

<b>Title:</b>	Infection Prevention and Health in Children
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	18
<b>Unique Reference Number:</b>	J/652/0241
<b>Sector Subject Area:</b>	14.1 Foundations for Learning and Life
<b>Aim:</b>	The aim of this unit is to provide learners with the skills and knowledge to be able to understand infection prevention in children's healthcare and how to apply safe practices.
<b>Assessment Type:</b>	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
<b>Assessment Guidance:</b>	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.

### **Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to identify common sources of infection for children.

The learner must:

- 1.1 Identify **common sources** of infection for children.
- 1.2 Outline how infections are **spread**.

2. Be able to apply infection prevention procedures.

### **Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to understand safe hygiene practices in children's healthcare settings.

The learner must:

<p>2.1 Demonstrate <b>correct handwashing techniques</b>.</p> <p>2.2 Identify the safe use of <b>Personal Protective Equipment (PPE)</b></p> <p>2.3 Outline the <b>safe disposal</b> of waste.</p>
<p>3. Be able to understand reporting procedures.</p>
<p><b>Delivery content:</b></p> <p>The aim of this learning outcome is to provide learners with the knowledge and skills to know what to do if there is a risk of infection.</p> <p>The learner must:</p> <p>3.1 Identify who to <b>report</b> infection risks to.</p> <p>3.2 Outline why reporting is <b>important</b>.</p>

<p><b>Scope of Training</b></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>
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<p><b>Requirements</b></p>	
<p><b>Common Sources</b></p>	<p><b>Definition:</b></p> <p>Sources of infection are places, objects, or people that can carry germs and cause illness in children.</p> <p><b>Teaching must include:</b></p> <p>Learners should be able to identify sources such as:</p> <ul style="list-style-type: none"> <li>• Other children or staff who are unwell</li> <li>• Contaminated surfaces or toys</li> <li>• Bodily fluids (blood, saliva, urine, vomit)</li> <li>• Food or drink that is unsafe</li> <li>• Equipment or medical instruments not cleaned properly</li> </ul> <p>Learners must identify at least three common sources of infection.</p> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Visual aids showing contaminated items</li> </ul>

	<ul style="list-style-type: none"> <li>• Group discussion: “What can carry germs in a healthcare setting?”</li> <li>• Matching activity: source &gt; risk</li> </ul>
<p><b>Spread</b></p>	<p><b>Definition:</b> Infections are spread when germs are transferred from one person, surface, or object to another.</p> <p><b>Teaching must include:</b> Learners should outline ways such as:</p> <ul style="list-style-type: none"> <li>• Direct contact – touching an infected person</li> <li>• Indirect contact – touching contaminated surfaces or toys</li> <li>• Airborne spread – coughing, sneezing, or talking</li> <li>• Contaminated food or drink</li> <li>• Poor hand hygiene</li> </ul> <p>Learners must outline at least two ways infections are spread.</p> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Demonstration with glitter or coloured water to simulate germs</li> <li>• Discussion linking spread to daily care activities</li> </ul>
<p><b>Correct Handwashing Techniques</b></p>	<p><b>Definition:</b> Handwashing is the proper method of cleaning hands to remove germs and prevent infection.</p> <p><b>Teaching must include:</b> Learners should:</p> <ul style="list-style-type: none"> <li>• Wash hands with soap and water for 20 seconds</li> <li>• Clean all areas of the hands, including palms, back, fingers, and thumbs</li> <li>• Dry hands properly</li> <li>• Demonstrate handwashing in a simulated scenario, not with actual patients</li> </ul> <p>Learners must carry out a simulated demonstration of correct handwashing.</p> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Role-play with peers or mannequins</li> </ul>

	<ul style="list-style-type: none"> <li>• Observation of videos showing correct technique</li> <li>• Reflection on why each step is important</li> <li>• Poster activity</li> </ul>
<p><b>Personal Protective Equipment (PPE)</b></p>	<p><b>Definition:</b> PPE includes gloves, aprons, masks, and other equipment used to protect staff and children from infection.</p> <p><b>Teaching must include:</b> Learners should identify:</p> <ul style="list-style-type: none"> <li>• Types of PPE – gloves, aprons, masks</li> <li>• When to use PPE – contact with bodily fluids, cleaning, certain procedures</li> <li>• Safe use – putting on (donning) and taking off (doffing) correctly</li> <li>• Disposal of single-use PPE safely</li> </ul> <p>Learners must identify at least two types of PPE and their safe use.</p> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Demonstration of putting on and taking off PPE in a simulated scenario</li> <li>• Visual prompts showing correct PPE procedures</li> <li>• Discussion: “What happens if PPE is used incorrectly?”</li> </ul>
<p><b>Safe Disposal</b></p>	<p><b>Definition:</b> Safe disposal is removing waste in a way that prevents infection or harm to others.</p> <p><b>Teaching must include:</b> Learners should outline:</p> <ul style="list-style-type: none"> <li>• Segregating clinical and non-clinical waste</li> <li>• Using designated bins for sharps, gloves, or contaminated materials</li> <li>• Following hygiene rules – washing hands after disposal</li> <li>• Reporting spills or contamination</li> </ul> <p>Learners must outline at least two safe disposal methods.</p> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Discussion or visual prompts of bins and colour codes</li> </ul>

	<ul style="list-style-type: none"> <li>• Scenario-based reflection on disposal of used PPE</li> </ul>
<b>Report</b>	<p><b>Definition:</b> Infection risks must be reported to appropriate staff to prevent spread and ensure safety.</p> <p><b>Teaching must include:</b> Learners should identify staff such as:</p> <ul style="list-style-type: none"> <li>• Nurse in charge / senior nurse</li> <li>• Doctor / paediatrician</li> <li>• Infection control officer / designated staff</li> <li>• Supervisor or team leader</li> </ul> <p>Learners must identify at least two staff members to report infection risks to.</p> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Scenario discussions: “Who would you tell if a spill occurs?”</li> <li>• Role-play of reporting infection risks safely</li> </ul>
<b>Important</b>	<p><b>Definition:</b> Reporting infection risks is important because it protects children and staff, prevents the spread of germs, and ensures prompt action is taken.</p> <p><b>Teaching must include:</b> Learners should outline reasons such as:</p> <ul style="list-style-type: none"> <li>• Protects children and staff from illness</li> <li>• Ensures quick action to clean or manage hazards</li> <li>• Maintains a safe healthcare environment</li> <li>• Follows safeguarding and health and safety rules</li> </ul> <p>Learners must outline at least two reasons why reporting is important.</p> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Group discussion on infection scenarios</li> <li>• Case study: “What happens if infection risks are not reported?”</li> <li>• Reflection linking reporting to child safety and wellbeing</li> </ul>