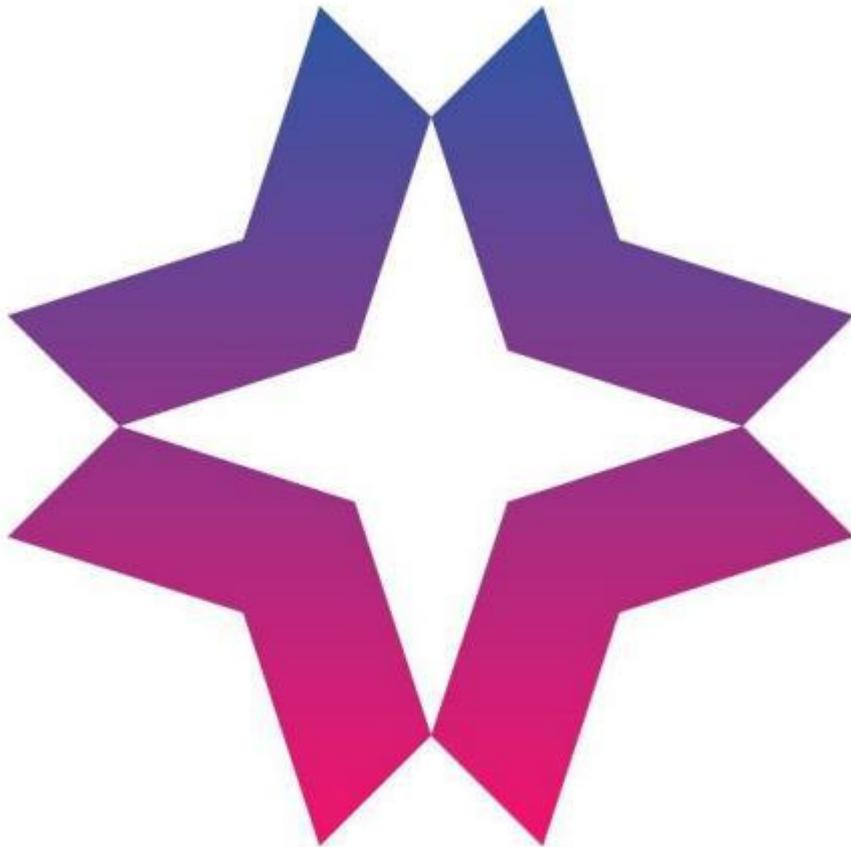


# **SPECIFICATION**

**IAO LEVEL 2 CERTIFICATE IN THE PRINCIPLES OF THE  
PREVENTION AND CONTROL OF INFECTION IN HEALTHCARE  
SETTINGS**

**QUALIFICATION NUMBER: 600/8765/1**



Innovate Awarding is an Ofqual regulated awarding organisation with an innovative and dynamic approach. We develop off-the-shelf, customised and fully bespoke qualifications across a growing number of sectors – all on the Regulated Qualifications Framework (RQF).

Our portfolio is always growing and we currently have qualifications in the following sectors:

**Active Leisure**

**Health and Social Care**

**Business and Management**

**Hospitality and Catering**

**Childcare**

**IT**

**Employability**

**Logistics**

**Retail**

**Education and Training**

We currently offer over 100 qualifications and we're continuously developing and diversifying our portfolio. Please visit our website regularly to keep up-to-date [www.innovateawarding.org](http://www.innovateawarding.org).

This document will be updated if there are any changes, so it is important to make sure you are working from the most up-to-date version, which is available to download from our website.

This specification also provides details on administration, quality assurance policies and the requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

Innovate Awarding is an Ofqual-regulated Awarding Organisation in England.

If you have any questions regarding qualifications in general, aspects of specific qualifications or our quality assurance policies and procedures, visit our website where a lot more information is available.

If you cannot find what you are looking for on our website, please call or email our customer support team:

Telephone: 0117 314 2800

Email: [contactus@innovateawarding.org](mailto:contactus@innovateawarding.org)

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*"We work with a wide variety of organisations such as employers, training providers, FE colleges and Sector Skills Councils and develop off-the-shelf, customised and bespoke qualifications."*

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## Qualification summary

**Qualification Accreditation Number (QAN)** 600/8765/1

**Qualification review date** 31<sup>st</sup> October 2025

**Guided Learning Hours (GLH)** 111 hours

**Total Qualification Time (TQT)** 150 hours

**RQF level** 2

**Qualification credit value** 15 credits

**Assessment requirements** Portfolio of Evidence

This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).

**Aims and objectives of the qualification**

This qualification aims to build the knowledge and understanding of Learners on how to prevent and control infection. This qualification covers the principles of the causes and spread of infection, cleaning and decontamination, personal hygiene and preventative measures.

**Entry guidance**

There are no formal entry requirements for this qualification.

This qualification is suitable for those who work in or would like to work within the health and social care sectors. Whilst it does not confer competence, the qualification provides learners with knowledge that may be applied in a wide range of job roles within health or social care settings.

**Progression opportunities**

Learners who achieve this qualification could progress on to further education, training or employment.

On completion of this qualification, Learners could progress to other qualifications in health and social care such as:  
 IAO Level 2 Award in Awareness of Dementia  
 IAO Level 2 Certificate in Understanding the Safe Handling of Medicines

## **Funding**

For details on eligibility for government funding please refer to the following websites:

<http://www.education.gov.uk/section96/>

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

## **Innovate Awarding**

When you work with Innovate Awarding, you're working with an awarding organisation that sets itself apart – a dynamic company with a collaborative approach to doing business. We're consultative and innovative...everything that our customers say they want an awarding organisation to be.

We're easy to work with, committed and passionate about exceeding our customers' expectations. We're not tied down by bureaucracy and red tape and can think outside the box and respond quickly to our customers' needs.

We have a Performance Pledge that details guaranteed response times. Copies of these can be found on our website [www.innovateawarding.org](http://www.innovateawarding.org).

## **Feedback**

Your feedback is very important to us. We're always open to suggestions when it comes to enhancing and improving our services, products and systems. Email us at [contactus@innovateawarding.org](mailto:contactus@innovateawarding.org) or call us on 0117 314 2800.

## **Complaints**

If we do get things wrong, we'll make every effort to resolve your issues quickly and efficiently. If you'd like to raise a formal complaint then we recommend you read our Complaints Procedure which can be found on our website.

## **Fees**

Our fees structure is transparent and straightforward. Our fees are published on our website in a clear format with no hidden charges. Unlike other awarding organisations, we do not charge an annual centre fee. Visit our website to compare our fees.

## **Enquiries and appeals**

We recognise that sometimes decisions are made that a centre (or learner) may wish to appeal. We have an Enquiries and Appeals Policy and Process on our website that sets out guidelines on grounds for appeal and the process.

## **Data Protection**

Innovate Awarding takes the protection of data seriously; we have a data protection statement outlining how we and our centres, comply with the current legislation on data protection. This statement can be found on our website.

## **Equality and Diversity**

Innovate Awarding is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation (Equality Act 2010) and EU directives.

Centres are required, as conditions of approval, to use an equality and diversity policy that works together with ours and that they maintain an effective complaint and appeals process. We expect centres to tell learners how to find and use their own equality and diversity and appeals processes. For information, please visit our website.

## **Reasonable Adjustment and Special Consideration**

All learners must be treated fairly and equally and be given every opportunity to achieve our/the qualifications. A copy of our policy on Reasonable Adjustments and Special Considerations, and application form, can be found on our website.

## **Malpractice and Maladministration**

Innovate Awarding has a responsibility to do everything it can to prevent any malpractice or maladministration from occurring, and where it has already occurred, ensuring action is taken proportionate to the gravity and scope of the occurrence.

A copy of our policy and procedure on Malpractice and Maladministration is available on our website.

## **Recognition of Prior Learning (RPL)**

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification or unit. Innovate Awarding have produced guidance on RPL and this can be found within our Information and Guidance for Centres on our website.

**Please note the above is not a comprehensive guide to running qualifications. Once approved centres must adhere to the Centre Agreement and Information and Guidance for Centres.**

## **The Regulated Qualifications Framework (RQF)**

### **What is the RQF?**

The Regulated Qualifications Framework (RQF) is an Ofqual regulated system of cataloguing qualifications. Qualifications on the RQF can be found by their size or level. Qualifications at a given level can differ depending on their content and purpose.

All of Innovate Awarding's qualifications are on the RQF.

### **Qualification Level**

The level reflects the challenge or difficulty of the qualification. There are eight levels of qualification from 1 to 8, supported by three "Entry" levels.

### **Qualification Size**

The size of a qualification reflects the estimated total amount of time it would take the average learner to study and be assessed. The size of a qualification is expressed in terms of Total Qualification Time (TQT). The time spent being taught or supervised, rather than studying alone, is the Guided Learning Hours (GLH).

Qualifications can sit at different levels but require similar amounts of study and assessment. Similarly, qualifications at the same level can take different amounts of time to complete.

## Qualification structure

To achieve the IAO Level 2 Certificate in the Principles of the Prevention and Control of Infection in Health Care Settings (RQF), the Learner must gain a total credit value of 15 credits. Learners must complete all of the 4 mandatory units to achieve 15 credits.

The total Guided Learning Hours (GLH) for this qualification is 111 hours. The Total Qualification Time (TQT) for this qualification is 150 hours.

## Unit structures

All units are listed below.

### Mandatory units

| Unit ref   | Unit title   | Level | Credit value | GLH |
|------------|--|-------|--------------|-----|
| A/504/8597 | Principles of the causes and spread of infection in health care settings   | 2     | 3            | 23  |
| F/504/8598 | Principles of the importance of personal hygiene and health in the prevention and control of infection in health care settings | 2     | 2            | 16  |
| J/504/8599 | Principles of decontamination, cleaning and waste management in health care settings   | 2     | 5            | 37  |
| T/504/8596 | Principles of infection prevention and control in a health care setting  | 2     | 5            | 35  |

**Mandatory units:**

|  |   |
|--|---|
| <b>Title:</b>                                  | <b>A/504/8597 Principles of the causes and spread of infection in health care settings</b>  |
| <b>Level:</b>                                  | <b>2</b>  |
| <b>Credit Value:</b>                           | <b>3</b>  |
| <b>GLH:</b>                                    | <b>23</b>   |
| <b>TQT:</b>                                    | <b>30</b>   |
| <b>Learning Outcomes<br/>The learner will:</b> | <b>Assessment Criteria<br/>The learner can:</b>   |
| 1. Know how infection is caused                | 1.1 Define the terms: <ul style="list-style-type: none"> <li>• infection</li> <li>• colonisation</li> </ul> 1.2 Explain the terms: <ul style="list-style-type: none"> <li>• pathogenic</li> <li>• non-pathogenic</li> </ul> 1.3 Explain the difference between systemic and local infection           1.4 Identify infections that may be: <ul style="list-style-type: none"> <li>• systemic</li> <li>• localised</li> </ul> 1.5 Describe the characteristics of: <ul style="list-style-type: none"> <li>• bacteria</li> <li>• viruses</li> <li>• fungi</li> <li>• parasites</li> </ul> 1.6 State common illnesses caused by: <ul style="list-style-type: none"> <li>• bacteria</li> <li>• viruses</li> <li>• fungi</li> <li>• parasites</li> </ul> |
| 2. Understand how infection can spread         | 2.1 Explain the conditions required for growth of: <ul style="list-style-type: none"> <li>• Bacteria</li> <li>• Viruses</li> <li>• fungi</li> <li>• parasites</li> </ul> 2.2 Outline how microorganisms can: <ul style="list-style-type: none"> <li>• enter the body</li> <li>• exit the body</li> </ul>  |

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|   | 2.3 Identify common sources of infection<br>2.4 Explain what is meant by: <ul style="list-style-type: none"> <li>• indirect contact</li> <li>• direct contact</li> </ul> 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'<br>3.2 Explain why measures are taken to break the chain<br>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<br>4.2 Identify common types of HCAI<br>4.3 Identify groups most at risk from HCAI<br>4.4 Explain how HCAI are likely to spread in a workplace<br>4.5 Identify the procedures that should be followed to minimise the risk of HCAI<br>4.6 List current sources of information on current HCAI |
| <b>Additional information about this unit</b>   |  |
| N/A   |  |
| <b>Unit aim(s)</b>  | This unit provides learners with the knowledge and understanding of the causes and spread of infection in health care settings.  |
| <b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>    | N/A  |
| <b>Details of the relationship of the unit and relevant national occupational standards</b> | N/A  |

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| <b>Title:</b>  | <b>A/504/8597 Principles of the causes and spread of infection in health care settings</b>   |
| <b>Level:</b>  | <b>2</b>   |
| <b>Credit Value:</b>   | <b>3</b>   |
| <b>GLH:</b>  | <b>23</b>  |
| <b>TQT:</b>  | <b>30</b>  |
| <b>Learning Outcomes<br/>The learner will:</b>   | <b>Assessment Criteria<br/>The learner can:</b>  |
| 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<br>1.2 Describe the importance of maintaining high standards of personal hygiene<br>1.3 Outline workplace procedures relating to personal appearance and hygiene<br>1.4 Explain the risks associated with poor personal hygiene<br>1.5 Describe circumstances when employees are advised to stay away from the workplace<br>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<br>2.2 State why hand washing is important<br>2.3 Explain when and why hand washing should be carried out<br>2.4 Explain the correct sequence for hand washing and drying<br>2.5 Identify the areas of the hand most likely to be missed during hand washing<br>2.6 Describe the risks associated with wearing false nails, nail varnish and jewellery<br>2.7 Identify the types of cleansers that should be used for different: <ul style="list-style-type: none"> <li>• levels of risk</li> <li>• tasks</li> </ul> |
| 3. Understand the principles of using Personal Protective Equipment (PPE)  | 3.1 Outline current legislation and regulation relating to PPE<br>3.2 Describe different types of PPE  |

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|   | <p>3.3 Outline responsibilities in relation to PPE of:</p> <ul style="list-style-type: none"> <li>• employees</li> <li>• employers</li> <li>• specialised personnel</li> </ul> <p>3.4 Explain how the level of risk determines the selection of the PPE used</p> <p>3.5 Describe procedures on how PPE should be correctly:</p> <ul style="list-style-type: none"> <li>• worn/applied</li> <li>• removed</li> <li>• disposed of</li> <li>• replaced</li> </ul> |
| <b>Additional information about this unit</b>   |  |
| N/A   |  |
| <b>Unit aim(s)</b>  | This unit aims to provide learners with knowledge and understanding of the importance of personal hygiene and health in the prevention and control of infection in healthcare settings.  |
| <b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>    | N/A  |
| <b>Details of the relationship of the unit and relevant national occupational standards</b> | N/A  |

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| <b>Title:</b>  | <b>J/504/8599 Principles of decontamination, cleaning and waste management in health care settings</b>  |
| <b>Level:</b>  | <b>2</b>  |
| <b>Credit Value:</b>   | <b>5</b>  |
| <b>GLH:</b>  | <b>37</b>   |
| <b>TQT:</b>  | <b>50</b>   |
| <b>Learning Outcomes<br/>The learner will:</b>   | <b>Assessment Criteria<br/>The learner can:</b>   |
| 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<br>1.2 Explain workplace cleaning schedules<br>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: <ul style="list-style-type: none"> <li>• employees</li> <li>• employers</li> <li>• specialist personnel</li> </ul> 2.2 Explain the procedure that employees should follow if they have concerns over standards of hygiene<br>2.3 Describe the importance of regular training for health care staff   |
| 3. Know the principles of decontamination processes  | 3.1 Define the term 'decontamination'<br>3.2 Outline the three stages of decontamination<br>3.3 Describe the importance of decontamination<br>3.4 Describe the procedures to follow when using cleaning agents<br>3.5 Describe the procedures to follow when using disinfecting agents<br>3.6 Describe the safety procedures used at different stages of decontamination<br>3.7 Explain the use of personal protective equipment during the decontamination process |

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|  | 3.8 Identify the cleaning and storage requirements for decontamination equipment   |
| 4. Understand the sterilisation process  | <p>4.1 Define the term 'sterilise' within a health care environment</p> <p>4.2 Outline the methods used to sterilise equipment</p> <p>4.3 Identify the cleaning and storage requirements for sterilisation equipment</p>   |
| 5. Understand how to safely handle laundry   | <p>5.1 Explain the risks associated with handling laundry</p> <p>5.2 Describe safe working procedures to minimise the spread of infection when handling laundry</p> <p>5.3 Describe the process for:</p> <ul style="list-style-type: none"> <li>• storage of contaminated laundry</li> <li>• collection of contaminated laundry</li> <li>• cleaning of contaminated laundry</li> <li>• returning clean laundry to individuals</li> </ul> |
| 6. Understand the principles of effective waste management                               | <p>6.1 Identify current legislation relating to waste management</p> <p>6.2 Identify the categories of waste related to health care settings</p> <p>6.3 Describe safe disposal methods for the different categories of waste</p> <p>6.4 Define what is meant by the term 'biological spillage'</p> <p>6.5 Describe the actions to take to deal with biological spillages</p>   |
| 7. Understand how to safely handle sharps  | <p>7.1 Define what is meant by the term 'sharps'</p> <p>7.2 Describe how to:</p> <ul style="list-style-type: none"> <li>• use sharps</li> <li>• dispose of sharps</li> <li>• deal with a sharps incident/ accident</li> </ul> <p>7.3 Explain how to reduce the risk of a sharps injury</p>   |
| <b>Additional information about this unit</b>  |  |
| N/A  |  |
| <b>Unit aim(s)</b>   | This unit aims to provide learners with the knowledge and understanding of decontamination, cleaning and waste management in health care settings.   |
| <b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b> | N/A  |

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| <b>Details of the relationship of the unit and relevant national occupational standards</b> | N/A |
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| <b>Title:</b>  | <b>T/504/8596 Principles of infection prevention and control in a health care setting</b>  |
| <b>Level:</b>  | <b>2</b>   |
| <b>Credit Value:</b>   | <b>5</b>   |
| <b>GLH:</b>  | <b>35</b>  |
| <b>TQT:</b>  | <b>50</b>  |
| <b>Learning Outcomes<br/>The learner will:</b>                                   | <b>Assessment Criteria<br/>The learner can:</b>  |
| 1. Understand the purpose of infection control                                   | 1.1 Define what is meant by infection prevention and control<br>1.2 Explain the importance of infection control within a health care setting<br>1.3 Explain the impact of an outbreak of infection on: <ul style="list-style-type: none"> <li>• service users</li> <li>• employees</li> <li>• the health care setting</li> </ul>                         |
| 2. Know how regulations inform policy and practice relating to infection control | 2.1 Outline current: <ul style="list-style-type: none"> <li>• Legislation</li> <li>• Codes of practice</li> <li>• Standards</li> <li>• guidelines</li> </ul> 2.2 Describe workplace policies that relate to infection control<br>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: <ul style="list-style-type: none"> <li>• Employees</li> <li>• Employers</li> <li>• Specialist personnel</li> </ul> 3.2 Describe the boundaries of their roles and responsibilities in relation to infection control<br>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  |

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|   | <p>4.2 Describe the potential risks in a health care setting in relation to infection control</p> <p>4.3 Describe circumstances that are classified as 'high risk'</p> <p>4.4 Explain the importance of risk assessments in relation to infection control</p> <p>4.5 Describe the process to follow when carrying out a risk assessment</p> <p>4.6 Describe ways of minimising risk in a workplace setting</p> <p>4.7 Explain how the outcomes of risk assessments are communicated to other employees</p> |
| <b>Additional information about this unit</b><br>N/A  |  |
| <b>Unit aim(s)</b>  | This unit provides learners with the knowledge and understanding of the principles of infection prevention and control in health care settings.  |
| <b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>    | N/A  |
| <b>Details of the relationship of the unit and relevant national occupational standards</b> | N/A  |