



Unit 7: Infection Prevention and Control

Delivery guidance

Approaching the unit

The focus of this unit is to underline the importance of the prevention and control of infections in all health and social care settings and to give learners the knowledge to allow them to have the skills to keep their service users and fellow workers safe from infections.

A range of delivery methods is suggested in the scheme of work. These delivery methods are not mandatory and can be adapted to suit your cohort's learning style.

What may be most useful, early on in the delivery of this unit, is to arrange for health and social care practitioners who work in infection control to come into class to highlight the importance of their roles and responsibilities, so that learners grasp its significance of infection control. If outside speakers are brought in, you could make sure that learners have relevant questions prepared to ask so that they gain the most from the speakers' knowledge and experience.

The scheme of work also highlights some practical work that could be arranged using your centre's science facilities. Learners will be expected to do practical work on placement to generate evidence.

Delivering the learning aims

Learning aim A provides the foundation knowledge needed to understand how infections are spread from one person to another, what causes infections, the types of infections, and the diseases they cause.

You could consider introducing the unit with a brainstorm of current knowledge followed by a presentation of visual images of the main types of infection given in the content.

As the knowledge base for this learning aim is biological, you may find it useful to liaise with your learning centre's biology tutor to look at resources that can be shared. Science laboratories usually have resources such as microscope slides of bacteria and fungi and these would be interesting for learners to view as part of the visual presentation.

Learning aim B concerns the ways in which health and social care workers can help to protect themselves and their service users in order to minimise the risks of spreading infections.

This content could be introduced through initial class discussions, for example about hand washing, to encourage learners to think about the potential hazards in relation to infection in health and social care settings.

It is important to ensure that learners appreciate that control and prevention of infection is the responsibility of everyone who works in any health and social care setting. It would be very useful for learners to have access to staff that work in infection control roles, including environmental health officers, and to make learners aware of a 'day in the life of' when dealing with infection control. If possible, providing learners with some of the more common personal protective clothing to try on would enliven the content for B1 and B2.

All hospitals have strict infection control policies and practices and many of these are available for scrutiny online. Exploring such a policy can provide a good introduction to ways in which settings are controlling the spread of infection.

In addition, carrying out experiments on food storage and handling in conjunction with your centre's science department will support learning of appropriate food handling and preparation techniques.

Learning aim C focuses on the actual roles and responsibilities of all health and social care workers in preventing and controlling infections and the policies and procedures followed in settings to support this.

As with learning aim B, guest speakers such as an infection control nurse from your local NHS trust or a senior manager from a care setting would help learners understand the high profile that infection control has in all job roles, in all settings. Health and social care workers could also highlight the relevant legislation, policies and procedures that are so important to their job role.

Information on legislation, policies and procedures directly relevant to infection control may be a new area of knowledge to your learners and in order to make this more interesting, you could look at policies on noticeboards in your centre or visit your canteen to interview the cooks about the legislation they need to follow regarding food handling and storage.

Assessment model

Learning aim	Key content areas	Recommended assessment approach
A Understand the causes of infections and transmission of infection	<p>A1 Causes of infection</p> <p>A2 Types of infection and resulting diseases</p> <p>A3 Ways infections are transmitted</p>	A report based on individual research into how infections occur and how they are transmitted.
B Explore how to prevent and control the transmission of infection in health and social care settings	<p>B1 The use of standard procedures to prevent infection in health and social care settings</p> <p>B2 Decontamination techniques</p>	A practical demonstration by the learner of following infection control and decontamination procedures, with reflective account.
C Investigate the roles and responsibilities of health and social care organisations and workers in preventing and controlling infections	<p>C1 Organisational policies and procedures to minimise infections in health and social care settings</p> <p>C2 Roles and responsibilities of health and social care workers</p>	A report based on a real health and social care setting explaining the procedures in place to minimise infection and the roles and responsibilities of the setting and workers in minimising infection.

Assessment guidance

This unit is internally assessed. There is a maximum of three summative assignments for this unit. Tutors should refer to the assessment guidance in the specification for specific detail, particularly in relation to the requirements for Pass, Merit and Distinction grades.

Evidence for learning aim A in the first assignment can be produced as a written report that covers all the content in the learning aim. However, if this assessment tool does not meet learners' needs, this could be changed to the production of a booklet, a PowerPoint presentation or the production of a short film or video. In all cases, learners must produce their own individual evidence covering the content in the learning aim.

For learning aim B, learners are required to demonstrate their ability in using standard procedures to prevent infection in a health and social care setting. To achieve the pass criteria, learners need to demonstrate these procedures in one relevant health or social care setting. However, to achieve the merit criteria, learners are required to demonstrate their use of standard procedures in more than one situation. The distinction criteria requires learners to justify the procedures and techniques selected with reference to the different settings.

The assessment for learning aim C requires learners to produce a written report that covers two sections corresponding to the content for this learning aim. The first section should explain how current policies and procedures are developed from relevant legislation to prevent the transmission of different infections in a named health and social care organisation. The second section should discuss the roles and responsibilities of different health and social care workers in preventing and controlling infection in a named health and social care setting. To achieve the pass criteria, learners need to make their evidence relevant to one named health and social care setting and this setting is also used to achieve both the merit and the distinction criteria.

To achieve the higher grading criteria, learners also need to demonstrate more in-depth knowledge of the content by analysing (C.M3) and evaluating (C.D3) the procedures in place to minimise infection.

For all three assignments, learners need to demonstrate an understanding of the content that is commensurate with the command verbs used in the relevant grading criteria.

It would support the vocational ethos of this unit if learners could use their work experience setting to generate this evidence.

Getting started

This gives you a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Introduction

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This unit could be introduced using a brainstorm activity where learners bring together their current knowledge of infection control and prevention. This would allow learners to reflect on relevant knowledge and activities from any work experience placements, previous studies or visits to health and social care settings.

There are a number of short videos that can be a useful source of introductory information about breaking the chain of infection. This demonstrates how easy it is for infection to be spread through contact with other people and objects in a hospital environment.

Both of these activities would lead to an introduction to the unit and an opportunity to discuss the importance of the unit and modes of study, including a read-through of the learning aims.

The scheme of work details a range of activities that learners can undertake to gain knowledge. It also provides information for the assessment of learning aim A. These activities can be adapted to suit learners' needs and preferences.

A summary of the suggested activities from the scheme of work is given below.

Please remember that where group work is undertaken, it is important that all learners have the range of knowledge commensurate with the content of the unit and not just the information from their particular group's presentation.

Each group could produce a handout summarising their findings to give out to all the class in order to ensure the relevant range of information is available to all learners.

Learning aim A: Understand the causes of infections and transmission of infection

- A1 and A2 The causes of infection can be researched through an initial brainstorm activity to establish current knowledge and then small group research that is presented to the class.
- A3 Ways infections are transmitted can be explored through practical work to grow cultures of bacteria taken from a range of areas in the centre or by watching videos on growing micro-organisms.

Learners can then prepare presentations in small groups to deliver to the class. At the end of the learning aim, learners could produce questions to make up a quiz to revise all the knowledge they have learned.

Learning aim B: Explore how to prevent and control the transmission of infection in health and social care settings

This learning aim looks at the use of standard procedures to prevent infection in health and social care settings. Learners can participate in a paired activity to reflect on their experiences of infection control procedures.

- Small group work can be used to research various ways of maintaining cleanliness in a variety of settings and this information could be presented in an easy-to-read leaflet that could be handed out to new staff in the setting.
- Learners would benefit from, for example, visits to your centre's canteen to see appropriate food handling, storage, preparation and cooking practices in action. Learners could summarise what they learned from the visit as posters that could be judged by the member of staff from the canteen who assisted at the visit.
- Learners will need to have information that covers all required aspects of the correct handling of waste. This could take the form of a tutor presentation or a visit from a relevant guest speaker.

Decontamination procedures can be taught as follows:

- This topic can be introduced by encouraging learners to reflect on decontamination techniques they have seen in practice and summarising this information on the whiteboard.
- Learners can work in small groups to research an organisational decontamination policy and then each group can present this policy to the class.
- Learners can then go on to work in pairs to write three lists identifying items that are found in health and social care settings and stating whether they provide low, medium or high risk of contamination. Learners are to be encouraged to use as many examples from their work placement or other health and social care settings that they have visited.
- To prepare for assessment, learners can continue to work in pairs to put together a scenario where they are involved in demonstrating the correct use of standard procedures to prevent infection in a health and social care setting and a second scenario where they can demonstrate the correct

decontamination techniques in a health and social care setting. Tutors should check scenarios for validity and appropriateness.

- Learners need to give full details regarding which standard procedures and decontamination techniques they are going to focus on in their role play and which type of health and social care setting they are going to use.
- Scenarios must be carried out in a classroom situation. It may be relevant to book these sessions in a science laboratory if possible. All due care needs to be taken regarding the health and safety of the learners in these sessions.

Learning aim C: Investigate the roles and responsibilities of health and social care organisations and workers in preventing and controlling infections

This learning aim considers organisational policies and procedures to minimise infections in health and social care settings.

- Learners can work in pairs to note down their current knowledge of any standard precautions to control and prevent infections in relevant settings. They can go on to research relevant legislation used by settings to produce policies and procedures that are implemented in the setting. Groups should feed back their information to the class and tutor to ensure that all the required and procedures as given in the content are covered.
- Learners should look at the roles and responsibilities of health and social care workers.
- Learners can work in pairs to note down as many different health and social care roles as possible. You could tally how many each group has and praise the group that identifies the most job roles. The job roles can be delegated among the groups. Each group should research and present the roles of each job that specifically deal with aspects of infection prevention and control. Each group should present their findings to the class.
- You could provide information regarding the range of policies and procedures that health and social care practitioners must follow to prevent and control infections. Ensure that the range of policies and procedures given in the unit content is covered. There are 10 policies and procedures given in the unit content. Learners can work in their groups to identify which are directly related to the job role that they have previously identified and then produce a professional leaflet giving information regarding their identified job role and what this role involves regarding infection prevention and control. All leaflets can be presented in a wall display.
- Learners can complete this topic by researching aspects of both primary and secondary protection in settings that they have experienced. The

following aspects should be included: immunisation, drug treatment, national health initiatives and screening.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

Unit 2: Anatomy and Physiology for Health and Social Care

Unit 5: Principles of Safe Practice in Health and Social Care

Unit 6: Promoting Public Health

Resources

Textbooks

Ford, M – *Medical Microbiology*, 2nd edition (OUP, 2014) ISBN 978019965513

This textbook provides all the information tutors need as an introduction to all aspects of microbiology.

Gould, D and Brooker, C – *Infection Prevention and Control*, (Palgrave Macmillan, 2008) ISBN 978023050753

Possibly more applicable for tutors but some of the content will be useful to learners, given appropriate guidance.

Weston, D – *Fundamentals of Infection Prevention and Control: Theory and Practice* (Blackwell, 2013) ISBN 9781118306659

Websites

Below is a range of general and health and social care websites that are current at the time of writing. More relevant websites for the country of study may be available.

www.fph.org.uk

The UK's Faculty of Public Health: this website provides useful information on the role of public health in cases of epidemics and communicable diseases.

www.nice.org.uk

National Institute for Health and Care Excellence: this website provides easy-to-read information about a range of health-related topics.

www.rcn.org.uk

The Royal College of Nursing has developed minimum standards for infection control. The website provides much information about every aspect of infection control and is accessible to both tutors and learners. There is information and also learning resources titled 'Wipe it out'.

www.skillsforcareanddevelopment.org.uk

Sector Skills Council for Care & Development: this website provides generic information for learners who want to work in social care, including information about job roles.

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling students to access them through the school/college intranet.