

Cambridge TECHNICALS LEVEL 3

HEALTH AND SOCIAL CARE



Unit 5

Infection control

H/507/4420

Guided learning hours: 60

Version 4 – September 2017

LEVEL 3

UNIT 5: Infection Control

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Guided learning hours: 60

Essential resources required for this unit: none

This unit is internally assessed and externally moderated by OCR.

UNIT AIM

Infection and disease can kill; the human body is constantly exposed to vast amounts of germs, micro-organisms and disease. Infection control is of paramount importance in settings such as hospitals and residential homes, but equally it must be maintained when care is provided in other settings.

In this unit you will learn about the importance of infection control and you will be introduced to methods that help to prevent the spread of infection. All of this will enable you to apply infection control methods in the workplace.

TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

Anything which follows an i.e. details what must be taught as part of that area of content. Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples in their work, although these do not need to be the same ones specified in the unit content.

For internally assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
1. Understand infection control in health and social care	<p>1.1 Definition of infection control (e.g. the practical application of epidemiology and microbiology, minimise risk of spreading infections)</p> <p>1.2 Common terms and their meanings in relation to infection control, i.e.</p> <ul style="list-style-type: none">• hygiene• infection• disease• carriers• food-borne illness• pathogenic bacteria• contamination• hazard analysis• environmental controls• virus• standard precautions <p>1.3 Health and social care environments where infection control is Important, i.e.</p> <ul style="list-style-type: none">• hospitals/GP surgeries• residential care settings• domiciliary care• educational environments• our own homes <p>1.4 Risks associated with poor infection control (e.g. the spread of disease, ill health, high rates of absenteeism through sickness, death, legal action)</p> <p>1.5 Relevant legislation in relation to infection control, i.e.</p> <ul style="list-style-type: none">• Health and Social Care Act 2012 (and 2008)• Health and Safety at Work Act 1974• Control of Substances Hazardous to Health Regulations 2002 (COSHH)

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<ul style="list-style-type: none"> Public Health (Control of Disease) Act 1984 Health Protection (Notification) Regulations 2010 Reporting Injuries, Diseases or Dangerous Occurrences Regulations (RIDDOR) 2013 local policy and procedure
2. Know the chain of infection	<p>2.1 Chain of infection, i.e.</p> <ul style="list-style-type: none"> source, i.e. <ul style="list-style-type: none"> bacteria viruses fungi yeasts reservoir, i.e. <ul style="list-style-type: none"> people animal environment food water way out of the body (portals of exit), i.e. <ul style="list-style-type: none"> faeces sputum blood vomit phlegm exhaled air method of transmission, i.e. <ul style="list-style-type: none"> direct (e.g. skin-to-skin contact (e.g. chicken pox)) indirect contact (e.g. sexual intercourse, mother to foetus, airborne, ingestion, injection, inoculation) person at risk, i.e. <ul style="list-style-type: none"> people in contact with the infection people at higher risk (e.g. people with underlying illnesses (e.g. cancer, diabetes), very young, very old, people on certain medications (e.g. some steroids)) way into the body (portals of entry), i.e. <ul style="list-style-type: none"> ingestion inhalation injection sexual intercourse
3. Be able to control the spread of infection	<p>3.1 Eradicate source of infection</p> <p>3.2 Prevent the method of spread, i.e.</p> <ul style="list-style-type: none"> hand washing personal hygiene (e.g. washing uniform, tying up long hair) disposal of waste (e.g. using correct colour waste bags, sharps bins) decontamination of equipment (e.g. sterilisation and disinfection) use of correct equipment (e.g. chopping boards in the kitchen)

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<p>3.3 Protection by immunisation, i.e.</p> <ul style="list-style-type: none"> • vaccination (e.g. MMR, polio, tetanus) <p>3.4 Protective clothing, i.e.</p> <ul style="list-style-type: none"> • gloves • aprons • isolation rooms • face masks <p>3.5 Use of aseptic technique and sterile dressings</p> <p>3.6 Importance of maintaining standard precautions at all times (e.g. regardless of whether infection is present or suspected)</p> <p>3.7 Last offices and care of the deceased</p>
4. Understand the role of the health and social care worker in controlling infection	<p>4.1 Role of the worker in maintaining high standards of cleanliness in HSC setting, i.e.</p> <ul style="list-style-type: none"> • following policy and procedures (e.g. hand washing, uniforms / personal clothing, domestic cleaning, use of PPE, follow food hygiene) • working with individuals who require care or support, i.e. <ul style="list-style-type: none"> ○ promoting best practice ○ explaining procedures (e.g. why the worker has to wear PPE) ○ monitoring practice ○ choice and control (e.g. individual refuses to comply) • waste disposal, i.e. <ul style="list-style-type: none"> ○ waste segregation (e.g. correct waste in correct bag) ○ domestic waste disposal (e.g. what can be put in domestic bins and what needs specialist equipment) • cleaning practices, i.e. <ul style="list-style-type: none"> ○ cleaning procedures (e.g. the role of the health and social care worker, the function of a detergent, disinfectant, sanitiser and sterilising agents) ○ cleaning facilities (e.g. different methods and standards for different rooms (e.g. kitchen and bathroom)) ○ monitoring and recording procedures (e.g. rotas, records) • reporting outbreaks of infectious and communicable diseases (e.g. RIDDOR) • managing self (e.g. having appropriate vaccinations, maintaining good standard of personal hygiene, reporting ill health issues)

GRADING CRITERIA

LO	Pass	Merit	Distinction
	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Understand infection control in health and social care	P1: Describe common terms in relation to infection control and their meanings	M1: Evaluate the effectiveness of legislation in supporting infection control in health and social care	
	P2: * Explain how risks associated with poor infection control are different for different health and social care environments		
2. Know the chain of infection	P3*: Describe sources of infection		
	P4: * Outline the ways in which infection can be transmitted from one body to another		

LO	Pass	Merit	Distinction
3. Be able to control the spread of infection	P5: Demonstrate methods used to prevent the spread of infection	M2: Explain why a number of methods of preventing the spread of infection might be required in health and social care settings	D1: Analyse the effectiveness of immunisation in controlling infection
	P6*: Describe why standard precautions for infection control should be maintained at all times		
	P7: Explain the purpose of protective clothing in controlling the spread of infection	M3: Explain why infection control remains important when caring for the deceased	
4. Understand the role of the health and social care worker in controlling infection	P8: State a range of methods of monitoring to ensure adequate cleaning		D2: Analyse the role of the health and social care worker in infection control where the individual refuses to comply
	P9: Describe how a health and social care worker should manage themselves to prevent the spread of infection		
	P10*: Explain the importance of following policies and procedures to ensure effective infection control	M4: Explain the purpose of policies and procedures in promoting good standards of infection control	

SYNOPTIC LEARNING AND ASSESSMENT

It will be possible for learners to make connections between other units over and above the unit containing the key tasks for synoptic assessment, please see section 6 of the centre handbook for more details. We have indicated in this unit where these links are with an asterisk and provided more detail in the assessment guidance section below.

ASSESSMENT GUIDANCE

LO1: Understand infection control in health and social care

Learners need to be able to describe common terms related to infection control in health and social care before going on to be able to recognise and explain how different environments carry different risks in terms of how infection could impact on them and the staff and individuals in those environments. For M1, learners will need to consider how legislation is put into practice in different health and social care environments and the effectiveness of this. Learners may wish to discuss this with practicing health and social care organisations or review case studies and media articles. For this LO learners will benefit from drawing on learning from Mandatory Unit 3 Health, safety and security in health and social care.

LO2: Know the chain of infection

Learners must know the chain of infection. For this LO learners will benefit from drawing on learning from Unit 14 Anatomy and physiology for health and social care.

LO3: Be able to control the spread of infection

Learners must be able to demonstrate correct methods of controlling the spread of infection as outlined in the Teaching Content. This can be done through simulation. Learners must also demonstrate knowledge of the importance of maintaining standard precautions; this can be done again through discussion with practitioners or through the use of case studies and media reports. Learners should then be able to explain the importance of different items of protective clothing that are used in different health and social care environments. For M2 learners must be able to demonstrate an understanding of why one method of controlling the spread of infection is rarely enough in health and social care environments and consider a range of methods appropriate to different environments. For M3 learners must understand why infection control remains important when caring for the deceased. For D1 learners need to consider the impact of immunisation in controlling infection.

LO4: Understand the role of the health and social care worker in controlling infection

Learners should consider a range of cleaning monitoring procedures used in different health and social care environments before going on to consider the roles and responsibilities for individual workers in health, social care and child care environments in managing themselves to prevent the spread of infection; this can be generic methods for managing themselves such as following policies and procedures using specific examples of different roles. Learners should then consider different policies and procedures in place in health, social care and child care environments. For M4 learners should then consider why each of the different policies and procedures considered in P10 is in place and its importance in promoting good infection control. For D2 learners need to consider actions that would be appropriate for a health and social care worker to take in ensuring that individuals who require care or support comply with policies and procedures. For this LO learners will benefit from drawing on learning from Unit 7 Safeguarding, Unit 8 Creativity and activity for children LO4. Unit 11 Career planning in health and social care LO1, 2, 3, Unit 15 Promote health and well-being Unit 24 Public health.

Feedback to learners: you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk.

Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced to inform their thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the OCR Guide to Referencing available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

To find out more

ocr.org.uk/healthandsocialcare

or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**



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