



All Wales Infection Prevention and Control Training, Learning and Development Framework for health, social care, early years and childcare

Introduction

Good evidence informed infection prevention and control (IP&C) practice is essential for maintaining a safe environment for everyone and reducing the risk of the spread of infection and infectious diseases. This has always been important, but Covid-19 has highlighted the impact of IP&C practice across society, and in particular, within our public services.

What is the All Wales Infection Prevention and Control Training, Learning and Development Framework?

The *All Wales Infection Prevention and Control Training, Learning and Development Framework* (the framework) sets out the standards which should be used to inform practice in the health, social care, and early years and childcare sectors.

The standards in the framework can be used by organisations, employers and learning providers to:

- map their current training, learning and development to make sure all topics are covered sufficiently
- commission or develop training, learning and development
- measure and develop the competence of workers/students/volunteers
- review and/or develop policies and procedures.

The framework specifies the different levels of training, learning and development, and suggested target groups for each of these levels. **Please note these do not equate to levels within qualifications.** Topic areas and high-level standards have been set out for the content that should be covered in training, learning and development – this has been presented in tables with an indication of what is needed for each group.





Development of resources to support the framework

The standards are being used to develop a set of training, learning and development resources that can be used across Wales to support good IP&C practice.

Please note, the content and details of the training, learning and development for each standard would differ across all levels to reflect roles, responsibilities and what people need to know and do.

It is anticipated that any training, learning and development would be delivered within the context of current national regulations and national and local policy and guidance.

This is a live document and the standards set out in the framework may be updated as resources are developed. Any new versions will be numbered and dated.

DISCLAIMER: For specific guidance in relation to Covid-19 IP&C guidance please refer to Public Health Wales and Welsh Government websites.

Levels in the framework

The framework includes five levels ranging from introductory awareness to specialist knowledge, understanding and application.

Each level has a list of people who may need to access training, learning and development related to infection prevention and control. These may fluctuate depending on their individual circumstances. For example, a student studying health and social care at level 3 in an FE college may only need level 1 basic knowledge and application to support them in any work placement they access, whereas a student nurse undertaking placement in a care home setting may need level 3 enhanced knowledge, understanding and application. The person's role and responsibilities should therefore be carefully considered when identifying the training, learning and development they need.

Levels 0 to 3 have been identified and mapped against the standards. Level 4 will be completed as part of the next phase of this work using the competencies developed by the Infection Prevention Society.

Level definitions

00

Entry Level 0: Introductory awareness

An introduction to infection prevention and control, which can be used on a day-to-day basis to inform own and other's safe behaviour to reduce the spread of infection and infectious diseases.

01

Level 1: Basic knowledge and application

Development of knowledge about infection prevention and control, which can be used within a paid or unpaid role to inform own and other's safe behaviour to reduce the spread of infection and infectious diseases. At this level, people would be expected to use factual and procedural knowledge to complete tasks related to infection, prevention and control.

02

Level 2: Sound knowledge, understanding and application

Development of knowledge and understanding about infection prevention and control, which can be used within a work role to inform own and other's safe behaviour to reduce the spread of infection. At this level, people would be expected to use factual and procedural understanding to complete tasks, exercise judgement and supervise or guide others in relation to infection, prevention and control.

03

Level 3: Enhanced knowledge, understanding and application

Development of knowledge and understanding about infection prevention and control, which can be used within a work role to inform own behaviour and lead practice to reduce the spread of infection. At this level, people would be expected to use factual, technical, and procedural understanding to complete tasks, exercise judgement and supervise or guide others in relation to infection, prevention and control. They would be expected to take responsibility for overall courses of action, including, where relevant, responsibility for the work of others. They would be responsible for reviewing and evaluating the effectiveness of practice and taking action to improve performance.

04

Level 4: Specialist knowledge, understanding and application

To be confirmed in the next phase of this work but would include the development of practice across both health and social care.

Target groups at each level

Note: These are some examples only.

Group 1: Entry Level 0 introductory awareness	Group 2: Level 1 basic knowledge and application	Group 3: Level 2 sound knowledge, understanding and application	Group 4: Level 3 enhanced knowledge, understanding and application	Group 5: Level 4 specialist knowledge, understanding and application
<ul style="list-style-type: none"> Families/friends/volunteers people likely to visit individuals/children and young people in service settings Informal carers People interested in a career in social care or childcare, for example, those undertaking placements for work experience <p>Note: Any resources developed would be available for use for supporting workers from other sectors or the general public to learn about IP&C</p>	<ul style="list-style-type: none"> Workers and volunteers in health, social care and childcare who are not responsible for providing direct care and support, for example, administrators and non-clinical workers such as cleaners, cooks, porters and so on Informal carers Professionals likely to visit individuals/children and young people in service settings, such as social workers, DOLs assessors, advocates Students who require placement opportunities for qualification as pre-placement learning Assessors¹ of qualifications Work experience roles – non-direct care 	<ul style="list-style-type: none"> Workers and volunteers in health, social care and childcare who are responsible for providing direct care and support Informal carers Professionals likely to visit individuals/children and young people in service settings where direct contact is required as part of their role, such as occupational therapists, hairdressers, podiatrists, design to smile teams and so on Professionals likely to visit services for monitoring and quality assurance, such as inspectors, contractors/commissioners Students who require placement opportunities for qualification Assessors of qualifications Pharmacists in healthcare settings 	<ul style="list-style-type: none"> Responsible Individuals Health, social care and childcare managers and team leaders/senior care or support workers Assessors of qualifications Clinical directors Lead Allied Health Professionals Ward manager/charge nurse Antimicrobial pharmacists 	<ul style="list-style-type: none"> IP&C leads in health and social care Individuals advising around IPC and setting strategic direction Infection control nurses Consultant IPC lead

1. Assessors would need varying levels of knowledge and understanding depending on the units they are assessing – all would need basic, some would need sound and enhanced

1. Introduction: What is meant by infection, prevention and control, and main routes to infection

Topic area	Training, learning and development standards	Group 1	Group 2	Group 3	Group 4
A. What is meant by 'infection, prevention and control'	1. What is meant by the term 'infection prevention and control' ²	X	X	X	X
	2. Why it is important to minimise the spread of infection	X	X	X	X
	3. What is meant by the 'chain of infection' and 'routes of transmission'	X	X	X	X
	4. What is meant by the terms 'standard infection control precautions' and 'transmission-based precautions'	X	X	X	X
	5. The role of isolation and social distancing in infection prevention and control	X	X	X	X
	6. Actions to take where social distancing is not possible	X	X	X	X
B. Main causes and routes to infection	1. The difference between bacteria, viruses, fungi and parasites	X	X	X	X
	2. The conditions needed for the growth of bacteria, viruses, fungi and parasites	X	X	X	X
	3. Common illnesses and infections caused by bacteria, viruses, fungi and parasites, and the potential impact of these	X	X	X	X
	4. What is meant by the terms 'infection' and 'colonisation'			X	X
	5. What is meant by the terms 'systemic infection' and 'localised infection'			X	X
	6. How infections are transmitted and poor practices that may lead to this	X	X	X	X
	7. Factors that make it more likely that infections will occur (including at risk groups)	X	X	X	X
	8. What is meant by the term 'antimicrobial' and the impact of antibiotic prescribing	X	X	X	X
	9. What is meant by the term 'healthcare associated infection'		X	X	X

2. Anything highlighted has an existing mandatory NHS training package

2. How to prevent infection

Topic area	Training, learning and development standards	Group 1	Group 2	Group 3	Group 4
C. The role and responsibilities of the public, employers, workers and others for infection prevention and control	1. Legislation, national guidance, policy, and standards related to infection prevention and control		×	×	×
	2. Local and organisational guidance, policies and procedures related to infection prevention and control		×	×	×
	3. Every person's role and responsibility in relation to the prevention and control of infection	×	×	×	×
	4. The employer's role and responsibility in relation to the prevention and control of infection		×	×	×
	5. The role and responsibility of environmental health officers and health protection team in infection prevention and control			×	×
	6. Actions to take where there are concerns that an individual or child/young person has an infection	×	×	×	×
	7. Actions to take where there are concerns or indicators of an outbreak of infection			×	×
	8. How, why, and when risk assessments must be carried out for infection, prevention and utilising where appropriate the 'hierarchy of controls' approach		×	×	×
	9. What is meant by the term 'dynamic risk assessment' and why this is important for infection, prevention and control			×	×
	10. How to correctly collect specimens using a non-touch technique to avoid contamination of both person and specimen			×	×

Topic area	Training, learning and development standards	Group 1	Group 2	Group 3	Group 4
D. Hand hygiene and skin care	1. How regular handwashing can help prevent the spread of infection	×	×	×	×
	2. When and why hand washing should be carried out	×	×	×	×
	3. Facilities needed for handwashing		×	×	×
	4. The correct sequence and technique for hand washing	×	×	×	×
	5. Types of product which should be used for handwashing	×	×	×	×
	6. How hands should be dried	×	×	×	×
	7. When and why hand sanitiser should be used	×	×	×	×
	8. Types of product that should be used for hand sanitising	×	×	×	×
	9. The correct sequence and technique for using hand sanitiser	×	×	×	×
	10. Advice and guidance related to 'bare/clear below the elbows', the wearing of rings, cuts and/or plasters	×	×	×	×
	11. How to protect the skin	×	×	×	×
	12. Correct procedures related to skincare		×	×	×

Topic area	Training, learning and development standards	Group 1	Group 2	Group 3	Group 4
E. PPE	1. HSE legislation related to the use of PPE		×	×	×
	2. Different types of PPE and when and why each should be used (to include face masks, visors, gloves, aprons and gowns, goggles, disposable/reusable)	×	×	×	×
	3. How each of the types of PPE should be used, applied, and removed (to include face masks, visors, gloves, aprons and gowns, goggles, disposable/re-useable)	×	×	×	×
	4. The difference between single use, individual single use, sessional use, and re-useable PPE	×	×	×	×
	5. The correct procedure for storage, decontamination and disposal of used PPE	×	×	×	×
	6. Why, when, and how to use a tight-fitting respirator ³			×	×
F. Personal health and hygiene	1. Respiratory hygiene – sneezes and coughs, and disposal of used tissues	×	×	×	×
	2. Touching the face	×	×	×	×
	3. The role of immunisation and vaccination in the prevention of infection	×	×	×	×
	4. Uniform and/or workwear policy		×	×	×

3. For example, FFP3 masks including fit testing procedures, such as aerosol generating procedures

Topic area	Training, learning and development standards	Group 1	Group 2	Group 3	Group 4
G. Decontamination of the environment and equipment	1. How infection can be spread in the environment (including spillages, linen/soiled linen, touching surfaces and waste management)		X	X	X
	2. What is meant by the terms 'decontamination', 'cleaning', disinfection' and 'sterilisation'		X	X	X
	3. What is meant by 'enhanced cleaning'		X	X	X
	4. The process for decontaminating touch points	X	X	X	X
	5. The process for decontaminating equipment and work areas (including cleaning schedules)		X	X	X
	6. The difference between single and multiple use equipment	X	X	X	X
	7. The process for managing different types of spillages	X	X	X	X
	8. The management of linen (including clean linen, safe laundering, soiled linen and work clothing)	X	X	X	X
	9. How cleaning equipment should be cleaned and stored when not in use (including cloths and dishwashing brushes in the home)	X	X	X	X
	10. Colour coding of cleaning equipment in health, social care, and childcare settings		X	X	X
	11. How to reduce the risk of sharps injury and the immediate action to take in the event of injury	X	X	X	X
H. Waste/Sharps Management	1. Principles of safe waste and sharps management (including segregation, storage and disposal)	X	X	X	X

Topic area	Training, learning and development standards	Group 1	Group 2	Group 3	Group 4
I. Environmental Controls	1. Water safety – understand the risks associated with waterborne pathogens in a healthcare environment, how they are transmitted, the potential for outbreaks and how water safety is managed				✘
	2. Ventilation – understand the basic principles of natural, mechanical and specialised ventilation systems, airflow and air changes and their role in preventing infection.				✘



Useful resources

- *Home Hygiene – Prevention of infection at home and in everyday life: a learning and training resource*
The Infection Prevention Society (IPS) and the International Scientific Forum on Home Hygiene have undertaken a revision of their joint training/self-learning resource, which has been in widespread use since 2003. This resource is now available directly from the IPS website at:
https://www.ifh-homehygiene.org/sites/default/files/publications/final_Prevention_of_Infection9-18.pdf
- National Infection Prevention and Control manual, available at: www.wales.nhs.uk/sitesplus/888/page/95001
- Infection Prevention and Control for Childcare Settings (0-5 years) Nurseries Child Minders and Playgroups All Wales Guidance, available at: www.wales.nhs.uk/sitesplus/documents/888/Infection%20Prevention%20and%20Control%20for%20Childcare%20Settings%20Final%202014%20%282%29.output.pdf
- Essential Practice for Infection Prevention and Control Royal College of Nursing, available at: www.rcn.org.uk/-/media/royal-college-of-nursing/documents/publications/2017/november/pub-005940.pdf
- World Health Organisation IP&C guidance, available at: www.who.int/infection-prevention/about/ipc/en/

Glossary

The **individual** is the person you support or care for in your work. This could be a child or an adult.