

Title:	Infection Prevention and Control in Adult Health
Level:	1
Credit value:	2
GLH:	18
Unique Reference Number:	R/652/0245
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 infection prevention and control procedures and the importance of following them in adult healthcare settings.
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 risks in adult health.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to recognise common infections and how they spread.

The learner must:

- 1.1 Identify common **sources of infection** in adult healthcare.
- 1.2 Describe how infections can be **spread**.
- 1.3 Describe the importance of **preventing infections**.

2. Be able to understand procedures to prevent infection.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to know practical steps for infection prevention.

<p>The learner must:</p> <ul style="list-style-type: none"> 2.1 Identify correct handwashing techniques. 2.2 Describe the use of Personal Protective Equipment (PPE) and when to use it. 2.3 Identify safe disposal methods for waste and laundry.
<p>3. Be able to apply infection prevention procedures.</p>
<p>Delivery content:</p> <p>The aim of this learning outcome is to provide learners with the knowledge and skills to demonstrate safe practice in a simulated adult healthcare scenario.</p> <p>The learner must:</p> <ul style="list-style-type: none"> 3.1 Demonstrate handwashing and PPE use correctly. 3.2 Show safe handling and disposal of waste. 3.3 Outline what to do if a spill, contamination or potential infection risk occurs.

<p>Scope of Training</p> <p>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.</p>

<p>Requirements</p>	
<p>Sources of Infection</p>	<p>Definition:</p> <p>Sources of infection are places, objects, or people that can carry germs (bacteria or viruses) and cause illness in adults or staff.</p> <p>Teaching must include:</p> <p>Learners should be able to identify sources such as:</p> <ul style="list-style-type: none"> • People – adults, staff, visitors carrying germs • Surfaces and equipment – bed rails, medical equipment, tables • Bodily fluids – blood, urine, saliva, vomit • Food and drink – contaminated or improperly stored • Airborne germs – coughing, sneezing

	<ul style="list-style-type: none"> • Animals or pets (where present) <p>Learners must identify at least three common sources of infection.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • Picture cards showing sources of infection • Group discussion: “Where might germs be found in a care home or hospital?” • Sorting activity: safe vs contaminated objects
<p>Spread</p>	<p>Definition:</p> <p>Infections can spread when germs move from one person or object to another, causing illness.</p> <p>Teaching must include:</p> <p>Learners should be able to describe ways infections spread such as:</p> <ul style="list-style-type: none"> • Direct contact – touching an infected person • Indirect contact – touching contaminated surfaces or equipment • Airborne spread – droplets from coughing or sneezing • Contaminated food or drink • Poor hygiene – not washing hands, not cleaning equipment <p>Learners must describe at least two ways infections can be spread.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • Demonstration of hand contamination using glitter or UV light • Case studies: tracing how an infection spreads in a scenario • Discussion: “What could have been done to prevent the spread?”
<p>Preventing Infections</p>	<p>Definition:</p> <p>Preventing infections is important because it keeps adults, staff, and visitors safe and reduces the risk of illness and outbreaks.</p> <p>Teaching must include:</p> <p>Learners should be able to describe reasons such as:</p> <ul style="list-style-type: none"> • Protects adults from illness or complications

	<ul style="list-style-type: none"> • Protects staff and visitors from infection • Maintains a safe healthcare environment • Prevents the spread of infection in the community • Supports professional and legal responsibilities <p>Learners must describe at least two reasons why preventing infections is important.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • Discussion: “What could happen if infection prevention is not followed?” • Case study: infection outbreak in a care setting • Group activity: link infection prevention actions to outcomes for adults
<p>Handwashing Techniques</p>	<p>Definition:</p> <p>Correct handwashing removes germs and helps prevent the spread of infection in healthcare settings.</p> <p>Teaching must include:</p> <p>Learners should be able to identify steps such as:</p> <ul style="list-style-type: none"> • Wet hands with clean running water • Apply soap and rub hands together covering all surfaces (palms, backs, between fingers, under nails) • Scrub for at least 20 seconds • Rinse thoroughly under running water • Dry hands with a clean towel or paper towel • Use hand sanitizer if soap and water are not available <p>Learners must identify all the main steps in correct handwashing.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • Demonstration using soap and water or UV gel • Video showing proper handwashing technique • Practice session with peer feedback • Picture board
<p>Personal Protective Equipment (PPE)</p>	<p>Definition:</p> <p>Personal Protective Equipment (PPE) protects staff and adults from germs and contamination.</p> <p>Teaching must include:</p>

	<p>Learners should be able to describe:</p> <ul style="list-style-type: none"> • Gloves – worn when touching blood, bodily fluids, or contaminated surfaces • Aprons – worn during personal care, cleaning, or when contact with fluids is possible • Masks – worn to protect from airborne germs, when caring for adults with respiratory illness, or during outbreaks • Hand hygiene before and after PPE use <p>Learners must describe at least one piece of PPE and when it is used.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • Demonstration: putting on (donning) and taking off (doffing) PPE safely • Scenario discussion: “Which PPE would you use here?” • Picture cards showing PPE in different care situations
<p>Disposal Methods</p>	<p>Definition:</p> <p>Safe disposal prevents contamination and reduces the spread of infection in healthcare settings.</p> <p>Teaching must include:</p> <p>Learners should be able to identify methods such as:</p> <ul style="list-style-type: none"> • Clinical or contaminated waste – using designated bins with lids, sharps containers for needles • General waste – using standard bins for non-contaminated items • Laundry – placing used linens in appropriate bags or containers, handling with care • Segregation of waste – separating hazardous or infectious materials from general waste <p>Learners must identify at least two safe disposal methods.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • Picture cards showing correct bins and bags • Group discussion: “Why is it important to separate waste?” • Scenario exercises: deciding how to dispose of different items safely

<p>Handwashing and PPE Use</p>	<p>Definition: This AC focuses on practically showing the correct techniques for handwashing and using personal protective equipment to prevent the spread of infection, in a simulated activity.</p> <p>Teaching must include: Learners should be able to:</p> <ul style="list-style-type: none"> • Perform correct handwashing steps – wet, lather, scrub all surfaces, rinse, and dry • Don (put on) and doff (take off) PPE safely – gloves, apron, mask • Follow hand hygiene before and after PPE use • Understand when to use PPE according to tasks and infection risk <p>Learners must demonstrate handwashing and PPE use in a practical scenario.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • Role-play or simulation using sinks, soap, and PPE • Peer observation and feedback on technique • Video demonstrations followed by practical practice
<p>Safe Handling and Disposal</p>	<p>Definition: Safe handling and disposal means placing waste and laundry in the correct containers to prevent contamination and infection.</p> <p>Teaching must include: Learners should be able to:</p> <ul style="list-style-type: none"> • Identify the correct bins for clinical, general, and sharps waste • Handle waste and laundry safely – avoid touching clean surfaces, tie bags securely • Follow organisational procedures for waste segregation <p>Learners must demonstrate safe handling and disposal of at least two types of waste.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • Practical exercises with bins and bagged items • Scenario discussions: “Where should this item go?”

	<ul style="list-style-type: none"> • Peer assessment of correct handling and disposal
<p>Spill, Contamination or Potential Infection</p>	<p>Definition: This AC focuses on responding safely to incidents that could spread infection to protect adults, staff, and the environment.</p> <p>Teaching must include: Learners should be able to outline steps such as:</p> <ul style="list-style-type: none"> • Inform a supervisor or appropriate staff immediately • Avoid direct contact with the spill or contamination • Use PPE and cleaning equipment if trained and authorised • Follow infection control procedures for cleaning and disposal • Wash hands and ensure area is safe before returning to normal activities <p>Learners must outline at least two actions to take in the event of a spill, contamination, or infection risk.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • Scenario discussion: “What would you do if this spill occurs?” • Role-play cleaning a spill safely using PPE and correct disposal methods • Posters or worksheets summarising spill response procedures