality criteria, including:

- Provision of adequate resources, both physical and human.
- Clear management information systems.
- Effective assessment and quality assurance procedures including candidate support and reliable recording systems.

Centres must ensure that all sites clearly understand their roles, responsibilities, authorities and accountabilities. It would therefore be advisable for centres to have documented and signed (partnership) agreements with all assessment sites. The content of such agreements must be devised on an individual centre basis but consideration should be given to the inclusion of the following areas:

- Centre membership requirements/criteria. By implication this might mean the rejection of some applicants where they cannot or will not meet the centre membership requirements. eg participating in assessment activities including attending standardisation meetings.
- Commitment to centre policies and practices eg policy for candidate appeals/complaints and access to fair assessment.
- Access to the workplace and protocols for peripatetic assessors.
- Responsibilities for establishing and communicating any issues concerning 'fit person' checks are required by the relevant regulator eg criminal records/POVA clearance checks. These are usually the responsibility of the employer but where centres are placing students in work places they will need to liaise closely with placement providers about this area. (The appropriate service regulator identifies a 'fit person' criteria, not the Awarding Body).
- Responsibilities for ensuring that candidates are operating in a work place where the standards of practice fully support candidates to demonstrate their competence.

This list is not exhaustive but may assist centres in identifying areas which need an explicit statement of commitment for member assessment sites/satellites in order to avoid future problems.

Human resources

To meet the quality assurance criteria for this qualification, the centre must ensure that the following internal roles are undertaken:

- Quality assurance co-ordinator.
- Trainer/tutor.
- Assessor.
- Internal verifier.

Staff delivering the qualifications

All new teachers delivering publicly funded qualifications in the learning and skills sector (all post 16 education – including FE, adult and community learning, work-based learning, offender education) in England are now required to take qualifications which form part of the Qualified Teacher – Learning and Skills (QTLS) framework. City & Guilds offers a range of qualifications within the QTLS framework. Details are available on the QTLS pages of **www.cityandguilds.com**.

Centre staff may undertake more than one role eg tutor and assessor or internal verifier, but must never internally verify their own assessments.

Trainer / tutors must

- be occupationally knowledgeable in the area for which they are delivering training and/ or have experience of providing training. This knowledge must be at least to the same level as the training being delivered
- have credible experience of providing training.

Assessors and internal verifiers

Assessors must:

- be occupationally knowledgeable in the area of Infection Prevention and Control. This knowledge must be at least to the same level as the qualification they are assessing
- have a sufficient range and quality of occupational experience, at or above the level being assessed, to ensure the credibility of their assessment judgements
- have direct or related experience in assessment
- have experience in using externally set criteria to mark assignments/assess outcome achievement
- understand and support any codes of practice applicable to this occupational area
- have a sound understanding of the National Occupational Standards for Infection Prevention and Control
- be prepared to participate in assessment standardisation activities.

Internal verifiers must:

- be occupationally knowledgeable in the area of Infection Prevention and Control. Their knowledge must be at least to the same level as the qualification being verified
- have a sound understanding of the National Occupational Standards for Infection Prevention and Control
- have experience of using quality assurance systems as applied to qualifications
- organise and /or participate in standardisation activities.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge of the occupational area and of best practice in delivery, mentoring, training, assessment and verification remains current, and takes account of any national or legislative developments.

4 Centre requirements

4.3 Administration, registration and certification

QCF Technical Requirements

Centres must register with QCA to obtain access to the Learner Registration Service (LRS) in order to obtain the Unique Learner Number (ULN) and Learner Achievement Record (LAR) for their learners. Information on how to do this can be obtained from **www.cityandguilds.com/QCFIT** .

Learners are awarded credit for the unit they have completed which is recorded on their QCF Learner Achievement Record (LAR). They may continue to accumulate credit towards a full qualification at a later date if they wish; provided it is within the timescales of accreditation for the particular qualification. The LAR also indicates to the learner how many more credits they need in order to achieve a full qualification and progression routes.

City & Guilds' administration

Full details of City & Guilds' administrative procedures for this qualification are provided in the *Online Catalogue*. This information includes details on:
- registration procedures
- enrolment numbers
- fees
- entry for examinations
- claiming certification.

Centres should be aware of time constraints regarding the registration and certification periods for the qualification, as specified in the City & Guilds *Online Catalogue*.

Centres should follow all administrative guidance carefully, particularly noting that fees, registration and certification end dates for the qualification are subject to change. The latest News is available on the website (**www.cityandguilds.com**).

Regulations for the conduct of examinations

Regulations for the conduct of examinations for online and written examinations are given in *Providing City & Guilds qualifications - a guide to centre and qualification approval* and in the *Online Catalogue*. Centres should ensure they are familiar with all requirements prior to offering assessments.

Retaining assessment records

Centres must retain copies of candidate assessment records for at least three years after certification.

Notification of results

After completion of assessment, candidates will receive, via their centre, a 'notification of candidate results', giving details of how they performed. It is not a certificate of achievement.

Certificates of unit credit (CUCs)

A certificate of unit credit records the successful completion of a unit. Centres can apply to City & Guilds for CUCs at any time after candidates have achieved a unit. They do not need to wait until the full programme of study has been completed.

Full certificates

Full certificates are only issued to candidates who have met the full requirements of the qualification, as described in section 2.4 Rules of combination.

4   Centre requirements

4.4   Quality assurance

This information is a summary of quality assurance requirements.

Providing City & Guilds qualifications and in the *Centre toolkit* provide full details and guidance on:

- internal quality assurance
- external quality assurance
- roles and responsibilities of quality assurance staff.

Internal quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications.

Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance, and City & Guilds is responsible for external quality assurance.

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications.

For this qualification centres must develop an assignment/assessment sampling strategy and plan which must be implemented by all those undertaking the internal verification role. Centres already offering N/SVQs will find that their internal verification process can be adapted to establish an internal quality assurance system for this VRQ.

Full details and guidance on the internal and external quality assurance requirements and procedures, are provided in *Providing City & Guilds qualifications* and in the *Centre toolkit* together with full details of the tasks, activities and responsibilities of quality assurance staff.

In order to fully support learners, centres are currently required to retain copies of learners' assessment and verification records for three years after certification.

External quality assurance

External quality assurance for the qualification will be provided by City & Guilds external verification process.

External verifiers are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External verification is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

To carry out their quality assurance role, external verifiers must have appropriate occupational and verifying knowledge and expertise. City & Guilds' external verifiers attend training and development designed to keep them up-to-date, facilitate standardisation between verifiers and share good practice.

City & Guilds external verifiers use electronic report forms designed to provide an objective risk analysis of individual centre assessment and verification practice.

External verifiers:

The role of the external verifier is to:

- provide advice and support to centre staff
- ensure the quality and consistency of assessments within and between centres by the use of systematic sampling
- regularly visit centres to ensure they continue to meet the centre and qualification approval criteria
- provide feedback to centres and to City & Guilds.

5 Course design and delivery

5.1 Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:

- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification. This is sometimes referred to as diagnostic testing
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualification they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualification they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

Further guidance about initial assessment and induction, as well as a learning contract that centres may use, are available in the *Centre toolkit.*

5 Course design and delivery

5.2 Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Centres may design course programmes of study in any way that:
- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualification.

In particular, staff should consider the skills and knowledge related to the national occupational standards.

City & Guilds recommends that centres address the wider curriculum, where appropriate, when designing and delivering the course. Centres should also consider links to the National Occupational Standards, Key/Core Skills and other related qualifications. Relationship tables are provided in section 6: Relationships to other qualifications, to assist centres with the design and delivery of the qualification.

Centres may wish to include topics as part of the course programme which will not be assessed through the qualification.

5 Course design and delivery

5.3 Data protection, confidentiality and legal requirements

Data protection and confidentiality

Data protection and confidentiality must not be overlooked when planning the delivery of this qualification.

Centres offering this qualification may need to provide City & Guilds with personal data for staff and candidates. Guidance on data protection and the obligations of City & Guilds and centres are explained in *Providing City & Guilds qualifications*.

Protecting identity

It is extremely important to protect the identity of the individuals encountered by candidates in the work setting, eg customers, clients and patients.

Confidential information must not be included in candidate assessment records. Confidential information should remain in its usual location, and a reference should be made to it in your assessment records.

6 Relationships to other qualifications

6.1 Links to National Occupational Standards/other qualifications

City & Guilds has identified the connections to the National Occupational Standards NOS. This mapping is provided as guidance and suggests areas of overlap and commonality between the qualifications. It does not imply that candidates completing units in one qualification are automatically covering all of the content of the qualifications listed in the mapping.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications. For example, units within a QCF qualification may be similar in content to units in the NQF qualification which the candidate may have already undertaken and this may present opportunities for APL.

This qualification has connections to the following standards**:**

- Infection Prevention and Control National Occupational Standards.
- Health National Occupational Standards.
- Health and Social Care National Occupational Standards.

Details of the mapping are contained in the units.

Contacting the Sector Skills Council/Standards Setting Body

These units were developed by City & Guilds in collaboration with a number of other Awarding Bodies, with the support of Skills for Health.

Name of SSB/SSC	Skills for Health
Address	2nd Floor
	Goldsmith House,
	Broad Plain,
	Bristol BS2 0JP
Telephone	0117 922 1155
Fax	0117 925 1800
email	office@skillsforhealth.org.uk
URL	**www.skillsforhealth.org.uk**

6 Relationships to other qualifications

6.2 Key/Essential/Functional skills (England, Wales and Northern Ireland)

This qualification includes opportunities to develop and practise many of the underlying skills and techniques described in Part A of the standard for each key skills qualification. Where candidates are working towards any key skills alongside this qualification they will need to be registered with City & Guilds for the key skills qualifications.

It should not be assumed that candidates will necessarily be competent in, or able to produce evidence for, the key skills at the same level as this qualification.

The 'signposts' below identify the **potential** for key/essential/functional skills portfolio evidence gathering that can be naturally incorporated into the completion of each unit. Any key skills evidence needs to be separately assessed and must meet the relevant standard defined in the QCA document '*Key skills qualifications standards and guidance*'.

Unit number	Communication	Application of Number	Information Technology
201	C2.1a, C2.2a		
202			
203	C2.1, C2.3		

Unit number	Problem Solving	Improving own learning and performance	Working With Others
201	PS2.1, PS2.2		
202	PS2.1, PS2.2, PS 2.3		W02.2
203	PS2.1 PS2.2		

6   Relationships to other qualifications
6.3   Personal, Learning and Thinking Skills (PLTS)

Candidates taking this qualification will demonstrate PLTS in the following areas:

Unit number	Personal, Learning and Thinking Skills Areas					
	Independent enquirers	Creative thinkers	Reflective learners	Team workers	Self-managers	Effective participators
201	✓		✓			
202						
203			✓			

7 Assessment

7.1 Summary of assessment requirements

For this qualification candidates will be required to complete the following assessments:

- **one** assignment for **each** unit.

Provision of assignments

The assignments for this qualification are provided in this document.

Assignment requirements

Learners must successfully complete all parts of an assignment, to the required standard, in order to gain a pass grade for each assignment. The assignments have been designed to assess the ability of learners to cover a range of issues associated with each unit. Consequently, it is not appropriate for any parts of an assignment to be omitted, submitted incomplete or of an unsatisfactory standard.

For all tasks undertaken in the written assignments, learners must:

- base their assignments on real practical activities where this is required
- demonstrate an awareness of cultural differences
- maintain confidentiality agreements about confidential information
- demonstrate a vigilance in relation to their own health and safety and that of others
- provide a learner authenticity statement, signed and dated, for all hand written and/or word-processed responses to tasks.

City & Guilds does not provide specific guidance on the minimum or maximum length required in each written assignment (number of words). The key issue in the assignments is that learners meet all the assessment criteria in order to gain a pass. However, centres may provide their own guidance to learners about word length if they wish.

Trainers/assessors are reminded of their responsibility to provide written feedback to learners regarding their assignments and not to encourage learners to submit work for final assessment until it is complete and to the appropriate standard required.

Learners normally have two opportunities to submit each individual assignment. Learners who fail any task should not resubmit work within one week of receiving their result. Centres must provide precise written feedback and where necessary, further learning opportunities to maximise the learner's potential to succeed on their second attempt.

Time constraints

All assignments must be completed and assessed within the candidate's period of registration. Centres should advise candidates of any internal timescales for the completion and marking of individual assignments.

Grading and marking

Grading of assignments for this qualification is pass or fail. Marking criteria are provided; please see section 2.5 for more details.

Regardless of the evidence source, assessment method and means of recording, the legal requirements and best practice in relation to maintaining the confidentiality and rights to dignity and privacy of the individuals must be upheld.

Accreditation of prior learning and experience (APEL)

Accreditation of Prior Learning (APL) and Accreditation of Prior Experience and Learning (APEL) recognise the contribution a person's previous experience could contribute to a qualification.

7   Assessment

7.2 Recording forms

Candidates and centres may decide to use a paper -based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems. Further details are available at: **www.cityandguilds.com/eportfolios**.

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate.

Recording forms are available on the City & Guilds website.

Although it is expected that new centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre.

Amendable (MS Word) versions of the forms are available on the City & Guilds website.

8 Assignment specifications

Assignment 1:

Unit number	Outcome	Tasks	
201	1 Understand roles and responsibilities in the prevention and control of Infections	A	
	2 Understand legislation and policies relating to the prevention and control of infections	A	
	3 Understand systems and procedures relating to the prevention and control of infections	A	
	4 Understand the importance of risk assessment in relation to the prevention and control of infections	A	
	5 Understand the importance of using Personal Protective equipment (PPE) in the prevention and control of infections	C	
	6 Understand the importance of good personal hygiene in the prevention and control of infections	B	

Assignment 2:

Unit number	Outcome	Tasks	
202	1 Understand the causes of infection	A/B	
	2 Understand the transmission of infection	A/B	

Assignment 3:

Unit number	Outcome	Tasks	
203	1 Understand how to maintain a clean environment to prevent the spread of infection	A	
	2 Understand the principles and steps of the decontamination process	A	
	3 Understand the importance of good waste management practice in the prevention and control of infection	A	

9 Units

9.1 About the units

Structure of units

The units in this qualification are written in a standard format and comprise the following:

- City & Guilds reference number.
- Title.
- Level.
- Credit value.
- Unit aim.
- Relationship to NOS/other qualifications.
- Statement of guided learning hours.
- Assessment and grading.
- Learning outcomes which are comprised of a number of practical and knowledge based assessment criteria.
- Additional guidance.

Unit 201   The Principles of Infection Prevention and Control

Level: **2**

Credit value: 3

Unit aim

This unit will introduce the learner to national and local policies in relation to infection control; learners will gain an understanding of employer and employee's responsibilities in this area, as well as learn how procedures and risk assessment can help minimise the risk of an outbreak of infection. Learners will also gain an understanding of how to use Personal Protective Equipment (PPE) correctly and gain an understanding of the importance of good personal hygiene.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will be able to:

1   understand roles and responsibilities in the prevention and control of infections
2   understand legislation and policies relating to prevention and control of infections
3   understand systems and procedures relating to the prevention and control of infections
4   understand the importance of risk assessment in relation to the prevention and control of infections
5   understand the importance of using Personal Protective Equipment (PPE)in the prevention and control of infections
6   understand the importance of good personal hygiene in the prevention and control of infections.

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full or part time basis.

Details of the relationship between the unit and relevant national occupational standards:

Infection Prevention and Control NOS level 1 units: IPC2, IPC4, IPC6.

Health NOS level 2 units: GEN2, GEN 3, GEN6.

Health and Social Care NOS level 2 units: HSC22.

KSF Core dimensions

Health Safety and Security.

Assessment and grading

Pass/Fail only.

Unit 201 The Principles of Infection Prevention and Control

Outcome 1 Understand roles and responsibilities in the prevention and control of infections

Assessment criteria

The learner can:

1 explain **employees' roles and responsibilities** in relation to the prevention and control of infection

2 explain **employers' responsibilities** in relation to the prevention and control of infection.

Additional guidance:

- **Employees' roles and responsibilities**: follow cleaning schedules and complete records, report infection control issues, appropriate use of Personal Protective Equipment (PPE).

- **Employers' responsibilities**: Standard Infection Control Precautions (SICP), assess risk of exposure to infections, Provision of Personal Protective Equipment (PPE), provide appropriate training, appoint Infection Control link nurse/carer.

Unit 201 The Principles of Infection Prevention and Control

Outcome 2 Understand legislation and policies relating to prevention and control of infections

Assessment criteria

The candidate can:

1 outline **current legislation and regulatory body standards** which are relevant to the prevention and control of infection

2 describe **local and organisational policies** relevant to the prevention and control of infection.

Additional guidance:

- **Current legislation and regulatory body standards** :eg Health and Safety at Work Act (HASAWA) 1974, Control of Substances Hazardous to Health Regulations (COSHH) 2002, Reporting of injuries, diseases and dangerous occurrences regulations (RIDDOR)1995, Environmental Protection Act 1990, Personal protective equipment work regulations (PPE) 1992, Safe disposal of clinical waste 1992 Hazardous Waste Regulations (2005), Safe Management of Healthcare Waste (2006), Health Act (2006), Health & Social care Act (2008) :Regulatory body standards: eg Candidates should be able to mention: Health Care Commission, Commission for Social Care Inspection (CSCI), NHS Litigation Authority, Health Protection Agency, Health Protection Scotland.

- **Local and organisational policies**: PPE, management of occupational exposure, staff induction and training guidelines, infection control policies, risk assessment, monitoring and audits, Standard Infection Control precautions (SICP)Local and national initiatives eg in England, Essential Steps to safe clean care and Saving Lives and in Wales, Healthcare Associated Infections-A Strategy for Hospitals in Wales.

Unit 201 The Principles of Infection Prevention and Control

Outcome 3 Understand systems and procedures relating to the prevention and control of infections

Assessment criteria

The candidate can:

1 describe **procedures and systems** relevant to the prevention and control of infection
2 explain **the potential impact** of an outbreak of infection on the individual and the organisation.

Additional guidance:

- **Procedures and systems:** hand hygiene following the Ayliffe technique, cleaning schedules, waste disposal, decontamination of equipment, management of linen.
- **Potential impact :**on the organisation: cost implication, staff sickness levels, reduction in patient and public confidence, litigation, not delivering regulatory standards ; on employees; loss of confidence in organisation, loss of earnings, fear of risk of infection and infecting family members. On the individual: risk to patients; Increase time in recovery, increase length of stay, loss of earnings, potential death.

Unit 201 The Principles of Infection Prevention and Control

Outcome 4   Understand the importance of risk assessment in relation to the prevention and control of infections

Assessment criteria

The candidate can:
1   define the term **risk**
2   outline potential risks of infection within the workplace
3   describe the **process** of carrying out a risk assessment
4   explain the **importance** of carrying out a risk assessment.

Additional guidance:

- **Risk:** likelihood of a hazard to cause harm.
- **Process**: Identify hazard, determine who could be harmed and how, evaluate the risk, record the findings, implement the actions; review the impact of the actions.
- **Importance**: to reduce risk and to prevent reoccurrence of infection, to improve practice and patient safety.

Unit 201   The Principles of Infection Prevention and Control

Outcome 5   Understand the importance of using Personal Protective Equipment (PPE) in the prevention and control of infections

Assessment criteria

The candidate can:

1   demonstrate correct use of PPE
2   describe **different types** of PPE
3   explain the **reasons for use** of PPE
4   state **current relevant regulations and legislation** relating to PPE
5   describe **employees' responsibilities** regarding the use of PPE
6   describe **employers' responsibilities** regarding the use of PPE
7   describe the **correct practice** in the application and removal of PPE
8   describe the **correct procedure** for disposal of used PPE.

Additional guidance:

- **Different types**: gloves, aprons, gowns, masks, goggles, face shields, visors.
- **Reasons for use**: prevent or control spread of infection.
- **Current legislation and regulations**: Personal Protective Equipment Regulation 1992, Health & Safety at Work Act 1974, COSHH, SICP.
- **Employees' responsibilities**: use of appropriate PPE for task, following correct procedures.
- **Employers' responsibilities**: provision of appropriate PPE, provision of appropriate training on use of PPE.
- **Correct practice**: hands to be washed prior to application and removal of gloves, safe disposal, using a new pair per individual/ activity.
- **Correct procedure for disposal:** following organisational policy and procedures.

Unit 201 The Principles of Infection Prevention and Control

Outcome 6 Understand the importance of good personal hygiene in the prevention and control of infections

Assessment criteria

The candidate can:

1 describe the **key principles** of good personal hygiene
2 demonstrate good hand washing technique
3 describe the **correct sequence** for hand washing
4 explain **when** and **why** hand washing should be carried out
5 describe the **types of products** that should be used for hand washing
6 describe **correct procedures** that relate to skincare.

Additional guidance:

- **Key principles:** remove hand or wrist jewellery, move or remove plain rings, keep nails short and clean, no nail varnish or false fingernails.
- **Correct sequence** for hand washing: cover all areas of hand using liquid soap and following the Ayliffe technique.
- **When**: before and after any procedures, personal care, toileting, eating, food preparation, assisting individuals to eat, blowing your nose and smoking.
- **Why:** to reduce bacteria/germs found on hands in order to prevent the spread of infection.
- **Types of products**: antiseptic hand wash, liquid soap, soap-type products, alcohol gels (70% alcohol) paper towels.
- **Correct procedures**: assess hands for cuts, cracks and breaks in the skin, cover cuts or abrasions, report skin problems to occupational health or GP.

Unit 202   Causes and spread of infection

Level: **2**

Credit value: 2

Unit aim

To introduce the learner to national and local policies in relation to infection control; to explain employer and employee responsibilities in this area; to understand how procedures and risk assessment can help minimise the risk of an outbreak of infection. Learners will also gain an understanding of how to use PPE correctly and gain an understanding of the importance of good personal hygiene.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1   understand the causes of infection
2   understand the transmission of infection.

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full or part time basis.

Details of the relationship between the unit and relevant national occupational standards

Health NOS level 2 units: GEN 3.

Health and Social Care NOS level 2 units: HSC22.

KSF Core dimensions

Health Safety and Security.

Assessment and grading

Pass/Fail only.

Unit 202 Causes and Spread of Infection

Outcome1 Understand the causes of Infection

Assessment criteria

The candidate can:

1 identify the **differences** between bacteria, viruses, fungi and parasites
2 identify **common illnesses and infections** caused by bacteria, viruses, fungi and parasites
3 describe what is meant by "**infection**" and "**colonisation**"
4 explain what is meant by "**systemic infection**" and "**localised infection**"
5 identify **poor practices** that may lead to the spread of infection.

Additional guidance:

- **Differences**: bacteria are simple, single celled microrganisms, a virus is a very small microorganism which can only survive and reproduce inside a living host cell, a fungus is a simple plant –like organism which rarely causes healthcare acquired infections (HCAI), parasites can be complex organisms.

- **Common illnesses and infections**: eg diarrhoea & vomiting, Norovirus, Clostridium difficile, Shingles, Scabies, Thrush.

- **Infection**: harm caused by a micro-organism.

- **Colonisation**: the ability of some microorganisms to live in or on a host without causing disease, eg Staphylococcus aureus.

- **Systemic infection:** affects the whole body.

- **Localised infection**: affects a specific area of the body.

- **Poor practices**: poor hand hygiene, inappropriate use of PPE, inadequate cleaning/decontamination of environment and equipment, poor waste disposal and storage procedures.

Unit 202 Causes and Spread of Infection

Outcome 2 Understand the transmission of infection

Assessment criteria

The candidate can:

1 explain the **conditions** needed for the growth of micro-organisms
2 explain the **ways** an infective agent might enter the body
3 identify **common sources of infection**
4 explain **how** infective agents can be transmitted to a person
5 identify the **key factors** that will make it more likely that infection will occur.

Additional guidance:

- **Conditions needed:** moisture, nutrients, warmth, time to reproduce.
- **Ways:** through the respiratory tract (nose, windpipe, lungs), urinary tract (urethra, bladder, kidneys), digestive tract (mouth, stomach, intestines), or through broken skin.
- **Common sources of infection:** eg people, contaminated food, contaminated equipment, dust, contaminated laundry, clinical waste.
- **How**: by hands, equipment, environment.
- **Key factors**: individuals susceptible to infection would include, babies, children, older people, people with lowered immunity due to other illnesses or conditions.

Unit 203 Cleaning, Decontamination and Waste Management

Level: 2

Credit value: 2

Unit aim

To introduce the learner to national and local policies in relation to infection control; to explain employer and employee responsibilities in this area; to understand how procedures and risk assessment can help minimise the risk of an outbreak of infection. Learners will also gain an understanding of how to use PPE correctly and gain an understanding of the importance of good personal hygiene**.**

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1   understand how to maintain a clean environment to prevent the spread of infection
2   understand the principles and steps of the decontamination process
3   understand the importance of good waste management practice in the prevention of the spread of infection.

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full or part time basis.

Details of the relationship between the unit and relevant national occupational standards

Infection Prevention and Control NOS level 1 units: IPC1, IPC4, IPC7.

Health NOS level 2 units: GEN 3, GEN7.

Health and Social Care NOS level 2 units: HSC246.

KSF Core dimensions

Health Safety and Security.

Assessment and grading

Pass/Fail only.

Unit 203 Cleaning, decontamination and waste management

Outcome 1 Understand how to maintain a clean environment to prevent the spread of infection.

Assessment criteria

The candidate can:

1 state the **general principles** for environmental cleaning
2 explain the **purpose** of cleaning schedules
3 describe how the correct management of the environment minimises the spread of infection
4 explain the **reason** for the national policy for colour coding of cleaning equipment.

Additional guidance:

- **General principles:** 5 general principles – follow the correct colour coding system, clear all dust and debris at the beginning, use of correct chemicals and equipment, clean from "clean to dirty", leave the area in a safe and clean manner.

- **Purpose:** sets out the cleaning standard, ie when and how often tasks should be carried out, follow the "clean to dirty" principle, prevents the spread of infection, schedules ensure that the work of the organisation is disrupted to a minimum.

- **How**: removal of dust reduces the risk of transfer of dust to other surfaces by equipment and/or hands. Appropriate cleaning reduces and /or removes the conditions in which microorganisms can grow eg drying surfaces after cleaning removes moisture.

- **Reason:** to reduce cross infection.

Unit 203   Cleaning, decontamination and waste management

Outcome 2   Understand the principles and steps of the decontamination process

Assessment criteria

The candidate can:

1   describe the **three steps** of the decontamination process
2   describe **how and when** cleaning agents are used
3   describe **how and when** disinfecting agents are used
4   explain the **role of personal protective equipment (PPE)** during the decontamination process
5   explain the concept of **risk** in dealing with specific types of contamination
6   explain how the **level of risk** determines the type of agent that may be used to decontaminate
7   describe how equipment should be cleaned and stored.

Additional guidance**:**

- **Three steps:** clean, disinfect, sterilise.
- **How and when (cleaning agents)**: refer to organisational policies and procedures and manufacturer's instructions.
- **How and when (disinfecting agents**): refer to organisational policies and procedures and manufacturer's instructions.
- **Difference between disinfection and sterilisation**: disinfection reduces the number of viable microorganisms. Sterilisation kills all types of microorganisms including bacterial spores.
- **Role of PPE** protects the worker from exposure to body fluids and prevents contamination of workers clothes/uniform.
- **Risk:** method of decontamination depends on the type of material to be decontaminated, the type of contamination, the microorganisms involved and the risks to patients/service users and visitors.
- **Level of risk** can be categorised as high, medium and low risk which depends on whether the equipment is to be used for an invasive or aseptic technique requiring sterile equipment or eg toilet aids which need to be disinfected as they come into contact with body fluids.
- **How equipment should be cleaned and stored**: refer to organisational policies and procedures and manufacturer's instructions.

Unit 203   **Cleaning, decontamination and waste management**

Outcome 3   Understand the importance of good waste management practice in the prevention of the spread of infection

Assessment criteria

The candidate can:

1   identify the **different categories of waste** and the associated risks
2   explain **how to dispose** of the different types of waste safely and without risk to others
3   explain **how waste should be stored** prior to collection
4   identify the **legal responsibilities** in relation to waste management
5   state **how to reduce the risk of sharps injury**.

Additional guidance**:**

- **Different categories of waste**: hazardous and non- hazardous.
- **How to dispose**: refer to organisational policies and procedures. Inappropriate disposal increases the risk of the spread of infection and can result in the organisation being fined.
- **How waste should be stored**: refer to organisational policies and procedures.
- **Legal responsibilities**: in relation to Hazardous Waste Regulations (2005).
- **How to reduce the risks of sharps injury:** eg sharps should be disposed of by the person using them, adequate numbers of sharps containers are available at the point of use, sharps containers should be correctly assembled and not overfilled.

10 Assignments

Assignments

Assignment 201:   The Principles of Infection Prevention and Control.
Assignment 202:   Causes and Spread of Infection.
Assignment 203:   Cleaning, Decontamination and Waste Management.

Assignment 201   The Principles of Infection Prevention and Control

Task A
Answer the following questions:

1   Who is responsible for infection control and prevention in your organisation? Choose one of the following:

- Line Manager.
- Visitor.
- Individual (Service user/patient/client).
- Everybody.

2   Name two pieces of legislation that relate to the prevention and control of Infection and one relevant regulatory body.

3   Identify one consequence of a potential outbreak:

- for organisations
- for individuals.

4   How would you define risk in relation to infection control and prevention?

5   Why is risk assessment important?

Task B
1   Demonstrate to the assessor the correct sequence of the hand washing technique.
2   Demonstrate to the assessor the correct method of applying, removing and disposing of gloves for a task that you would be expected to perform in your work environment.

Task C
Choose one item of Personal Protective Equipment (PPE) and:
1   Describe one situation in which you would use this equipment.
2   Demonstrate to the assessor the correct use of the chosen item.
3   State one piece of legislation relating to the use of PPE.
4   State who is responsible for ensuring the correct use of PPE.

Assignment 202   Causes and Spread of Infection

Task A

The organisms that cause infections cannot be seen by the naked eye. You will have learnt that this is one reason why they can spread so easily. In your workplace whether it be a hospital, care setting or an individual's home, you will have equipment and techniques at your disposal to prevent the spread of infection.

1   Describe the measures for prevention of infection:

- Systemic.
- Localised.

2   Describe how they reduce the spread of infection.

Task B

You are making your first contact with a service user/ patient/client of the day. They inform you that they have had an episode of diarrhoea and vomiting during the night.

Can you identify:

1   What are two possible causes of the infection?
2   What immediate action would you take to safeguard yourself and the wider community?
3   How would you assess and manage the risk in order to prevent the possible spread of infection?
4   What guidance would you give to the service user/patient/client to reduce the possible spread of infection and describe the sequence in which you would act?

Assignment 203 Cleaning, Decontamination and Waste Management

Tasks

Task A

The importance of a clean and tidy environment is essential as you will have learnt to reduce the spread of infection. One of the ways of identifying environmental factors is through the use of an environmental audit. Can you:

1 carry out such an audit within your work environment, using the risk assessment tool provided on the next page.

2 identify a risk and describe a potential solution. If you cannot identify a risk (none present) then think of a potential one and identify an appropriate solution.

3 Identify three different types of waste present in your work area:
  a Describe the correct storage procedure for each.
  b Identify two pieces of legislation controlling the disposal of waste and a requirement of each in relation to your role.

4 Identify one type of cleaning agent present in your work area and explain the importance of following instructions when using it.

1 Are waste bins available and clean?		
Dirty with evidence of body fluids	Dirty but no body fluids	Clean
2 Do waste bins have correct waste disposal bag inserted?		
None	Some	All
3 Are waste bags overflowing?		
None	Some	All
4 Is the overall appearance of the environment clean and tidy?		
No	Mostly	Yes
5 a Are there supplies of hand washing materials at every sink?		
No	Mostly	Yes
5 b Please list materials		
5 c Are materials appropriate to setting?		
Yes	Mostly	No
6 Is alcohol gel easily available for use by public staff?		
No	Mostly	Yes
7 Are signs visible to remind everyone to wash their hands?		
Yes	Mostly	No
8 Are toilets clean and free from contamination with body fluids?		
No	Some	Yes
9a Is Personal Protective Equipment (PPE) available?		
No	Some	Yes
9b Is Personal Protective Equipment appropriate to the setting?		
No	Mostly	Yes

Appendix 1 Sources of information about level accreditation, qualification and credit frameworks and level descriptors

Please visit the following websites to find current information on accreditation, qualification level descriptors and national qualification and credit frameworks and in each country.

Nation	Framework	Who to contact	Websites
England	Qualification and Credit Framework (QCF)	The Qualifications and Curriculum Authority	**www.qca.org.uk**
Scotland	Scottish Credit and Qualifications Framework (SCQF)	The Scottish Qualifications Authority	**www.scqf.org.uk** **www.sqa.org.uk**
Wales	The Credit and Qualifications Framework for Wales (CQFW)	The Department for Education, Culture and Welsh Language (DECWL)	**www.wales.gov.uk**
Northern Ireland	Qualification and Credit Framework (QCF)	The Council for Curriculum, Examinations and Assessment	**www.ccea.org.uk**

Appendix 2   Obtaining centre and qualification approval

Only approved organisations can offer City & Guilds qualifications. Organisations approved by City & Guilds are referred to as **centres**.

Centres must meet a set of quality criteria including:

- Provision of adequate physical and human resources.
- Clear management information systems.
- Effective assessment and quality assurance procedures including candidate support and reliable recording systems.

An organisation that has not previously offered City & Guilds qualifications must apply for approval to become a centre. This is known as the **centre approval process** (**CAP**). Centres also need approval to offer a specific qualification. This is known as the **qualification approval process** (**QAP**), (previously known as scheme approval). In order to offer this qualification, organisations which are not already City & Guilds centres must apply for centre and qualification approval at the same time. Existing City & Guilds centres will only need to apply for qualification approval for the particular qualification.

Full details of the procedures and forms for applying for centre and qualification approval are given in *Providing City & Guilds qualifications - a guide to centre and qualification approval*, which is also available on the City & Guilds centre toolkit, or downloadable from the City & Guilds website.

Regional / national offices will support new centres and appoint a Quality Systems Consultant to guide the centre through the approval process. They will also provide details of the fees applicable for approvals.

Assessments must not be undertaken until qualification approval has been obtained.

City & Guilds reserves the right to withdraw qualification or centre approval for reasons of debt, malpractice or non-compliance with City & Guilds' policies, regulations, requirements, procedures and guidelines, or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds. Further details of the reasons for suspension and withdrawal of approval, procedures and timescales, are contained in *Providing City & Guilds qualifications.*

Approval for global online assessment (GOLA)

In addition to obtaining centre and qualification approval, centres are also required to set up a GOLA profile in order to offer online examinations to candidates. Setting up a GOLA profile is a simple process that need only be completed once by the centre.

Details of how to set up the profile and GOLA technical requirements are available on the City & Guilds website (**www.cityandguilds.com/e-assessment**). The GOLA section of the website also has details of the GOLA helpline for technical queries and downloads for centres and candidates about GOLA examinations.

Centres should also refer to *Providing City & Guilds qualifications - a guide to centre and qualification approval* for further information on GOLA.

Appendix 3   Summary of City & Guilds assessment policies

Health and safety

The requirement to follow safe working practices is an integral part of all City & Guilds qualifications and assessments, and it is the responsibility of centres to ensure that all relevant health and safety requirements are in place before candidates start practical assessments.

Should a candidate fail to follow health and safety practice and procedures during an assessment, the assessment must be stopped. The candidate should be informed that they have not reached the standard required to successfully pass the assessment and told the reason why. Candidates may retake the assessment at a later date, at the discretion of the centre. In case of any doubt, guidance should be sought from the external verifier.

Equal opportunities

It is a requirement of centre approval that centres have an equal opportunities policy (see *Providing City & Guilds qualifications)*.

The regulatory authorities require City & Guilds to monitor centres to ensure that equal opportunity policies are being followed.

The City & Guilds equal opportunities policy is set out on the City & Guilds website, in *Providing City & Guilds qualifications*, in the *Online Catalogue*, and is also available from the City & Guilds Customer Relations department.

Access to assessment

Qualifications on the Qualifications and Credit Framework are open to all, irrespective of gender, race, creed, age or special needs. The centre co-ordinator should ensure that no candidate is subject to unfair discrimination on any ground in relation to access to assessment and the fairness of the assessment.

City & Guilds' *Access to assessment and qualifications guidance and regulations* document is available on the City & Guilds website. It provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

Access arrangements are pre-assessment adjustments primarily based on history of need and provision, for instance the provision of a reader for a visually impaired candidate.

Special consideration refers to post-examination adjustments to reflect temporary illness, injury or indisposition at the time of the assessment.

Appeals

Centres must have their own, auditable, appeals procedure that must be explained to candidates during their induction. Appeals must be fully documented by the quality assurance co-ordinator and made available to the external verifier and/or City & Guilds.

Further information on appeals is given in *Providing City & Guilds qualifications*. There is also information on appeals for centres and learners on the City & Guilds website or available from the Customer Relations department.

Appendix 4   Funding

City & Guilds does not provide details on funding as this may vary between regions.

Centres should contact the appropriate funding body to check eligibility for funding and any regional/national arrangements which may apply to the centre or candidates.

For funding regulatory purposes, candidates should not be entered for a qualification of the same type, level and content as that of a qualification they already hold.

Please see the table below for where to find out more about the funding arrangements.

Nation	Who to contact	For higher level qualifications
England	The Learning and Skills Council (LSC) is responsible for funding and planning education and training for over 16-year-olds. Each year the LSC publishes guidance on funding methodology and rates. There is separate guidance for further education and work-based learning. Further information on funding is available on the Learning and Skills Council website at **www.lsc.gov.uk** and, for funding for a specific qualification, on the Learning Aims Database **http://providers.lsc.gov.uk/lad**.	Contact the Higher Education Funding Council for England at **www.hefce.ac.uk**.
Scotland	Colleges should contact the Scottish Further Education Funding Council, at **www.sfc.co.uk**. Training providers should contact Scottish Enterprise at **www.scottish-enterprise.com** or one of the Local Enterprise Companies.	Contact the Scottish Higher Education Funding Council at **www.shefc.ac.uk**.
Wales	Centres should contact The Department for Education, Culture and Welsh Language (DECWL): **www.wales.gov.uk**	Contact The Department for Education, Culture and Welsh Language (DECWL): **www.new.wales.gov.uk**
Northern Ireland	Please contact the Department for Employment and Learning at **www.delni.gov.uk**.	Contact the Department for Employment and Learning at **www.delni.gov.uk**.

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