Unit Title: **Lead and manage infection prevention and control within the work setting**

Sector unit number:	IC 501
Level:	5
Credit value:	6
Guided learning hours:	38
Unit reference number:	Y/504/2208

Unit purpose and aim

The purpose of this unit is to assess the knowledge, understanding and skills of learners when leading and managing infection prevention and control within their own area of responsibility.

Learning Outcomes	Assessment Criteria	Teaching Content
The Learner will:	**The Learner can:**	
1 Understand current infection prevention and control policies, procedures and practices	1.1 Summarise national and local policies for infection prevention and control	
	1.2 Evaluate how policies, procedures and practices in own work setting meet infection prevention and control regulatory requirements	
	1.3 Explain role and responsibilities in relation to infection prevention and control	
2 Be able to lead the implementation of policies and procedures for infection prevention and control	2.1 Analyse the differences between applying infection prevention policies and procedures in an **individual's** own home to that of a residential care setting	The **individual** is the person requiring care or support **Proportionate approach** encourages the learner to consider how infection prevention and control practices may be applied in proportion to the setting and the staffing within that setting. The Department of Health *'Code of Practice for health and social care on the prevention and control of infections and related guidance'* (England only) contains a useful appendix which gives examples of how a proportionate approach would apply.
	2.2 Explain how to ensure a **proportionate approach** to the implementation of policies and procedures in a **range of settings**	
	2.3 Communicate policies and procedures for infection prevention and control to **others** within the work setting	**Range of settings** may

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	2.4 Allocate roles and responsibilities to meet infection prevention and control procedures within own work setting 2.5 Manage compliance with procedures for infection prevention and control 2.6 Explain actions to take when infection prevention and control procedures and practices are not being complied with	include • Individual's own home • community environments • residential care homes • nursing home • hospitals **Others** may include: • People who use services • Care or support staff • Colleague • Manager • Non direct care or support staff • Carers • Families • Visitors • Contractors • Volunteers • Other professionals
3 Be able to manage the exchange of information about infections	3.1 Explain why it is important to share information with others 3.2 Provide information on infections to others 3.3 Manage processes for the exchange of information about infection between others 3.4 Manage systems for keeping records of suspected or diagnosed infections	
4 Be able to lead the practice of infection prevention and control	4.1 Explain why infection prevention and control practice should be included in: • job descriptions • performance management 4.2 Support staff to recognise their role in minimising the risk of spreading infection through: • Supervision • **Appraisal**	**Appraisal** may include: • key performance indicators • NHS Knowledge and Skills Framework (KSF) • Performance management

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	4.3 Provide access to **resources** for staff to minimise the risks of infection	**Resources** may include: • Equipment • Information • Changing rooms
	4.4 Monitor infection prevention and control practice	
	4.5 Provide feedback to staff on their practice of infection prevention and control	
	4.6 Manage the learning and development needs for staff about infection prevention and control: • During induction • **Continuing professional development**	**Continuing professional development** may include: • Refresher training • Updates • Team meetings • Reading
5 Be able to manage risk management in infection prevention and control	5.1 Manage the implementation of risk assessment processes to minimise infection	
	5.2 Manage the implementation of controls identified from risk assessment processes in partnership with the individual and others	
	5.3 Manage risk management records	
	5.4 Manage the reporting of risks and hazards that are outside your area of responsibility	
6 Be able to review the effectiveness of policies, procedures and practices for infection prevention and control	6.1 Assess trends of reported patterns of infections in own work setting	
	6.2 Identify factors that contribute to spread and/or reduction of infection in own work setting	
	6.3 Evaluate the implementation of infection prevention and control procedures in own work setting	

Learning Outcomes	Assessment Criteria	Teaching Content
	6.4 Make recommendations for changes to infection prevention and control policies, procedures and practices in own work setting	

Assessment

Units need to be assessed in accordance with Skills for Care's QCF Assessment Principles.

Assessment decisions for competence based learning outcomes (e.g. those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. 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.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Competence based assessment must include direct observation as the main source of evidence.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

Details of relationship between the unit and national occupational standards

This unit has been developed by Skills for Care in Partnership with Awarding Organisations. It provides a key progression route between education and employment (or further study/training leading to employment). It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care.

Additional information

For further information regarding administration for this qualification, please refer to the OCR document 'Administrative Guide for Vocational Qualifications' (A850).

This unit is a shared unit. It is located within the subject/sector classification system 01.3 Health and Social Care.