

## **FN7G 04 (IPC1) Minimise the risks of spreading infection by cleaning and maintaining environments in health and social care settings**

### **About this Unit**

This standard concerns minimising the risks of spreading infection by cleaning and maintaining environments in health and social care settings, including community and domiciliary settings, and ambulance vehicles, but not including specialised settings, such as laboratories, pharmacies, or operating theatres, where more specialised methods may be required. The standard focuses specifically on activities for infection prevention and control, and it should be used alongside relevant health and safety policies, including national and local policies and other relevant standards.

Health and social care settings contain a diversity of microorganisms. Areas can become contaminated with blood, other body fluids and skin dispersal during care delivery which can become reservoirs for micro-organisms that are harmful to individuals who are susceptible to infection. Extra care must be taken when cleaning the environment to minimise these risks.

Users of this standard will need to ensure that practice reflects up-to-date information and policies.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice and conduct applicable to your job, and the NHS Knowledge and Skills Framework. This will relate to your work activities; the job you are doing, and the setting, eg in hospital and community, domiciliary, residential care, and the individuals you are working with.

**Values** — the values underpinning this Unit are embedded within the 2009 NHS Code of Conduct for Health Care Support Workers. These are stated in full within the Assessment Strategy and Guidance document for the awards.

**Key Words and Concepts** — a glossary of definitions, key words and concepts used in this Unit is contained in the Assessment Strategy and Guidance document.

In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **You should read the Assessment Strategy and Guidance document before you begin working with the standards and refer to it if you are unsure about anything in the Unit.**

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**Specific Evidence Requirements for the Unit**

**It is essential that you adhere to the Evidence Requirements for this Unit**

<b>SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT</b>
<b>Simulation:</b>
<ul style="list-style-type: none"> <li>◆ Simulation is <b>NOT</b> permitted for any part of this Unit.</li> </ul>
<ul style="list-style-type: none"> <li>◆ <b>The following forms of evidence ARE mandatory:</b></li> </ul>
<ul style="list-style-type: none"> <li>◆ <b>Direct Observation:</b> Your assessor or expert witness must observe you in real work activities. Their confirmation of your practice will provide evidence for a significant amount of the performance criteria in this Unit. <b>For example</b>, you could be observed carrying out cleaning duties following a schedule and after a particular incident such as a blood spillage. Your assessor may use a <b>checklist</b> to record this.</li> <li>◆ <b>Professional discussion:</b> Describes your actions in a particular situation and reflect on the reason(s) why you practice that way. <b>For example</b>, you could discuss with your assessor why you undertook cleaning in a particular way and what legislation affects your practice. You should also be able to explain the importance of personal protective clothing and infection control measures to your work.</li> </ul>
<b>Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:</b>
<ul style="list-style-type: none"> <li>◆ <b>Reflective Account:</b> These are written pieces of work which allow you to reflect on the course of action you took in a specific situation to identify any learning from the piece of work and to describe what you might do differently in the light of your new knowledge.</li> <li>◆ <b>Questioning/professional discussion:</b> May be used to provide evidence of knowledge, legislation, policies and procedures which cannot be fully evidenced through direct observation or reflective accounts. In addition your assessor/mentor or expert witness may also ask questions to clarify aspects of your practice.</li> <li>◆ <b>Expert Witness:</b> A designated expert witness, eg a senior member of staff, may provide a direct observation of your practice, or record a professional discussion they have held with you on a specific piece of practice.</li> <li>◆ <b>Witness Testimony:</b> Can be a confirmation or authentication of the activities described in your evidence which your assessor or mentor has not seen.</li> <li>◆ <b>Products:</b> These can be any record that you would normally use within your normal role, eg you should not put confidential records in your portfolio; they can remain where they are normally stored and be checked by your assessor and internal verifier.</li> <li>◆ <b>Prior Learning:</b> You may be able to use recorded prior learning from a course of training you have attended within the last two years. Discussion on the relevance of this should form part of your assessment plan for each Unit.</li> <li>◆ <b>Simulation:</b> There may be times when you have to demonstrate you are competent in a situation that does not arise naturally through your work role, eg dealing with violent or abusive behaviour. The Evidence Requirements in each Unit provide specific guidance regarding the use of simulation.</li> </ul>
<b>GENERAL GUIDANCE</b>
<ul style="list-style-type: none"> <li>◆ Prior to commencing this Unit you should agree and complete an assessment plan with your assessor which details the assessment methods you will be using, and the tasks you will be undertaking to demonstrate your competence.</li> <li>◆ Evidence must be provided for ALL of the performance criteria, ALL of the knowledge.</li> <li>◆ The evidence must reflect the policies and procedures of your workplace and be linked to current legislation, values and the principles of best practice within the Health Care sector. This will include the National Service Standards for your areas of work.</li> <li>◆ All evidence must relate to your own work practice.</li> </ul>

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**KNOWLEDGE SPECIFICATION FOR THIS UNIT**

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this Unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

**You need to provide evidence for ALL knowledge points listed below. There are a variety of ways this can be achieved so it is essential that you read the 'knowledge evidence' section of the Assessment Guidance.**

<b>You need to show that you know, understand and can apply in practice:</b>	<b>Enter Evidence Numbers</b>
1 Relevant standard infection control precautions legislation and policies.	
2 Health and safety regulations covering your area of work.	
3 The COSHH regulations concerning hazardous substances.	
4 The chain of infection.	
5 How to access facilities for hand hygiene.	
6 Cleaning schedules and other occasions when cleaning should be carried out.	
7 Cleaning machinery and equipment.	
8 Techniques for maintaining hand hygiene.	
9 The appropriate personal protective equipment to use when cleaning different spillages or working in different environments.	
10 How to safely put on, remove and dispose of personal protective equipment.	
11 The uses, dilutions, methods of application, storage, transportation and safe disposal of detergents and disinfectants used to deal with spillages.	
12 How to segregate different categories of waste.	
13 The different colour-coded bags and waste containers available and the correct use of each.	
14 How to distinguish between single-use, single-patient use, and re-usable equipment and how to dispose of them, or launder/clean or store them, safely.	
15 Your own role and responsibilities, and the responsibilities of others.	
16 How to complete the records required in your area of activity.	
17 How to report adverse events, accidents and incidents.	
18 How and when to report issues that are outside your job role.	

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Performance Criteria		DO	RA	EW	Q	P	WT	PD
1 Carry out cleaning: (a) on a routine, scheduled basis, following national and local procedures (b) when the environment is visibly dirty, or as required (c) immediately following a spillage of body fluids (d) whenever a patient/client is discharged or transferred from their care environment, to ensure the environment is safe to receive the next patient/client								
2 Consider the potential risk of exposure of yourself and others to infectious micro-organisms, before and during each activity you undertake.								
3 Use appropriate personal protective equipment for the activity, and carry out hand hygiene before and after the activity.								
4 Use cleaning agents recommended by standard infection control precautions, and follow the manufacturers' instructions for use.								
5 Ensure your cleaning equipment is clean, fit for purpose, appropriately colour coded, in a good state of repair, and is stored in a clean, dry, designated place.								
6 Ensure all areas are thoroughly cleaned and free from dust and grime, paying particular attention to: (a) all upward-facing surfaces (b) those areas that are frequently touched or used (c) areas that are hard to reach and may be overlooked in routine cleaning (d) sanitary areas								
7 Dispose of spent or unused cleaning solutions safely in a designated area.								
8 Where items (such as chairs, mattresses or furnishings) are split, torn or damaged, report them, and remove them for repair or replacement, as they represent an increased infection risk.								
9 Seek advice from your manager or from infection control staff if you are asked to clean environments where specific infections or micro-organisms								

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<b>Performance Criteria</b>		<b>DO</b>	<b>RA</b>	<b>EW</b>	<b>Q</b>	<b>P</b>	<b>WT</b>	<b>PD</b>
	are known to be present, or where another adverse incident has occurred.							
10	Report to your manager any issues arising in relation to: (a) any problems with facilities or supplies (b) infection risks or hazards that are beyond your responsibility to handle							
11	Complete cleaning records and schedules accurately and promptly as required by local policies.							

*DO = Direct Observation*

*EW = Expert Witness*

*PD = Professional Discussion*

*RA = Reflective Account*

*P = Product (Work)*

*Q = Questions*

*WT = Witness Testimony*

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*To be completed by the candidate*  
**I SUBMIT THIS AS A COMPLETE UNIT**

Candidate's name: .....

Candidate's signature: .....

Date: .....

*To be completed by the assessor*  
*It is a shared responsibility of both the candidate and assessor to claim evidence, however, it is the responsibility of the assessor to ensure the accuracy/validity of each evidence claim and make the final decision.*

**I CERTIFY THAT SUFFICIENT EVIDENCE HAS BEEN PRODUCED TO MEET ALL THE ELEMENTS, PCS AND KNOWLEDGE OF THIS UNIT.**

Assessor's name: .....

Assessor's signature: .....

Date: .....

**Assessor/Internal verifier feedback**

*To be completed by the internal verifier if applicable*  
***This section only needs to be completed if the Unit is sampled by the internal verifier***

Internal verifier's name: .....

Internal verifier's signature: .....

Date: .....