

Guidance and units

BTEC Short Courses

Edexcel Level 2 BTEC Award in the Prevention and Control of Infection

December 2008

Edexcel, a Pearson company, is the UK's largest awarding body, offering academic and vocational qualifications and testing to more than 25,000 schools, colleges, employers and other places of learning in the UK and in over 100 countries worldwide. Qualifications include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications from entry level to BTEC Higher National Diplomas, recognised by employers and higher education institutions worldwide.

We deliver 9.4 million exam scripts each year, with more than 90% of exam papers marked onscreen annually. As part of Pearson, Edexcel continues to invest in cutting-edge technology that has revolutionised the examinations and assessment system. This includes the ability to provide detailed performance data to teachers and students which helps to raise attainment.

References to third party material made in this specification are made in good faith. Edexcel does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

Authorised by Roger Beard
Prepared by Kirsten Brown

All the material in this publication is copyright
© Edexcel Limited 2008

Contents

Qualification titles covered by this specification	1
Introduction	2
BTEC Short Courses at Levels Entry – Level 3	3
Rules of combination	4
Rules of combination for the Edexcel Level 2 BTEC Award in the Prevention and Control of Infection	4
Structure of the qualification	5
Key features	6
National Occupational Standards	6
Edexcel Level 2 BTEC Award in the Prevention and Control of Infection	6
Unit format	7
Assessment and grading	9
Accreditation of Prior Learning (APL)	9
Quality assurance	10
Internal verification	10
External verification	10
Risk assessment	10
Approval	11
Programme design and delivery	11
Mode of delivery	11
Resources	12
Delivery approach	12
Access and recruitment	13
Restrictions on learner entry	13
Access arrangements and special considerations	14
Key skills	14

The wider curriculum	15
Spiritual, moral, ethical, social and cultural issues	15
Environmental, health and safety issues and European developments	15
Useful publications	15
How to obtain National Occupational Standards	16
Professional development and training	16
Further information	17
Units	19
Unit 1: The Principles of Infection Prevention and Control	21
Unit 2: Causes and Spread of Infection	31
Unit 3: Cleaning, Decontamination and Waste Management	39
Annexe A	49
QCA codes	49
Annexe B	51
Mapping with National Occupational Standards	51
Annexe C	53
Glossary of descriptor terms	53

Qualification titles covered by this specification

Edexcel Level 2 BTEC Award in the Prevention and Control of Infection

This qualification has been accredited to the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Joint Advisory Committee for Qualifications Approval (JACQA) and the Department for Children, Schools and Families under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DfES and the regularly updated website www.dfes.gov.uk/. The NQF Qualifications Accreditation Number (QAN) should be used by centres when they wish to seek public funding for their learners. The QAN for this qualification is listed in *Annexe A*.

This qualification title is as it will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel. Providing this happens, centres are able to describe the programme of study leading to the award of the qualification in different ways to suit the medium and the target audience.

Introduction

This document contains the units and associated guidance for the QCF Edexcel Level 2 BTEC Award in the Prevention and Control of Infection. Each unit sets out the required outcomes, assessment criteria and content and includes advice regarding appropriate delivery and assessment strategies. This guidance contains further details of the assessment and quality assurance of this qualification. It includes advice about Edexcel's policy regarding access to its qualifications, the design of programmes of study and delivery modes.

This qualification is part of the Qualifications and Credit Framework (QCF). This framework will replace the National Qualification Framework (NQF). The QCF is designed to be:

- more responsive to learner and employer needs
- demand and market led
- simple, flexible and have currency for learners
- underpinned by a credit system that recognises achievement of units and qualifications.

BTEC Short Courses are designed to meet a range of different needs. BTEC Short Courses at Entry and Levels 1-3 offer:

- maximum flexibility in the design of programmes
- the opportunity to certificate smaller blocks of learning which are designed to motivate learners and encourage widening participation in education and training
- courses that relate to the particular training and employment patterns in a sector
- courses that may offer preparation for specific jobs and subsequent achievement of NVQs or Apprenticeship Diplomas when in employment
- the opportunity to use a range of delivery methods
- opportunities for learners to develop skills that support career and professional development
- underpinning knowledge, skills and understanding linked, where appropriate, to named NVQs
- programmes that can enable progression either to higher levels of study or to other courses at the same level of study.

BTEC Short Courses at Levels Entry – Level 3

QCF level	3	Edexcel Level 3 BTEC Award...	Edexcel Level 3 BTEC Certificate...	Edexcel Level 3 BTEC Diploma...
	2	Edexcel Level 2 BTEC Award...	Edexcel Level 2 BTEC Certificate...	Edexcel Level 2 BTEC Diploma...
	1	Edexcel Level 1 BTEC Award...	Edexcel Level 1 BTEC Certificate...	Edexcel Level 2 BTEC Diploma...
	E3	Edexcel Entry Level 3 BTEC Award	Edexcel Entry Level 3 BTEC Certificate	Edexcel Entry Level 3 BTEC Diploma
Credit value	1-12	13-36	Above 36	

Rules of combination

Rules of combination are critical to qualifications as they set out:

- what a learner is required to do to be awarded a qualification
- the potential for learners to transfer credit between different qualifications and awarding bodies.

Rules of combination:

- the mechanisms through which sets of achievement are grouped together into a qualification in the QCF, in a way consistent with the qualification rationale
- specify the credits that need to be achieved, through particular units, for a qualification to be awarded
- describe the widest range of opportunities for credit accumulation and transfer consistent with the qualification rationale
- will apply to all qualifications in the QCF
- do not exist outside the context of a qualification.

Rules of combination for the Edexcel Level 2 BTEC Award in the Prevention and Control of Infection

To achieve the Edexcel Level 2 BTEC Award in the Prevention and Control of Infection, the learner must complete three mandatory units. Each unit has been assigned an appropriate number of credits.

To qualify for the award the learner must achieve a minimum of seven credits from these mandatory units.

Structure of the qualification

The Edexcel Level 2 BTEC Award in the Prevention and Control of Infection is a 70-guided learning hour qualification consisting of three units.

To achieve the whole qualification, a learner must pass all three mandatory units.

Structure of the Edexcel Level 2 BTEC Award in the Prevention and Control of Infection			
Mandatory units		Credit	Level
Unit 1	The Principles of Infection Prevention and Control	3	2
Unit 2	Causes and Spread of Infection	2	2
Unit 3	Cleaning, Decontamination and Waste Management	2	2

Key features

BTEC Short Course Awards, Certificates and Diplomas are designed to provide focused and specialist work-related qualifications in a range of sectors. The qualifications can provide a specialist emphasis for learners following a general vocational programme of study. BTEC Short Courses offer focused qualifications for learners, particularly more mature learners, who wish to follow a short programme of study directly related to their work experience or to an aspect of employment that they wish to move into.

On successful completion of these qualifications, learners may progress into or within employment and/or continue their study in the vocational area.

National Occupational Standards

Where appropriate, BTEC Short Courses are designed to relate to the National Occupational Standards in the relevant sector which, in turn, form the basis of National Vocational Qualifications (NVQs). They do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context. However, the qualifications can provide areas of underpinning knowledge for the National Occupational Standards, as well as developing practical skills in preparation for work and possible achievement of NVQs in due course.

This Level 2 BTEC Award in the Prevention and Control of Infection relates to the National Occupational Standards for Health and Social Care and Health.

Edexcel Level 2 BTEC Award in the Prevention and Control of Infection

The Level 2 BTEC Award in the Prevention and Control of Infection is designed to provide:

- education and training for those in the health and social care sector with a responsibility to provide direct and non-direct care services
- opportunities for workers in the health and social care sector to achieve a nationally-recognised Level 2 vocationally-specific qualification
- opportunities for full-time learners to gain a nationally-recognised vocationally-specific qualification to enter employment in the field of health and social care or to progress to further vocational qualifications such as the Level 2 BTEC First Certificate and Diploma in Health and Social Care or the Level 3 BTEC National Award, Certificate and Diploma in Health and Social Care
- the knowledge, understanding and skills learners need to prevent and control infection
- opportunities for learners to focus on the development of the major key skills and the wider key skills, such as improving own learning and performance, problem solving and working with others, in a health and social care context
- opportunities for learners to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life.

Unit format

All units in Edexcel BTEC Short Courses have a standard format which is designed to provide clear guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit is set out in the following way.

Unit title

The unit title is accredited by QCA and this form of words will appear on the learner's Notification of Performance (NOP).

QCF level

All units and qualifications within the QCF will have a level assigned to them, which represents the level of difficulty. There are nine levels of achievement, from Entry Level to Level 8.

Credit value

A credit value specifies the number of credits that will be awarded to a learner who has achieved all the learning outcomes of the unit. The credit value of the unit will remain constant in all contexts, regardless of the assessment method used for the qualification(s) to which it contributes.

Guided learning hours

Guided learning hours is 'a notional measure of the substance of a unit'. It includes an estimate of time that might be allocated to direct teaching, instruction and assessment, together with other structured learning time such as directed assignments or supported individual study. It excludes learner-initiated private study. Centres are advised to consider this definition when planning the programme of study associated with this specification.

Unit abstract

The unit abstract is designed to give the reader an appreciation of the value of the unit in the vocational setting of the qualification as well as highlighting the focus of the unit. It provides the reader with a snapshot of the aims of the unit and the key knowledge, skills and understanding developed while studying the unit. The unit abstract also emphasises links to the sector by describing what the unit offers the sector.

Learning outcomes

Learning outcomes state exactly what a learner should 'know, understand or be able to do' as a result of completing the unit.

Unit content

The unit content identifies the depth and breadth of knowledge, skills and understanding needed to design and deliver a programme of learning sufficient to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS). The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the pass grading criteria.

Each learning outcome is stated in full and then the prescribed key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

The unit content section will often have lists of topics that provide the range of the subject material required to be covered in order to meet the grading criteria. Subject material may be further detailed by lists enclosed within brackets or an elongated dash which provide the defined elements of the specific topic item. Where the subject material list includes an 'eg', it should be noted that this provides an indicative range of material to support the specific topic item.

Assessment criteria

Each *Assessment criteria* section contains statements of the criteria used to determine the evidence that each learner must produce in order to receive a pass grade.

Essential guidance for tutors

This section is designed to give tutors additional guidance and amplification on the unit in order to provide for a coherence of understanding and a consistency of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content and its relationship with the learning outcomes and offers guidance about possible approaches to delivery. This advice is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – provides amplification about the nature and type of evidence that learners need to produce in order to pass the unit or achieve the higher grades. This section should be read in conjunction with the grading criteria.
- *Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications* – sets out links with other units within the qualification. These could be used to ensure that learners can relate different aspects within the qualification and offer opportunities for integration of learning, delivery and assessment. Links to the Occupational Standards will be highlighted here.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.
- *Indicative reading for learners* – provides a short list of learner resource material that benchmark the level of study.

Key skills

This section identifies where there may be opportunities within the unit for the generation of evidence to meet the requirements of key skills units. Assessors should take care to become familiar with the key skills specifications and evidence requirements and not to rely on the contents of this section when presenting key skills evidence for moderation. Centres should refer to the QCA website (www.qca.org.uk) for the latest version of the key skills standards.

Assessment and grading

The assessment for the Edexcel Level 2 BTEC Award in the Prevention and Control of Infection is criterion referenced, based on the achievement of specified criteria. Each unit contains contextualised assessment criteria for unit assessment.

In the Edexcel Level 2 BTEC Award in the Prevention and Control of Infection all units are internally assessed. Centre assessment will be externally verified through the National Standards Sampling process.

The overall grading for the Level 2 BTEC Award in the Prevention and Control of Infection is a pass, based upon the successful completion of all units. **Learners must pass all units to achieve the Level 2 BTEC Award in the Prevention and Control of Infection.**

The purpose of assessment is to ensure that effective learning of the content of each unit has taken place.

Centres are encouraged to use a variety of assessment methods, including assignments, case studies and work-based assessments, along with projects, performance observation and time-constrained assessments. Practical application of the assessment criteria in a realistic scenario should be emphasised and maximum use made of practical work experience.

Assignments constructed for assessment by centres should be valid, reliable and fit for purpose, building on the application of the assessment criteria. Care must be taken to ensure that assignments used for assessment of a unit cover all the criteria for that unit as set out in the *Assessment criteria* section of that unit. It is advised that the criteria which an assignment is designed to cover should be clearly indicated in the assignment to (a) provide a focus for learners (for transparency and to help ensure that feedback is specific to the criteria) and (b) assist with internal standardisation processes. Tasks and activities should enable learners to produce evidence that directly relates to the specified criteria.

The creation of assignments that are fit for purpose is vital to achievement by learners and their importance cannot be over emphasised.

Accreditation of Prior Learning (APL)

Edexcel encourages centres to recognise learners' previous achievements and experience through APL. Learners may have evidence that has been generated during previous study or in their previous or current employment or whilst undertaking voluntary work that relates to one or more of the units in the qualification. Assessors should assess this evidence against the national standards in the specifications in the normal way. As with all evidence, assessors should be satisfied about the authenticity and currency of the material when considering whether or not the outcomes of the unit have been met.

Full guidance about Edexcel's policy on APL is provided on our website: www.edexcel.com.

Quality assurance

Edexcel's qualification specifications clearly set out the standard to be achieved by each learner in order to achieve the award of the qualification. This is given in the statement of outcomes and assessment criteria in each unit. Further guidance on assessment is given in the *Essential guidance for tutors* section of each unit.

Edexcel operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers. It achieves this through the following activities.

Internal verification

Centres are required to have processes in place that ensure that each assessor's decisions are reviewed so that they are correctly interpreting and applying the standards set out in the specifications. Choice and application of an appropriate system is a matter for individual centres. Edexcel fully supports the use of the centre's own quality assurance systems where this ensures robust internal standardisation. Centres should refer to the *NQF BTEC Levels 2/3 (including Short Courses Levels 1-3) Handbook* (updated annually).

External verification

Edexcel will sample assessors' decisions using subject-specialist external verifiers. This process will follow the National Standards Sampling (NSS) protocol as set out in the *NQF BTEC Levels 2/3 (including Short Courses Levels 1-3) Handbook* (updated annually).

The external verifier assigned to the centre will identify, through negotiation with the programme coordinator, the unit (or units) which will be subject to NSS. Centres will be required to make available work produced by four learners which provides evidence for the assessment (in whole or in part) of the identified unit (or units). The assignment brief (or briefs) on which the work is based must have been internally verified. The learner work **must** have been internally assessed, and at least 50 per cent of it **must** have been internally verified.

Centres should refer to the *NQF BTEC Levels 2/3 (including Short Courses Levels 1-3) Handbook* (updated annually).

Risk assessment

Edexcel has an approval process which creates a quality profile of each qualification programme in each centre and for the centre as a whole. This profile contributes to the determination of the nature of external verification activity for each programme and will also be used to initiate other quality control measures by Edexcel.

Approval

Where a centre already has approval for a programme that is being replaced by a new programme, the centre will be given 'accelerated approval' for the new programme. Other centres wishing to offer a programme in a vocational area for the first time will need to apply for approval to offer the programme.

Centres that have not previously offered any BTEC qualifications will first need to apply for, and be granted, centre approval.

When a centre applies for approval to offer a BTEC qualification they will be required to enter into an approvals contract.

The approvals contract is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and linked codes or regulations. Sanctions and tariffs will be applied if centres do not comply with the contract. This could ultimately result in the suspension of certification or withdrawal of approval.

Programme design and delivery

The qualification consists of three core units which are designed to provide a specific focus to the qualification. Unit 1 consists of 30 guided learning hours, Units 2 and 3 consist of 20 guided learning hours each.

The definition of guided learning hours is 'a notional measure of the substance of a qualification'. It includes an estimate of time that might be allocated to direct teaching, instruction and assessment, together with other structured learning time such as directed assignments or supported individual study. It excludes learner-initiated private study. Centres are advised to consider this definition when planning the programme of study associated with this specification.

Mode of delivery

Edexcel does not define the mode of study for BTEC qualifications. Centres are free to offer the qualifications using any mode of delivery that meets the needs of their learners. This may be through traditional classroom teaching, open learning, distance learning or a combination of these. Whatever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specifications and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. Assessment instruments based on the learner's work environment should be encouraged. Those planning the programme should aim to enhance the vocational nature of the BTEC qualifications by:

- liaising with employers to ensure a course relevant to the specific needs of the learners
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

BTEC qualifications are designed to prepare learners for employment in specific sectors. Physical resources need to support the delivery of the programme and the proper assessment of the outcomes and therefore should normally be of industry standard. Staff delivering programmes and conducting the assessments should be fully familiar with current practice and standards in the sector concerned. Centres will need to meet any specialist resource requirements when they seek approval from Edexcel.

Resources for the Level 2 BTEC Award in the Prevention and Control of Infection should include research facilities such as the internet.

To add currency and vocational relevance visiting guest speakers, radio and video recordings, video for role play, leaflets, forms, letters, notices, instructions, and extracts from books, journals and handouts should also be available.

Additionally, Trident from Edexcel provides services aimed at helping young people improve their employability skills and develop as individuals, as well as making the work placement process as easy as possible for employers, learners, schools and colleges. See www.trident-edexcel.co.uk for further details.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the specialist vocational nature of the Level 2 BTEC Award in the Prevention and Control of Infection. The specifications contain a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practice and that the knowledge base is applied to the sector. This will require the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of the learners' experience.

Centres should note that the qualification set out in this specification has been developed in consultation with centres and employers, particularly Skills for Health and Skills for Care, the Sector Skills Councils. The units are designed to meet the skill needs of the sector and to lead to or support employment within the sector.

Access and recruitment

Edexcel's policy regarding access to its qualifications is that:

- the qualifications should be available to everyone who is capable of reaching the required standards
- the qualifications should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should also show regard for Edexcel's policy on learners with particular requirements.

Centres will need to review the profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a Level 2 qualification. For learners who have recently been in education, the profile is likely to include one of the following:

- related work experience
- related Level 2 qualifications.

More mature learners may present a more varied profile of achievement that is likely to include experience of paid and/or unpaid employment.

Restrictions on learner entry

The Edexcel Level 2 BTEC Award in the Prevention and Control of Infection is accredited on the QCF for learners aged 14 years and over.

Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Disability Discrimination Act 1995 and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications, which is on the Edexcel website (www.edexcel.com). This policy replaces the previous Edexcel policy (Assessment of Vocationally Related Qualification: Regulations and Guidance Relating to Learners with Special Requirements, 2002) concerning learners with particular requirements.

Key skills

All BTEC Short Courses include signposting of key skills. These are transferable skills which play an essential role in developing personal effectiveness for adult and working life and in the application of specific vocational skills.

In each unit, the opportunities for the generation of evidence for key skills are signposted. These are indicative links only. Staff will need to become familiar with key skills specifications and their evidence requirements and they are advised not to rely on the signposting in the units when presenting key skills evidence for moderation. Centres should refer to the QCA website (www.qca.org.uk) for the latest key skills standards.

Key skills provide a foundation for continual learning. They enable and empower individuals who inevitably face a series of choices in work, education and training throughout their lives. Current and future initiatives such as learndirect, lifelong learning, and widening participation all require a more flexible population in the workplace and key skills play a role in setting the framework.

Learners need the chance to show current and future employers that they can:

- communicate effectively, in a variety of situations, using a wide range of techniques
- work well with others – individuals or teams – so that work can be properly planned and targets met
- manage their own development, so that they are always ready to take on the challenges of change and diversification
- use numeracy, not just within routine tasks and functions but to help them be more effective and efficient in all they do
- use ICT in a range of applications to support all aspects of their role
- solve problems in a variety of circumstances.

The wider curriculum

The study of the Level 2 BTEC Award in the Prevention and Control of Infection provides opportunities for the learner to develop an understanding of spiritual, moral, ethical, social and cultural issues and an awareness of environmental issues, health and safety considerations, and European developments. These wider curriculum opportunities are indicated in the units as appropriate.

Spiritual, moral, ethical, social and cultural issues

The specification gives learners opportunities to develop an understanding of:

- **moral and ethical issues** through understanding legislation, regulation and guidance relevant to infection prevention and control
- **social and cultural issues** through understanding the roles and responsibilities of the worker.

Environmental, health and safety issues and European developments

The specification gives learners opportunities to develop an understanding of:

- **environmental issues** through understanding the spread of micro-organisms
- **health and safety issues** through understanding the risks associated with decontamination techniques
- **European developments** through understanding the legislation, regulations and guidance that govern infection prevention and control.

Useful publications

Further copies of this document and related publications can be obtained from:

Edexcel Publications

Adamsway

Mansfield

Nottinghamshire NG18 4FN

Telephone: 01623 467 467

Fax: 01623 450 481

Email: publications@linneydirect.com

Related publications include:

- the current Edexcel publications catalogue and update catalogue
- key skills publications – specifications, tutor support materials and question papers
- *Accreditation of Prior Learning* – available on our website: www.edexcel.com
- *The Statutory Regulation of External Qualifications in England, Wales and Northern Ireland (QCA, 2004)*.

Edexcel publications on the Quality Assurance System and the internal and external verification of vocationally-related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Most of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

The Knowledge Set for Infection Prevention and Control are available from:

Skills for Care
Albion Court
5 Albion Place
Leeds LS1 6JL

Telephone: 0113 245 1716
Fax: 0113 243 6417
Email: info@skillsforcare.org.uk

National Occupational Standards for Prevention and Control of Infection, Health and Health and Social Care are available from:

Skills for Health
2nd Floor
Goldsmiths House
Broad Plain
Bristol BS2 0JP

Telephone: 0117 922 1155
Fax: 0117 925 1800
Email: office@skillsforhealth.org.uk

Professional development and training

Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building key skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DIDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Our training will also underpin many areas of the LLUK standards for teachers working towards them.

Further information

Edexcel produces regular policy statements on Edexcel qualifications and accompanying procedures. Please check our website for current information.

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website at www.edexcel.com

Units

Unit 1: The Principles of Infection Prevention and Control

QCF Level: **2**

Credit value: **3**

Unit abstract

Infection control has become an increasingly important factor in the provision of care for vulnerable individuals. National media has highlighted the effects of substandard provision in some areas of the health and care services, and the need for more efficient control and prevention of infection. This unit aims to introduce learners to national and local policies in relation to infection control and to explain employer and employee responsibilities in this area. In addition, it will help learners 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 the importance of personal hygiene. On completion of this unit, learners will be better equipped to deal with potential hazards and risks to health presented by infections in a variety of work place settings.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand roles and responsibilities in the prevention and control of infections
- 2 Understand legislation and policies relating to the 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.

Unit content

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

Roles and responsibilities of care workers: maintenance of good personal hygiene; following rules relating to protective clothing and equipment (PPE) and procedures for safe disposal of waste; awareness of the general principles of cleanliness within the workplace; awareness of potential hazards and the need to report/record hazards; the need for team work in the prevention and control of infection and the boundaries of own role

Roles and responsibilities of non-care workers, eg gardeners, cooks, drivers, administrators: awareness of potential hazards within the setting, and reporting of hazards; awareness of general principles of cleanliness within the setting

Roles and responsibilities of employers: knowledge of infection control policies; monitor and train staff; monitor the environment, equipment and procedures in line with national legislation and organisational policies; understand lines of reporting where infection is discovered

Roles and responsibilities of Specialist Personnel, eg Infection Control Nurses, doctors, Environmental Health Officers, Health Protection Units: giving advice on minimising and preventing the spread of infection; working in teams to protect the community and large public organisations; investigating reports of threats to public and inpatient health; taking samples for analysis, enforcing compliance with relevant legislation; advising government, both local and national

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

Relevant sections from and general principles of: Health and Safety at Work Act (1974); Management of Health and Safety at Work Act (amended 1994); The Public Health (Control of Diseases) Act 1984; Food Safety Act 1990; The Public Health (Infectious Diseases) Regulations 1988; Control of Substances Hazardous to Health (COSHH) Regulations (2002), Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR); The Food Safety (General Food Hygiene) Regulations (Department of Health 1995); The Environmental Protection (Duty of Care) Regulations 1991; Health Protection Agency Bill; Hazardous Waste Regulations 2005; National Institute for Health and Clinical Excellence (NICE) Guidelines (2003)

Organisational policies: nationally and within the individual setting; location of relevant sources of information, eg manuals, employers' policy documents, national good practice guidelines

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

Principles of relevant systems and procedures: isolation nursing; immunisation programmes for staff, eg HepB; national immunisation programmes, eg Dta/IPV/Hib, MMR, BCG, and new HPV for girls 12-13 years; safe practice procedures, eg sharps, food handling, waste management/management of spillages; procedures for the prevention of cross-contamination; organisational policies relating to admissions, discharge of individuals, following a death, reporting infectious/notifiable diseases, record keeping

Potential impact of an outbreak of infection on the individual: risk of illness/worsening of conditions in vulnerable individuals; effects of infection on existing conditions, eg chronic heart and respiratory conditions; emotional disturbance; death

Potential impact of an outbreak of infection on the organisation: risk of closure; risk of epidemic; risk of prosecution; risks to staff health; risk to visitors

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

Definition of: the term risk; low, medium and high risks

Potential risks of infection within the workplace: locations, eg kitchens and bathrooms; poor hygiene habits of vulnerable service users; reusable equipment; care routines/clinical procedures; cracked tiles/peeling paint

The importance of conducting a risk assessment: including compliance with legislation; reviewing the status of risks; documenting the assessment and the steps to be taken

Processes involved in carrying out a risk assessment: assessing the risk to health and safety; deciding whether to remove or reduce the risk; developing an appropriate plan; reviewing actions; implementing further actions if necessary

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

Different types of PPE: gloves (latex, polythene and vinyl), plastic aprons, gowns, masks, goggles, hats; the correct use of each piece of equipment and the reasons for their use; cleaning/disposal of equipment

Relevant legislation and regulations relating to PPE: the NICE (National Institute for Health and Clinical Excellence) Guidelines (June 2003); the Personal Protective Equipment (PPE) Regulations (as amended 2002); organisational policies/procedures

Employees' responsibilities: the need for training in the use of PPE; adherence to organisational policies/national legislation/manufacturers' guidelines; use of correct equipment for task

Employers' responsibilities: training and monitoring of staff; provision and monitoring of equipment; displaying of guidelines/policies pertinent to infection control and prevention; monitoring of policies and guidelines

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

Principles and procedures of hand hygiene: reasons for hand washing; products for use with hand washing, eg liquid soap, antibacterial wash solutions, alcohol gels; correct procedures for skin care; appropriate action for skin irritations/dermatological conditions

Personal cleanliness: care of nails, hair and clothing; good oral hygiene; covering of cuts and abrasions; reporting of personal infections, eg viral infections, diarrhoea; use of tissues to catch sneezes, etc; use and disposal of gloves; suitable footwear

Assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Understand roles and responsibilities in the prevention and control of infections	1.1 Explain employees' roles and responsibilities in relation to the prevention and control of infection 1.2 Explain employers' responsibilities in relation to the prevention and control of infection
2 Understand legislation and policies relating to the prevention and control of infections	2.1 Outline current legislation and regulatory body standards which are relevant to the prevention and control of infection 2.2 Describe local and organisational policies relevant to the prevention and control of infection
3 Understand systems and procedures relating to the prevention and control of infections	3.1 Describe procedures and systems relevant to the prevention and control of infection 3.2 Explain the potential impact of an outbreak of infection on the individual and the organisation
4 Understand the importance of risk assessment in relation to the prevention and control of infections	4.1 Define the term risk 4.2 Outline potential risks of infection within the workplace 4.3 Describe the process of carrying out a risk assessment 4.4 Explain the importance of carrying out a risk assessment

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
5 Understand the importance of using Personal Protective Equipment (PPE) in the prevention and control of infections	5.1 Demonstrate correct use of PPE 5.2 Describe different types of PPE 5.3 Explain the reasons for use of PPE 5.4 State current relevant regulations and legislation relating to PPE 5.5 Describe employees' responsibilities regarding the use of PPE 5.6 Describe employers' responsibilities regarding the use of PPE 5.7 Describe the correct practice in the application and removal of PPE 5.8 Describe the correct procedure for disposal of used PPE
6 Understand the importance of good personal hygiene in the prevention and control of infections	6.1 Describe the key principles of good personal hygiene 6.2 Demonstrate good hand washing technique 6.3 Describe the correct sequence for hand washing 6.4 Explain when and why hand washing should be carried out 6.5 Describe the types of products that should be used for hand washing 6.6 Describe correct procedures that relate to skincare

Essential guidance for tutors

Delivery

The unit will require input from a suitably qualified tutor, in the form of lectures/presentations and practical demonstrations. The use of videos and/or guest speakers, for example from the local environmental health service and other professionals involved in infection control, would enhance learning. Learners could also be encouraged to research information from suitable journals, newspaper articles and websites.

Although the unit has a general focus, learners should be encouraged to consider their own approach to personal hygiene and general cleanliness, in order to provide them with a practical application of the unit.

Assessment

Learning outcomes 1 and 2: could be combined and presented as a booklet for staff of a care setting. Illustrations could be included, but learners should be instructed not to include identifying pictures of staff or service users from any work placement. Learners must be supported in identifying relevant sections of legislation and policies appropriate to the level of this qualification.

Learning outcome 3: can be directly related to work placement and presented as two short essays, which can include diagrams/charts.

Learning outcome 4: the learners could be encouraged and supported in carrying out a risk assessment in an area of the centre and producing a report of their findings to cover the unit requirements. Learners will also need to cover the assessment criteria by showing they understand the general importance of and processes involved in risk assessments. Pictorial evidence in the form of on-site photographs could form part of the assessment, with additional descriptions.

Learning outcome 5: learners will have to demonstrate the use of PPE, observed by the assessor who will produce an observation record. This can take place either in the classroom or in the workplace. The remaining assessment criteria can be covered in essay format.

Learning outcome 6: learners will have to demonstrate good hand washing techniques. This can be done either in the centre or the workplace with an observation record completed by the assessor. The rest of the assessment criteria could be presented either as a series of small posters or as a booklet, designed to inform learners going into the workplace.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit has been developed using the Skills for Care Knowledge Set for Infection Prevention and Control and the Skills for Health National Occupational Standards. The principles of infection control are scientifically driven, and learners should be able to contextualise them to various health and social care environments.

This unit should enable learners to gain some of the underpinning knowledge for the following units of the Level 2 NVQ in Health and Social Care and the Level 2 NVQ in Health:

- Unit HSC22: Support the health and safety of yourself and individuals
- Unit HSC23: Develop your own knowledge and practice
- Unit HSC24: Ensure your own actions support the care, protection and well-being of individuals
- Unit HSC246: Maintain a safe and clean environment
- Unit GEN3: Maintain health and safety in a clinical/therapeutic environment.

This unit also has further links to units in other BTEC qualifications such as:

- BTEC First Diploma in Health and Social Care Unit 9: The Impact of Diet on Health – Learning Outcome 4 ‘Explore the principles of food safety and hygiene’
- BTEC First Diploma in Children’s Care and Development Unit 2: Keeping Children Safe – Learning Outcome 1 ‘Understand how to prepare and maintain a safe and secure environment for children’.

Additionally, learners should gain some of the underpinning knowledge for the following core dimensions of the NHS Knowledge and Skills Framework:

- Core Dimension 2: Personal and people development – Develop own skills and knowledge and provide information to others to help their development
- Core Dimension 3: Health, safety and security – Monitor and maintain health, safety and security of self and others.

Essential resources

Learners will need full access to library facilities, to include appropriate text, professional magazines/journals, broadsheet newspapers and CD ROMs. Learners will also benefit from access to the internet. Appropriate videos/DVDs provide additional interest and suitable resources such as hand washing training kits and samples of personal protective equipment are essential.

Indicative reading for learners

Ayling P – *Knowledge Set for Infection Prevention and Control* (Heinemann, 2007)
ISBN 9780435402327

Dustagheer A et al – *Knowledge to Care, a Handbook for Care Assistants* (Blackwell Publications, 2005) ISBN 9781405111119

Lavers S et al – *BTEC First Health and Social Care Student Book* (Heinemann, 2008)
ISBN 9780435500269

Nolan Y – *S/NVQ Level 2 Health and Social Care* (Heinemann, 2005)
ISBN 9780435450694

Journals

Community Care Magazine

The Nursing Times

Websites

www.dc-solutions.org

www.nice.org.uk

www.nursingtimes.net

www.rcn.org.uk

www.skillsforcare.org.uk

www.skillsforhealth.org.uk

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 2 key skills evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 2	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> producing an essay relating to the prevention and control of infection producing an informative booklet for staff in a care setting. 	<p>C2.3 Write two different types of documents each one giving different information. One document must be at least 500 words long.</p>
Information and communication technology Level 2	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> researching for information on the internet or other suitable sources producing an informative booklet for staff in a care setting. 	<p>ICT2.1 Search for and select information to meet your needs. Use different information sources for each task and multiple search criteria in at least one case.</p> <p>ICT2.2 Enter and develop the information to suit the task and derive new information.</p> <p>ICT2.3 Present combined information such as text with image, text with number, image with number.</p>
Problem solving Level 2	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> planning to carry out a risk assessment and identifying issues which may arise with their tutor. 	<p>PS2.1 Identify a problem, with help from an appropriate person, and identify different ways of tackling it.</p>

Unit 2: Causes and Spread of Infection

QCF Level: 2

Credit value: 2

Unit abstract

An understanding of the causes and spread of infection is an essential tool in its prevention and control. This unit aims to equip learners by providing an understanding of the causes of infection and common illnesses which may result from the spread of infection. The unit also provides learners with an understanding of the differences between infection, colonisation, pathogenic and non-pathogenic organisms, the areas of infection and the types caused by different organisms. In addition, learners will understand the methods of transmission, the conditions needed for organisms to grow, the ways infection enters the body and key factors that may lead to infection occurring.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the causes of infection
- 2 Understand the transmission of infection.

Unit content

1 Understand the causes of infection

Infection and colonisation: infection – cause of disease, passed from person to person, causes, signs and symptoms, eg may vary from mildly unwell to very serious/fatal; colonisation – how micro-organisms can establish themselves in their ideal environment but not necessarily cause disease

Microbes: aerobic; anaerobic; exogenous; endogenous; opportunists

Pathogenic organisms: cause disease; shapes, sizes and types of bacteria; virus; fungi; parasites

Non-pathogenic organisms: normal flora; helpful; protecting; symbiosis, eg probiotics

Systemic and localised infection: systemic infection – affecting whole systems of the body; localised infection – confined to a specific area of the body; localised can become systemic

Infections caused by pathogenic organisms: bacteria, eg tuberculosis, MRSA, C-difficile, tetanus, legionnaires disease, salmonella, conjunctivitis; viruses, eg measles, mumps, chickenpox, HIV, Hepatitis B, Poliomyelitis, warts, verrucae, common cold, influenza; fungal infections, eg thrush, ringworm, athletes foot

Parasite infestations: scabies; lice; head lice; fleas; threadworm; roundworm

Practices that may lead to infection: coughing; sneezing; poor personal hygiene; not washing hands between contact with individuals; poor use of PPE, eg not wearing uniform, not correctly cleaning or disposing of equipment

2 Understand the transmission of infection

Conditions required for growth: temperature; gases; nutrients; humidity; time

Key routes for infective agents: respiratory tract; urinary tract; digestive tract; skin (injured, uninjured); mucosal surfaces, eg mouth lining, conjunctiva of the eye, genital tract, placental route, body fluids route

Body fluids: vomit; tears; breast milk; semen; vaginal secretions; urine; blood; mouth and nose secretions; sweat; sputum

Transmission: individual; localised; epidemic; endemic; pandemic; spread; direct contact; droplet; air; flies; fingers; fomites; faeces; dust; water; food; animals; person to person; contaminated objects

Key factors that will determine the likelihood of infection occurring: prevalence; strength; immunisation or prior contact; compromised immune system; exposure; virulence; vulnerability

Chain of infection: infectious organism; reservoir; portal of exit; mode of transmission; portal of entry; susceptibility; breaking the chain of infection

Assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Understand the causes of infection	1.1 Identify the differences between bacteria, viruses, fungi and parasites 1.2 Identify common illnesses and infections caused by bacteria, viruses, fungi and parasites 1.3 Describe what is meant by 'infection' and 'colonisation' 1.4 Explain what is meant by 'systemic infection' and 'localised infection' 1.5 Identify poor practices that may lead to the spread of infection
2 Understand the transmission of infection	2.1 Explain the conditions needed for the growth of micro-organisms 2.2 Explain the ways an infective agent might enter the body 2.3 Identify common sources of infection 2.4 Explain how infective agents can be transmitted to a person 2.5 Identify the key factors that will make it more likely that infection will occur

Essential guidance for tutors

Delivery

This unit needs to be delivered by an appropriately qualified tutor.

The unit could be introduced through initial discussions to encourage thinking about the potential hazards in relation to the causes and transmission of infection. This will raise awareness of the focus of this unit, and encourage learners to consider and share any previous experiences in relation to the topic. Learners should be encouraged to relate their learning in this unit to their work experience, work placements or general experience.

Following the introduction, the unit could be delivered through a combination of tutor input, individual/small group research followed by posters and/or presentations, and the use of videos/DVDs. Experiments of growth of organisms in agar, or presentations of time lapsed decomposition of food enables learners to understand the virulence of different organisms. Case study materials may be used to reinforce learning. Media coverage of topical high profile infections could be used as a basis of discussions and may provide opportunities for any learner misconceptions to be identified and rectified such as HIV, MRSA, C-difficile. This unit also lends itself to distance learning packages or blended learning.

Learners may be encouraged to carry out internet research into aspects relevant to infection and microbiology, and then share their findings in small groups.

Assessment

This unit could be assessed through one holistic assignment, divided into discrete tasks with separate due dates. Tutors should be aware that although group work is an essential part of learning, all assessed work must be presented individually by each learner.

Learning Outcome 1: Assessment criteria 1.1, 1.2 and 1.5 could be achieved by producing a presentation which lists the main features of each criterion. The remaining criteria could be presented in essay format accompanied by the inclusion of appropriate images taken from magazines or the internet. Any such additions must be appropriately referenced.

Learning Outcome 2: the assessment could take the form of a series of informative posters with suitable descriptions and explanations to meet the assessment criteria.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit has been developed using the Skills for Care Knowledge Set for Infection Prevention and Control and the Skills for Health National Occupational Standards. The principles of infection control are scientifically driven, and learners should be able to contextualise them to various health and social care environments.

This unit should enable learners to gain some of the underpinning knowledge for the following units of the Level 2 NVQ in Health and Social Care and the Level 2 NVQ in Health:

- Unit HSC22: Support the health and safety of yourself and individuals
- Unit HSC23: Develop your own knowledge and practice
- Unit HSC24: Ensure your own actions support the care, protection and well-being of individuals
- Unit GEN3: Maintain health and safety in a clinical/therapeutic environment.

This unit also has further links to units in other BTEC qualifications such as:

- BTEC First Diploma in Health and Social Care Unit 9: The Impact of Diet on Health – Learning Outcome 4 ‘Explore the principles of food safety and hygiene’.

Additionally, learners should gain some of the underpinning knowledge for the following core dimensions of the NHS Knowledge and Skills Framework:

- Core Dimension 3: Health, safety and security – Monitor and maintain health, safety and security of self and others.

Essential resources

Learners will require full access to library facilities including appropriate text, CD ROMs, broadsheet newspapers and journals. Learners will also require access to the internet with tutor guidance. Media for growing bacteria and suitable incubation equipment will also be necessary.

Indicative reading for learners

Ayling P – *Knowledge Set for Infection Prevention and Control* (Heinemann, 2007)
ISBN 9780435402327

Dustagheer A et al – *Knowledge to Care, a Handbook for Care Assistants* (Blackwell Publications, 2005) ISBN 9781405111119

Lavers S et al – *BTEC First Health and Social Care Student Book* (Heinemann, 2006)
ISBN 9780435500269

Journal

The Nursing Times

Websites

www.infectioncontrol.nhs.uk

www.millionsofgermswilldie.co.uk

www.skillsforcare.org.uk

www.skillsforhealth.org.uk

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 2 key skills evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 2	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> participating in a discussion with fellow learners having watched a DVD presenting their information finding information for their assessments and writing an essay on causes of infection. 	C2.1a Take part in a group discussion. C2.1b Give a talk of at least four minutes. C2.2 Read and summarise information from at least two documents about the same subject. Each document must be a minimum of 500 words long.
Information and communication technology Level 2	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> using the internet and relevant software to produce a presentation. 	ICT2.3 Present combined information such as text with image, text with number, image with number.
Working with others Level 2	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> planning their discussion with fellow learners. 	WO2.1 Plan work with others.

Unit content

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

General principles of environmental cleaning: importance of, when it is necessary, how to ensure good standards of environmental hygiene; procedures for individual areas of a setting, eg work surfaces, washbasins, floors, toys; the need for correct hand hygiene; necessity for training and monitoring of all staff within a setting; risks from visitors

The purpose of cleaning schedules: maintaining a clean environment by ensuring regular cleaning and inspection of all areas; reducing infection risks; relevant sections from the NHS National Standards of Cleanliness 2003; risks of non-compliance

Managing the environment to minimise the spread of infection: use of cleaning schedules; application of national/organisational policies; provision of equipment and hand washing facilities; reasons for monitoring and replacing equipment

The national policy for colour coding of cleaning equipment: the code system and how it applies to areas and cleaning equipment; check lists to ensure full compliance; staff induction, training and monitoring; importance of colour identification testing

2 Understand the principles and steps of the decontamination process

The three steps of the decontamination process: cleaning (methods and frequencies), disinfecting, sterilising techniques; appropriate use of cleaning agents for objects and areas of low, medium and high risk; the concept of risk in dealing with specific types of contamination, eg blood, vomit, faeces; appropriate sections from Reporting of Injuries, Diseases and Dangerous Occurrences (RIDDOR) Regulations 1995

Appropriate use of disinfecting agents: the link between the level of risk and the agent used; use of disposable cloths/paper towels for drying; drying and storage of mops; storage of cleaning and disinfecting agents; hand care/hand hygiene

The role of personal protective equipment in decontamination: gloves, gowns, aprons; correct cleaning and storing of equipment

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

Different categories of waste: household waste, clinical waste, hazardous substances; low risk objects and areas, medium risk objects and areas, high risk objects and areas

Safe disposal of household, clinical and hazardous waste: dealing with biological spillages; reduction of risks linked with disposal

Storage: of different categories of waste prior to collection, correct receptacles for storage

Relevant legislation: Controlled Waste Regulations 1992; Environmental Protection Act 1990; Environmental Protection Hazardous Waste Regulations (England and Wales) 2005; Public Health (Control of Diseases) Act 1984; Control of Substances Hazardous to Health (COSHH) Regulations 2002

Safe practice procedures for disposing of sharps: reduction of risk of injury; definition of clean and dirty sharps; assembly of sharps containers and compliance with current standards (BS 7320: 1990, UN 3292); location of sharps containers; safe disposal of used sharps; locking sharps containers; use of gloves when handling sharps; risk assessment of work practices

Assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Understand how to maintain a clean environment to prevent the spread of infection	1.1 State the general principles for environmental cleaning 1.2 Explain the purpose of cleaning schedules 1.3 Describe how the correct management of the environment minimises the spread of infection 1.4 Explain the reason for the national policy for colour coding of cleaning equipment
2 Understand the principles and steps of the decontamination process	2.1 Describe the three steps of the decontamination process 2.2 Describe how and when cleaning agents are used 2.3 Describe how and when disinfecting agents are used 2.4 Explain the role of personal protective equipment (PPE) during the decontamination process 2.5 Explain the concept of risk in dealing with specific types of contamination 2.6 Explain how the level of risk determines the type of agent that may be used to decontaminate 2.7 Describe how equipment should be cleaned and stored

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
3 Understand the importance of good waste management practice in the prevention of the spread of infection	3.1 Identify the different categories of waste and the associated risks 3.2 Explain how to dispose of the different types of waste safely and without risk to others 3.3 Explain how waste should be stored prior to collection 3.4 Identify the legal responsibilities in relation to waste management 3.5 State how to reduce the risk of sharps injury

Essential guidance for tutors

Delivery

The unit should be delivered by a suitably experienced and qualified tutor. A variety of teaching and learning methods may be used, including presentations, group discussion and tutor supported research. Learners will benefit from visits to relevant settings, eg a recycling centre or a residential setting for older people. A short period of work experience would benefit learners, in a setting where the management of clinical and other waste is in operation. The provision of case studies for use in group work would supply a practical dimension for the learners, particularly with the application of legislation. Learners should be supported in addressing relevant legislation at an appropriate level for the course. Visiting speakers could be used to add interest for learners.

Assessment

Assessment could take the form of a fact file. This would encourage learners to see the tasks as part of a whole rather than separate entities.

The fact file could include information gathered from work experience, appropriately referenced, with permission obtained where necessary. It could also include pictures, leaflets and diagrams to add interest for learners and readers. Reference to organisational policies in addition to national legislation/policies should be included, but learners should be supported in the inclusion of relevant sections appropriate to the level of the course.

Learners should be presented with an assignment brief, which will outline the process of gathering relevant information and producing an organised file of their evidence. The brief could also include case studies/vocational scenarios if appropriate.

Resources within the fact file must exemplify the assessment criteria. Assessors will ensure that learners appropriately cover the Edexcel command verbs (in this case 'state', 'explain', 'identify' and 'describe'). Learners can work together, gathering information and sharing resources, but present their work individually, to meet Edexcel guidelines for assessment.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit has been developed using the Skills for Care Knowledge Set for Infection Prevention and Control and the Skills for Health National Occupational Standards. The principles of infection control are scientifically driven, and learners should be able to contextualise them to various health and social care environments.

This unit should enable learners to gain some of the underpinning knowledge for the following units of the Level 2 NVQ in Health and Social Care and the Level 2 NVQ in Health:

- Unit HSC22: Support the health and safety of yourself and individuals
- Unit HSC23: Develop your own knowledge and practice
- Unit HSC24: Ensure your own actions support the care, protection and well-being of individuals
- Unit HSC246: Maintain a safe and clean environment
- Unit GEN3: Maintain health and safety in a clinical/therapeutic environment.

This unit also has further links to units in other BTEC qualifications such as:

- BTEC First Diploma in Health and Social Care Unit 8: Health and Social Care Services – Learning Outcome 3 ‘Investigate working in health and social care sectors’
- BTEC First Diploma in Health and Social Care Unit 9: The Impact of Diet on Health – Learning Outcome 4 ‘Explore the principles of food safety and hygiene’.

Additionally, learners should gain some of the underpinning knowledge for the following core dimensions of the NHS Knowledge and Skills Framework:

- Core Dimension 2: Personal and people development – Develop own skills and knowledge and provide information to others to help their development
- Core Dimension 3: Health, safety and security – Monitor and maintain health, safety and security of self and others.

Essential resources

Learners will require full access to library and ICT facilities. Appropriate DVDs will enhance learning. Examples of equipment for the storage and disposal of different types of waste should also be available.

Indicative reading for learners

Damani N – *Manual of Infection Control Procedures* (Cambridge University Press, 2003) ISBN 9780521687010

Nolan Y – *S/NVQ Level 2 Health and Social Care* (Heinemann, 2005)
ISBN 9780435450694

Stretch B (editor) – *Core Themes in Health and Social Care* (Heinemann, 2007)
ISBN 9780435464257

Journal

The Nursing Times

Websites

www.npsa.nhs.uk

www.npsa.nhs.uk/cleanyourhands

www.nursingtimes.net

www.skillsforcare.org.uk

www.skillsforhealth.org.uk

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 2 key skills evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Information and communication technology Level 2	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> researching information for the fact file. 	<p>ICT 2.1 Search for and select information to meet your needs.</p> <p>Use different information sources for each task and multiple search criteria in at least one case.</p> <p>ICT2.2 Enter and develop the information to suit the task and derive new information.</p>
Improving own learning and performance Level 2	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> planning their assignment work with the tutor collating information and producing the fact file. 	<p>LP2.1 Help set targets with an appropriate person and plan how these will be met.</p> <p>LP2.2 Take responsibility for some decisions about your learning, using your plan to help meet targets and improve your performance.</p>
Working with others Level 2	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> working together in locating relevant information for the fact file. 	<p>WO2.1 Plan work with others.</p>

Annexe A

QCA codes

The QCA Qualifications and Credit Framework (QCF) code is known as a Qualification Accreditation Number (QAN). This is the code that features in the DfES Funding Schedules, Section 96 and Section 97, and is to be used for all qualification funding purposes. Each unit within a qualification will also have a QCA QCF unit code.

The QCA qualification and unit codes will appear on the learner's final certification documentation.

The QAN for the qualification in this publication is:

500/4718/8	Edexcel Level 2 BTEC Award in the Prevention and Control of Infection (QCF)
------------	---

Annexe B

Mapping with National Occupational Standards

The grid below maps the knowledge covered in the Edexcel Level 2 BTEC Award in the Prevention and Control of Infection against the underpinning knowledge and understanding of the Skills for Health National Occupational Standards (NOS) for the Prevention and Control of Infection.

NOS unit	Edexcel unit number
IPC1: Minimise the risks of spreading infection by cleaning and maintaining environments in health and social care settings	Unit 1; Unit 2; Unit 3
IPC2: Perform hand hygiene to prevent the spread of infection	Unit 1; Unit 2
IPC3: Clean and remove spillages of blood and other body fluids	Unit 1; Unit 2; Unit 3
IPC4: Clean and store care equipment to minimise the risks of spreading infection	Unit 1; Unit 2; Unit 3
IPC5: Minimise the risks of exposure to blood-borne infections while providing care	Unit 1; Unit 2; Unit 3
IPC6: Use personal protective equipment to prevent the spread of infection	Unit 1; Unit 2
IPC7: Safely dispose of healthcare waste, including sharps, to prevent the spread of infection	Unit 1; Unit 2; Unit 3
IPC8: Minimise the risk of infection when transporting and storing healthcare waste	Unit 1; Unit 2; Unit 3
IPC9: Minimise the risks of spreading infection when removing used linen	Unit 1; Unit 2; Unit 3
IPC10: Minimise the risks of spreading infection when transporting linen	Unit 1; Unit 2; Unit 3
IPC11: Launder used linen to minimise the risks of spreading infection	Unit 1; Unit 2; Unit 3
IPC12: Minimise the risks of spreading infection when storing and using clean linen	Unit 1
IPC13: Provide guidance, resources and support to enable staff to minimise the risks of spreading infection	Unit 1; Unit 2

Annexe C

Glossary of descriptor terms

Descriptor	Definition
Demonstrate	Provide several relevant examples or related evidence, which clearly support the arguments you are making. In this context it will include showing practical skills.
Define	Clearly explain what a particular term means and give an example, if appropriate, to show what you mean.
Describe	Give the main features of something, more detailed than a list of factors.
Explain	Set out in detail the meaning of something, with reasons. More difficult than describing or listing so it can help to give an example to show what you mean. Start by introducing the topic then give the 'how' or 'why'.
Identify	Point out (ie choose the right one) or give a list of the main features.
Outline	Provide a clear summary including main features and general principles.
State	Write clearly, giving a simple statement of the main factors.

December 2008

For more information on Edexcel and BTEC qualifications
please visit our website: www.edexcel.com

BTEC is a registered trademark of Edexcel Limited

Edexcel Limited. Registered in England and Wales No. 4496750
Registered Office: One90 High Holborn, London WC1V 7BH. VAT Reg No 780 0898 07

Ofqual
.....



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

