



Handbook

IPCA1 – VTCT (Skillsfirst) Level 1 Award in Infection Prevention and Control in the Workplace (RQF)

603/606/2

Version 2

About Skillsfirst

VTCT is a market-leading Awarding, Assessment and End-point Assessment (EPA) Organisation offering vocational and technical qualifications in a range of 'services to people' sectors.

The VTCT group of companies are comprised of three innovative awarding brands: VTCT, ITEC and Skillsfirst. Together they have over 2,500 approved centres in over 40 countries across the world.

The qualifications suite offered by VTCT (Skillsfirst) spans a range of sectors including Childcare, Business Services, Health & Social Care, Recruitment and Social Media.

For more information visit us at www.vtct.org.uk and www.skillsfirst.co.uk, contact our dedicated Customer Support Team via email at customersupport@vtct.org.uk and customerservices@skillsfirst.co.uk or call 0121 270 5100

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1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Level 1 Award in Infection Prevention and Control in the Workplace (RQF)
Qualification number	603/606/2
Product code	IPCA1
Age range	There are age limits attached to learners undertaking this qualification as this qualification is not approved for learners under the age of 16.
Total Qualification Time (TQT)	84
Guided Learning (GL) hours	72
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: <ul style="list-style-type: none">• Portfolio of evidence
Entry requirements	There are no formal entry requirements for learners undertaking this qualification; however, centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.
Support materials	Support materials can be found on the website (if applicable)

2 Qualification information

2.1 Qualification aim and design

Skillsfirst Level 1 Award in Infection Prevention and Control in the Workplace (RQF) is aimed at those learners who are:

- employed in a working environment as part of their job role
- currently unemployed and applying for jobs within a working environment

The qualification is intended to provide learners with an awareness and knowledge of the:

- causes and spread of infection in the workplace
- roles and responsibilities in infection prevention and control in the workplace
- principles of infection prevention and control in the workplace

and also enable learners to build a broader knowledge base to allow them to work safely together, effectively leading to an improved performance, especially in light of the Coronavirus pandemic

2.2 Progression opportunities

On completion of the Skillsfirst Level 1 Certificate in the Principles of Maintaining Personal Well-being at Work (RQF), it might be possible to progress into further learning, employment or onto Skillsfirst vocationally-based qualifications, such as the:

- Skillsfirst Level 1 Certificate in Maintaining Personal Well-being at Work (RQF)
- Skillsfirst Level 1 Certificate in Personal and Social Development (RQF)

or similar vocationally-based qualifications.

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 1 Award in Infection Prevention and Control in the Workplace (RQF) learners must achieve all mandatory units.

The minimum TQT required to achieve this qualification is **84**.

Product code	Unit title	Level	GLH	Unit reference number
Mandatory units (Group M):				
IPC1	Causes and spread of infection in the workplace	1	20	Y/618/2477
IPC2	Roles and responsibilities in infection prevention and control in the workplace	1	17	D/618/2478
IPC3	Principles of infection prevention and control in the workplace	1	35	H/618/2479

4 Centre requirements

4.1 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

4.2 Occupational expertise of those who deliver, provide expert witness, assess performance, moderate/ verify assessments

This handbook provides details of the assessment strategy, which centres will need to apply in order to assess and quality assure the Skillsfirst Level 1 Award in Infection Prevention and Control in the Workplace (RQF) and includes the:

- occupational expertise of those who deliver, assess and moderate/verify assessments
- continuous professional development
- summary of assessment methods

4.3 Deliverers, assessors and internal moderators/verifiers

Deliverers, assessors and internal verifiers (IVs) are appointed by the recognised centre and approved by Skillsfirst Awards through the external verifier (EV).

While the Training, Assessment and Quality Assurance (TAQA) modules and the assessor/verifier (A/V) modules are valued as qualifications for centre staff, they are not currently a requirement for these qualifications. However, staff should hold, or be working towards, teaching/training qualifications and have sufficient experience and/or qualifications for competent delivery and assessment of the module.

Centre staff may undertake more than one role, e.g. tutor and assessor or internal verifier, but must never internally verify their own assessments

4.4 Continuous professional development (CPD)

Centres are responsible for ensuring that assessors and IVs plan and maintain their CPD. Centres are also expected to support their assessors and IVs in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments. Centres may have generic criteria and personnel specifications in addition to the above.

4.5 Total Qualification Time (TQT)

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

5 Assessment

5.1 Summary of assessment methods

For the Skillsfirst Level 1 Award in Infection Prevention and Control in the Workplace (RQF), learners will be required to provide a portfolio of evidence which meets all the assessment criteria within the module.

5.2 Assessment principles

Deliverers should familiarise themselves with the structure, content and assessment requirements of the module within the qualification before designing a learning programme. It is suggested that centres design learning programmes that

- best meets the needs and capabilities of their learners and
- satisfies the learning outcomes and assessment criteria of the module

Delivery of the programme could be either classroom-based or e-learning, or a blended approach.

5.3 Characteristics of assessment guidance

The learner may produce evidence from a range of examples (as outlined below) which should be recorded in some form. A record of evidence will confirm to the assessor their confidence in the learner's breadth and depth of knowledge and understanding in being able to competently meet the functional requirements of all the modules. The assessor will need to be assured that the learner can meet all the learning outcomes of a module and pass all the assessment criteria of a module.

An assessor may request additional evidence if they are not satisfied with the evidence presented by the learner. If this occurs, it may need to be agreed in partnership with the learner and the assessor.

5.4 Types of evidence

Evidence is not required in any pre-set format and may be of many types and from diverse sources. Examples of types of evidence might include:

- learner statement
- notes
- review and tutorial records
- report
- diary
- Worksheet
- audio/video recorded
- discussion/presentation/interview
- assessor observation
- witness statement
- product
- workbook/e-assessment

Please note that centres are not restricted to the types of evidence listed above.

5.5 Professional discussion

Professional discussion is encouraged as a supplementary form of evidence to confirm a learner's competence. Such discussions should not be based on a prescribed list of questions, but be a structured discussion which enables the assessor to gather relevant evidence to ensure the learner has a firm understanding of the standard being assessed.

5.6 Simulation and witness testimony

Simulation or witness testimony is warranted where the centre can demonstrate that performance evidence has been impossible to obtain.

5.6.1 Simulation

Simulation can only be used to assess learners where the opportunity to assess naturally occurring evidence is unlikely or not possible. All modules within this qualification can be solely achieved by simulation.

5.6.2 Witness testimony

Skillsfirst recognises the use of occupationally competent witness testimony and expert witness testimony as appropriate methods for assessors to collect evidence on a learner's performance.

Witness testimonies can also be obtained from people who are not occupationally competent and do not have a knowledge of the national occupational standards.

5.7 Recognition of prior learning (RPL)

RPL is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a component of a qualification through knowledge, understanding or skills that they already possess and do not need to develop through a course of learning.

Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

- it covers relevant or appropriate experience for previous activities, as well as accredited learning and qualifications
- it is incorporated into the assessment planning, with details of how this will take place
- mapping of prior learning to the national occupational standards to identify gaps is documented and auditable
- assessment methods or processes for recognising prior experience and learning, are documented and made available to the external verifier
- the audit trail covers the whole process and methodology of RPL
- the authenticity and currency of presented evidence is established by the assessor

This evidence will need to be referenced clearly on recording documentation and will need to be appropriately authenticated and validated, perhaps by an employer or expert witness.

Assessment must be valid and reliable to ensure the integrity of the award. The evidence gathered must meet the standards of the qualification or component and the assessment process must be subject to the same quality assurance procedures as any other assessment process.

In summary, evidence submitted to the RPL process must:

- be authentic and prove conclusively that RPL is based on the learner's own work;
- meet the requirements of the current the skills and knowledge requirements and be appropriate to the content of the component or qualification being considered for RPL;
- be sufficient to conclusively prove consistency of learner performance in meeting the skills and knowledge requirements

6 Units



Unit Handbook

IPC1 – Causes and spread of infection in the workplace

Unit reference number: Y/618/2477

Level: 1

Guided Learning (GL) hours: 20

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of the different types of infection that can be found in a working environment and how best to prevent the spread of infection in the workplace.

Learning outcomes

There are **two** outcomes to this unit. The learner will:

LO1 Know the types of infection in the workplace

LO2 Know how to prevent the spread of infection in the workplace

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

None.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know the types of infection in the workplace	1.1 Describe the difference between bacteria, viruses, fungi and parasites
	1.2 Identify the types of illnesses and infections caused by: <ul style="list-style-type: none">• bacteria• viruses• fungi• parasites

Learning Outcome	Assessment Criteria
LO2 Know how to prevent the spread of infection in the workplace	2.1 Identify the types of work practices that may lead to the spread of infection in the workplace
	2.2 Describe the types of personal and work practices that could prevent the spread of infection in the workplace

IPC1 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

IPC2 – Roles and Responsibilities in Infection Prevention and Control in the Workplace

Unit reference number: D/618/2478

Level: 1

Guided Learning (GL) hours: 17

Unit aim

The aim of this module is to develop learners' knowledge and understanding of their own and their employer's role and responsibilities in infection prevention and control in the workplace.

Learning outcomes

There are **two** outcomes to this unit. The learner will:

LO1 Understand the employer role and responsibilities in infection prevention and control in the workplace

LO2 Understand the employee role and responsibilities in infection prevention and control in the workplace

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this module.

Assessment guidance

None.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the employer role and responsibilities in infection prevention and control in the workplace	1.1 Describe the current legislation for infection prevention and control in the workplace
	1.2 Describe employers' role and responsibilities in infection prevention and control in the workplace

Learning Outcome	Assessment Criteria
LO2 Understand the employee role and responsibilities in infection prevention and control in the workplace	2.1 Describe the current organisational policies for infection prevention and control in the workplace
	2.2 Describe own role and responsibilities in relation to: <ul style="list-style-type: none"> • personal illness • infection prevention and control in the workplace • reporting possible infections • reporting notifiable diseases

IPC2 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

IPC3 – Principles of infection prevention and control in the workplace

Unit reference number: H/618/2479

Level: 1

Guided Learning (GL) hours: 35

Unit aim

The aim of this module is to develop learners' knowledge and understanding of how to maintain personal hygiene to prevent infection in the workplace. It will also provide learners with an understanding of how to maintain infection prevention and control in the workplace.

Learning outcomes

There are **two** outcomes to this unit. The learner will:

LO1 Know how to maintain personal hygiene to prevent infection in the workplace

LO2 Know how to maintain infection prevention and control in the workplace

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this module.

Assessment guidance

Hand washing practices could include:

- following the Ayliffe technique
- using antiseptic hand wash, liquid soap, soap-type products, alcohol gels (70% alcohol),
- using paper towels

Others could include:

- volunteers
- contractors
- customers
- visitors

Environmental cleaning practices could include the routine cleaning and disinfection of frequently touched objects and surfaces, such as:

- telephones
- keyboards
- door handles
- desks
- crockery and cutlery
- shared kitchen areas and other communal spaces

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to maintain personal hygiene to prevent infection in the workplace	1.1 Describe personal hygiene practices relating to: <ul style="list-style-type: none"> personal protective equipment (PPE) hand washing to protect against infection
	1.2 Describe how to promote good hand hygiene for all staff and others
	1.3 Identify the importance of using PPE to prevent infection in the workplace

Learning Outcome	Assessment Criteria
LO2 Know how to maintain infection prevention and control in the workplace	2.1 Describe what is meant by: <ul style="list-style-type: none"> cleaning disinfecting sanitising
	2.2 Describe the importance of maintaining infection prevention and control in the workplace
	2.3 Identify the importance of environmental cleaning and disinfection
	2.4 Describe how to carry out regular environmental cleaning and disinfection
	2.5 Describe the potential impacts of not maintaining infection prevention and control in the workplace

IPC3 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

IPCA1 Document History

Version	Issue Date	Changes	Role
v2	03/02/23	Formatting and re-branding. No content amendment.	Data Administrator