NCFE CACHE

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Qualification Specification

NCFE CACHE Level 2 Certificate in the Principles of the Prevention and Control of Infection in Health Care Settings
QN: 600/9312/2

Contents

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Summary of changes

This section summarises the changes to this qualification specification.

Version	Publication Date	Summary of amendments
v3.1	February 2020	Information regarding the wellbeing and safeguarding of learners added to <u>Resources</u>.
v3.2	June 2022	Further information added to the <u>additional assessment requirements</u> in the qualification summary section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English. Information added to the <u>entry requirements/recommendations</u> in the qualification summary to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal. <u>Support handbook</u> section added with information about how to access support handbooks. Links in the <u>useful websites</u> section updated from Public Health England to UK Health Security Agency and Office for Health Improvement and Disparities.

Section 1: General introduction

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About this qualification specification

This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the Level 2 Certificate in the Principles of the Prevention and Control of Infection in Health Care Settings.

Support handbook

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

Total Qualification Time

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided by the learner meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by your External Quality Assurer.

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:

- begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied, please see chart in Assessment Guidance section. All evidence must be based on the learner's experience in a real work environment.

Knowledge-based learning outcomes:

- begin with 'Know', 'Understand' or 'Know how to'.

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

If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

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Entry guidance

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Our website

The most recent version of our qualification specification and supporting documents can be found on the NCFE website. To ensure that you're using the most up-to-date version, please check the version number in the page footers against that of the qualification specification.

The website also contains information about all our qualifications, including a qualification factsheet and other support materials.

The Centre Secure website

More specific information to support Centre delivery can be found on our secure website.

To access the secure site, click the link on the NCFE website and log in using the details provided by the Centre administrator.

Support for Centres

There are a number of support documents available that you might find useful for delivery. These are available to download from the NCFE website or can be requested from the Customer Support team on 0191 239 8000 or email customersupport@ncfe.org.uk.

Our Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification.

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Section 2: About this qualification

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Qualification summary	
Title	NCFE CACHE Level 2 Certificate in the Principles of the Prevention and Control of Infection in Health Care Settings
Qualification number	600/9312/2
Aims and objectives	This qualification aims to help learners to understand: • the meaning and importance of infection control • the causes of infections, the conditions in which they thrive and the ways that they can be spread • methods used to prevent and control the spread of infection. The objectives of this qualification are to: • give learners working or intending to work in health care settings knowledge and understanding of infection prevention and control to support their role in the workplace • enable learners to progress to other qualifications in this subject area, or within the wider area of health and social care.
Total Qualification Time (hours)	150
Guided Learning (hours)	111
Credit value	15
Grading system	Achieved/Not Yet Achieved
Minimum age of learner	16
Real work environment (RWE) requirement / recommendation	This is a knowledge-only qualification; therefore, no real work environment placement is required.
Rule of combination	To be awarded the Level 2 Certificate in the Principles of the Prevention and Control of Infection in Health Care Settings, learners are required to successfully complete 4 mandatory units.
Entry requirements / recommendations	Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal. However, learners should be 16 to undertake the qualification. Centres are responsible for ensuring that the qualification is appropriate for the age and ability of learners.

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Progression	Learners who achieve this qualification could progress to: • Level 3 Diploma in Health and Social Care (Adults) for England • Level 3 Certificate in Understanding Mental Health • Level 3 Certificate in Understanding the Principles of Dementia Care
Assessment methods	Portfolio of evidence
Additional assessment requirements	This qualification is internally assessed and externally quality assured. Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Useful websites

Centres may find the following websites helpful for materials and resources to assist with the delivery of this qualification:

• National Institute for Health and Care Excellence: http://www.nice.org.uk
• UK Health Security Agency: https://www.gov.uk/government/organisations/uk-health-security-agency
• Office for Health Improvement and Disparities: https://www.gov.uk/government/organisations/office-for-health-improvement-and-disparities
• Royal College of Nursing: http://www.rcn.org.uk
• Health and Safety Executive: http://www.hse.gov.uk.

Section 3: Units

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	Unit ref (assigned by AO)	Unit no.	Unit title	Unit type	Level	Credit	Guided learning hours
Mandatory units							
☆	Unit 01	A/504/8597	Principles of the causes and spread of infection in health care settings	Knowledge	2	3	23
☆	Unit 02	F/504/8598	Principles of the importance of personal hygiene and health in the prevention and control of infection in health care settings	Knowledge	2	2	16
☆	Unit 03	J/504/8599	Principles of decontamination, cleaning and waste management in health care settings	Knowledge	2	5	37
☆	Unit 04	T/504/8596	Principles of infection prevention and control in a health care setting	Knowledge	2	5	35

The star icon ☆ indicates that a unit is knowledge based.

The units above may be available as stand-alone unit programmes. Please visit our Centre secure website for further information.

Unit layout	
For each unit the following information has been provided:	
Unit title	Provides a clear, concise explanation of the content of the unit.
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 group	Explains if the unit is mandatory or optional.
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.
Credit value	The value that has been given to the unit based on the expected learning time for an average learner.
Unit summary	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.
Unit delivery and assessment guidance*	This includes specific guidance relating to the delivery and assessment of the unit and information to support the learner.
Additional information	Any further information about the unit, eg links to NOS.
Type of evidence	The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team.

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

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.
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.
Perform	Do something (take an action/follow an instruction) which the question or task asks or requires.
Provide	Give relevant information about a subject.

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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 if information as asked in the question or task.

Unit 01: Principles of the causes and spread of infection in health care settings

Unit reference	A/504/8597	Unit level	2
Unit group	Mandatory		
Credit value	3		
Unit guided learning hours	23		
Unit summary	In this unit learners will know how infection is caused and understand how it can be spread in a health care setting.		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how infection is caused.	1.1. Define the terms: • infection • colonisation.
	1.2. Explain the terms: • pathogenic • non-pathogenic.
	1.3. Explain the difference between systemic and local infection.
	1.4. Identify infections that may be: • systemic • localised.
	1.5. Describe the characteristics of: • bacteria • viruses • fungi • parasites.

Learning outcomes The learner will:	Assessment criteria The learner can:
	1.6. State common illnesses caused by: • bacteria • viruses • fungi • parasites.
2. Understand how infection can spread.	2.1. Explain the conditions required for growth of: • bacteria • viruses • fungi • parasites.
	2.2. Outline how microorganisms can: • enter the body • exit the body.
	2.3. Identify common sources of infection.
	2.4. Explain what is meant by: • indirect contact • direct contact.
	2.5. Describe what is meant by 'cross infection'.
3. Understand the 'chain of infection'.	3.1. Outline the links of the 'chain of infection'.
	3.2. Explain why measures are taken to break the chain.
	3.3. Explain the steps that can be taken to break the chain of infection.
4. Understand the need to recognise Healthcare Associated Infections (HCAI).	4.1. Describe what is meant by the term HCAI in relation to infection control.
	4.2. Identify common types of HCAI.
	4.3. Identify groups most at risk from HCAI.
	4.4. Explain how HCAIs are likely to spread in a workplace.
	4.5. Identify the procedures that should be followed to minimise the risk of HCAI.

Learning outcomes The learner will:	Assessment criteria The learner can:
	4.6. List current sources of information on current HCAI.

Delivery and assessment guidance
Guidance for developing assessment There is no specific guidance for this unit. **Assessment guidance** **Type of evidence**: Discussion **Assessment criteria**: 1.1, 1.2, 1.5, 1.6 **Additional information**: Learners could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording. Learners could also prepare a learner report. **Type of evidence**: Learner report **Assessment criteria**: 1.3, 1.4, 3.1–3.3, 4.1–4.5 **Additional information**: Learners could conduct research and prepare notes or a learner report. **Type of evidence**: Questioning **Assessment criteria**: 2.1–2.5 **Additional information**: Learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded. **Type of evidence**: List **Assessment criteria**: 4.6 **Additional information**: Learners must produce a focused list based on the assessment criteria.
Types of evidence
Evidence must include: • list Evidence could include: • discussion • learner report • questioning.

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Additional information	
Relationship to occupational standards/NOS mapping	**Links to National Skills Standards** We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments. The mapping is only at the level of the unit. • English • ICT **Links to NOS** We've mapped this qualification against National Occupational Standards (NOS) in Infection Control. As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification. Unit 01 Principles of the causes and spread of infection in health care settings: • Knowledge aspects of all IPC NOS
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

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Unit 02: Principles of the importance of personal hygiene and health in the prevention and control of infection in health care settings

Unit reference	F/504/8598	Unit level	2
Unit group	Mandatory		
Credit value	2		
Unit guided learning hours	16		
Unit summary	In this unit learners will gain an understanding of the importance of personal hygiene and health in preventing infection in a healthcare setting.		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the importance of personal hygiene in the prevention and control of infection in a workplace setting.	1.1. Describe what is meant by personal hygiene.
	1.2. Describe the importance of maintaining high standards of personal hygiene.
	1.3. Outline workplace procedures relating to personal appearance and hygiene.
	1.4. Explain the risks associated with poor personal hygiene.
	1.5. Describe circumstances when employees are advised to stay away from the workplace.
	1.6. Explain why it is important to stay away from the workplace when unwell.
2. Understand the importance of effective hand washing.	2.1. List the risks associated with poor hand washing techniques.
	2.2. State why hand washing is important.
	2.3. Explain when and why hand washing should be carried out.
	2.4. Explain the **correct sequence** for hand washing and drying.
	2.5. Identify the areas of the hand most likely to be missed during hand washing.

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Learning outcomes The learner will:	Assessment criteria The learner can:
	2.6. Describe the risks associated with wearing false nails, nail varnish and jewellery.
	2.7. Identify the types of cleansers that should be used for different: • levels of risk • tasks.
3. Understand the principles of using Personal Protective Equipment (PPE).	3.1. Outline current legislation and regulation relating to **PPE**.
	3.2. Describe different types of PPE.
	3.3. Outline responsibilities in relation to PPE of: • employees • employers • specialised personnel.
	3.4. Explain how the level of risk determines the selection of the PPE used.
	3.5. Describe procedures on how PPE should be correctly: • **worn/applied** • **removed** • **disposed of** • replaced.

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Delivery and assessment guidance

Guidance for developing assessment

2.4. **Correct sequence**: as per current guidance produced by, for example, the NHS or Department of Health

3.1. **PPE** includes: gloves, aprons, gowns, overalls, masks, eye protection

3.5. **Worn/applied, removed**: in line with workplace operational policy and/or manufacturer's instructions

3.5. **Disposed of**: PPE should be disposed of according to the instructions of the manufacturer and workplace and local waste disposal policy

Assessment guidance

Type of evidence: Discussion
Assessment criteria: 1.1, 1.2, 2.2–2.4, 3.4, 3.5
Additional information: Learners could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording. Learners could also prepare a learner report. For 2.4 and 3.5 learners could be observed undertaking these tasks and describe and explain their approach.

Type of evidence: Learner report
Assessment criteria: 1.3–1.6, 3.1–3.3
Additional information: Learners could conduct research and prepare notes or a learner report.

Type of evidence: List
Assessment criteria: 2.1
Additional information: Learners must produce a focused list based on the assessment criteria.

Type(s) of evidence: Questioning
Assessment criteria: 2.5–2.7
Additional information: Learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

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Types of evidence

Evidence must include:
   • list.
 	
Evidence could include:
   • discussion
   • learner report
   • questioning.

Additional information	

Relationship to occupational standards/NOS mapping	**Links to National Skills Standards**
	
	We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.
	
	The mapping is only at the level of the unit.
	
	   • English
	   • ICT
	
	Links to NOS
	
	We've mapped this qualification against National Occupational Standards (NOS) in Infection Control. As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.
	
	Unit 02 Principles of the importance of personal hygiene and health in the prevention and control of infection in health care settings:
	
	   • IPC2.2012
	   • IPC6.2012

Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Unit 03: Principles of decontamination, cleaning and waste management in health care settings

Unit reference	J/504/8599	Unit level	2
Unit group	Mandatory		
Credit value	5		
Unit guided learning hours	37		
Unit summary	In this unit learners will understand the importance of cleaning, decontamination and waste management to prevent infection in a healthcare setting.		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the importance of maintaining a clean environment.	1.1. Explain the importance of a clean environment when working in a health care setting.
	1.2. Explain workplace cleaning schedules.
	1.3. Explain the purpose of **colour coding** cleaning equipment.
2. Understand roles and responsibilities in relation to cleaning, decontamination and waste management.	2.1. Describe the cleaning, decontamination and waste management roles and responsibilities of: • employees • employers • specialist personnel.
	2.2. Explain the procedure that employees should follow if they have concerns over standards of hygiene.
	2.3. Describe the importance of regular training for health care staff.

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

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Learning outcomes The learner will:	Assessment criteria The learner can:
	5.3. Describe the process for: • storage of contaminated laundry • collection of contaminated laundry • cleaning of contaminated laundry • returning clean laundry to individuals.
6. Understand the principles of effective waste management.	6.1. Identify current **legislation** relating to waste management.
	6.2. Identify the categories of waste related to health care settings.
	6.3. Describe safe disposal methods for the different categories of waste.
	6.4. Define what is meant by the term 'biological spillage'.
	6.5. Describe the actions to take to deal with biological spillages.
7. Understand how to safely handle sharps.	7.1. Define what is meant by the term '**sharps**'.
	7.2. Describe how to: • use sharps • dispose of sharps • deal with a sharps incident/accident.
	7.3. Explain how to reduce the risk of a sharps injury.

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Delivery and assessment guidance

Guidance for developing assessment

1.3. **Colour coding**: cleaning equipment may be colour coded to indicate proper use according to national/local policies

6.1. **Legislation**: as applies to hazardous and controlled waste

7.1. **Sharps** can include: needles, sharp-edged instruments, broken glass, razors or any other item that could cause a laceration or puncture wound

Assessment guidance

Type of evidence: Questioning
Assessment criteria: 1.1–1.3, 4.1–4.3
Additional information: Learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

Type of evidence: Discussion
Assessment criteria: 2.1–2.3, 5.1–5.3, 6.4, 6.5, 7.1–7.3
Additional information: Learners could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording. Learners could also prepare a learner report.

Type of evidence: Learner report
Assessment criteria: 3.1–3.8, 6.1–6.3
Additional information: Learners could conduct research and prepare notes or a learner report.

Types of evidence

Evidence could include:
- questioning
- discussion
- learner report.

Additional information	
Relationship to occupational standards/NOS mapping	**Links to National Skills Standards** We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments. The mapping is only at the level of the unit. • English • ICT **Links to NOS** We've mapped this qualification against National Occupational Standards (NOS) in Infection Control. As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification. Unit 03 Principles of decontamination, cleaning and waste management in health care settings: • IPC1.2012 • IPC4.2012 • IPC7.2012 • IPC9.2012 • IPC12.2012
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

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Unit 04: Principles of infection prevention and control in a health care setting

Unit reference	T/504/8596	Unit level	2
Unit group	Mandatory		
Credit value	5		
Unit guided learning hours	35		
Unit summary	In this unit learners will understand the purpose of infection control. They will also understand the policy, roles and responsibilities relating to infection control.		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the purpose of infection control.	1.1. Define what is meant by infection prevention and control.
	1.2. Explain the importance of infection control within a health care setting.
	1.3. Explain the impact of an outbreak of infection on: • service users • employees • the health care setting.
2. Know how regulations inform policy and practice relating to infection control.	2.1. Outline current: • **legislation** • **codes of practice** • **standards** • **guidelines**.
	2.2. Describe workplace policies that relate to infection control.
	2.3. Describe procedures that are followed in workplace settings to control infection.
3. Understand the roles and responsibilities relating to infection control.	3.1. Describe the roles and responsibilities of: • employees • employers • specialist personnel.

Learning outcomes The learner will:	Assessment criteria The learner can:
	3.2. Describe the boundaries of their roles and responsibilities in relation to infection control.
	3.3. Outline the records which must be maintained in relation to infection control.
4. Understand the role of risk assessments in relation to infection control.	4.1. Explain what a **risk assessment** is.
	4.2. Describe the potential risks in a health care setting in relation to infection control.
	4.3. Describe circumstances that are classified as 'high risk'.
	4.4. Explain the importance of risk assessments in relation to infection control.
	4.5. Describe the process to follow when carrying out a risk assessment.
	4.6. Describe ways of minimising risk in a workplace setting.
	4.7. Explain how the outcomes of risk assessments are communicated to other employees.
5. Understand the principles of infection control procedures.	5.1. List standard infection control procedures.
	5.2. List the types of equipment used to implement standard precautions.
	5.3. Describe techniques for: • hand washing • handling sharps • using personal protective equipment.
	5.4. Explain the action to take when: • using colour-coded equipment • carrying out cleaning duties • storing and disposing of waste • managing spillages.

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Delivery and assessment guidance

Guidance for developing assessment

2.1. **Legislation, codes of practice, standards and guidelines**: learners should have an awareness of current legislation and standards as relevant to the prevention and control of infection and the consequences of not meeting with these requirements as produced by, for example: the Department of Health, National Institute for Health and Care Excellence (NICE), Royal College of Nursing and others.

4.1. **Risk assessment**: as defined by the Health and Safety Executive (HSE). In this context it should include the risk of being invaded by an agent (bacteria, virus, fungi, or parasite) from an internal or external source.

Assessment guidance

Type of evidence: Questioning
Assessment criteria: 1.1–1.3
Additional information: Learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

Type of evidence: Learner report
Assessment criteria: 2.1–2.3, 4.4, 4.5
Additional information: Learners could conduct research and prepare notes or a learner report.

Type of evidence: Discussion
Assessment criteria: 3.1–3.3, 4.1–4.3, 4.6. 4.7, 5.3, 5.4
Additional information: Learners could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording. Learners could also prepare a learner report. Evidence generated for 5.3 could also come from Unit 2 – 3.5, Unit 2 – LO 2 and Unit 3 – 7.2.

Type of evidence: List
Assessment criteria: 5.1, 5.2
Additional information: Learners must produce a focused list based on the assessment criteria.

Types of evidence

Evidence must include:
- list.

Evidence could include:
- questioning
- learner report
- discussion.

Additional information	
Relationship to occupational standards/NOS mapping	**Links to National Skills Standards** We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments. The mapping is only at the level of the unit. • English • ICT **Links to NOS** We've mapped this qualification against National Occupational Standards (NOS) in Infection Control. As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification. Unit 04 Principles of infection prevention and control in a health care setting: • IPC2.2012 • IPC6.2012
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Section 4: Assessment and quality assurance information

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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.

Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

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Internal Assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. The assessment tasks should allow the learner to respond to a real life situation that they may face when in employment. On completion of each unit learners must declare that the work produced is their own and the Assessor must countersign this.

Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

The internal assessment component is based on 100% coverage of the qualification content which is assessed holistically against descriptors to achieve a grade.

If a Centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to the **Good Practice in Internal Quality Assurance** document on our secure website.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they're valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification.

Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide learners can be found on our secure website in the document Good Practice in Internal Quality Assurance.

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on our secure website in the document **Good Practice in Internal Quality Assurance.**

Presenting evidence

Written

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

Recorded

Where audio-visual evidence of multiple learners is used, Centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example if a performance/participation is done as part of a group, the Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Quality Assurers to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact start and finish times so that the Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good quality audio. This will allow the Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

Quality Assurance

Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a Centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the Centre's own sampling strategy in selecting the sample to be internally quality assured.

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the Centre's quality assurance agent.

External quality assurance

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.

Section 5: Documents

Useful documents

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

Learner's Evidence Tracking Log (LETL)

The LETL can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You don't have to use the LETL – you can devise your own evidence-tracking document instead.

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 our 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

The forms and guidance documents can be found on the NCFE website.

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.

Learning resources

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

Third-party products

Products to support the delivery of this qualification are offered by the following third-party suppliers:

- The Skills Network
- Learning Curve Group
- Hallmark Education
- Vision2Learn

For more information about these resources and how to access them please visit the NCFE website.

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Section 6: General Information

Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes 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. NCFE aims 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 our Equal Opportunities Policy is available on request.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance 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 the NCFE website.

NCFE is registered under the Data Protection Act and is committed to maintaining the highest possible standards when handling personal information.

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** **To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***