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**HEALTH AND**  
**SOCIAL CARE**

**EXEMPLAR**

**CANDIDATE WORK**

UNIT ICO 1

THE PRINCIPLES OF INFECTION  
PREVENTION AND CONTROL.



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## INTRODUCTION

OCR has reproduced this exemplar candidate evidence to support teachers in interpreting the assessment criteria for the unit ICO 1, The principles of infection prevention and control.

This exemplar evidence should be considered alongside the unit requirements, the Learning Outcomes and Assessment Criteria. This content has been selected by the OCR Chief External Verifier for the Health and Social Care Diplomas, to illustrate how the assessment criteria are applied, and to provide some commentary on what factors contributed to the final outcome.

The exemplar candidate evidence is intended to demonstrate how criteria have been met and are supported by a commentary. While the exemplars are intended to be useful in interpreting the specification's Assessment Criteria, they should in no way be regarded as definitive evidence.

This resource is provided for advice and guidance only.

# EXEMPLAR UNIT: ICO1 – THE PRINCIPLES OF INFECTION PREVENTION AND CONTROL.

## UNIT PURPOSE

- Introduces the roles and responsibilities of employers and employees in the prevention and control of infections
- Introduces the legislation and policies in relation to prevention and control of infections
- Introduces how procedures and risk assessment can help minimise the risk of an outbreak of infection
- Introduces the importance of using PPE correctly
- Introduces the importance and skills required for good personal hygiene

# EVIDENCE FOR LEARNING OUTCOME 1

## UNDERSTAND ROLES AND RESPONSIBILITIES IN THE PREVENTION AND CONTROL OF INFECTIONS

### Assessment Criteria:

AC1.1 – **Explain** employees' roles and responsibilities in relation to the prevention and control of infection

#### Extract from **Written Questioning:**

Written Question: 'Explain employees' roles and responsibilities in relation to the prevention and control of infection':

Response:

*'It is our responsibility as employees to take precautionary measures to prevent and control the spread of infection in the workplace; this involves working safely to protect myself, other staff, visitors and individuals from infections. Some of the legislation and regulations that relate to the control and prevention of infection include the Health and Safety at Work Act (HASAWA), the Control of Substances Hazardous to Health (COSHH) and the Reporting of Injury, Disease and Dangerous Occurrences Regulations (RIDDOR). It is important as employees that we are aware of these so that we can work safely; at work we have information provided in the health and safety file and COSHH file.*

*As employees we must ensure we attend all necessary trainings that our employers provide regarding infection control and prevention. If an employee comes across a hazard such as bodily fluids spilt in an area or a staff member not wearing gloves you must report it immediately to a senior staff member and not ignore it as this may cause infection to spread.*

*In the workplace employees need to put these safe ways of working into practice; for example by effective hand washing, not coming into work when you're not feeling well as you will be putting others at risk, by not wearing jewellery when cooking or supporting service users in other activities as jewellery carries many pathogens, by always wearing protective clothing; as a support worker wearing an apron and gloves for procedures will reduce the spread of infection by preventing infection passing on from me to others and from getting it on my clothes and spreading it onto another person I come into contact with. It is also important that all equipment is cleaned correctly to avoid cross infection this is because infection can also spread from one person to another through instruments, linen and equipment.*

#### Extract from **Discussion:**

Discussion: 'Tell me about employees' roles and responsibilities in infection prevention and control':

Response:

*'It is employees' responsibility to use the PPE the employer provides correctly, to attend training and work with and follow organisational infection control policies and procedures. In terms of PPE I use different colour aprons for different procedures and when I put gloves on I check that they are not worn nor have holes in and ensure they fit properly to ensure they do not come off and therefore no longer act as a protective infection control barrier. To take my gloves off after use, pull them off from the cuff to turn the glove inside out and pull off the second glove while still holding the first so that both can be folded together inside out, so in this way you avoid the spreading of germs by touching the used side with bare hands. The used PPE are then disposed of in the clinical bin which is a yellow bag and the yellow bag is taken to a bin outside the building before removal by environmental staff.'*

## COMMENTARY FOR EVIDENCE FOR AC 1.1

- **Assessment Method:** The assessor has used both **written questioning** and a discussion with this learner. The **written question** is clearly written and relates directly to AC1.1 thus enabling the learner to respond back with specific information. The learner responds fully and accurately as the response includes information about employees' five main roles and responsibilities: working safely within the law and in line with workplace policies and procedures, attending training, under taking safe working practices and following the correct reporting procedures when infection control hazards arise.

The assessor has recorded a **discussion** that has taken place with this learner and invites the learner to tell them about *'employees' roles and responsibilities in infection prevention and control'*. The discussion further reinforces the learner's knowledge of how to follow safe working practices and work in line with workplace infection control policies and procedures; the learner gives good examples of how to use and dispose of PPE correctly *'I use different colour aprons for different procedures and when I put gloves on I check that they are not worn or have holes in and ensure they fit properly to ensure they do not come off and therefore no longer act as a protective infection control barrier' and 'the used PPE are then disposed of in the clinical bin which is a yellow bag'*.

Both assessment methods are **valid** as they measure the learner's understanding and knowledge of employees' roles and responsibilities in relation to the prevention and control of infection.

- **Quality of Evidence:** The learner's response is of a good quality because the learner reflects own understanding of employees' roles and responsibilities in infection prevention and control'. The learner also responds in terms of **own health and social care work setting** and so through the examples used reflects own knowledge of how employees can work in ways to *'protect self, other staff, visitors and individuals from infections'*.
- **Breadth of Evidence:** The learner has provided detailed information about both the roles and responsibilities of employees. The learner's evidence **meets AC1.1 fully** in terms of providing an **explanation** of employees' roles and responsibilities in relation to infection control and prevention within a health and social care context. This discussion has also been cross referenced for ACs 5.2, 5.7 and 5.8 in this Unit.

**Assessment Criteria:**

AC1.2 – **Explain** employers' responsibilities in relation to the prevention and control of infection.

Extract from **Discussion:**

Discussion: 'Tell me about employers' roles and responsibilities in infection prevention and control':

*'It is the duty of the employer to provide PPE, equipment, organise training for staff, undertake risk assessment and generally is responsible for the health and safety of staff in the work environment. Under health and safety law and regulations employers have to provide a safe workplace for all staff and also provide the required PPE and training and information for staff.*

*Informing all staff of infection control policies, procedures and updates will ensure that all staff are being provided with the necessary information to follow safe practices when working whilst adhering to the law. In my workplace we have the infection control policies and procedures, the COSHH file, information posters and updates on any infection outbreaks or risks. Employers must make sure staff attend training and are supervised when working so that infection control guidelines are being adhered to.*

*Employers should make the workplace a safe environment that is safe for work but also for all individuals and visitors. Employers must carry out risk assessments to assess the dangers of certain work activities and then are responsible for putting strategies in place for minimising or eradicating the risk. Employers must provide PPE free of charge and provide training and refresher updates on infection control.*

*In terms of maintaining a safe environment employers are responsible for providing PPE, cleaning equipment and materials, maintaining equipment and providing suitable areas for food preparation, washing, toileting and disposing of waste.'*

## COMMENTARY FOR EVIDENCE FOR AC 1.2

- **Assessment Method:** The assessor has used a discussion with this learner. The assessor has recorded a **discussion** that has taken place with this learner and invites the learner to tell them about '*employers' roles and responsibilities in infection prevention and control*'. The learner details well all relevant information about employers' main responsibilities including the importance and relevance of these: ensuring all staff are aware of infection prevention and control issues and practices, providing staff with training, information and supervision and providing and maintaining all necessary equipment and materials.

This assessment method is **valid** as it measures the learner's understanding and knowledge of employers' roles and responsibilities in relation to the prevention and control of infection.

- **Quality of Evidence:** The learner's response is of a good quality because the learner reflects own understanding of employers' roles and responsibilities in infection prevention and control'. The learner also responds in terms of **own health and social care work setting** and so through the examples used reflects own knowledge of how employers can provide safe working environments and ensure all regulations and procedures are being complied with.
- **Breadth of Evidence:** The learner has provided detailed information about the responsibilities of employers. The learner's evidence **meets AC1.2 fully** in terms of providing an **explanation** of employers' roles and responsibilities in relation to infection control and prevention within a health and social care context.

## EVIDENCE FOR LEARNING OUTCOME 2

### UNDERSTAND LEGISLATION AND POLICIES RELATING TO PREVENTION AND CONTROL OF INFECTIONS

#### Assessment Criteria:

AC2.1 – **Outline** current legislation and regulatory body standards which are relevant to the prevention and control of infection.

#### Extract from **Personal Statement:**

Personal Statement: 'Provide an outline of the main points of the current legislation and regulatory body standards which are relevant to the prevention and control of infection':

*'There are laws and legal regulations about infection prevention and control. Most of the legal regulations relating to infection prevention and control come under the Health and Safety at Work Act; this act is about ensuring a safe work place for employers, employees and members of the public by minimising accidents at work. The Management of Health and Safety at Work Regulations introduced the need for monitoring health and safety and risk assessment; including infection prevention and control. The Food Safety Act was brought in to ensure safe practices for food to avoid contamination and spreading of infection and includes handling, storing and disposal of food.*

*Legal regulations that come under HASAWA include The Control of Substances Hazardous to Health (COSHH), this is relevant as it is about the prevention and control of pathogens and managing the safe storage and use of hazardous substances. Reporting of Injury, Disease and Dangerous Occurrences Regulations (RIDDOR) is relevant as it requires that any infection or disease that is work related be recorded and reported.*

*There are regulatory bodies such as the Health and Safety Executive (HSE), National Institute for Health and Clinical Excellence (NICE) and the Food Standards Agency (FSA) that produce standards to guide and inform infection prevention and control practices. The HSE is an independent regulator for work-related health, safety and illness; provide information and advice to reduce risks of accidents occurring in the workplace including the spread of infections. NICE is responsible for providing guidance on the most effective ways to prevent, diagnose and treat disease and ill health. The FSA is responsible for food safety and food hygiene and providing advice on food safety issues.'*

#### COMMENTARY FOR EVIDENCE FOR AC 2.1

- **Assessment Method:** The learner's **personal statement** provides details of the main points of legislation and regulatory body standards which are relevant to the prevention and control of infection. The learner outlines includes information about legislation, regulations and regulatory body standards.
- **Quality of Evidence:** The learner's response is of a good quality because the learner includes information about legislation, regulations and regulatory body standards and clearly reflects own understanding of the difference between these. In addition, the learner relates all information to infection prevention and control.
- **Breadth of Evidence:** The learner has provided brief details of both legislation and regulatory standards. The learner's evidence **meets AC2.1 fully** in terms of providing an **outline** of the main points of legislation and regulatory body standards which are relevant to the prevention and control of infection.

## EVIDENCE FOR LEARNING OUTCOME 2

### UNDERSTAND LEGISLATION AND POLICIES RELATING TO PREVENTION AND CONTROL OF INFECTIONS

**Assessment Criteria:**

AC2.2 – **Describe** local and organisational policies relevant to the prevention and control of infection.

## EVIDENCE FOR LEARNING OUTCOME 3

### UNDERSTAND SYSTEMS AND PROCEDURES RELATING TO THE PREVENTION AND CONTROL OF INFECTIONS

**Assessment Criteria:**

AC3.1 – **Describe** procedures and systems relevant to the prevention and control of infection.

Extract from **Discussion:**

Discussion: 'Tell me about the different local and organisational policies, procedures and systems relevant to the prevention and control of infection':

*'All local authorities have infection control policies and procedures that have been developed to protect their local communities. The borough I work in has an Environmental Health Policy that safeguards the community's right to having clean air, safe and clean water, ensuring all sewerage is managed safely, rubbish and waste disposed of, cleaning and maintenance of areas open to the public. Infection prevention and control teams carry out routine inspections too to different settings to ensure safety.*

*My organisation has policies and procedures on when and how to use protective equipment, cleaning routines to follow, how to maintain clean environments. This is in relation to different areas and activities such as in bathrooms and toilets where body fluids are present, handling laundry that may be contaminated with body fluids, disposing of hazardous waste, preparing, handling, cooking, serving and clearing food. PPE is essential when working with hazardous activities.*

*There are many systems and procedures that provide ways of preventing and controlling the spread of infection. Receiving regular information updates at work and attending training raises everyone's awareness about infection prevention and control. There is also information provided through the media and different campaigns are organised to raise awareness amongst the general public about infection prevention and control for example in relation to the swine flu and to the MRSA bug and other superbugs. There are also public health departments that ensure the safety of local communities such as the provision of sewerage systems, clean water, safe waste disposal, the monitoring of pollution and clean air. Environmental health also involves making sure that food outlets meet the required food safety standards and that they are routinely inspected. Training and information is also available for infection control teams.*

*Health care providers are also responsible for providing systems and procedures for preventing and controlling infection in terms of monitoring any infection outbreaks, providing immunisation programmes and using barrier nursing in care settings to contain and prevent the spread of infection; strict procedures must be followed when providing care to an individual being barrier nursed such as careful removal and disposal of PPE, through hand washing procedures and equipment.*

*In terms of food hygiene, personal hygiene must be observed through effective hand washing, tying hair back, not wearing jewellery and wearing PPE. All kitchen utensils need to be kept clean as do work surfaces. Food needs to be stored correctly, on different shelves in the fridge and different utensils used for different food types and cooked and raw foods. All guidelines must also be followed when cooking food thoroughly, ensuring that food is defrosted correctly, washing hands before serving and eating food.*

## COMMENTARY FOR EVIDENCE FOR ACS 2.2 AND 3.1

- **Assessment Method:** The assessor has recorded a **discussion** that has taken place with this learner and invites the learner to tell them about *'the different local and organisational policies, procedures and systems relevant to the prevention and control of infection'*. The learner has provided detailed and factual information about these.

This assessment method is **valid** as it measures the learner's understanding and knowledge of employers' roles and responsibilities in relation to the prevention and control of infection.

- **Quality of Evidence:** The learner's response is of a good quality because the learner reflects own understanding of employers' roles and responsibilities in infection prevention and control'. The learner also responds in terms of **own health and social care work setting** and so through the examples used reflects own knowledge of how employers can provide safe working environments and ensure all regulations and procedures are being complied with.
- **Breadth of Evidence:** The learner has provided detailed information about the 'different local and organisational policies, procedures and systems relevant to the prevention and control of infection'. The learner's evidence **meets both ACs2.2 and 3.1 fully** in terms of providing a **description** of local and organisational policies, procedures and systems in relation to infection control and prevention within a health and social care context.

## EVIDENCE FOR LEARNING OUTCOME 3

### UNDERSTAND SYSTEMS AND PROCEDURES RELATING TO THE PREVENTION AND CONTROL OF INFECTIONS

#### Assessment Criteria:

AC3.2 – **Explain** the potential impact of an outbreak of infection on the individual and the organisation.

#### Extract from **Observation:**

Discussion: 'Explain the potential impact of an outbreak of infection on the individual and the organisation':

*'The outbreak of infection can be fatal if care is not taken; for instance an outbreak of MRSA that can be resistant to most antibiotics can be fatal. The outbreak of an infection has consequences for individuals, staff and the organisation. It can cause ill health to all concerned and it can also impact emotionally because people that acquire infection relate it to being dirty and some infections may require people to be isolated from others for a period of time. The organisation could lose money if most of the staff are off sick and as they will then need to employ more staff which they will be paying to cover in addition to staff that are off sick. The organisation could also be fined by not complying with the law and in turn this will damage their reputation'*

### COMMENTARY FOR EVIDENCE FOR AC 3.2

- **Assessment Method:** The assessor has used **written questioning** with this learner. The **written question** is clearly written and relates directly to AC3.2 thus enabling the learner to include specific ways in which an outbreak of infection can impact on the individual 'it can be fatal...cause ill health...it can also impact emotionally' and on the organisation 'the organisation could lose money...be fined...and in turn this will damage their reputation.'

This assessment method is **valid** as it measures the learner's understanding and knowledge of the potential impact of infection.

- **Quality of Evidence:** The learner's response is of a good quality because the learner reflects own understanding of how an outbreak of infection could potentially impact on both individuals and on the organisation and provides examples of how this could occur.
- **Breadth of Evidence:** The learner's evidence **meets AC3.2 fully** in terms of **explaining** the potential impact of an outbreak of infection on the individual and the organisation.

## EVIDENCE FOR LEARNING OUTCOME 4

### UNDERSTAND THE IMPORTANCE OF RISK ASSESSMENT IN RELATION TO THE PREVENTION AND CONTROL OF INFECTIONS.

#### Assessment Criteria:

AC4.1 – **Define** the term risk.

AC4.2 – **Outline** potential risks of infection within the workplace

#### Extract from **Oral Questioning:**

Oral Questioning: 'What do you understand by the term risk and what potential risks of infection are there within the workplace?'

*'The term risk means the likelihood of a hazard or an activity causing harm.'*

*In the workplace supporting individuals with personal care activities and sharing facilities with others involve coming into contact with bodily fluids which contain pathogens. Cleaning areas such as bathrooms that are dirty and where bodily fluids are present may be more likely to be contaminated with pathogens. Handling laundry that may be dirty or contaminated with bodily fluids can also contain pathogens. Handling of disposing of clinical waste, emptying waste containers and receptacles will also bring you into waste that are contaminated with pathogens. Providing personal care activities that require being close to an individual and dealing with bodily fluids increases the chance of infections spreading.*

*Sometimes support workers may be exposed to high risk situations where the risk of infection spreading is higher such as in an individual's home where the support worker is supporting with personal care but then also other activities such as handling food and disposing of waste.'*

### COMMENTARY FOR EVIDENCE FOR ACS 4.1 AND 4.2

- **Assessment Method:** The assessor has used **oral questioning** with this learner. The **oral question** is asked simply to ensure it is measuring the learner's knowledge of their understanding of the term risk and their knowledge of potential risks of infection that may occur in the workplace. The learner has clearly stated the meaning of the term 'risk' and briefly outlines the different areas of potential risk that there are in the workplace from a range of different activities that may be undertaken.

This assessment method is **valid** as it measures the learner's understanding and knowledge of the term risk and the potential risks of infection that there are within the workplace.

- **Quality of Evidence:** The learner's response is of a good quality because the learner provides a clear meaning of the term 'risk' and a brief outline of the potential risk areas for infection that may occur in the workplace.
- **Breadth of Evidence:** The learner's evidence **meets ACs 4.1 and 4.2 fully** in terms of **defining** the term risk and **outlining** the potential risks of infection within the workplace.

**Assessment Criteria:**

AC4.3 – **Describe** the process of carrying out a risk assessment.

AC4.4 – **Explain** the importance of carrying out a risk assessment

Extract from **Written Questioning:**

Written Questioning: 'Describe the risk assessment process and explain the importance of risk assessments:

*'Risk assessment helps makes us aware of the risks involved in any activity and know how to reduce or remove the risk. It also helps to protect the organisation's reputation because the risk assessment identifies the risks in the workplace and the measures put in place to control or eradicate such risks. In general, risk assessments are important as they reduce the risks of accidents and ill health to everyone.*

*There are five main stages to carrying out a risk assessment:*

- 1) Identify the hazard – this means finding out what the hazards are and what might cause harm by observing but also by speaking with individuals, staff and visitors.*
- 2) Evaluate the risks – this stage involves deciding who might be harmed and how and involves considering everyone in the workplace such as individuals, staff and visitors.*
- 3) Take precautions – this involves deciding on what precautions must be taken to remove, reduce or avoid the hazards for example wearing the appropriate PPE might be a precaution.*
- 4) Review the risks – the effectiveness of the precautions in place should be checked regularly to ensure that they are sufficient.*
- 5) Report and record outcome – the findings of the risk assessment must be recorded and all those involved and who need to know should be given explanations and information on how these risks can be prevented and/or controlled.*

## COMMENTARY FOR EVIDENCE FOR ACS 4.3 AND 4.4

- **Assessment Method:** The assessor has used **written questioning** with this learner. The **written question** asked is specific and used well to determine the learner's knowledge of the process of carrying out a risk assessment including its importance. The learner has clearly stated several reasons why risk assessment is important *'makes us aware of the risks... know how to reduce or remove the risk... reduce the risks of accidents and ill-health to everyone.'* In describing the risk assessment process the learner has provided details of how to use the Health and Safety Executive's (HSE's) recommended five steps for risk assessment.

This assessment method is **valid** as it measures the learner's understanding and knowledge of the risk assessment process and its importance.

- **Quality of Evidence:** The learner's response is of a good quality because the learner provides a detailed account of the five steps to carrying out a risk assessment and a clear explanation of the different reasons for the importance of risk assessments.
- **Breadth of Evidence:** The learner's evidence **meets ACs 4.3 and 4.4 fully** in terms of **describing** the risk assessment process and **explaining** the importance of carrying out a risk assessment.

## EVIDENCE FOR LEARNING OUTCOME 5

### UNDERSTAND THE IMPORTANCE OF USING PERSONAL PROTECTIVE EQUIPMENT (PPE) IN THE PREVENTION AND CONTROL OF INFECTIONS.

#### Assessment Criteria:

AC5.1 – **Demonstrate** correct use of PPE.

Extract from <b>Observation 1:</b>
Observation:
<i>'The outbreak of infection can be fatal if care is not taken; for instance an outbreak of MRSA that can be resistant to most antibiotics can be fatal. The outbreak of an infection has consequences for individuals, staff and the organisation. It can cause ill health to all concerned and it can also impact emotionally because people that acquire infection relate it to being dirty and some infections may require people to be isolated from others for a period of time. The organisation could lose money if most of the staff are off sick and as they will then need to employ more staff which they will be paying to cover in addition to staff that are off sick. The organisation could also be fined by not complying with the law and in turn this will damage their reputation'</i>

Extract from <b>Observation 2:</b>
Observation:
<i>'...I observe the learner wash her hands and put on a blue apron prior to supporting an individual with eating and drinking; the learner explains that this was for use in the kitchen and dining areas as both were related to handling and serving food.'</i>

#### COMMENTARY FOR EVIDENCE FOR AC 5.1

- **Assessment Method:** The assessor has used **written questioning** with this learner. The **written question** is clearly written and relates directly to AC3.2 thus enabling the learner to include specific ways in which an outbreak of infection can impact on the individual 'it can be fatal...cause ill health...it can also impact emotionally' and on the organisation 'the organisation could lose money...be fined...and in turn this will damage their reputation.'

This assessment method is **valid** as it measures the learner's understanding and knowledge of the potential impact of infection.

- **Quality of Evidence:** The documented observations are of a good quality because the learner demonstrates clearly her competence in using PPE correctly.
- **Breadth of Evidence:** The learner's evidence **meets AC5.1 fully** in terms of **demonstrating** the correct use of PPE.

**Assessment Criteria:**

AC5.2 – **Describe** different types of PPE.

AC5.3 – **Explain** the reasons for use of PPE

AC5.7 – **Describe** the correct practice in the application and removal of PPE

AC5.8 – **Describe** the correct procedure for the disposal of used PPE

Extract from **Discussion 1:**

Discussion: 'Tell me about employees' roles and responsibilities in infection prevention and control':

Response:

*'It is employees' responsibility to use the PPE the employer provides correctly, to attend training and work with and follow organisational infection control policies and procedures. In terms of PPE I use different colour aprons for different procedures (white for personal care and blue for handling/serving food) and when I put gloves on I check that they are not worn or have holes in and ensure they fit properly to ensure they do not come off and therefore no longer act as a protective infection control barrier. To take my gloves off after use, pull them off from the cuff to turn the glove inside out and pull off the second glove while still holding the first so that both can be folded together inside out, so in this way you avoid the spreading of germs by touching the used side with bare hands. The used PPE are then disposed of in the yellow bag in the clinical bin immediately and without shaking it about and the yellow bag is taken to a bin outside the building before removal by environmental staff.'*

Extract from **Discussion 2:**

Discussion: 'Tell me about the practices in the application and removal of PPE and the correct procedure for the disposal of PPE':

Response:

*'Before putting on an apron you must first wash and dry your hands and then the neck strap must be placed over the head and the waist ties fastened behind the back. To remove the apron it is important to limit the areas your hand will touch in order to reduce the possibility of cross infection. You should pull at the neck strap and the waist strap making sure that it does not fall to the floor, then scrunch it up into a ball in your gloved hand and then dispose of it in the yellow bin bag.'*

*When removing PPE avoid touching any surface, remove the item before moving to the next patient, place the item in the correct bin and wash and dry your hands afterwards in case of cross contamination. Clinical waste like gloves and aprons are regarded as high risk and must be disposed of properly to reduce the risk of cross infection. Infectious, hazardous materials should be placed in yellow bags for incineration; black bags are for food waste and other waste.'*

Extract from **Written Questioning:**

Written Questioning: 'Tell me about different types of PPE and the reasons for use of PPE':

Response:

*'Aprons and gloves are commonly used types of PPE. Disposable gloves have different types namely standard latex (i.e. white gloves used for personal care tasks), nitrile (i.e. used for cleaning tasks) and vinyl (i.e. blue gloves used when handling food). Disposable plastic aprons are placed over uniforms and prevent the uniform from becoming soiled when carrying out different activities (i.e. white apron for personal care and blue for handling food).'*

*Other PPE used in care settings can include uniforms (must not be worn outside of work and must be washed on a regular basis) and hats (worn when food is being prepared and served).*

*PPE is used to reduce the risk of pathogens being transferred from the support worker to the individual, from one individual to another, from one staff member to another. PPE form physical barriers from infections and protect staff from infection carried by individuals and individuals from any pathogens staff may be carrying.'*

## COMMENTARY FOR EVIDENCE FOR ACS 5.2, 5.3, 5.7 AND 5.8

- **Assessment Method:** The assessor has used **discussion and written questioning** with this learner. Both **discussions** have been recorded clearly by the assessor and reflect the learner's knowledge of using, removing and disposing of PPE. The learner's response to the **written question** provides an account of the commonly used forms of PPE in care settings and when they are used i.e. aprons, gloves, uniforms and hats. The learner has also provided an explanation for the use of PPE *'to reduce the risk of pathogens being transferred'*.

The assessment methods are **valid** as they measure the learner's knowledge and understanding of the different types of PPE, the reasons for the use of PPE, and how to correctly use, remove and dispose of it.

- **Quality of Evidence:** The discussion and the learner's response to the written question include all relevant details as required by the assessment criteria and reflect the learner's understanding of the different types of PPE, how they are used and why.
- **Breadth of Evidence:** The learner's evidence **meets ACs 5.2, 5.3, 5.7 and 5.8 fully** in terms of **explaining** the reasons for use of PPE and **describing** different types of PPE, the correct practice in the application and removal of PPE and the correct procedure for the disposal of used PPE.

**Assessment Criteria:**

AC5.4 – **State** current relevant regulations and legislation relating to PPE.

AC5.5 – **Describe** employees' responsibilities regarding the use of PPE.

AC5.6 – **Describe** employers' responsibilities regarding the use of PPE.

**Extract from Assignment:**

Assignment: 'State the current relevant legislation and regulations relating to PPE and describe both employees and employers' responsibilities regarding the use of PPE:

*'The Personal Protective Equipment at Work Regulations set out how PPE should be used in the workplace and the responsibilities of both employees and employers.' These regulations come under the Health and Safety at Work Act in terms of protection and prevention.*

*Employers' responsibilities regarding the use of PPE include providing the correct PPE in relation to the specific tasks that are carried out and for staff members (i.e. the correct fitting PPE); this must be provided free of charge. Employers need to have arrangements in place to make sure PPE is stored correctly and is available when needed. It is the duty of the employer to assess the need of PPE in the work environment. The employer must also train staff and provide them with information and guidance on how to use PPE.*

*Employees' responsibilities regarding the use of PPE include attend training about PPE and use PPE correctly and when it is necessary to do so. Employees need to attend training to know about how to put on, use and dispose of PPE safely. Employees must report immediately and not use any PPE that is torn or has a defect.*

**COMMENTARY FOR EVIDENCE FOR ACS 5.4, 5.5 AND 5.6**

- **Assessment Method:** An **assignment** has been used with this learner to generate the evidence required for the assessment criteria. The **assignment** works well as it allows the learner to evidence their understanding of factual information relating to the main points of the relevant PPE legislation and regulations.

The assessment method is **valid** as it measures the learner's knowledge and understanding of the regulations and legislation relevant to PPE and the related employers' and employees' responsibilities.

- **Quality of Evidence:** The assignment includes all relevant details as required by the assessment criteria and addresses each of the assessment criteria in full namely the main piece of legislation and regulations and the key responsibilities of both employers and employees regarding the use of PPE.
- **Breadth of Evidence:** The learner's evidence **meets ACs 5.4, 5.5 and 5.6 fully** in terms of briefly **stating** the main points of the legislation and regulations relevant to PPE and **describing** employers and employees' responsibilities regarding the use of PPE.

## EVIDENCE FOR LEARNING OUTCOME 6

### UNDERSTAND THE IMPORTANCE OF GOOD PERSONAL HYGIENE IN THE PREVENTION AND CONTROL OF INFECTIONS.

#### Assessment Criteria:

AC6.1 – **Describe** the key principles of good personal hygiene.

AC6.3 – **Describe** the correct sequence for hand washing.

AC6.4 – **Explain** when and why hand washing should be carried out.

AC6.5 – **Describe** the types of products that should be used for hand washing.

AC6.6 – **Describe** correct procedures that relate to skincare

#### Extract from **Discussion:**

Discussion: 'Discuss the following 1) the key principles of good personal hygiene, 2) the correct sequence for hand washing, 3) when and why hand washing should be carried out, 4) the types of products that should be used for hand washing and 5) the correct procedures that relate to skincare:

*'Some of the principles of good personal hygiene include washing hands before and after tasks and bathing regularly to prevent the spread of infection and body odour, keeping hair clean and tied back, wearing clean clothing and ensuring uniforms worn are washed regularly and only worn in the workplace to avoid the spread of infection, keeping nails trimmed and clean, not wearing jewellery at work as this can be a way of transporting pathogens.*

*The stages for hand washing are as follows: 1) make sure that you remove any jewellery, 2) turn the water tap on and make sure that you can place both hands under the water comfortably and that it is at the right temperature so that you can wash your hands 3) wet both hands 4) apply soap and lather both hands palm to palm 5) rub each hand over the back of the other, 6) interlock fingers and rub fingers 7) rub thumbs 8) rub palms together 9) rinse to remove the soap residue 10) dry your hands with either a paper towel or an air drier.*

*Hand washing should be carried out regularly to help prevent and control the spread of infection and should be washed before starting work and putting on a clean uniform, before and after using PPE, before and after specific tasks such as after using the toilet, before and after handling and serving food, after handling waste, before and after carrying out activities with individuals.*

*There are different types of products that should be used for hand washing and these include soap, antiseptic gels and alcohol-based hand rubs. Liquid soap from a dispenser should be used for hand washing in communal areas as these will have less pathogens than if bars of soap are shared between different people. Antiseptic gels contain chemicals that destroy pathogens and these are used where there is a higher risk of infection. Alcohol-based hand rubs should be used in addition to and not instead of hand washing with soaps and antiseptic gels and add an additional protective barrier against pathogens.*

*It is important to take care of our skin as it protects from pathogens; if the skin is not looked after it could become dry and develop cracks which in turn could become the route of pathogens. It is therefore important that hand cream is applied to help keep skin moisturised so that it does not become dry.*

## COMMENTARY FOR EVIDENCE FOR ACS 6.1, 6.3, 6.4, 6.5 AND 6.6

- **Assessment Method:** A **discussion** has been used with this learner to generate the evidence required for these assessment criteria. It is evident from the content of this discussion that the learner has prepared well and thought carefully about the importance of good personal hygiene in the prevention and control of infections in the workplace. The learner has provided detailed information about the main principles of good personal hygiene, the different steps involved in washing hands effectively, when and why hand washing must be carried out, the different types of hand washing products that there are as well as the correct procedures for maintaining good care of the skin.

The assessment method is **valid** as it measures the learner's knowledge and understanding of good personal hygiene in relation to the prevention and control of infections.

- **Quality of Evidence:** The discussion includes all relevant details as required by the assessment criteria and addresses each of the assessment criteria in full; the learner relates all responses back to her own workplace and the health and social care setting.
- **Breadth of Evidence:** The learner's evidence **meets ACs 6.1, 6.3, 6.4, 6.5 and 6.6 fully** in terms of **describing** the principles of personal hygiene, effective hand washing, the types of hand washing products available and the correct procedures that relate to skincare.

**Assessment Criteria:**

AC6.2 – **Demonstrate** good hand washing technique.

Extract from **Observation 1:**

## Observation:

*'...I observe the learner apply a squirt of liquid soap onto her hands and then rub her hands together under a running tap to form a lather, she washes around her fingers and thumbs, then interlocks her hands and rubs her finger tips in the palm of her hands and then moves over to wash the back of her hands and then rinses the soap off her hands. She then dries her hands with a disposable paper towel, puts on her apron and then slips the gloves on.*

*...this full hand washing procedure is repeated after supporting each individual to get washed and dressed this morning.'*

Extract from **Observation 2:**

## Observation:

*'...I observe the learner wash her hands prior to supporting an individual with eating and drinking this lunch time. The learner runs the water ensuring it is warm, applies liquid soap onto her hands, rubs her hands together to form a lather, interlocks her fingers, washes her finger tips and thumbs thoroughly, then the back of her hands before rinsing thoroughly all soap off. She then dries her hands with a disposable paper towel....after supporting this individual she repeats the full hand washing procedure again.'*

**COMMENTARY FOR EVIDENCE FOR AC 6.2**

- **Assessment Method:** The assessor has used **observation** with this learner. The **observations** have been recorded clearly by the assessor in terms of describing the different steps that the learner followed when applying an effective hand washing technique.

This assessment method is **valid** as it measures well the learner's skills in hand washing.

- **Quality of Evidence:** The documented observation is of a good quality because the learner demonstrates clearly her competence of washing her hands.
- **Breadth of Evidence:** The learner's evidence **meets AC6.2 fully** in terms of **demonstrating** a good hand washing technique.

## SUMMARY OF HOW EXEMPLAR EVIDENCE FOR ICO 1 MEETS THE ASSESSMENT REQUIREMENTS AND ASSESSMENT CRITERIA

<b>Variety of assessment methods</b> used	Yes	Oral and Written questioning Personal Statement Assignment Discussion Observation
<b>Valid assessment methods</b> used	Yes	All assessment methods used were appropriate for validating the learner's knowledge and competence of all the assessment criteria in this unit.
<b>Quality and Breadth</b> of evidence <b>sufficient</b>	Yes	Evidence provided meets all the assessment criteria fully.

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