

BIIAB Level 2 Certificate in the Principles of the Prevention and Control of Infection in Health Care Settings

Level 2 Certificate – 601/6132/2

About Us

BIIAB Qualification Limited is part of Skills and Education Group, a charitable organisation that champions education and skills-oriented organisations, providers and learners, making real change locally, nationally and internationally.

BIIAB Qualifications Limited has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

Sources of Additional Information

The BIIAB Qualifications Limited website www.biiab.co.uk provides access to a wide variety of information.

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This document may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

Version	Date	Details of Change
2.1	March 2023	Reformatted Qualification Guide into new branding

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This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Specification is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Qualification Summary

BIIAB Level 3 Certificate in the Principles of Dementia Care - 601/6123/1	
Qualification Purpose	To enable the learner to develop knowledge in the principles of infection prevention and control and to prepare for further learning or training.
Age Range	Pre 16 16-18 ✓ 18+ 19+ ✓
Regulation	The above qualification is regulated by Ofqual
Assessment	<ul style="list-style-type: none"> • Internal assessment • Internal and external moderation
Type of Funding Available	See FaLa (Find a Learning Aim)
Qualification/Unit Fee	See BIIAB Qualifications Limited web site for current fees and charges
Grading	Pass/Fail To achieve a Pass grade, learners must achieve all the Learning Outcomes and Assessment Criteria in all the units completed
Operational Start Date	01/05/2015
Review Date	31/08/2025
Operational End Date	
Certification End Date	
Guided Learning (GL)	111 hours
Total Qualification Time (TQT)	145 hours
Credit Value	15
BIIAB Qualifications Limited Sector	Health and Social Care
Ofqual SSA Sector	1.3 Health and Social Care
Support from Trade Associations	
Administering Office	See BIIAB Qualifications Limited web site

1. About the BIIAB Level 2 Certificate in the Principles of the Prevention and Control of Infection in Health Care Settings

BIIAB Qualifications Limited is regulated to deliver this qualification by Ofqual in England. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

Qualification Title	Qualification Number (QN)
BIIAB Level 2 Certificate in the Principles of the Prevention and Control of Infection in Health Care Settings	601/6132/2

2. Objective and Purpose of this Qualification

This qualification is suitable for learners in the health and social care sector who wish to develop their knowledge of infection prevention and control and ensure they remain healthy in the workplace and neither cause nor contribute to the spread of infection.

This is a knowledge-based qualification and therefore achievement does not enable learners to be considered competent.

The primary purpose of this qualification is to enable the learner to develop knowledge in the principles of infection prevention and control and to prepare for further learning or training.

This qualification is not a component of an apprenticeship framework.

3. About this Guidance

This guidance has been developed to provide guidance for learners, assessors and quality assurers undertaking, delivering, or quality assuring this qualification.

The purpose of the guidance is to provide the majority of the key information that may

be needed to prepare for, and help support, the successful delivery of the qualification, in one place.

If this guidance is updated, centres will be notified by BIIAB Qualifications Limited.

4. BIIAB Qualifications Limited Customer Service

BIIAB Qualifications Limited is committed to giving the highest possible levels of customer service. Our Service Level Agreement is available via www.biiab.co.uk

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Support Contact Details: 0115 854 1620

Email: CustomerSupport@biiab.co.uk

Our Customer Support team will be happy to assist with any administration related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- centres available in the local area
- appeals
- whistleblowing

5. What are Rules of Combination (ROC)?

Under the Regulatory Qualifications Framework (RQF), qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (RoC). The RoC allows for flexibility and transferability.

The ROC will specify:

- the total credit value of the qualification
- the amount of credit that must be achieved within specific groups of units (e.g. Mandatory, Optional Unit, and Optional groups)

- the minimum credit which must be achieved at the level or above the level of the qualification
- the Total Qualification Time (TQT)
- the title, Unit Regulation Number and BIIAB Qualifications Limited Unit number for each unit, alongside its level, credit, and Guided Learning Hours (GLH)
- any barred units (units that cannot be taken together as part of the qualification)

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

6. BIIAB Level 2 Certificate in the Principles of the Prevention and Control of Infection in Health Care Settings Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 3 Award in Awareness of Dementia, learners **must** gain a **total of 15** credit. This **must** consist of:

- Minimum total credit: **15**
- Mandatory group A **minimum** credit: **15**
- Minimum Guided Learning Hours: **111 hours**
- Total Qualification Time: **145 hours**

This qualification has been developed based upon industry feedback as to the fundamental knowledge required to work in the sector at this level.

Listed on the next page are the qualification units.

Mandatory Unit Group A

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA38	A/504/8597	Principles of the causes and spread of infection in health care settings	2	3	23	Assessment Knowledge Module
CA39	F/504/8598	Principles of the importance of personal hygiene and health in the prevention and control of infection in health care settings	2	2	16	Assessment Knowledge Module
CA40	J/504/8599	Principles of decontamination, cleaning and waste management in health care settings	2	5	37	Assessment Knowledge Module
CA41	T/504/8596	Principles of infection prevention and control in a health care setting	2	5	35	Assessment Knowledge Module

7. Age Restriction

The qualification in this handbook is appropriate for use in the following age ranges:

- 16-18
- 19+

8. Entry Requirements and Progression

There are no entry requirements for this qualification. However, learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

Achievement of this qualification shows that the learner has acquired level 2 knowledge about the principles of working with individuals with learning disabilities which is important for a wide range of health and social care job roles. It may help the learner to get a job, to improve performance at work or get promoted.

If, upon completion of this qualification, the learner wishes to proceed to a higher level of learning then the following qualifications may be suitable:

- BIIAB Level 3 Award in Awareness of Dementia
- BIIAB Level 3 Award in Awareness of the Mental Capacity Act 2005

9. Assessment

Overview of assessment strategy

The qualification contains knowledge units. These units are assessed by Assessment Knowledge Modules (AKMs) externally set by the BIIAB or Centre Deviced Assessments. The AKMs are internally marked assessments, containing a series of questions, marked and internally verified by the centre and with external verification by the BIIAB External Quality Assurer (EQA). Knowledge assessments provided by BIIAB will ensure that effective learning has taken place and that learners have the opportunity to:

- meet the assessment criteria
- achieve the learning outcomes

Centres must obtain approval for any Centre Deviced Assessments before their use.

Please contact BIIAB for details of the Centre Deviced Assessment process and procedure.

Assessment Process

Assessment is the process used to judge the competence, of a learner, against set standards. The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will quality assure the assessment and internal quality assurance decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

Assessment Principles

The Assessment Principles for this qualification can be seen in the section which follows and it provides details of the key requirements for the qualification and the assessor/s, verifiers delivering and quality assuring and certificating the qualification.

Skills for Care Assessment Principles

1. Introduction

- 1.1 Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via an alliance of six organisations: Care Council for Wales, Children's Workforce Development Council, General Social Care Council, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care.
- 1.2 This document sets out those principles and approaches to unit/qualification assessment not already described in the Regulatory Arrangements for the Qualifications and Credit Framework. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside

individual unit assessment requirements. Additional information/guidance regarding individual unit assessment can be obtained from Awarding Organisations, or from Skills for Care and Development. This must be used in order to provide the proper context for learning and assessment.

- 1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements.
- 1.4 Where Skills for Care and Development qualifications are joint with Skills for Health, Skill for Health will also use these assessment principles.

2. Assessment Principles

- 2.1 Assessment decisions for competence based learning outcomes (e.g. those beginning with 'to be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.
- 2.2 Assessment decisions for competence based Learning Outcomes must be made by an assessor qualified to make assessment decisions.
- 2.3 Competence based assessment must include direct observation as the main source of evidence
- 2.4 Simulation may only be utilised as an assessment method for competence based LO where this is specified in the assessment requirements of the unit.
- 2.5 Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.
- 2.6 Assessment of knowledge based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment.
- 2.7 Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor.
- 2.8 Assessment decisions for knowledge based Learning Outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

3. Internal Quality Assurance

- 3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

4. Definitions

- 4.1 **Occupationally competent:** This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.
- 4.2 **Occupationally knowledgeable:** This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.
- 4.3 **Qualified to make assessment decisions:** This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. In any case of significant uncertainty the SSCs will be consulted.
- 4.4 **Qualified to make quality assurance decisions:** Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.
- 4.5 **Expert witness:** An expert witness must:
- have a working knowledge of the units on which their expertise is based
 - be occupationally competent in their area of expertise.
 - have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The **main** reasons for an appeal are likely to be:

- learners do **not** understand why they are not yet regarded as having sufficient knowledge
- learners believe they are competent and that they have been misjudged

BIIAB Qualifications Limited expects most appeals from learners to be resolved within the centre. BIIAB Qualifications Limited will only consider a learner's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIAB Qualifications Limited's appeals procedure please refer to <https://biiab.co.uk/policies-and-procedures/>

10. Initial Assessment and Induction

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB Qualifications Limited suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

11. Resources

BIIAB Qualifications Limited provides the following additional resources for this qualification:

- Assessment Knowledge Modules (AKMs) for assessing specific units
- Assessor Guidance for assessing specific units
- A Learner Summative Reflection template
- Access to the units

All of these resources are available on request.

Access to the Units

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. BIIAB Qualifications Limited includes the mandatory units within this guidance document.

Learner Summative Reflection

In order to claim the unit(s) for the qualification, the learner will need to complete a learner summative reflection, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.

12. Design and Delivery

Centres must refer to the units that form the qualification and the standard that must be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that forms part of the delivery.

Each unit within this qualification has been allocated a number of Guided Learning hours (GL).

This can include activities such as training/class room based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent undertaking assessments.

The qualification will be assigned Total Qualification Time (TQT), which, as well as GL, will include the estimated number of hours spent in preparation, study or any other supervised learning, study or assessment for an average learner.

When planning how to deliver the qualification it is important to refer to this definition.

BIIAB Qualifications Limited will not prescribe how the qualification is delivered, but centres **must** ensure the delivery chosen meets their learners' needs.

13. Format of Units

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this guidance document will be in the format below:

Unit Title

This will be shown as it appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

Unit Number / Unit Reference Number (URN)

The Unit Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within. BIIAB Qualifications Limited also assign unique unit numbers which is consistent when the unit is used in multiple BIIAB qualifications.

Level

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to National Occupational Standards and the level descriptors.

Credit

When a whole unit is completed the learner will achieve credits specified by the number of hours' learning time it will take an average learner to complete the unit including the assessment.

Guided Learning Hours (GLH)

The required number of hours that learning should take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

Total Qualification Time (TQT)

Total Qualification Time (TQT) is defined by Ofqual as the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT is comprised of the following two elements:

- The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

TQT is always assigned to the qualification however a similar calculation may on occasions also be assigned to a unit.

Learning Outcomes and Assessment Criteria

Learning Outcomes are what the learner is expected to know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved. There are usually multiple assessment criteria for each Learning Outcome.

14. Initial Registration

Registration and Certification

Learners should be registered and certificated via BIIAB Qualifications Limited's Customer Management System.

Equal Opportunities and Diversity Policy

BIIAB Qualifications Limited has in place an equal opportunities policy, a copy can be found at <https://www.biiab.co.uk/policies-and-procedures/>

BIIAB Qualifications Limited is committed to ensure that:

- approved centres operate an equal opportunities policy
- approved centres communicate the policy to staff and learners
- approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements

Reasonable Adjustment Policy

Learners who require reasonable adjustments for their assessments **must** inform their assessor at the beginning of their course of their requirements. BIIAB Qualifications Limited has a reasonable adjustment policy in place, a copy of which is provided to all approved centres and can be found at <https://www.biiab.co.uk/policies-and-procedures/>

15. Qualification Review and Feedback

BIIAB Qualifications Limited is committed to the ongoing review of this qualification to ensure it remains fit for purpose.

This review approach involves the collation of evidence in the form of any information, comments and complaints received from users of this qualification in relation to its development, delivery and award.

BIIAB Qualifications Limited will give due regard to any credible evidence received which suggests that a change in approach to the development, delivery and award of this qualification is required in order to ensure that no adverse effects will result. This qualification will be periodically reviewed and revised to ensure the content remains relevant, assessment approach remains appropriate and that it remains valid and fit for purpose.

16. Mandatory Units

The following units are mandatory for this qualification.

Principles of the causes and spread of infection in health care settings

Unit Reference	A/504/8597
BIIAB Reference	CA38
Level	2
Credit Value	3
Guided Learning (GL)	23
Unit Summary	This unit provides the learner with the knowledge of the causes and spread of infection in health care settings
Learning Outcomes (1 to 4) The learner will:	Assessment Criteria (1.1 to 4.6) The learner can:
1. Know how infection is caused	1.1 Define the terms: <ul style="list-style-type: none"> • infection • colonisation 1.2 Explain the terms: <ul style="list-style-type: none"> • pathogenic • non-pathogenic 1.3 Explain the difference between systemic and local infection 1.4 Identify infections that may be: <ul style="list-style-type: none"> • systemic • localised 1.5 Describe the characteristics of: <ul style="list-style-type: none"> • bacteria • viruses • fungi • parasites 1.6 State common illnesses caused by: <ul style="list-style-type: none"> • bacteria • viruses • fungi • parasites

<p>2. Understand how infection can spread</p>	<p>2.1 Explain the conditions required for growth of:</p> <ul style="list-style-type: none"> • bacteria • viruses • fungi • parasites <p>2.2 Outline how microorganisms can:</p> <ul style="list-style-type: none"> • enter the body • exit the body <p>2.3 Identify common sources of infection</p> <p>2.4 Explain what is meant by:</p> <ul style="list-style-type: none"> • indirect contact • direct contact <p>2.5 Describe what is meant by 'cross infection'</p>
<p>3. Understand the 'chain of infection'</p>	<p>3.1 Outline the links of the 'chain of infection'</p> <p>3.2 Explain why measures are taken to break the chain</p> <p>3.3 Explain the steps that can be taken to break the chain of infection</p>
<p>4. Understand the need to recognise Healthcare Associated Infections (HCAI)</p>	<p>4.1 Describe what is meant by the term HCAI in relation to infection control</p> <p>4.2 Identify common types of HCAI</p> <p>4.3 Identify groups most at risk from HCAI</p> <p>4.4 Explain how HCAs are likely to spread in a workplace</p> <p>4.5 Identify the procedures that should be followed to minimise the risk of HCAI</p>

	4.6 List current sources of information on current HCAI
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Principles of the importance of personal hygiene and health in the prevention and control of infection in health care settings

Unit Reference	F/504/8598
BIIAB Reference	CA39
Level	2
Credit Value	2
Guided Learning (GL)	16
Unit Summary	This unit provides the learner with the knowledge of using PPE and the importance of personal hygiene in a health care setting
Learning Outcomes (1 to 3) The learner will:	Assessment Criteria (1.1 to 3.5) The learner can:
1. Understand the importance of personal hygiene in the prevention and control of infection in a workplace setting	1.1 Describe what is meant by personal hygiene 1.2 Describe the importance of maintaining high standards of personal hygiene 1.3 Outline workplace procedures relating to personal appearance and hygiene 1.4 Explain the risks associated with poor personal hygiene 1.5 Describe circumstances when employees are advised to stay away from the workplace 1.6 Explain why it is important to stay away from the workplace when unwell
2. Understand the importance of effective hand washing	2.1 List the risks associated with poor hand washing techniques 2.2 State why hand washing is important

	<p>2.3 Explain when and why hand washing should be carried out</p> <p>2.4 Explain the correct sequence for hand washing and drying</p> <p>2.5 Identify the areas of the hand most likely to be missed during hand washing</p> <p>2.6 Describe the risks associated with wearing false nails, nail varnish and jewellery</p> <p>2.7 Identify the types of cleansers that should be used for different:</p> <ul style="list-style-type: none"> • levels of risk • tasks
<p>3. Understand the principles of using Personal Protective Equipment (PPE)</p>	<p>3.1 Outline current legislation and regulation relating to PPE</p> <p>3.2 Describe different types of PPE</p> <p>3.3 Outline responsibilities in relation to PPE of:</p> <ul style="list-style-type: none"> • employees • employers • specialised personnel <p>3.4 Explain how the level of risk determines the selection of the PPE used</p> <p>3.5 Describe procedures on how PPE should be correctly:</p> <ul style="list-style-type: none"> • worn/applied • removed • disposed of • replaced

Additional Information	
Assessment Criterion 2.4	Correct sequence: as per current guidance produced by, for example, the NHS or Department of Health
Assessment Criterion 3.1	PPE includes: <ul style="list-style-type: none"> • gloves • aprons • gowns • overalls • masks • eye protection
Assessment Criterion 3.5	Worn/applied, removed: in line with workplace operational policy and/or manufacturer's instructions
Assessment Criterion 3.5	Disposed of: PPE should be disposed of according to the instructions of the manufacturer and workplace and local waste disposal policy

Principles of decontamination, cleaning and waste management in health care settings

Unit Reference	J/504/8599
BIIAB Reference	CA40
Level	2
Credit Value	5
Guided Learning (GL)	37
Unit Summary	This unit provides the learner with the knowledge and understanding of decontamination, waste and cleaning within a health care setting
Learning Outcomes (1 to 7) The learner will:	Assessment Criteria (1.1 to 7.3) The learner can:
1. Understand the importance of maintaining a clean environment	1.1 Explain the importance of a clean environment when working in a health care setting 1.2 Explain workplace cleaning schedules 1.3 Explain the purpose of colour coding cleaning equipment
2. Understand roles and responsibilities in relation to cleaning, decontamination and waste management	2.1 Describe the cleaning, decontamination and waste management roles and responsibilities of: <ul style="list-style-type: none"> • employees • employers • specialist personnel 2.2 Explain the procedure that employees should follow if they have concerns over standards of hygiene 2.3 Describe the importance of regular training for health care staff

<p>3. Know the principles of decontamination processes</p>	<p>3.1 Define the term 'decontamination'</p> <p>3.2 Outline the three stages of decontamination</p> <p>3.3 Describe the importance of decontamination</p> <p>3.4 Describe the procedures to follow when using cleaning agents</p> <p>3.5 Describe the procedures to follow when using disinfecting agents</p> <p>3.6 Describe the safety procedures used at different stages of decontamination</p> <p>3.7 Explain the use of personal protective equipment during the decontamination process</p> <p>3.8 Identify the cleaning and storage requirements for decontamination equipment</p>
<p>4. Understand the sterilisation process</p>	<p>4.1 Define the term 'sterilise' within a health care environment</p> <p>4.2 Outline the methods used to sterilise equipment</p> <p>4.3 Identify the cleaning and storage requirements for sterilisation equipment</p>
<p>5. Understand how to safely handle laundry</p>	<p>5.1 Explain the risks associated with handling laundry</p> <p>5.2 Describe safe working procedures to minimise the spread of infection when handling laundry</p>

	<p>5.3 Describe the process for:</p> <ul style="list-style-type: none"> • storage of contaminated laundry • collection of contaminated laundry • cleaning of contaminated laundry • returning clean laundry to individuals
<p>6. Understand the principles of effective waste management</p>	<p>6.1 Identify current legislation relating to waste management</p> <p>6.2 Identify the categories of waste related to health care settings</p> <p>6.3 Describe safe disposal methods for the different categories of waste</p> <p>6.4 Define what is meant by the term 'biological spillage'</p> <p>6.5 Describe the actions to take to deal with biological spillages</p>
<p>7. Understand how to safely handle sharps</p>	<p>7.1 Define what is meant by the term 'sharps'</p> <p>7.2 Describe how to:</p> <ul style="list-style-type: none"> • use sharps • dispose of sharps • deal with a sharps incident/accident <p>7.3 Explain how to reduce the risk of a sharps injury</p>

Additional Information	
Assessment Criterion 1.3	Colour coding: cleaning equipment may be colour coded to indicate proper use according to national/local policies
Assessment Criterion 6.1	Legislation: as applies to hazardous and controlled waste
Assessment Criterion 7.1	Sharps can include: <ul style="list-style-type: none">• needles• sharp-edged instruments• broken glass• razors• any other item that could cause a laceration or puncture wound

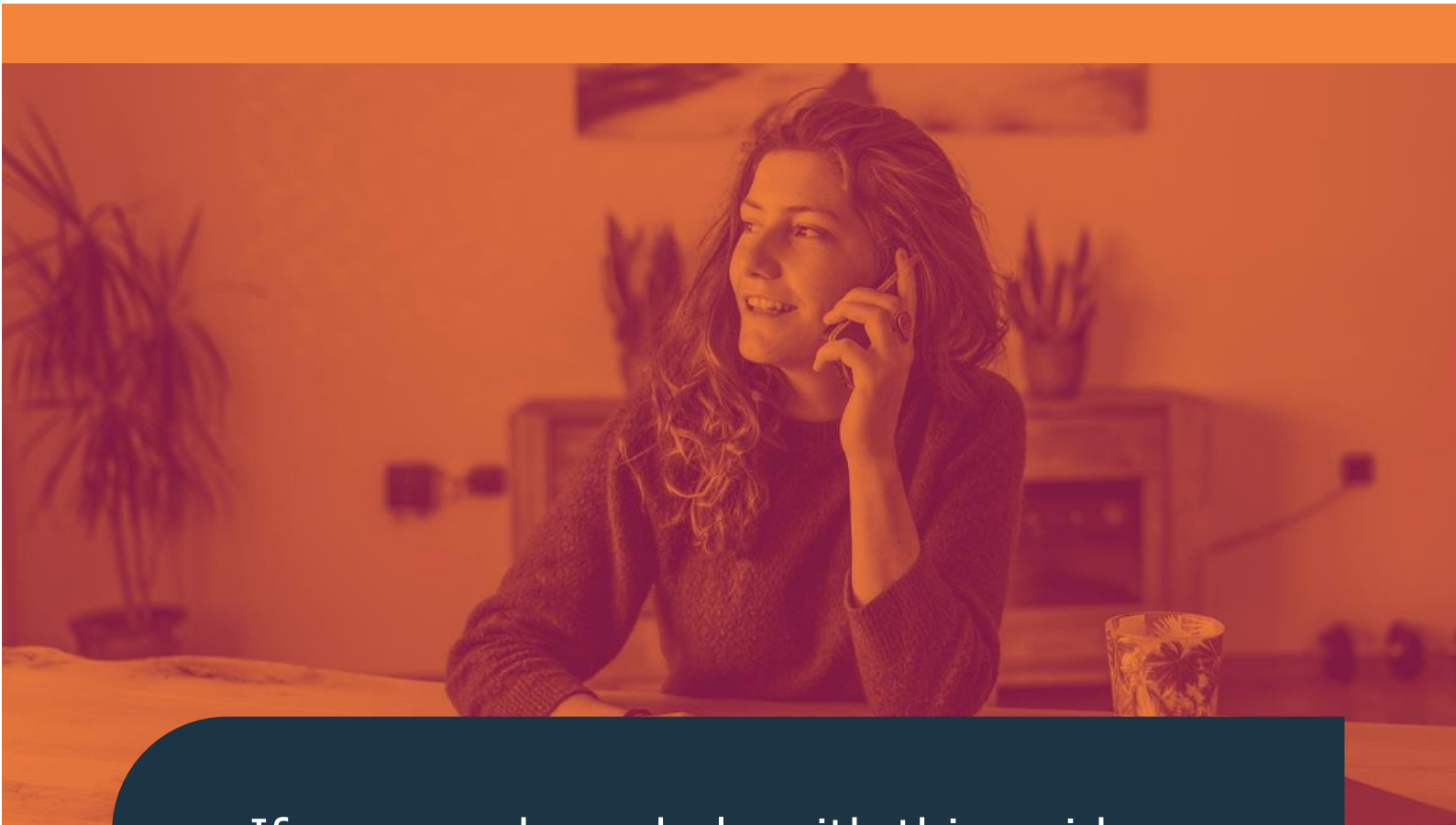
Principles of infection and prevention and control in a health care setting

Unit Reference	T/504/8596
BIIAB Reference	CA41
Level	2
Credit Value	5
Guided Learning (GL)	35
Unit Summary	This unit provides the learner with the knowledge of infection control within a health care setting
Learning Outcomes (1 to 5) The learner will:	Assessment Criteria (1.1 to 5.4) The learner can:
1. Understand the purpose of infection control	1.1 Define what is meant by infection prevention and control 1.2 Explain the importance of infection control within a health care setting 1.3 Explain the impact of an outbreak of infection on: <ul style="list-style-type: none"> • service users • employees • the health care setting
2. Know how regulations inform policy and practice relating to infection control	2.1 Outline current: <ul style="list-style-type: none"> • legislation • codes of practice • standards • guidelines 2.2 Describe workplace policies that relate to infection control 2.3 Describe procedures that are followed in workplace settings to control infection

<p>3. Understand the roles and responsibilities relating to infection control</p>	<p>3.1 Describe the roles and responsibilities of:</p> <ul style="list-style-type: none"> • employees • employers • specialist personnel <p>3.2 Describe the boundaries of their roles and responsibilities in relation to infection control</p> <p>3.3 Outline the records which must be maintained in relation to infection control</p>
<p>4. Understand the role of risk assessments in relation to infection control</p>	<p>4.1 Explain what a risk assessment is</p> <p>4.2 Describe the potential risks in a health care setting in relation to infection control</p> <p>4.3 Describe circumstances that are classified as 'high risk'</p> <p>4.4 Explain the importance of risk assessments in relation to infection control</p> <p>4.5 Describe the process to follow when carrying out a risk assessment</p> <p>4.6 Describe ways of minimising risk in a workplace setting</p> <p>4.7 Explain how the outcomes of risk assessments are communicated to other employees</p>
<p>5. Understand the principles of infection control procedures</p>	<p>5.1 List standard infection control procedures</p> <p>5.2 List the types of equipment used to implement standard precautions</p> <p>5.3 Describe techniques for:</p> <ul style="list-style-type: none"> • hand washing

	<ul style="list-style-type: none"> • handling sharps • using personal protective equipment <p>5.4 Explain the action to take when:</p> <ul style="list-style-type: none"> • using colour coded equipment • carrying out cleaning duties • storing and disposing of waste • managing spillages
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Additional Information	
Assessment Criterion 2.1	Legislation, codes of practice, standards and guidelines: candidates should have an awareness of current legislation and standards as relevant to the prevention and control of infection and the consequences of not meeting with these requirements as produced by, for example: the Department of Health, National Institute for Health and Care Excellence (NICE), Royal College of Nursing and others.
Assessment Criterion 4.1	Risk assessment: as defined by the Health and Safety Executive (HSE). In this context it should include the risk of being invaded by an agent (bacteria, virus, fungi, or parasite) from an internal or external source.



If you need any help with this guide
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