

**BTEC Short Courses**

# **SBA - LEARNER INSTRUCTIONS**

**Edexcel Level 2 BTEC Award**

**Infection Control**

Unit 1: General Hygiene Procedures

**Issued October 2004**

For use during the remainder of the duration of operation  
of the specification issued for September 2004

**edexcel** 

## **INSTRUCTIONS FOR LEARNERS COMPLETING SBAs**

1. The Scenario Based Assessment (SBA) is a compulsory part of your qualification. If you do not complete the SBA you will not receive your certificate.
2. Your tutor(s) will tell you how long you have to complete the SBA and the access you may have to resources.
3. Read the SBA carefully and make sure that you understand what work you should hand in and what is required of you. If you are uncertain, discuss it with your tutor(s).
4. The SBA requires you to work by yourself and to produce original work. You should not share your work with any other learners. For example, if you produce an illustration or diagram electronically, you should not give it to another learner. Similarly, you should not accept and use such information from others. You are required to sign that the work submitted is your own.
5. If you work in a group at any stage, you must present your own responses to each task for assessment.
6. Information taken from sources for research, e.g. Internet and textbooks, must be identified and not presented as your own work. You should list the sources used.
7. Some tasks may require Observation Records/Witness Statements. Your tutor(s) will organise for these to be completed and you must attach these to your submitted work.
8. In presenting your final work, you should not include draft work or reference materials such as handouts, notes and leaflets, unless the tasks specifically ask you to do so.
9. Presentation of your work:
  - Check that you have completed all tasks.
  - Label work with the appropriate task/sub-task number.
  - Present tasks in the correct order.
  - Label each page with your name and page number.
  - Submit all electronic materials in paper format.
  - Clearly label video or audio tapes submitted as part of your assignment.
  - All papers should be securely bound.
  - The completed SBA should NOT be presented in plastic envelopes, a box file or a lever arch file.

# YOUR ASSIGNMENT ACTIVITIES

## Scenario

This unit covers general procedures and precautions relating to personal hygiene, cleanliness of the work environment and food hygiene. The unit provides a basic knowledge of hygiene from which candidates can progress to look at infection control in more detail. Candidates will learn the importance of general hygiene procedures in preventing infection and cross-infection, and how to maintain a good level of hygiene in their own work environment.

Evidence for the SBA may be presented in a variety of formats to include:

- written responses to questions
- oral questioning and discussion (recorded by the assessor)
- responses to case studies
- role play observed and recorded by the assessor
- documents and other evidence (e.g. witness testimony, reflective accounts of work experiences) from real workplace situations

You will be expected to use your own experience of health/care situations where possible.

## Personal hygiene

- 1.a Explain why personal hygiene is important and your own responsibilities in relation to personal hygiene. You must explain:
- the importance of personal hygiene
  - your own responsibilities in maintaining personal hygiene.
- 1.b Describe the risks and the precautions relating to dress and appearance. You should describe:
- the importance of uniforms and protective clothing
  - footwear that is appropriate to working in the health or social care environment
  - how to care for clothing
  - the risks and the precautions that lead to restrictions on make-up and jewellery
  - care and precautions relating to hair and nails.
- 1.c Describe the procedures for hand washing and explain why this is important. You need to describe and explain:
- why hand-washing is important
  - how to wash hands effectively
  - the use of different hand-washing materials.
- 1.d Identify personal illness that could cause risk at work, giving reasons. You need to consider:
- treatment and precautions in relation to cuts or wounds
  - situations of illness or infection that either you or members of your family have, which could affect work
  - reporting of your own illness or infection to appropriate persons.

**This task provides evidence for criteria 1.a, 1.b, 1.c, 1.d.**

## **Task 2**

### **Work environment**

- 2.a Identify the reasons for maintaining a clean work environment.
- 2.b Identify your own personal responsibilities in relation to keeping the work environment clean.
- Describe the cleaning procedures to be followed in the health or social care workplace.
- 2.c You need to describe procedures associated with:
- de-contamination
  - disinfection and sterilisation - both procedures and materials used
  - dealing with spillage
  - dealing with waste
  - the main risk areas in work environment (toilets, bathrooms, sluice, dirty laundry, equipment, food areas).

**This task provides evidence for criteria 2.a, 2.b, 2.c.**

## **Task 3**

### **Food hygiene**

- 3.a Identify the causes of food related illness. You need to consider and identify the causes of food poisoning and other food related illness.
- 3.b Describe the effects on health of food related illness. You also need to describe
- those groups that are particularly vulnerable
  - how food related illness can spread.
- 3.c Describe food hygiene procedures to be applied in the health or social care workplace. You need to describe:
- your own responsibilities in maintaining food hygiene procedures
  - food handling procedures
  - procedures relating to the storage of food.

**This task provides evidence for criteria 3.a, 3.b, 3.c.**

# OUTCOMES AND ASSESSMENT CRITERIA

For ease of reference, the assessment criteria from the unit specifications that are relevant to assessing this SBA are repeated below.

You should refer to the full unit specification for information on unit content.

## Assessment Evidence Unit 1: General Hygiene Procedures

Outcomes	Assessment criteria for pass  To achieve each outcome a learner must demonstrate the ability to:
1 Understand the importance of <b>personal hygiene</b> and how it can be achieved	<ul style="list-style-type: none"> <li>• Explain why personal hygiene is important and own responsibilities in relation to personal hygiene</li> <li>• Describe risks and precautions relating to dress and appearance</li> <li>• Describe the procedures for hand washing and explain why this is important</li> <li>• Identify personal illness that could cause risk at work, giving reasons</li> </ul>
2. Explore procedures for keeping the <b>work environment</b> clean	<ul style="list-style-type: none"> <li>• Identify reasons for maintaining a clean work environment</li> <li>• Identify personal responsibilities in relation to keeping the work environment clean</li> <li>• Describe cleaning procedures to be followed in your workplace</li> </ul>
3. Investigate <b>food hygiene</b> precautions	<ul style="list-style-type: none"> <li>• Identify the causes of food related illness</li> <li>• Describe the effects on health of food related illness</li> <li>• Describe food hygiene procedures</li> </ul>