



QA Level 2 Award in  
**Health and Safety in  
Health and Social Care (RQF)**

Qualification Specification

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## Key Qualification Information

Qualification number:	603/0879/5
Operational start date	12th December 2016
Number of units:	1 mandatory unit
Total Qualification Time (TQT):	8
Guided learning hours (GLH):	7
Assessment methods:	<ul style="list-style-type: none"> <li>Theory assessment/multiple choice question paper: 1 x 30 question paper (minimum score 20)</li> </ul>



## Qualsafe Awards

Not only is Qualsafe Awards (QA) one of the largest Awarding Organisations (AO) in the UK, we are also the biggest AO for First Aid qualifications, making us an extremely trusted and recognisable name that employers look for when selecting a training provider.

We are recognised and regulated by the Office of Qualifications and Examinations Regulation (Ofqual), Qualifications Wales and the Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA). This means we can offer Centres an extensive range of qualification suites including First Aid; Prehospital Care; Health and Safety; Mental Health First Aid; Food Safety; Fire Safety; Education and Training; Manual Handling; and Health and Social Care.

With a specialist team of subject matter experts on hand to support our Centres, including A&E Consultants, doctors, paramedics, nurses, physiotherapists and specialists in other sectors such as mental health first aid, you can be confident that you are truly working with the industry experts.

## Qualification overview

This qualification forms part of the QA Health and Safety suite of qualifications. The qualification and learning outcomes are based on the recommendations of:

- National Occupational Standards (NOS) related to health and safety in the workplace
- Recommendations of good practice outlined by the Health and Safety Executive (HSE)

This qualification is specifically designed for people who work with patients in a health and social care setting and develops their awareness of health and safety issues that may arise in this environment. It covers the importance of good personal hygiene, understanding how risk assessments contribute to health and safety, identifying and controlling hygiene hazards, the legal requirements related to health and safety in the workplace and what to do in response to accidents and incidents at work.

This qualification specification provides information for Centres about the delivery of the QA Level 2 Award in Health and Safety in Health and Social Care (RQF) and includes the unit information, assessment methods and quality assurance arrangements.

### Objective

The objective of the qualification is to benefit Learners through developing their health and safety awareness in a health and social care environment to make sure they are keeping themselves, and the people they are caring for, safe.

### Purpose

The purpose of this qualification is to develop Learners' knowledge of health and safety in a health and social care environment.

### Intended audience

This qualification is for people who work directly with patients/clients in a health and social care setting, e.g. hospitals, care homes, day care centres. It is also suitable for people who intend to work with patients/clients in this type of environment.

### Structure

This qualification contains 1 mandatory unit with a Total Qualification Time (TQT) of 8 hours. Full details of this unit are in *Appendix 1*.

Learners must complete all assessments in the unit successfully within the registration period to achieve the qualification. The maximum period to achieve this qualification, including any referrals is 4 weeks.



TQT is the total number of hours required for a Learner to achieve this qualification. It has 2 elements:

- Guided Learning Hours (GLH) is the time a Learner is being taught and assessed under the immediate guidance of a Trainer/Assessor, which for this qualification is 7 GLH (minimum), and
- The number of hours a Learner will reasonably be likely to spend in preparation and study, including assessment, as directed by, but not under the immediate guidance or supervision of a Trainer, e.g. pre-course reading, which for this qualification is 1 hour

## Other units

No other units can be combined to count towards the QA Level 2 Award in Health and Safety in Health and Social Care (RQF) qualification.

## Relationship with other related qualifications

This unit may appear in health and safety qualifications that contain multiple units.

## Recognition of Prior Learning (RPL)

RPL is not allowed for this qualification.

## Entry requirements

Learners must be at least 14 years old on the first day of the training.

There are no other formal entry requirements but to benefit from the learning we advise that Learners have a minimum of Level 1 in literacy or equivalent.

## Progression

Some possible routes of progression are:

- QA Level 2 Award in Principles and Practice of Moving People Safely (RQF)
- QA Level 2 Award in Moving People Safely (RQF)
- QA Level 2 Award in Safe Moving and Handling (RQF)
- QA Level 2 Award in Principles of Risk Assessment (RQF)
- QA Level 2 Award in Principles of COSHH (RQF)
- QA Level 3 Award in Health and Safety in the Workplace (RQF)
- QA Level 3 Award in Risk Assessment (RQF)

## Requalification requirements

We recommend you refresh your training every 3 years.



## Qualification approval requirements

Qualsafe Awards requires the Centre:

- To have appropriate policies, systems and procedures in place
- To appoint suitable individuals from their personnel team to train, assess and quality assure their QA qualifications
- To have suitable and adequate venues, equipment and learning resources

In order to secure and maintain approval from QA, Centres need a minimum staffing requirement for each qualification suite they deliver, which for this qualification is:

<b>One Trainer/Assessor</b>	Responsible for the delivery and assessment of qualifications
<b>One Internal Quality Assurer</b>	Responsible for quality assuring the delivery, assessment and awarding of this qualification

Qualsafe Awards requires the Centre staff to read and understand QA's key policies and procedures, and to abide by their contents.

### Trainers

All Trainers should have the skills, knowledge and experience to be able to teach and demonstrate the subject. Each Trainer must be approved by Qualsafe Awards and provide evidence of:

1. A relevant vocational qualification (see *Vocational qualifications* table)
2. A formal teaching/training qualification (see *Teaching qualifications* table)

Vocational qualifications	
Ofqual Regulated Level 3 or 4 Health and Safety qualification	Degree in Health Care
Diploma or Degree in a relevant subject, e.g. Environmental Health and EHRB Certificate of Registration	Advanced regulated qualification in Health Care Studies or equivalent

Teaching qualifications	
B.Ed, M.Ed	City and Guilds Teacher's Certificate or equivalent
PGCE, PCET, Cert Ed	Ofqual Regulated Level 3 Award and Level 4 Certificate in Education and Training
NVQ Level 3 in Learning and Development	PTTLS, CTTLS, DTTLS
NVQ Level 4 in Learning and Development	Further Education Teacher's Certificate

(If relevant qualifications or experience do not appear on this list, please provide us with details as these alternatives could be acceptable.)

Trainers are expected to keep up to date with the subject area and provide evidence of continuing professional development (CPD).



## Assessors

There is no requirement for a separate Assessor when delivering this qualification. Once Trainers have been approved to deliver the qualification, they can assess Learners.

It is best practice for Trainers to hold a formal (regulated) assessing qualification or attend relevant Assessor CPD training with an Awarding Organisation (AO). However, as a minimum, Trainers must follow the principles outlined in the current *National Occupational Standards for Learning and Development: Standard 9 – Assess learner achievement*. Centres must be able to prove this.

## Internal Quality Assurers

Internal Quality Assurers (IQAs) must be vocationally competent and have a relevant vocational qualification (see *Vocational qualifications* table) **and**:

- Hold an assessing qualification and follow the principles outlined in the current *National Occupational Standards for Learning and Development: Standard 11 – Internally monitor and maintain the quality of assessment* (Centres must be able to prove this) **or**
- Hold a quality assurance qualification **or**
- Have attended QA approved IQA training relevant to this qualification

It is best practice for IQAs to hold a formal (regulated) IQA qualification and to hold, or be working towards, a formal (regulated) teaching qualification.

Full details of the Centre's requirements for internal quality assurance are in the *QA Centre Quality Assurance Guidance*.

Note: IQAs cannot quality assure a course for which they were the Trainer and/or Assessor.

## Venue and equipment

Quality training involves using premises conducive to learning and it is a Centre's responsibility to make sure all venues used for training and assessment purposes are suitable and adequate – whether these are hired or in-house training rooms. They must also comply with all current legislation.

In addition, it is important to use a wide range of equipment and learning resources to support delivery.

As a minimum, Centres must make sure their venues, equipment and other resources include:

Area:	Requirements:
<b>Training venue</b>	The training venue must meet acceptable health and safety standards and be conducive to learning, with sufficient: Size, floor surfaces, seating, writing surfaces, toilet facilities, ventilation, lighting, heating, access, exits, cleanliness, absence of distracting noise. The theory assessment space should allow Learners to sit at least 1 metre apart to prevent collusion.
<b>Audio visual (AV) equipment and training aids</b>	Sufficient AV equipment and training aids to facilitate learning using varying teaching methods.
<b>Learning materials</b>	Provide Learners with clear and accurate reference books/handouts covering the topics included in the qualification.

Note: Learners should sit at least 1 metre apart to prevent collusion during the theory/multiple choice question paper assessment.



## Course/Centre administration

### Registering Learners

Register Learners with Qualsafe Awards in accordance with the guidance in the *QA Centre Handbook*.

### Certification

After a Learner has completed an assessment, unit or qualification, whether they have passed or not, Centres must enter the details and assessment results on the Customer Portal at: [www.qualsafeawards.org](http://www.qualsafeawards.org)

Centres will be given login details and guidance on using the Customer Portal when they are approved to deliver a QA qualification.

The Learner receives a certificate on achieving this qualification.

The certificate date is the date the Learner achieves the final unit.

QA have developed a verification tool that means the validity of every certificate can be verified online. This verification tool can be found on the QA website.

## Delivery and support

### Learner to Trainer ratio

To maintain the quality of training and assessment, make sure the class ratio is no more than 16 Learners to 1 Trainer. The assessment space should allow Learners to sit at least 1 metre apart to prevent collusion during the theory/multiple choice question paper assessment. Never allow more Learners on the course than you can cater for during the assessment.

While this ratio of 16 Learners to 1 Trainer is strongly recommended for the QA Level 2 Award in Health and Safety in Health and Social Care (RQF) qualification, Centres may apply to QA to extend this ratio to 24 Learners to 1 Trainer if there are no practical assessments/skills tests. You must demonstrate that:

- Learners will not be disadvantaged
- The Trainer is experienced in this subject area with a low Trainer risk rating
- The venue has sufficient assessment space to allow Learners to sit at least 1 metre apart (to prevent collusion during the multiple choice question paper assessment)

All requests **must be approved** by Qualsafe Awards **before** any increase in Trainer/Learner ratio.

Note: You should never allow more Learners on the course than you can cater for during the assessment.

### Delivery plan

Qualsafe Awards provides Centres with a complimentary course programme and detailed lesson plans, which are carefully designed to meet the objective of this qualification and the needs of Learners, making sure Learners are adequately prepared for the assessments.

Centres not using QA lesson plans, which are created and provided free, must submit their own delivery plan and have it approved by us **before** delivering this qualification. Note: Charges may apply. The delivery plan should:

- Include a course timetable and detailed lesson plans, clearly showing the required subjects and criteria/ learning outcomes are covered and the minimum 7 guided learning hours are met
- Be carefully designed to meet the objective of this qualification and the needs of Learners, making sure Learners are adequately prepared for the assessments
- Be emailed to: [info@qualsafeawards.org](mailto:info@qualsafeawards.org)



## Learning materials

Centres must provide each Learner with suitable learning materials that cover the lesson plans and learning outcomes/assessment criteria for this qualification. These **must be approved** by Qualsafe Awards prior to use. Note: Charges may apply.

## Ongoing support

Qualsafe Awards Centres should provide appropriate levels of support to Learners throughout the qualification. The purpose of the support is to:

- Assess knowledge and competence in relation to learning outcomes and the detailed assessment criteria of the unit within the qualification, see *Appendix 1*
- Give Learners feedback on their progress and how they might be able to improve

# Assessment

## Methods

Qualsafe Awards has devised assessment tools to make sure Learners are assessed against the required knowledge, skills and understanding, as detailed in the learning outcomes and assessment criteria shown in *Appendix 1*. Centres should download all assessment papers from the Customer Portal in advance of the course. For each unit there are:

- Theory assessment/multiple choice question papers – there is 1 paper per unit for each Learner and Learners should answer all the questions under ‘examination’ conditions, see *QA Multiple Choice Question Paper Guidelines*
  - The maximum time allowed is 45 minutes
  - The minimum mark is 20 out of 30 to be considered for an overall ‘Pass’

Note: Centres should download all assessment papers from the Customer Portal in advance of the course.

## Access to assessment

Qualsafe Awards is committed to equality when designing the assessments for this qualification. Centres can make sure they do not unfairly exclude the assessment needs of a particular Learner by following the *QA Access to Assessment Policy* to determine whether it is appropriate to make a:

- Reasonable adjustment or
- Special consideration

When a reasonable adjustment is made or requested, e.g. written or theory assessment delivered verbally, Centres must complete a Reasonable Adjustment Form and send it to QA with any relevant supporting evidence. Centres should retain a copy of this form for their own records.

Learners may be eligible for special consideration if they have been affected by adverse circumstances beyond their control. A Special Consideration Request Form should be completed and sent to QA for consideration along with supporting evidence prior to implementation. Centres should retain a copy of this form for their own records.

Note: If you have any suggestions for improvements, please let us know.

Learners should be informed about the Centre’s and QA’s appeals procedures and how they can access these.



## Quality assurance

### Centre internal quality assurance

The Centre is required to sample a reasonable amount of assessments as part of the quality assurance of the qualification. This standardisation of assessment across Learners and Trainers is to make sure there is fairness and consistency in assessment practices. The arrangements for this should be included in the Centre's approved internal quality assurance policy.

Centres must retain all Learner documents and records for a period of 3 years and make sure these are available for review by Qualsafe Awards or our representatives, e.g. External Quality Assurers (EQAs), on request.

### Qualsafe Awards external quality assurance

Qualsafe Awards operates a system of ongoing monitoring, support and feedback for approved Centres across the United Kingdom.

QA employs a risk based model to decide the frequency of external quality assurance activity.

Further details of the Qualsafe Awards' external quality assurance programme are available in the *QA Centre Quality Assurance Guidance*.

## Further information

### Contact us

If you have any queries or comments we would be happy to help you, contact us:

Email: [info@qualsafeawards.org](mailto:info@qualsafeawards.org)

Tel: 0845 644 3305

### Useful addresses and websites

- Qualsafe Awards, City View, 3 Wapping Road, Bradford, BD3 0ED  
[www.qualsafeawards.org/home](http://www.qualsafeawards.org/home)
- Office of Qualifications and Examinations Regulation (Ofqual):  
[www.gov.uk/government/organisations/ofqual](http://www.gov.uk/government/organisations/ofqual)
- Scottish Qualifications Authority (SQA) Accreditation: <http://accreditation.sqa.org.uk>
- Health & Safety Executive (HSE): [www.hse.gov.uk](http://www.hse.gov.uk)

## Appendix 1 – Qualification unit

The QA Level 2 Award in Health and Safety in Health and Social Care (RQF) has 1 unit that Learners are required to complete in order to achieve the qualification.

<b>Title:</b>	Health and Safety in Health and Social Care Workplaces	
<b>GLH:</b>	7	
<b>Level:</b>	2	
<b>Learning outcomes</b> <i>The Learner will:</i>	<b>Assessment criteria</b> <i>The Learner can:</i>	<b>Indicative content</b>
<b>1. Understand the standards for health, safety and welfare in health and social care workplaces</b>	1.1 Distinguish employers' and employees' duties relating to health and safety	<ul style="list-style-type: none"> <li>• Employer's responsibilities under health and safety law including the Health and Safety at Work etc. Act (1974) and The Management of Health and Safety at Work Act (1999), e.g. to provide safe systems of work, welfare facilities</li> <li>• Employee's responsibilities under health and safety law including the Health and Safety at Work etc. Act (1974), e.g. act in a way that does not put themselves or others at risk</li> <li>• Other activities in the workplace that require specific legislation, e.g. manual handling, hazardous substances</li> </ul>
	1.2 Identify the consequences for non-compliance with health and safety standards	<ul style="list-style-type: none"> <li>• HSE inspectors and their main roles</li> <li>• Environmental Health Officers and their main roles</li> <li>• Types of legal notices, e.g. prohibition notice</li> <li>• Economic consequences of non-compliance, e.g. fines, legal costs</li> <li>• Social consequences of non-compliance, e.g. low morale, sick leave</li> <li>• Legal consequences of non-compliance, e.g. fines, prosecutions</li> <li>• Penalties for non-compliance</li> </ul>
	1.3 State the requirements for training and competence in the workplace	<ul style="list-style-type: none"> <li>• Need for training, e.g. to do job safely</li> <li>• When training should happen, e.g. during induction, new tasks</li> <li>• Definition of the term 'competent person'</li> <li>• Legal requirements for training and competency</li> </ul>
	1.4 Recognise the welfare arrangements that should be provided at work	<ul style="list-style-type: none"> <li>• Environment welfare arrangements, e.g. good ventilation, sufficient lighting</li> <li>• Personal welfare arrangements, e.g. adequate supply of drinking water, suitable toilets, health surveillance</li> </ul>
	1.5 Recognise the ways in which an employer can communicate health and safety information	<ul style="list-style-type: none"> <li>• Ways communication can take place, e.g. toolbox talks, posters, safety data sheets</li> </ul>



	1.6 Identify the actions that might need to be taken following an incident at work	<ul style="list-style-type: none"> <li>• Duty to report all accidents and incidents</li> <li>• Importance of reporting all accidents and near misses, e.g. to avoid the same thing happening again</li> <li>• Accident books and information needed on an accident report form</li> <li>• Requirements to report accidents and ill health to the HSE</li> </ul>
	1.7 Indicate the arrangements that should be in place for emergencies and first aid	<ul style="list-style-type: none"> <li>• Fire alarms, e.g. types and requirements to test them</li> <li>• Types of fire extinguisher, e.g. which fire extinguisher is safe for which type of fire</li> <li>• Evacuation procedures, fire doors and fire escapes, e.g. clear exits, the need for fire drills</li> <li>• What must be provided in case of emergency, e.g. emergency lighting, first aiders, escape routes</li> <li>• First aid needs assessments</li> <li>• Spillage procedures</li> <li>• Arrangements for lone workers</li> </ul>
<b>2. Understand how risk assessments contribute to health and safety</b>	2.1 Recognise the definitions of 'hazard', 'risk' and 'control measure'	<ul style="list-style-type: none"> <li>• Definition of 'hazard'</li> <li>• Definition of 'risk'</li> <li>• Definition of 'control measure'</li> </ul>
	2.2 Recognise the principle of the risk control hierarchy	<ul style="list-style-type: none"> <li>• Definition of the term 'hierarchy of control'</li> <li>• Hierarchy of control in order of preference, e.g. elimination, substitution, engineering controls, administrative controls and Personal Protective Equipment (PPE)</li> <li>• Rules of using PPE</li> </ul>
	2.3 Identify how risk assessment can be used to reduce accidents and ill health in health and social care environments	<ul style="list-style-type: none"> <li>• Definition of 'risk assessment'</li> <li>• Identification of hazards and control measures required</li> </ul>
	2.4 Recognise the five-step process of risk assessment	<ul style="list-style-type: none"> <li>• Five steps of a risk assessment, e.g. identify the hazards</li> <li>• When a risk assessment should be reviewed, e.g. after a near miss</li> <li>• Legal responsibilities regarding risk assessments</li> <li>• Groups that need special consideration, e.g. pregnant women</li> </ul>



<p><b>3. Understand how to identify and control hygiene hazards</b></p>	<p>3.1 Identify the hazards that are common in health and social care</p>	<ul style="list-style-type: none"> <li>• Transmission of pathogens</li> <li>• Manual handling             <ul style="list-style-type: none"> <li>o Most common manual handling injuries</li> <li>o Control measures to reduce the risk of injury</li> <li>o Mechanical aids</li> </ul> </li> <li>• Electricity             <ul style="list-style-type: none"> <li>o Ways electricity can cause harm</li> <li>o Using electrical equipment safely</li> <li>o Safety checks and reporting procedures for unsafe equipment</li> </ul> </li> <li>• Slips, trips and falls             <ul style="list-style-type: none"> <li>o Causes</li> <li>o Control measures</li> </ul> </li> <li>• Fire safety             <ul style="list-style-type: none"> <li>o Causes of workplace fires</li> <li>o Fire triangle</li> <li>o Fire prevention, e.g. keeping fuel and ignition sources apart</li> <li>o Prevent spread of fire, e.g. keeping fire doors closed</li> <li>o Control measures to reduce the risk of fire, e.g. clear rubbish and waste</li> </ul> </li> <li>• Hazardous substances             <ul style="list-style-type: none"> <li>o Forms of hazardous substance</li> <li>o Ways hazardous substances can enter the body, e.g. ingestion</li> <li>o Introducing a new substance and COSHH assessments</li> <li>o Control measures, e.g. safe systems of work, ventilation</li> <li>o Rules to follow, e.g. safe storage, wearing correct PPE</li> </ul> </li> </ul>
	<p>3.2 Recognise the concept of contamination, cross-contamination, infection and cross-infection</p>	<p>Definition of:</p> <ul style="list-style-type: none"> <li>• Pathogens</li> <li>• Contamination</li> <li>• Cross-contamination</li> <li>• Infection</li> <li>• Cross-infection</li> </ul> <p>• Vehicles of transmission, e.g. hands, aprons</p>



	<p>3.3 Identify the different types of micro-organisms, their means of transmission and the factors that influence the spread of disease</p>	<p>Micro-organisms and their transmission including:</p> <ul style="list-style-type: none"> <li>• Viruses</li> <li>• Fungi</li> <li>• Parasites</li> <li>• Bacteria</li> </ul> <ul style="list-style-type: none"> <li>• Direct transmission, e.g. hand to hand</li> <li>• Indirect transmission, e.g. mops, cloths</li> <li>• Conditions micro-organisms need to multiply, e.g. warmth, moisture</li> <li>• Situations where infection could be transmitted</li> <li>• Groups of people at greater risk of infection, e.g. elderly</li> </ul>
	<p>3.4 Recognise examples of controls for common microbiological hazards</p>	<ul style="list-style-type: none"> <li>• Standard precautions when dealing with blood, excretions and secretions</li> <li>• Hygiene procedures, e.g. personal cleanliness, protective clothing, covering wounds, hand washing</li> <li>• Keeping environment clean, e.g. cleaning schedules, spillage procedures</li> <li>• Food safety procedures, e.g. storing and serving food safely</li> <li>• Safe disposal of waste including clinical waste</li> <li>• Reporting illness and disease</li> </ul>
<p><b>4. Understand the importance of good personal hygiene</b></p>	<p>4.1 State the need for good hand washing and how it is practised</p>	<ul style="list-style-type: none"> <li>• Why hand washing is important, e.g. micro-organisms are carried on people's hands and can cause illness</li> <li>• When to wash hands, e.g. after dealing with waste</li> <li>• Correct hand washing and hand hygiene procedure</li> </ul>
	<p>4.2 Recognise the importance of suitable protective clothing and equipment</p>	<ul style="list-style-type: none"> <li>• Types of protective clothing and equipment and their uses, e.g. thick rubber gloves to protect against hazardous chemicals</li> <li>• Requirements of protective clothing and equipment, e.g. easy to clean and in good repair</li> </ul>
	<p>4.3 Identify the risks associated with exposure to infectious diseases at work and at home</p>	<ul style="list-style-type: none"> <li>• Risks of going to work with an infectious illness, e.g. risks to clients and colleagues</li> <li>• Legal responsibilities to declare infectious illnesses and contact with infectious illnesses</li> <li>• Illnesses that spread quickly, e.g. sickness, diarrhoea</li> <li>• Risks associated with cuts and sores</li> </ul>



<b>5. Understand the importance of maintaining a clean working environment</b>	5.1 Identify the need for suitable premises and equipment in health and social care settings	<ul style="list-style-type: none"> <li>• Types of environment in health and social care sectors, e.g. client's own home, care homes</li> <li>• Suitability of premises and equipment, e.g. fit for purpose, easy to clean and hard-wearing</li> </ul>
	5.2 Recognise the terms cleaning, disinfection, sterilisation and decontamination and their meaning	<ul style="list-style-type: none"> <li>• Benefits of good cleaning procedures, e.g. reduced rates of infection</li> <li>• Definition of 'cleaning'</li> <li>• Definition of 'decontamination'</li> <li>• Detergents and their use</li> <li>• Disinfectants and their use</li> <li>• Sanitisers and their use</li> <li>• Sterilisers and their use</li> </ul>
	5.3 Identify how cleaning chemicals and cloths are used and stored safely	<ul style="list-style-type: none"> <li>• Where cleaning chemicals should be stored, e.g. away from medicines and food in separate area</li> <li>• How cleaning chemicals should be stored, e.g. in original containers</li> <li>• Requirements when cleaning and disinfecting mops and cloths</li> <li>• Colour-coded equipment</li> <li>• Use of disposable cloths</li> </ul>
	5.4 Indicate how cleaning schedules should be used	<ul style="list-style-type: none"> <li>• Reasons for using cleaning schedules</li> <li>• Contents of a cleaning schedule</li> </ul>
	5.5 Recognise the correct procedures for dealing with waste, sharps and spillages	<ul style="list-style-type: none"> <li>• Correct procedure for dealing with body fluid spillages, e.g. wear disposable gloves</li> <li>• Disposal of hazardous waste including:                             <ul style="list-style-type: none"> <li>○ Used dressings</li> <li>○ Body fluids</li> <li>○ Sharps</li> <li>○ Soiled linen</li> <li>○ Unused medication</li> </ul> </li> </ul>

Note: Full and detailed qualification content is available to approved Centres in the form of lesson plans which are provided free of charge.



[www.qualsafeawards.org](http://www.qualsafeawards.org)

Tel: 0845 644 3305

Email: [info@qualsafeawards.org](mailto:info@qualsafeawards.org)