

This qualification is now withdrawn

Qualification Specification

**NCFE CACHE Level 2 Award in the Prevention and
Control of Infection**

QRN: 600/3096/3

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NCFE CACHE Level 2 Award in the Prevention and Control of Infection 600/3096/3

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Summary of changes

This section summarises the changes to this Qualification Specification.

Version	Publication Date	Summary of amendments
v7.1	February 2020	Resources section added.

Section 1: General introduction

About this Qualification Specification

This Qualification Specification contains all the units and assessments you will need to complete to gain the qualification. Your tutor or assessor will either supply you with copies of your chosen units or direct you to the relevant page on the website so you can download them. This Specification also contains extra information for your tutor or assessor.

How the qualification works

This qualification is made up of units each representing a small step of learning. This allows the qualification to be completed at your own pace.

All of the units achieved can be 'banked'. This means that if you want to take another qualification which includes the same units you do not have to take them again.

Each unit has:

- a **level** - *shows how difficult it is*
- a **credit value** - *one credit represents about 10 hours' work*
- a **unit aim** – *explains what is covered in the unit*
- **learning outcomes** – *cover what you need to do (skills) or what you need to understand (knowledge)*
- **assessment criteria** – *what you need to show (evidence)*

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit.

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand why effective communication is important in the work setting.	1.1. Identify the different reasons people communicate.		
	1.2. Explain how communication affects relationships in the work setting.		

Total Qualification Time/Guided Learning: Definitions

Total Qualification Time (TQT) is comprised of the following two elements:

- the number of hours which we have allocated to a qualification for Guided Learning
- an estimated number of hours a Learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training, but not under the immediate supervision of a tutor or assessor.

Centres can decide how to allocate the TQT across the units of a qualification.

Guided Learning (GL)

- Guided Learning (GL) and TQT apply to the qualification as a whole.
- We use GL to refer to the estimated guided learning hours at unit level.

Credit transfer

Where a learner has already achieved a unit with credit, we will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

Competence / Skills based learning outcomes:

- generally begin with 'Be able to' and the assessment criteria usually show that the evidence must be observable
- are about being able to perform a variety of different tasks as part of your work role **within** a real work environment.

Knowledge based learning outcomes:

- generally begin with 'Know', 'Understand' or 'Know how to' and the assessment criteria will reflect that evidence can be recorded in ways other than observation, although observation remains a valid method (however, some learning outcomes could be purely knowledge based and do not need to be in the context of a work role).



For your convenience, Knowledge-only units are indicated by a lightbulb in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a lightbulb, a unit has some Skills/Competence component(s).

Making use of our websites

Our websites are maintained on a regular basis and this is where the most up to date documents can be found. We strongly advise that these should be used as a resource on an on-going basis to ensure you always have the most current information.

All our qualification documents are version controlled, allowing you to check for updates or revisions.

The Public Website

Our public website address is: www.cache.org.uk and contains information that is available to everybody. It contains information about all our qualifications, including:

- Key Facts
- Qualification Specifications

There are also some other key documents that can be referred to when required. For example:

- Complaints Procedure
- Appeals Process
- Diversity Statement

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

The Centre Secure Website

More specific information to support Centre delivery can be found on our secure website. **This site is for approved Centres only.**

To access this secure site please log in using the details provided by the Centre administrator.

Plagiarism

Plagiarism means claiming work to be your own which has been copied from someone or somewhere else. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's or our disciplinary procedure. If this happens you will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism.

Buying and selling assignments

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you.

Equal opportunities

We fully support the principle of equal opportunities and oppose all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. We aim to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of CACHE's Diversity and Equality policy is available on the website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance. For more information on the Reasonable Adjustments and Special Considerations policy please see our dedicated qualifications website:

www.qualhub.co.uk

Section 2: About this qualification

Qualification summary

Title	NCFE CACHE Level 2 Award in the Prevention and Control of Infection		
Qualification number	600/3096/3		
Aim	<p>The qualification aims to build on learners' knowledge and awareness of the prevention and control of infection for those working in health settings and adult or child social care settings. It is aimed at learners in school or college, or those working for local authorities or private commercial homeowners.</p> <p>Learners will develop an understanding of methods of preventing and controlling infection, allowing for progression to the Level 2 Diploma in Health and Social Care. It may also allow learners to progress into employment in Health settings, or Adult and Child Social Care settings.</p>		
Purpose Ofqual code and description (where applicable)	<p>B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area</p> <p>B2. Develop knowledge and/or skills in a subject area</p>		
Total Qualification Time (hours)	70		
Guided learning (hours)	70		
Credit value	7	Minimum credits at / above Level	7
Minimum age of learner	14		
Age ranges covered by the qualification	N/A		
Real work environment (RWE) requirement / recommendation	This is a knowledge only qualification; therefore, work experience is not mandatory.		
Rules of Combination	To gain this qualification, learners must achieve the 3 mandatory units.		
Progression	<p>The units of the Level 2 Award are embedded in the Level 2 Diploma in Health and Social Care. As such, learners could progress directly to the Diploma, which in turn would allow them to register on the Health and Social Care apprenticeship. Although not confirming occupational competence, it would aid progression into the workplace as it is an employer requirement in all Health settings.</p>		
Recommended assessment methods	<p>All units will be individually internally assessed using a range of methods which could include: written assignments or tasks* such as designing a leaflet or booklet, charts or diagrams or setting up an information board.</p> <p>* NB: assessment task are provided for tutors' convenience. They are not mandatory.</p>		
Additional assessment requirements	All units must be assessed in line with the NCFE CACHE Assessment Principles.		

Grading system	Achieved/Not Yet Achieved
How long will it take to complete?	The qualification can usually be completed in less than 6 months.
Entry requirements / recommendations	Learners must be at least 14 years of age.
About this qualification	This is a regulated qualification. The regulated number for this qualification is 600/3096/3.

Introduction to this qualification

Level 2 Award in the Prevention and Control of Infection

The qualification aims to build on learners' knowledge and awareness of the prevention and control of infection for those working in health settings and adult or child social care settings. It is aimed at learners in school or college, or those working for local authorities or private commercial homeowners.

Learners will develop an understanding of methods of preventing and controlling infection, allowing for progression to Level 2 Health and Social Care qualifications, or employment in Adult Social Care and Childcare settings.

Rules of combination



To gain this qualification, learners must achieve the 3 mandatory units.

Progression

Level 2 Award in the Prevention and Control of Infection

The units of the Level 2 Award are embedded in the Level 2 Diploma in Health and Social Care. As such, learners could progress directly to the Diploma, which in turn would allow them to register on the Health and Social Care apprenticeship. Although not confirming occupational competence, the Award would aid progression into the workplace as it is an employer requirement in all Health settings.

Unit achievement log

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	Hours *	Page	Notes
IC 01	L/501/6737	The principles of infection prevention and control	Knowledge/ Skills	2	3	30	27	
 IC 02	H/501/7103	Causes and spread of infection	Knowledge	2	2	20	33	
 IC 03	R/501/6738	Cleaning, decontamination and waste management	Knowledge	2	2	20	37	
Total credit and Hours for Mandatory Units						7	70	

*This table shows the estimated total hours for each unit. Please see the unit details for a breakdown of guided learning and non-guided learning hours.

**Explanation of terms used at Level 2:
(not all verbs are used in this qualification)**

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points...)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.

**Explanation of terms used at Level 2:
(not all verbs are used in this qualification)**

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Perform	Do something (take an action/follow an instruction) which the question or task asks or requires.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
Provide	Give relevant information about a subject.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
Select	Choose for a specific purpose.
Show	Supply sufficient evidence to demonstrate knowledge and understanding.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.

**Explanation of terms used at Level 2:
(not all verbs are used in this qualification)**

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.

Section 3: Units

This section includes assessment tasks for Tutors' convenience.
They are not mandatory.

**Explanation of terms used at Level 2:
(not all verbs are used in this qualification)**

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.

Unit layout

For each unit the following material has been provided:

Unit title	Provides a clear, concise explanation of the content of the unit.
Unit number	The unique number assigned by the owner of the unit (e.g. NCFE, Pearson).
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit credit value	The value that has been given to the unit based on the expected learning time for an average learner. 1 credit = 10 learning hours.
Unit aim	Provides a brief outline of the unit content.

Learning outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Additional information*	This box identifies the assessment strategy relevant to the unit. When required, this will include specific guidance relating to the assessment of the unit and information to support the learner to achieve.
Unit assessment guidance*	Any additional guidance provided to support the assessment of the unit.
Unit guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Assessment task*	A scenario or aspect of the work role that will support the learner in producing the evidence requirements for knowledge only learning outcomes.

* *Additional information, Unit assessment guidance and Assessment tasks* may not be provided for all units.

NB: Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks are linked to the additional guidance section where more information on them can be found.

IC 01: The principles of infection prevention and control

Unit reference L/501/6737 **Level** 2

Credit value 3 **GL** 30

Unit aim To introduce the learner to national and local policies in relation to infection control; to explain employer and employee responsibilities in this area; to understand how procedures and risk assessment can help minimise the risk of an outbreak of infection. Learners will also gain an understanding of how to use PPE correctly and the importance of good personal hygiene.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand roles and responsibilities in the prevention and control of infections.	1.1. Explain employees' roles and responsibilities in relation to the prevention and control of infection.		
	1.2. Explain employers' responsibilities in relation to the prevention and control of infection.		
2. Understand legislation and policies relating to prevention and control of infections.	2.1. Outline current legislation and regulatory body standards which are relevant to the prevention and control of infection.		
	2.2. Describe local and organisational policies relevant to the prevention and control of infection.		
3. Understand systems and procedures relating to the prevention and control of infections.	3.1. Describe procedures and systems relevant to the prevention and control of infection.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.2. Explain the potential impact of an outbreak of infection on the individual and the organisation.		
4. Understand the importance of risk assessment in relation to the prevention and control of infections.	4.1. Define the term risk.		
	4.2. Outline potential risks of infection within the workplace.		
	4.3. Describe the process of carrying out a risk assessment.		
	4.4. Explain the importance of carrying out a risk assessment.		
5. Understand the importance of using Personal Protective Equipment (PPE) in the prevention and control of infections.	5.1. Demonstrate correct use of PPE.		
	5.2. Describe different types of PPE.		
	5.3. Explain the reasons for use of PPE.		
	5.4. State current relevant regulations and legislation relating to PPE.		
	5.4. Describe employees' responsibilities regarding the use of PPE.		
	5.6. Describe employers' responsibilities regarding the use of PPE.		
	5.7. Describe the correct practice in the application and removal of PPE.		
	5.8. Describe the correct procedure for disposal of used PPE.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
6. Understand the importance of good personal hygiene in the prevention and control of infections.	6.1. Describe the key principles of good personal hygiene.		
	6.2. Demonstrate good hand washing technique.		
	6.3. Describe the correct sequence for hand washing.		
	6.4. Explain when and why hand washing should be carried out.		
	6.5. Describe the types of products that should be used for hand washing.		
	6.6. Describe correct procedures that relate to skincare.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: IC01

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	<p>There are some relationships between this unit and those of other standards such as Key Skills, Functional Skills and Skills for Life.</p> <p>This unit is based upon the Skills for Health Infection Control workplace competencies.</p>
Additional unit assessment requirements provided with the unit	<p>This unit needs to be assessed in line with the NCFE CACHE Assessment Principles.</p>

Assessment Task – IC 01 The principles of infection prevention and control

In your place of work, as a worker you are responsible for infection prevention and control in your daily routine. You have been asked by your manager to prepare a wall display for an open day for the general public which shows that you can:

Task 1 links to learning outcome 1, assessment criteria 1.1 and 1.2.

- explain employees' roles and responsibilities in relation to the prevention and control of infection
- explain employers' responsibilities in relation to the prevention and control of infection

Task 2 links to learning outcome 2, assessment criteria 2.1 and 2.2.

- outline current legislation and regulatory body standards which are relevant to the prevention and control of infection
- describe local and organisational policies relevant to the prevention and control of infection

Task 3 links to learning outcome 3, assessment criteria 3.1 and 3.2.

- describe procedures and systems relevant to the prevention and control of infection
- explain the potential impact of an outbreak of infection on the individual and the organisation

Task 4 links to learning outcome 4, assessment criteria 4.1, 4.2, 4.3 and 4.4.

- define the term risk
- outline potential risks of infection within the workplace
- describe the process of carrying out a risk assessment
- explain the importance of carrying out a risk assessment

Task 5 links to learning outcome 5, assessment criteria 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7 and 5.8.

- demonstrate correct use of PPE
- describe different types of PPE
- explain the reasons for use of PPE
- state current relevant regulations and legislation relating to PPE
- describe employees' responsibilities regarding the use of PPE
- describe employers' responsibilities regarding the use of PPE
- describe the correct practice in the application and removal of PPE
- describe the correct procedure for disposal of used PPE

Task 6 links to learning outcome 6, assessment criteria 6.1, 6.2, 6.3, 6.4, 6.5 and 6.6.

- describe the key principles of good personal hygiene
- demonstrate good hand washing technique
- describe the correct sequence for hand washing
- explain when and why hand washing should be carried out
- describe the types of products that should be used for hand washing
- describe correct procedures that relate to skincare.

IC 02: Causes and spread of infection



Unit reference	H/501/7103	Level	2
Credit value	2	GL	20

Unit aim This unit is to enable the learner to understand the causes of infection and common illnesses that may result as a consequence. To understand the difference between infection and colonisation and pathogenic and non-pathogenic organisms, the areas of infection and the types caused by different organisms. In addition the learner will understand the methods of transmission, the conditions needed for organisms to grow, the ways infections enter the body and key factors that may lead to infection occurring.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the causes of infection.	1.1. Identify the differences between bacteria, viruses, fungi and parasites.		
	1.2. Identify common illnesses and infections caused by bacteria, viruses, fungi and parasites.		
	1.3. Describe what is meant by "infection and colonisation."		
	1.4. Explain what is meant by "systemic infection" and "localised infection."		
	1.5. Identify poor practices that may lead to the spread of infection.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Understand the transmission of infection.	2.1. Explain the conditions needed for the growth of micro-organisms.		
	2.2. Explain the ways an infective agent might enter the body.		
	2.3. Identify common sources of infection.		
	2.4. Explain how infective agents can be transmitted to a person.		
	2.5. Identify the key factors that will make it more likely that infection will occur.		

Learner declaration of authenticity:
 I declare that the work presented for this unit is entirely my own work.

Learner signature: _____ Date: _____

Assessor sign off of completed unit: IC02
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: _____

Signature: _____ Date: _____

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	<p>There are some relationships between this unit and those of other standards such as Key Skills, Functional Skills and Skills for Life.</p> <p>Health and Social Care NVQ level 2 unit HCS22 Health NVQ level 2 unit GEN 3.</p> <p>Core dimension 3: Health, safety and security – Monitor and maintain health, safety and security of others. Infection Control NOS.</p>
Additional unit assessment requirements provided with the unit	<p>This unit needs to be assessed in line with the NCFE CACHE Assessment Principles.</p>

Assessment Task – IC 02 Causes and spread of infection

You have been asked to develop a poster to inform your peers about the causes and spread of infection. The poster will be displayed in common rooms and public areas in your place of work. The poster should:

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5.

- identify the differences between bacteria, viruses, fungi and parasites
- identify common illnesses and infections caused by bacteria, viruses, fungi and parasites
- describe what is meant by “infection and colonisation”
- explain what is meant by “systemic infection” and “localised infection”
- identify poor practices that may lead to the spread of infection

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3, 2.4 and 2.5.

- explain the conditions needed for the growth of micro-organisms
- explain the ways an infective agent might enter the body
- identify common sources of infection
- explain how infective agents can be transmitted to a person
- identify the key factors that will make it more likely that infection will occur.

IC 03: Cleaning, decontamination and waste management



Unit reference R/501/6738 **Level** 2

Credit value 2 **GL** 20

Unit aim To explain to the learner the correct way of maintaining a clean environment in accordance with national policies; to understand the procedures to follow to decontaminate an area from infection; and to explain good practice when dealing with waste materials.

This unit does not cover the decontamination of surgical instruments.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand how to maintain a clean environment to prevent the spread of infection.	1.1. State the general principles for environmental cleaning.		
	1.2. Explain the purpose of cleaning schedules.		
	1.3. Describe how the correct management of the environment minimises the spread of infection.		
	1.4. Explain the reason for the national policy for colour coding of cleaning equipment.		
2. Understand the principles and steps of the decontamination process.	2.1. Describe the three steps of the decontamination process.		
	2.2. Describe how and when cleaning agents are used.		
	2.3. Describe how and when disinfecting agents are used.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.4. Explain the role of personal protective equipment (PPE) during the decontamination process.		
	2.5. Explain the concept of risk in dealing with specific types of contamination.		
	2.6. Explain how the level of risk determines the type of agent that may be used to decontaminate.		
	2.7. Describe how equipment should be cleaned and stored.		
3. Understand the importance of good waste management practice in the prevention of the spread of infection.	3.1. Identify the different categories of waste and the associated risks.		
	3.2. Explain how to dispose of the different types of waste safely and without risk to others.		
	3.3. Explain how waste should be stored prior to collection.		
	3.4. Identify the legal responsibilities in relation to waste management.		
	3.5. State how to reduce the risk of sharps injury.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: IC03

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:

<p>Relationship to occupational standards</p>	<p>There are some relationships between this unit and those of other standards such as Key Skills, Functional Skills and Skills for Life.</p> <p>General Healthcare Competence GEN3. Maintain health and safety in a clinical/therapeutic environment (K5).</p> <p>Knowledge and Skills Framework Core 3 Health safety and Security.</p> <p>Health and Social Care NOS HSC246, 230, 0032.</p> <p>Infection Prevention and Control NOS IPC1, 3,4,6,7.</p>
<p>Additional unit assessment requirements provided with the unit</p>	<p>This unit needs to be assessed in line with the NCFE CACHE Assessment Principles.</p>

Assessment Task – IC 03 Cleaning, decontamination and waste management

Your place of work has just contracted the cleaning to a new outside firm of cleaners. You have been asked to design a handy hints leaflet for them that shows that you can:

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3 and 1.4.

- state the general principles for environmental cleaning
- explain the purpose of cleaning schedules
- describe how the correct management of the environment minimises the spread of infection
- explain the reason for the national policy for colour coding of cleaning equipment

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 and 2.7.

- describe the three steps of the decontamination process
- describe how and when cleaning agents are used
- describe how and when disinfecting agents are used
- explain the role of personal protective equipment (PPE) during the decontamination process
- explain the concept of risk in dealing with specific types of contamination
- explain how the level of risk determines the type of agent that may be used to decontaminate
- describe how equipment should be cleaned and stored

Task 3 links to learning outcome 3, assessment criteria 3.1, 3.2, 3.3, 3.4 and 3.5.

- identify the different categories of waste and the associated risks
- explain how to dispose of the different types of waste safely and without risk to others
- explain how waste should be stored prior to collection
- identify the legal responsibilities in relation to waste management
- state how to reduce the risk of sharps injury.

Section 4: Assessment and quality assurance information for tutors and assessors

Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in these qualifications. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list you should contact your Customer Quality Advisor with full details of your proposed method. It will need formal approval from us before it can be used.

Ref	Assessment Method	Assessing Competence / Skills	Assessing Knowledge / Understanding
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by us (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes

Assessment strategies and principles relevant to this qualification

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are **summarised** below. More detailed strategies or principles can be found in *the “Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance”*.

The Centre needs to ensure that individuals undertaking assessor or quality assurer roles within your Centre conform to the NCFE CACHE assessment requirements for the **unit** they are assessing or quality assuring.

NCFE CACHE Assessment Strategy

Knowledge learning outcomes

- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions
- **Internal Quality Assurers** need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence / Skills learning outcomes

- **Assessors** will need to be both occupationally competent and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Section 5: Documents and resources

Useful documents

This section refers to useful documents that can be found on our secure website, some of which may assist with the delivery of this qualification.

- Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance

Mandatory documents

The completion of an 'Evidence Record' and 'Record of Assessment Cycle' form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of the templates.

- Evidence Record
- Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle

These documents can be found in **Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance** on www.qualhub.co.uk

Resources

The resources and materials used in the delivery of this qualification, must be age appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Resource requirements

There are no specific resource requirements for these qualifications, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate learning outcomes.

Learning resources

We offer a wide range of learning resources to support the delivery of these qualifications. Please check the qualification page on the Centre secure website for more information.