

Title:	Health, Hygiene and Infection Prevention
Level:	1
Credit value:	2
GLH:	18
Unique Reference Number:	L/652/0252
Sector Subject Area:	14.1 Foundations for Learning and Life
Aim:	The aim of this unit is to provide learners with the skills and knowledge to be able to understand health, hygiene, and infection prevention in adult social care settings and how to apply safe practices.
Assessment Type:	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
Assessment Guidance:	Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity. Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

Learning outcomes

The learner will:

1. Be able to understand infection and hygiene.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to recognise risks and the importance of hygiene in preventing infection.

The learner must:

- 1.1 Identify common **sources of infection** in care settings.
- 1.2 Describe how **infections spread**.
- 1.3 Outline the importance of **good hygiene**.

2. Be able to apply infection prevention measures.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to demonstrate safe practices, in a simulated environment, to prevent infection in adult social care.

The learner must:

- 2.1 Demonstrate correct **handwashing and PPE** use.
- 2.2 Demonstrate **safe disposal** of waste and contaminated materials.
- 2.3 Outline how following **care plans** to prevent infection.

3. Be able to recognise responsibilities for infection prevention.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to understand personal and organisational responsibilities for infection control.

The learner must:

- 3.1 Identify **staff responsible** for infection control.
- 3.2 Explain why **following procedures** is important.
- 3.3 Describe how safe **hygiene practices** protect adults, staff, and visitors.

Scope of Training

The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.

Requirements

Sources of Infection

Definition:

Sources of infection are places, substances, or situations where harmful microorganisms (germs) can grow and spread.

Teaching must include:

Learners should identify common sources such as:

- Unwashed hands
- Contaminated surfaces or equipment
- Bodily fluids (e.g., blood, saliva)
- Poorly cleaned toilets or bathrooms
- Food that is not handled safely
- Waste or soiled materials

	<p>Learners must identify at least four common sources of infection in care settings.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • Infection “source spotting” activities • Images or videos of care environments • Discussion on everyday examples of infection risks
<p>Infections Spread</p>	<p>Definition:</p> <p>Infections spread when germs move from one person or place to another.</p> <p>Teaching must include:</p> <p>Learners should describe common ways infections spread, including:</p> <ul style="list-style-type: none"> • Direct contact (touching infected skin or bodily fluids) • Indirect contact (touching contaminated surfaces or equipment) • Airborne droplets (coughing or sneezing) • Food or drink contamination • Poor hygiene practices <p>Learners must describe at least three ways infections can spread.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • Diagrams showing the chain of infection • Scenario discussions about infection spread • Demonstrations using visual examples
<p>Good Hygiene</p>	<p>Definition:</p> <p>Good hygiene means keeping hands, equipment, and environments clean to prevent infection.</p> <p>Teaching must include:</p> <p>Learners should outline reasons why good hygiene is important, such as:</p> <ul style="list-style-type: none"> • Reduces the spread of infections • Protects adults receiving care • Protects staff and visitors • Maintains a safe and clean care environment

	<p>Learners must outline at least three reasons why good hygiene is important.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • Case studies showing the impact of poor hygiene • Group discussion about infection risks in care settings
<p>Handwashing and PPE</p>	<p>Definition:</p> <p>Handwashing and PPE (Personal Protective Equipment) are key infection control measures used to prevent germs spreading.</p> <p>Teaching must include:</p> <p>Learners should demonstrate, in a simulated activity, how to:</p> <ul style="list-style-type: none"> • Wash hands correctly using appropriate technique • Use soap and water for the recommended duration • Put on PPE correctly (e.g., gloves or aprons) • Remove PPE safely to avoid contamination <p>Learners must demonstrate at least four correct infection control actions, including both handwashing and PPE use.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • Tutor demonstrations • Simulated infection control practice • Peer observation and feedback
<p>Safe Disposal</p>	<p>Definition:</p> <p>Safe disposal means getting rid of waste in a way that prevents infection or harm.</p> <p>Teaching must include:</p> <p>Learners should demonstrate, in a simulated scenario, how to:</p> <ul style="list-style-type: none"> • Dispose of general waste correctly • Dispose of contaminated materials safely • Use appropriate waste containers • Follow hygiene procedures after disposal <p>Learners must demonstrate at least three safe waste disposal actions.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • Demonstration of different waste bins

	<ul style="list-style-type: none"> • Scenario-based activities involving waste management
Care Plans	<p>Definition: Care plans provide guidance on how to support individuals safely and reduce health risks.</p> <p>Teaching must include: Learners should outline how care plans help prevent infection, such as:</p> <ul style="list-style-type: none"> • Providing instructions for hygiene routines • Identifying infection risks for individuals • Explaining correct use of equipment or PPE • Supporting consistent care practices <p>Learners must outline at least two ways care plans help prevent infection.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • Reviewing sample care plans • Scenario discussions linking care plans to infection prevention
Staff Responsible	<p>Definition: Infection control responsibilities are shared by different staff members in care settings.</p> <p>Teaching must include: Learners should identify roles such as:</p> <ul style="list-style-type: none"> • Care workers or support workers • Nurses • Supervisors or managers • Infection control leads or specialists <p>Learners must identify at least three staff roles involved in infection control.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • Organisational charts • Discussion about shared responsibility in care teams
Following Procedures	<p>Definition: Procedures are rules and instructions that ensure safe and consistent practice.</p>

	<p>Teaching must include:</p> <p>Learners should explain reasons such as:</p> <ul style="list-style-type: none"> • Reduces the risk of infection spreading • Ensures safe care practices • Protects adults receiving care and staff • Ensures compliance with workplace policies <p>Learners must explain at least two reasons why procedures must be followed.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • Case examples of infection outbreaks • Group discussion about consequences of not following procedures
<p>Hygiene Practices</p>	<p>Definition:</p> <p>Safe hygiene practices help prevent germs from spreading and protect everyone in the care environment.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Hand washing with soap and water • Using alcohol-based hand sanitizer when hands are not visibly dirty • When to wash hands: before and after personal care, after using the toilet, before eating, after touching surfaces or equipment • Using PPE correctly and disposing of it safely • Changing PPE between tasks or residents • Disposing of soiled dressings, incontinence pads, and sharps safely • Using bins correctly (general, clinical, recycling) • Avoiding contact with contaminated waste • Cleaning surfaces, equipment, and care areas regularly • Using correct cleaning products safely • Not mixing cleaning chemicals • Personal hygiene for adults and staff • Food hygiene

	<p>Learners must describe at least three ways safe hygiene practices protect people in care environments.</p> <p>Teaching could include:</p> <ul style="list-style-type: none">• Scenario analysis• Reflection on real-world infection control practices• Group discussion linking hygiene to safety outcomes
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