

Unit 44: Supporting Infection Prevention and Control in Care Settings

Level:	3
Unit type:	Optional (Group B2)
Credit value:	3
Guided learning hours:	20

Unit introduction

Individuals who are being cared for in care settings can be susceptible to infections. This is especially the case with vulnerable people, as their immune systems may not be able to fight off disease effectively. One of the roles of an adult care worker is to contribute to infection prevention and control in the workplace.

This unit will give you an understanding of infection prevention and control policies and procedures, in your own workplace and in other settings. You will learn how to respond if there is an infection outbreak and be able to demonstrate, with competence, your knowledge and understanding in this area. You will investigate how to minimise the risks of the spread of infection by following policies and procedures correctly. Just as importantly, you will learn to follow the correct procedures when recording and reporting any infection control and prevention issues or incidents, showing that you understand the reasons why recording and reporting is undertaken.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand how infection prevention and control policies	1.1 Explain how infection prevention policies and guidelines can be applied in own work setting

Learning outcomes		Assessment criteria	
	and guidelines can be applied within different settings	1.2	Identify differences in the ways in which infection prevention and control policies and guidance are implemented in a range of work settings
2	Be able to support infection prevention and control practices in the work setting	2.1	Minimise risk of infection to self and others in the work setting
		2.2	Support individuals to take steps to minimise spread of infection
		2.3	Carry out hand hygiene following work setting policies and guidelines
		2.4	Support others to understand their responsibilities for infection prevention and control in the work setting
		2.5	Provide guidance to others about infection prevention and control practices in own work setting
		2.6	Explain the functions of external bodies in supporting infection prevention and control in the work setting
		2.7	Maintain own understanding of information to support effective infection prevention and control practice
3	Be able to minimise the risk and spread of infection when using equipment	3.1	Ensure equipment is stored and maintained in ways that minimise the spread of infection
		3.2	Use agreed cleaning schedules for equipment in own work setting
		3.3	Explain why particular devices need special handling to minimise the spread of infection
4	Understand how to respond to outbreaks of infection in the work setting	4.1	Explain how to work with others to identify infection outbreaks in own work setting
		4.2	Explain how to work with others to implement policies and procedures following an infection outbreak
		4.3	Describe how to provide information about outbreaks of infection in accessible formats to individuals and others

Learning outcomes	Assessment criteria
	<p>4.4 Describe ways to ensure that care for the individual is provided in the most appropriate place</p> <p>4.5 Describe situations where additional guidance may need to be accessed to manage infection prevention and control incidents</p>
<p>5 Be able to follow correct recording and reporting procedures regarding infection prevention and control</p>	<p>5.1 Describe the process for sharing information about infections and suspected infections within own work setting</p> <p>5.2 Describe processes for reporting accidents and incidents relating to infection prevention and control within own work setting</p> <p>5.3 Complete records for infection prevention and control in line with policies and guidelines</p>

Unit content

What needs to be learned

Learning outcome 1: Understand how infection prevention and control policies and guidelines can be applied within different settings

Infection control policies and guidelines

- General principles of infection prevention and control.
- Hand hygiene.
- Personal protective equipment (PPE).
- Safe handling and disposal of sharps.
- Safe handling and disposal of chemical waste.
- Management of blood and bodily fluids.
- Spillages.
- Collecting, handling and labelling specimens.
- Decontaminating equipment.
- Cleaning, disinfection and sterilisation.
- Achieving and maintaining a clean clinical environment.
- Managing accidental exposure to blood-borne virus.

Application of policies and guidelines

- In own setting.
- In range of other settings:
 - residential homes
 - individual's own home
 - special schools
 - day centres.

Learning outcome 2: Be able to support infection prevention and control practices in the work setting

Standard precautions to minimise infection

- Hand hygiene:
 - hand washing technique
 - use of alcohol gels and antiseptics
 - hand drying
 - skin care
 - facilities required.
- Use of appropriate personal protective equipment (PPE).
- General cleanliness:
 - personal

What needs to be learned

- environmental
- materials
- equipment.
- Safe practice/following correct procedures.
- Prevention of sharps injury.
- Immunisation:
 - occupational health for staff
 - general public
 - individuals.
- Management of outbreaks of infection.
- Food handling.
- Soiled laundry management.

Support and guidance to others

- Training in procedures.
- Induction.
- Demonstration.

External bodies and information

- Purpose and role of.
- Reference documents and resources.

Learning outcome 3: Be able to minimise the risk and spread of infection when using equipment

Procedures for handling, storage and disposal of waste

- Sharps.
- Household waste.
- Clinical/hazardous waste.
- Biological spillages.
- Using the correct colour-coded bag or bin.
- Control of Substances Hazardous to Health (COSHH).

Learning outcome 4: Understand how to respond to outbreaks of infection in the work setting

Working with others

- Staff:
 - cleaners
 - cooks

What needs to be learned

- care workers
- doctors
- infection control specialists
- local Health Protection Unit (HPU).
- Individuals who may be affected or who may be at risk.
- Sharing information.

Outbreaks of infection

- Definition of outbreak.
- Potential causes of outbreaks:
 - diarrhoea
 - vomiting
 - clostridium difficile
 - food poisoning
 - meningitis
 - tuberculosis.

Viruses:

- norovirus
- influenza
- Covid-19.

Action

- Following appropriate policies and procedures such as notification to local HPU.
- Environmental health department.
- Procedures such as hand washing.
 - use of alcohol hand rub
 - use and disposal of personal protective equipment such as disposable gloves
 - PPE, e.g. aprons and masks.
- Aseptic technique.
- Enhanced cleaning schedules.
- Isolation of infected individuals.
- Advice to staff.
- Reduction of visitors and reduction of transfers in and out.
- Closure of unit to new admissions.
- Review current Infection Prevention Control (IPC) practices.
- Root cause analysis.

Providing information

What needs to be learned

- To colleagues.
- To managers.
- To visitors.
- To individuals and others.
- Format of information:
 - display of notices
 - provision of telephone advice for visitors

Care of individuals

- Physical and psychological care.
- Isolation of infected individuals:
 - reassurance
 - confidentiality
 - aseptic technique
 - where required, care after death to prevent cross-infection.

Accessing additional guidance

- Guidance and role of HPU:
 - when sudden onset and rapid increase in number infected indicate food-borne infection
 - samples of food and specimens from residents.
- Guidance and advice from HPU on risk assessment following infections such as norovirus or clostridium difficile.

Learning outcome 5: Be able to follow correct recording and reporting procedures regarding infection prevention and control

Roles and responsibilities of workers with regard to following the organisation's policies and procedures

- Reporting infectious or notifiable diseases and outbreaks.
- Seeking advice and guidance as appropriate.
- Admissions, transfers and discharges of individuals.
- Documentation and record keeping in relation to infection.
- Procedures following the death of an individual.
- Handling, collection and storing of specimens:
 - urine (MSU/CSU)
 - faeces
 - blood
 - vomit

What needs to be learned

- sputum
- wound swabs.
- Encourage all visitors to comply with hygiene policies and procedures.

Risk assessment

- Identify the hazard(s).
- Assess the risk.
- Record the risk.
- Remove/reduce the risk.
- Review the risk regularly.

Organisational policies and procedures

- Relevant documents:
 - manuals
 - employers' policy documents
 - good practice guidelines.

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

Assessment decisions for learning outcomes 2, 3 and 5 (competence) must be made based on evidence generated during the learner's normal work activity. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment, but the final assessment decision must be within the real work environment. Simulation cannot be used as an assessment method for learning outcomes 2, 3 and 5.

Assessment of learning outcomes 1 and 4 (knowledge) may take place in or outside of a real work environment.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4 Assessment requirements*.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification. This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period of time. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

Suggested resources

This section lists resource materials that can be used to support the delivery of the qualification.

Textbooks

NIFAST – *Infection Prevention & Control: FETAC Level 5* (Gill Education, 2013)

ISBN 9780717157297

Weston D – *Fundamentals of Infection Prevention and Control: Theory and Practice*

(Wiley Blackwell, 2013) ISBN 9781118306659

Websites

www.nice.org.uk

The National Institute for Health and Care Excellence (NICE) – national guidance and advice to improve health and social care.

www.rcn.org.uk

The Royal College of Nursing – represents nurses and nursing, promotes excellence in practice and shapes health policies.