

Cambridge TECHNICALS LEVEL 3

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Unit 5

Infection control

Model assignment

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Contents

Guidance for tutors on using this assignment	3
General	3
Before using this assignment to carry out assessment	3
When completing the assignment	3
Resources to complete the tasks	4
Time	4
Format of evidence	4
Group work	4
After completing the assignment	5
Reworking the assignment	5
Modifying the model assignment	5
General information for learners	6
Assignment for learners Unit 5: Infection control	9
Scenario	9
The tasks	10
Task 1: Produce An Information Pack about Infection Control in Health and Social Care	10
Task 2: Prepare A Report about The Chain of Infection	11
Task 3: Develop and Deliver a Presentation about Controlling the Spread of Infection	12
Task 4: Develop a Case Study to Describe the Role of a Health and Social Care Worker in Controlling Infection	14
Evidence Checklist	16

Please note:

You can use this assignment to provide evidence for summative assessment, which is when the learner has completed their learning for this unit and is ready to be assessed against the grading criteria.

You can use this assignment as it is, or you can modify it or write your own; we give more information in this document under Guidance for tutors.

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Guidance for tutors on using this assignment

General

OCR Cambridge Technical model assignments are available to download from our website:

www.ocr.org.uk.

The purpose of this assignment is to provide a scenario and set of tasks that are typical of how health and social care workers can help to prevent and control the spread of infections, to enable you to assess your learner against the requirements specified in the grading criteria. The scenario and its tasks are intended to give a work-relevant reason for applying the skills, knowledge and understanding needed to achieve the unit.

This assignment will not instruct learners how to meet the highest grade. Whether learners achieve a pass, merit or distinction will depend on what evidence they produce.

You can modify the scenario we provide in this assignment to make it more relevant to your local or regional needs. Please refer to the information under 'Modifying the model assignment' later in this section.

You don't have to use this assignment. You can use it as a guide to help you to design your own assignment, and we provide an assignment checking service. You'll find more information on these matters in section 8 of the qualification handbook.

In the tasks, we'll refer to the format of evidence. Learners are **not** required to follow that format **unless** we tell them otherwise.

It's essential that the work every learner produces is their own. Please make sure you read through the information we give on authenticity in section 8 of the qualification handbook and make sure that your learners and any staff involved in assessment understand how important authenticity is.

We provide this assignment to be used for summative assessment. You must not use it for practice or for formative assessment.

Before using this assignment to carry out assessment

Learners will need to take part in a planned learning programme that covers the knowledge, understanding and skills of the unit.

When your learners are ready to be assessed, they must be provided with a copy of the following sections of this assignment:

- General information for learners
- Assignment for learners
- Evidence Checklist

They may carry out preparation prior to undertaking the tasks and there is no time limit for this.

When completing the assignment

You should use this assignment in conjunction with the unit specification and qualification handbook.

Resources to complete the tasks

There are resource requirements for this assignment. Every learner will need access to the following resources:

- Task 3 requires learners to obtain a witness testimony from their tutor who has observed them deliver their presentation about controlling the spread of infection. A Witness Testimony form can be accessed from OCR's website and additional guidance on witness testimonies is included in the OCR Centre Handbook for this qualification.

Time

You should plan for learners to have 11–15 hours to complete this assignment.

Learners must be allowed sufficient time to complete all the tasks. The amount of time may vary depending on the nature of the tasks and the ability of individual learners. To help with your planning, against each of the tasks we've given an indication of how long it should take.

Learners can produce evidence in several sessions.

Format of evidence

Learners have to produce evidence that demonstrates how they have met the grading criteria. At the very least they must produce evidence that meets **all** of the pass criteria.

Please make sure your learners realise that missing just one pass criterion means they will not pass the unit, even if they have successfully met the merit and distinction criteria.

We don't have specific requirements for the format of evidence in this assignment. We've said what format the evidence could take for each task. For example, if we say 'You could include a report on ...', the evidence doesn't have to follow any specific reporting conventions. You can modify the format of the evidence, but you must make sure the format doesn't prevent the learner from accessing the grading criteria.

It's possible that certain formats for evidence can naturally cover several grading criteria and avoid the need for excessive amounts of evidence. For example, a report can be a good way to pull together evidence to meet several grading criteria.

For more guidance on generation and collection of evidence, please refer to the section 8 'Internal Assessment', in the qualification handbook.

Group work

This assignment hasn't been written to include group work. If you plan to ask learners to work in a team to complete work for assessment, you need to determine at which point in an assessment task learners can work together.

You must be sure that each learner can produce evidence of their own contribution to each grading criterion. You can give constructive feedback to learners about working as a group and direct them on team working skills because evidence of team working skills is not required by the unit. See our information on authentication, including group work and feedback to learners, in section 8 of the qualification handbook.

If witness statements are used to support learners' evidence, you'll need to complete an individual statement for each learner.

After completing the assignment

Once the learner has submitted their work to you to be assessed, you must judge or 'mark' the work against the grading criteria for the unit and identify one grade for the unit. For further information about assessment, please refer to section 8 of the qualification handbook.

Your assessment decisions must be quality assured across the cohort of learners in your centre who are being entered for the same unit. This must be done through an internal standardisation process. We give information on internal assessment and standardisation in the qualification handbook.

Reworking the assignment

If you and the learner feel they've not performed at their best during the assessment, the learner can, at your discretion, improve their work and resubmit it to you for assessment. If a learner is working on improving their work before it is resubmitted, you and the learner must continue to make sure the work is the learner's own.

Any feedback you give to the learner must not direct them on how to improve their work. You can identify what area of the work could be improved but you cannot give the learner any details about how they could improve it. You must follow the guidelines given in section 8 of the qualification handbook under 'Authenticity of learner work'.

Modifying the model assignment

The tasks in this assignment allow learners access to the full range of grades detailed in the grading criteria of this unit.

If you modify this assignment you must **not** change the grading criteria provided in the tasks for the learner or in the evidence checklist. These grading criteria are taken from the unit.

You can modify the scenario to suit your local or regional needs and the tasks may be contextualised to match any changes you have made to the scenario. If you supply your own drawings to support a different scenario, these must be sufficiently detailed for learners to complete the tasks.

You can modify the type of evidence and the format it takes, unless we expressly state that evidence must take a specific format.

You must also make sure that you avoid discrimination, bias and stereotyping and support equality and diversity. For more information, please see the section 'Designing your own assignments for internally assessed units' in section 8 of the qualification handbook.

If modifications are made to the model assignment, whether to the scenario alone, or to both the scenario and individual tasks, it's your responsibility to make sure that all grading criteria can still be met and that learners can access the full range of grades.

If you're using this model assignment and delivering the Foundation Diploma or Diploma you have an opportunity to secure meaningful employer involvement by working with an employer to modify it.

General information for learners

Q *What do I need to do to pass this assignment?*

A You need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to. If you miss just one pass criterion, you will not achieve this unit and will receive an unclassified result.

Q *What do I need to do if I want to get a merit or distinction for this assignment?*

A For a merit, you need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to **and** you need to produce evidence to meet **all** the merit criteria.

For a distinction, in addition to the above, you also need to meet **all** the distinction criteria for this unit.

Q *What help will I get?*

A Your tutor will support you when completing this assignment and will make sure that you know what resources or facilities you need and are allowed to use. We've given your tutor information about how much support they can give you.

Q *What if I don't understand something?*

A It's your responsibility to read the assignment carefully and make sure you understand what you need to do and what you should hand in. If you are not sure, check with your tutor.

Q *I've been told I must not plagiarise. What does this mean?*

A Plagiarism is when you take someone else's work and pass this off as your own, or if you fail to acknowledge sources properly. This includes information taken from the internet.

It's not just about presenting a whole copied assignment as your own; you will also be plagiarising if you use the ideas or words of others without acknowledgement, and this is why it's important to reference your work correctly (see Q&A below for more information on referencing).

Plagiarism has serious consequences; you could lose the grade for this unit or you may not be allowed to achieve the whole qualification.

Always remember that the work you produce must be your own work. You will be asked to sign a declaration to say that it is.

Q *What is referencing and where can I find out more information about it?*

A Referencing is the process of acknowledging the work of others. If you use someone else's words and ideas in your assignment, you must acknowledge it, and this is done through referencing.

You should think about why you want to use and reference other people's work. If you need to show your own knowledge or understanding about an aspect of subject content in your assignment, then just quoting and referencing someone else's work will not show that **you** know or understand it. Make sure it's clear in your work how you are using the material you have referenced **to inform** your thoughts, ideas or conclusions.

You can find more information about how to reference in *The OCR Guide to Referencing* available on our website: <http://www.ocr.org.uk/Images/168840-the-ocr-guide-to-referencing>

Q ***Can I work in a group?***

A Yes. However, if you work in a group at any stage, you must still produce work that shows your individual contribution. Your tutor can advise you how to do this.

Q ***Does my work for each task need to be in a particular format?***

A You can present your work in a variety of ways – it can be handwritten, word-processed, on video or in digital media. What you choose should be appropriate to the task(s) and your tutor can advise you. There may be times when you need proof that you have completed the work yourself: for example, if you do something during work placement that you want to use as evidence, the tutor might ask the employer to provide a witness statement.

Make sure you check the wording in each task carefully. For each task, we'll tell you if your evidence has to be in a specific format:

- If we say use the word '**must**', for example 'You must produce a report' or 'Your evidence/work must include a diagram', then you must produce the work in the stated format.
- If we use the word '**could**', for example 'You could include sketches of your ideas' or 'You could do this by annotating your diagram', this means that you are not required to follow the format we have given, but you must make sure that the work you do produce allows you to demonstrate the requirements of the grading criteria.

If you are unsure about what evidence you need, please ask your tutor.

Q ***Can I ask my tutor for feedback on my work?***

A Yes, but they can't give you detailed feedback.

We have given your tutor instructions on what kind of feedback they can give you. For example, they are **not** allowed to tell you exactly what to do to make your work better, but they **can** remind you about what they've taught you and you can use this additional learning to try and improve your work independently. They can say what they've noticed might be wrong with your work, for example if your work is descriptive where an evaluation is required, but your tutor can't tell you specifically what you need to do to change it from a description to an evaluation – you will need to work out what you need to do and then do it for yourself.

Q ***When I have finished, what do I need to do?***

A If you have included the personal details (such as name, address or date of birth) of someone other than yourself in your work, this must be blanked out (anonymised) – your tutor will tell you how to do this. You don't need to do this for information contained in references.

You can complete the evidence checklist to show your tutor where they can find the evidence for each grading criterion in your work.

You should make sure your work is labelled, titled and in the correct order for assessing.

Hand in the work that you've completed for each task to your tutor. They might ask to see your draft work, so please keep your draft work in a safe place.

Q ***How will my work be assessed?***

A Your work will be marked by someone in your centre who has been authorised to do so. They will use the information in the grading criteria to decide which grade your work meets. The grading criteria are detailed in each unit and are also given in the tasks within this assignment. Please ask your tutor if you are unsure what the grading criteria are for this assignment.

Assignment for learners

Unit 5: Infection control

Scenario

The Meadows Group

The Meadows Group is a family-run business that owns a residential care home, a nursing home and a short stay care centre.

The residential care home provides care and support to adults over 65, including to individuals who have physical disabilities and sensory impairments. Care and support is provided throughout the day and night. The 22 individuals who live there enjoy a range of varied activities such as gardening, crafts and exercise groups, as well as visits to the shops and theatre.

The nursing home provides care and support to 24 adults over 65, including to individuals who have dementia. It includes the provision of 24-hour medical care from a team of nurses and therapists, including specialists in cancer care and diabetes.

The short-stay care centre provides rehabilitation to help individuals to return to their home or to another community setting; for example those recovering from a stroke or a hip replacement. The service is for up to 18 individuals and includes access to physiotherapy and occupational therapy.

Last December there was an outbreak of norovirus in the residential care home. The management are keen to prevent another outbreak of any type of illness in any of their care facilities.

Task 1: Produce An Information Pack about Infection Control in Health and Social Care

(This task should take between 3 and 4 hours.)

Learning Outcome 1: Understand infection control in health and social care, is assessed in this task.

Your task is to:

Produce an information pack about infection control for individuals, staff and visitors of the Meadows Group's services.

The information pack needs to include specific information for each of the organisation's three care services.

Pass	Merit	Distinction
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		
Evidence		
<p>Your information pack could include:</p> <ul style="list-style-type: none"> • leaflets, posters and factsheets for individuals who require care and support, staff and visitors • separate sections for each of the care services owned by the Meadows Group • a range of different materials designed specifically for individuals who require care and support, staff and visitors • photographs, diagrams, charts, drawings, key words to illustrate the meaning of infection control in health and social care <p>Your information pack must include evidence of:</p> <ul style="list-style-type: none"> • a description of the meanings of the common terms which are used in relation to infection control • an explanation of the different risks associated with poor infection control and details of why these risks are different for at least two of the three services owned by the organisation • an evaluation of the existing legislation and its effectiveness in supporting infection control in health and social care services 		

Task 2: Prepare A Report about The Chain of Infection

(This task should take between 2 and 3 hours.)

Learning Outcome 2: Know the chain of infection, is assessed in this task.

Your task is to:

Prepare a report about the chain of infection to help different people (i.e. individuals, staff and visitors) in different locations (i.e. the residential care home, nursing home and short stay care centre) to understand how infections spread.

Pass	Merit	Distinction
P3: Describe sources of infection		
P4: Outline the ways in which infection can be transmitted from one body to another		
Evidence		
<p>Your report could be presented as an electronic or paper-based report and must be clearly structured so that all information provided can be read and understood.</p> <p>Your report could include:</p> <ul style="list-style-type: none"> • separate sections for each of the sources of infection • relevant and useful facts about the different sources of infection • diagrams, drawings, key words, video sequences to illustrate the different stages or links in the chain of infection <p>Your report must include evidence of:</p> <ul style="list-style-type: none"> • a description of the sources of infection • an outline of the ways through which infection can enter and leave a body • an outline of how infections spread from place to place and from person to person 		

Task 3: Develop and Deliver a Presentation about Controlling the Spread of Infection

(This task should take between 3 and 4 hours.)

Learning Outcome 3: Be able to control the spread of infection, is assessed in this task.

Your task is to:

Develop and deliver a presentation about the different methods for controlling the spread of infection for the health and social care staff who work in the Meadows Group's residential care home, nursing home and short stay care centre. During the presentation you will need to demonstrate methods to prevent the spread of infection.

Pass	Merit	Distinction
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	M3: Explain why infection control remains important when caring for the deceased	
P7: Explain the purpose of protective clothing in controlling the spread of infection		

Evidence

You could use Microsoft Powerpoint to help you develop your presentation. If you do, remember to make the text on your slides clear and large enough, so that it can be read by all and keep your presentation interesting by including some relevant images.

You must show the process by which you've developed your presentation and include your detailed notes.

A witness testimony from your tutor, who has observed you deliver your presentation, must also be included.

Your presentation could include:

- the use of non-confidential data from your work-experience or work placement
- photographs, diagrams, charts, drawings, key words, video sequences or role play demonstrations to illustrate the different methods for controlling the spread of infection
- statistics and graphs to illustrate the use of immunisation in controlling infections

Your presentation must include evidence of:

- a demonstration of methods used to prevent the spread of infection
- a description of the standard infection control precautions that there are in health and social care including the reasons why these must be used at all times

- an explanation of the purpose of protective clothing that is used in health and social care including why and when these are used to prevent the spread of infection
- an explanation of the different types of methods that are required in health and social care settings to prevent the spread of infection, including the reasons why a range of methods are required
- an explanation of the purpose and importance of infection control when caring for the deceased
- an analysis of the use of immunisation in controlling infections

Task 4: Develop a Case Study to Describe the Role of a Health and Social Care Worker in Controlling Infection

(This task should take between 3 and 4 hours.)

Learning Outcome 4: Understand the role of the health and social care worker in controlling infection, is assessed in this task.

Your task is to:

Develop a case study to describe the role of a health and social care worker in controlling infection.

Pass	Merit	Distinction
P8: State a range of methods of monitoring to ensure adequate cleaning	M4: Explain the purpose of policies and procedures in promoting good standards of infection control	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		
Evidence		
<p>You could use one of the care services owned by the Meadows Group i.e. the residential care home, nursing home or short stay care centre as the basis of your case study, or a care service you know or have visited as part of your work-experience or work placement.</p> <p>To help you develop your case study, you could begin by introducing a profile of the health and social care worker with details such as:</p> <ul style="list-style-type: none"> • who they are • their job role • the care service they are employed in <p>Your case study could include:</p> <ul style="list-style-type: none"> • the use of non-confidential data and/or documents from your work-experience or work placement • photographs, drawings, key words, video sequences or role play demonstrations to illustrate the different methods that a health or social care worker can use to prevent the spread of infection • tables and/or charts to illustrate the range of different monitoring procedures to ensure adequate cleaning 		

Your case study must include evidence of:

- a range of different monitoring procedures that can be used in a health or social care setting to ensure good standards of cleaning
- a description of the responsibilities of how a health and social care worker manages themselves to prevent the spread of infection
- an explanation of the different policies and procedures that promote good standards of effective infection control, including how and why they promote good standards
- an explanation of the reasons why it is important to follow policies and procedures to ensure effective infection control, including the consequences of not doing so
- an analysis of the role of the health and social care worker when an individual who requires care or support refuses to comply with effective infection control, including the pros and cons of different approaches

Evidence Checklist

OCR Level 3 Cambridge Technicals in Health and Social Care Unit 5: Infection control

LEARNER NAME:

For PASS have you: (as a minimum you have to show you can meet every pass criterion to complete the unit)	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
Described common terms in relation to infection control and their meanings (P1)	
Explained how risks associated with poor infection control are different for different health and social care environments (P2)	
Described sources of infection (P3)	
Outlined the ways in which infection can be transmitted from one body to another (P4)	
Demonstrated methods used to prevent the spread of infection (P5)	
Described why standard precautions for infection control should be maintained at all times (P6)	
Explained the purpose of protective clothing in controlling the spread of infection (P7)	
Stated a range of methods of monitoring to ensure adequate cleaning (P8)	
Described how a health and social care worker should manage themselves to prevent the spread of infection (P9)	
Explained the importance of following policies and procedures to ensure effective infection control (P10)	

For Merit have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
Evaluated the effectiveness of legislation in supporting infection control in health and social care (M1)	
Explained why a number of methods of preventing the spread of infection might be required in health and social care settings (M2)	
Explained why infection control remains important when caring for the deceased (M3)	
Explained the purpose of policies and procedures in promoting good standards of infection control (M4)	

For Distinction have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
Analysed the effectiveness of immunisation in controlling infection (D1)	
Analysed the role of the health and social care worker in infection control where the individual refuses to comply (D2)	

To find out more
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or call our Customer Contact Centre on **02476 851509**

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



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