



www.icna.co.uk

Infection Control Nurses Association

Core Competencies for Practitioners in Infection Prevention and Control

2nd Edition

September 2004

Contents

	Page
Foreword	2
Introduction	3
What are Competencies	4
Undertaking self-assessment	5
Definition of Competence Level	6
What do I do now?	7
Summary of Competencies	9
Specialist Knowledge	
Infection prevention and control practice	10
Decontamination	12
Microbiology	13
Immunology	14
Epidemiology	15
Emergency Planning	18
Demographics in health	19
Healthcare Governance	
Research and Development	20
Clinical Effectiveness	22
Patient and Public Involvement	24
Risk Management	25
Learning and Teaching	
Personal and Professional Development	26
Facilitating Learning in Others	27
Leadership and Management	
Leads in the Development of a Proactive Infection Control Service	28
Managing an Infection Control Service	30
Competencies Achievement	32
Competencies Achievement Summary	36
Personal Learning Outcome Sheet	38
References	40
Bibliography	40
Appendices	41

Foreword

Infection is one of the most frequent adverse events associated with healthcare interventions and is compounded by the ever increasing threat from multi-drug resistant microorganisms. At any one time, 9 percent of hospital patients in the National Health Service will have acquired an infection during their hospital stay. These infections account for considerable morbidity and mortality and cost the Service at least £1 billion a year. Although sometimes unavoidable, a significant proportion of healthcare-associated infections could be prevented by better quality clinical practice.

All healthcare practitioners are responsible for ensuring that they consistently deliver high quality clinically effective care and protect patients from the risk of infection. Reducing the rate of these infections is a high priority in all NHS Trusts and Infection Control Teams provide both the strategic and operational drive needed to achieve this goal. Infection Prevention and Control Nurse Practitioners in these Teams are at the sharp edge of healthcare delivery, supporting colleagues in enhancing patient safety and best practice in preventing and controlling infection. To do this, they need clinical credibility, effective teaching, management and leadership skills, an ability to participate and lead relevant practice-driven research and a whole range of skills and insights associated with the continuing implementation of healthcare governance throughout the Service.

Following their initial publication in 2000, the Core Competencies For Infection Prevention and Control Practice have been extensively used and have become the accepted occupational standards for practitioners in this field. Following widespread consultation and review, the competencies and associated self-assessment instrument have been merged, further developed and re-designed. It continues to provide an indispensable tool for reflective practitioners to establish their current competency status and plan relevant and prioritised professional development. The Core Competencies can also inform educational programmes for the preparation of Infection Prevention and Control Nurse Practitioners and effective staff development programmes. The competencies should be used in developing employment and promotion specifications for these specialist practitioners and equally important, to reassure our patients and the general public by making our ability to protect them from infection transparent.

Infection Prevention and Control Nurse Practitioners are central to every effort to reduce the risk to patients from infection and they can make the defining difference in the provision of quality infection prevention and control practice. These practitioners are the most valuable resource we have to protect patients from infection and they need to continually strive to increase their own professional competency in order to inspire and lead others. This new edition of the core competencies will help them to do this and I encourage colleagues to take advantage of the opportunities for professional and specialist development afforded by this excellent publication.

Professor Robert J. Pratt CBE FRCN
President, Infection Control Nurses Association

Introduction

Since the ICNA Core Competencies were first published in 2000 there have been considerable changes with in the field of healthcare that have impacted on how we as Infection Prevention and Control Practitioners (IPCP) practice. One of the biggest changes has been the implementation of Agenda for Change (DH 1999), which describes levels of competence against a knowledge and skills framework, against which individuals will be assessed and rewarded. We have also seen the development of a new Agency, The Health Protection Agency and with it new roles for Infection Prevention and Control Practitioners. The Nursing and Midwifery Council have published a third part to the register for community staff with public health roles. All of these have influenced the decision to revise the core competencies document.

In undertaking the review a great deal of consideration was given to the factors outlined, particularly in regards to the format of the new document. Having received much praise, and constructive criticism, for the original document it was agreed that we would keep the original format but amalgamate the competencies and self-assessment documents into one easy to use document. The essence of the original document remains unchanged – we have just updated it. As with the first edition we have gone to considerable trouble to ensure that the language used is suitable for the academic level of attainment of first level degree for a competent practitioner, namely have skills of critical analysis. For information the relevant sections of Bloom's Taxonomy has been included as Appendix 1.

We have also updated the terminology for level of competency, moving away from Benner and adopting a similar framework to that used by the College of Nurses of Ontario (CNO 1996). We feel that these are more applicable to today's healthcare environment and they provide a useful tool in prioritizing personal development plans, all of which will become apparent as you work through the document. You will notice that we have also included a "not applicable" this time as we recognise that some of the elements we have included may not be relevant to all practitioners, as with the first edition, assessments must take into consideration your actual job description. We have also included a summary of competence achievement, which can more readily be used in personal portfolios, and a column in the document for you to note down examples of evidence to support your competence as you go along.

We hope that this document reflects the needs of practitioners but stress that this remains a core competencies document and recognise therefore that it will not meet everyone's needs fully. It will however, continue to provide a framework on which individuals can build for specific areas of their job.

Debbie King RGN, BSc (Hons) DPSN
Chair Competencies Review Group

Acknowledgement

The Competencies review group (Appendix 2) would like to acknowledge the contribution of all of those members who took the time to comment on the draft documents, either individually or through their regional groups. Thank you.

What are competencies?

Competence combines knowledge, skill, application and judgement and are all affected by each other and influenced by our attitudes and values. Competencies are statements of performance combining the elements of competence, which provide the public and employers with details of expectations about a role. In addition by being accepted as occupational standards, they provide a framework for developing skills and a foundation for valid assessment.

The theory behind competency and the development of competencies is complex. One approach (outcome approach) refers simply to the ability to perform tasks but for Infection Prevention and Control Practitioners, working in complex situations, characteristics to distinguish superior performance (input approach) are required (Weightman 1998). Both of these approaches are useful, and in developing these competencies an eclectic approach has been adopted.

Undertaking self assessment

Undertaking self-assessment is the first step in an ongoing process of life-long learning and development. Whilst it is an opportunity to determine individual performance and learning needs, introducing an element of peer review and assessment provides a healthy means for obtaining feedback and external perception (Gopee 2000).

The document comprises three sections:

- **Competence assessment** – describing stages of skills acquisition
- **Summary of Competence Achievement** – a opportunity to show overall competence
- **Personal Learning Outcomes Worksheet** – which can be used to outline agreed development objectives.

The self-assessment tool has been designed to enable recording of the initial assessment and the reassessment of performance as well as documenting identified learning outcomes and objectives.

Using the key criteria assess the level at which you think you are practicing. The definitions of levels of practice provided in this book will help you. **Remember to consider your job description during this process, as this will also determine some levels of practice with regards to certain criterion.**

Block out the top box for each criterion to the identified level. Remember as you go through to write down examples of evidence that you have to support your decision. Transfer the information to the summary sheet (page 36). Full instruction on how to use the summary sheets and an example are given below.

Having transferred the information across you will be able to identify areas for development. These can be prioritized according to your needs and the needs of your organisation. A plan for development can then be formulated (page 38).

Ensure that all entries are signed and dated as a record of the assessment process. The completed document can be kept as a part of your professional portfolio as a record of your development. Similarly it can be used as a formal tool for individual performance review with your line manager. Evidence of your work to support your level of practice should be retained as a part of your file.

Definitions of Competence Level

This document has adopted the level definitions outlined by the College of Nurses of Ontario (1996), and are described as:

- EXPERT (Ex)** A skill or practice you feel you excel in
- HIGHLY DEVELOPED (HD)** A skill or practice you feel you are good at
- REFINING (Ref)** A skill or practice you feel could be improved
- DEVELOPING (Dev)** A skill or practice you do not currently use but which should be included in your role
- NOT APPLICABLE (N/A)** A skill or practice that you determine **could not** be part of your role

(NB Abbreviations used in main document in brackets)

Using the Summary Sheet

When you have completed the assessment total up your numbers of expert and highly developed and add them together, and do this for each competency. These scores illustrate your strengths. Record them in the box as illustrated below in Figure 1.

Next repeat the process for your refining and developing criteria and again record your scores in the relevant box.

Areas where strengths outweigh learning opportunities would indicate stronger competence in this area, and vice versa identify an area where development is indicated.

There is no such thing as a good or bad ratio!

Figure 1 – Example of Summary of Competence

Specialist Knowledge Infection Prevention and Control Practice								
Individual Strengths				Learning Opportunities				Ratio
Expert		Highly Developed	Total	Refining		Developing	Total	
3	+	5	= 8	2	+	1	= 3	8 : 3

What Do I Do Now?

Once you have completed your assessment and documented your strengths: opportunity ratio you are ready to complete your personal learning plan. Before this however, you may wish to transfer all of your ratios to the Competencies Achievement Summary sheet on page 36 for ease. This sheet is designed to be included in your Professional Portfolio to negate the need to carry the complete assessment.

From your ratios, identify the competencies that have the highest ratio of learning opportunities. You should then prioritise your identified needs further by considering the following questions:

- How many refining skills are there versus developing skills
- Which skill group is most important in your current role
- Which learning opportunity most fits with the needs of your organisation

Obviously you may identify more than one learning opportunity but focus on each one separately and remember, this is a dynamic document, and things will change regularly. Learning is a continuum and you should not be afraid that things change depending on your needs, organisational needs and changes to your working environment. If you move jobs for example, there may be a need to re-prioritise your learning plan.

The Personal Learning Plan contains the following sections:

- **Learning Goals**

This is a general statement, which provides the overall direction for your learning

- **Learning Objectives or What am I going to learn?**

These are the components of your goal: Remember to make your objectives **SMART**

Specific

Measurable

Achievable

Realistic

Timely

- **Success Indicators or How will I know I have learned it?**

Write how you will demonstrate or evidence that you have met your objectives and goals. For example " I will be able to..."

- **Resources/ Strategies or How am I going to do it?**

Remember your individual learning style when deciding on what resources you are going to use. Don't forget how much you can learn from others so think of novel ways of learning including shadowing in addition to the traditional attendance at courses.

- **Target Date**

Again be realistic when deciding on your target date for achievement. Don't set yourself up to fail. Remember that there is a balance to be achieved between work and life, and between doing your job and undertaking development to do the job.

When you have completed your action plan sign and date it and then it can form part of your professional portfolio. Remember to refer back to it to make sure that you are working towards your outcomes, and should you deviate from the plan for any reason make a note explaining why.

Having undertaken the review, you have an opportunity to introduce an element of peer review. Choose a peer, for example a clinical supervisor, or you might choose your line manager as part of your performance review. Discuss with them the things they feel you are good at and those that they think you might further develop. You can use the Peer Feedback Summary sheet to record this meeting. Discuss this feedback and clarify any points, but remember you know what your learning are.

Summary of Competencies

Domain One Specialist Knowledge

Area of Competence	Competency
Infection Prevention and Control Practice	The application of knowledge about infection practice to prevent and control infection in clinical and non-clinical areas
Decontamination	The application of the principles of cleaning, disinfection and sterilisation to promote safety
Microbiology	The application of microbiological knowledge to promote health through the prevention and control of infection and communicable disease
Immunology	The application of immunological knowledge to promote health through the prevention and control of infection and communicable disease
Immunisation and Vaccination	The application of the knowledge relating to the planning, practice and monitoring of immunisation and vaccination programmes
Epidemiology	The application of epidemiological knowledge to monitor and control infections and communicable diseases through the accurate interpretation of surveillance data
	The use of surveillance
Demographics in Health	The application of demographic knowledge to inform Infection Prevention and Control strategies

Domain Two Healthcare Governance

Area of Competence	Competency
Research and Development	Critical analysis of published literature related to Infection Prevention and Control
	The participation in research independently or collaboratively
Clinical Effectiveness	Using audit to monitor effectiveness
Patient and Public Involvement (PPI)	The use of communication skills to enhance patient and public involvement
Risk Management	The use of appropriate strategies and systems to identify and manage risk

Domain Three Learning and Teaching

Area of Competence	Competency
Personal and Professional Development	Development of own professional knowledge and skills through life long learning
Facilitating learning in others	Makes use of effective strategies to help others to learn about Infection Prevention and Control

Domain Four Leadership and Management

Area of Competence	Competency
Leads in the Development of a proactive infection prevention and control service	Leads work teams in the development of knowledge, ideas and work in infection prevention and control practice
Managing an Infection Prevention and Control Service	Uses a co-ordinated approach to ensure the service is managed effectively

Domain One Specialist Knowledge

1. Area of Competence		Infection Prevention and Control Practice						
Competency		The application of knowledge about infection practice necessary to prevent and control infection in clinical and non-clinical areas						
Criteria No.	Key Criteria Outcomes	N/A	Dev	Ref	HD	Ex	Evidence	
1.1.1	Critically evaluates information and research and synthesises knowledge to formulate advice on the prevention and control of infection							
1.1.2	Evaluates the measures used to prevent and control infection, taking into account the individual's nursing, social, physical and psychological needs							
1.1.3	Incorporates wider public health issues into guidance and advice given							
1.1.4	Incorporates relevant legislation, and national and local guidelines, into guidance and advice given							
1.1.5	Assesses the effect of international, national and local, social, political and professional trends on infection prevention and control practice							
1.1.6	Undertakes regular review and evaluation of the service, and initiates changes where appropriate							
1.1.7	Acknowledges personal limitations and seeks advice from others with specific expertise when necessary							
1.1.8	Formulates assessments of infection hazards; identifying where and when they occur, the risks related to them, and the actions required eliminating or minimising those risks							

Criteria No.	Key Criteria Outcomes	N/A	Dev	Ref	HD	Ex	Evidence
1.1.9	Works collaboratively with multi-agencies to assess health needs and activities that can influence health of individuals						
1.1.10	Explores social, economic and environmental influences in relation to inequalities in health and the impact this may have on infection						
1.1.11	Synthesises the mechanisms of antimicrobial resistance into Infection Prevention and Control policies						

Domain One Specialist Knowledge

2. Area of Competence		Decontamination					
Competency		The application of the principles of cleaning, disinfection and sterilisation to promote safety					
Criteria No.	Key Criteria Outcomes	N/A	Dev	Ref	HD	Ex	Evidence
1.2.1	Evaluates the level of risk of transmission of infection by individuals, medical devices and environments						
1.2.2	Supports staff in choosing appropriate methods of decontamination depending on the risk of transmission of infection						
1.2.3	Devises and reviews policies and procedures that reflect knowledge of the principles of decontamination and incorporates legislation, and national and local guidelines and strategies into practice						
1.2.4	Seeks advice where necessary from those with appropriate expertise in the testing, monitoring and validation of decontamination processes						
1.2.5	Incorporates environmental and public health issues when formulating local decontamination strategies						
1.2.6	Supports staff and organisations on appropriate use of reusable, 'single use' and 'single patient use' medical devices						

Domain One Specialist Knowledge

3. Area of Competence		Microbiology						
Competency		The application of microbiological knowledge to promote health through the prevention and control of infection and communicable disease						
Criteria No.	Key Criteria Outcomes	N/A	Dev	Ref	HD	Ex	Evidence	
1.3.1	Seeks and interprets microbiological data to assist in the prevention and control of infection							
1.3.2	Supports staff in procedures for specimen collection							
1.3.3	Assesses the clinical relevance of microbiological information to patients' well being and advises accordingly							
1.3.4	Distinguishes between modes of transmission of micro-organisms and recommends appropriate methods of control							
1.3.5	Assesses patients, staff, visitors and relatives, environments and situations to estimate the risk of transfer of micro-organisms and the likely consequences of such transfer							
1.3.6	Selects and initiates appropriate actions to minimise the risk of transmission of infectious agents							
1.3.7	Reviews microbiological data to evaluate the efficacy of interventions							
1.3.8	Incorporates relevant legislation and guidance							

Domain One Specialist Knowledge

4. Area of Competence		Immunology						
Competency		The application of immunological knowledge to promote health through the prevention and control of infection and communicable disease						
Criteria No.	Key Criteria Outcomes	N/A	Dev	Ref	HD	Ex	Evidence	
1.4.1	Seeks out and interprets immunological information to inform advice as necessary							
1.4.2	Assesses the susceptibility of individual patients, clients, staff members, relatives and others to infection							
1.4.3	Plans, advises and initiates appropriate patient care and other actions, taking immune status into account to minimise the risk of infection							
1.4.4	Supports Occupational Health department in exclusion of staff with infections and exclusion or redeployment of staff identified as susceptible to infection							

Domain One Specialist Knowledge

6. Area of Competence		Epidemiology									
Competency		The application of the knowledge relating to the planning, practice and monitoring of immunisation and vaccination programmes									
Criteria No.	Key Criteria Outcomes	N/A	Dev	Ref	HD	Ex	Evidence				
1.5.1	Synthesises relevant legislation and guidelines into practice										
1.5.2	Supports individuals in the safe management and administration of vaccines										
1.5.3	Analyses indicators and contra-indications and any special risk groups and takes action accordingly										
1.5.4	Seeks advice where necessary from those with appropriate expertise in the testing, monitoring and validation of decontamination processes										
1.5.5	Distinguishes adverse reactions and takes appropriate action										
1.5.6	Designs immunisation programmes in collaboration with key stakeholders										

Domain One Specialist Knowledge

6. Area of Competence		Epidemiology					
Competency		The application of epidemiological knowledge to monitor and control infections and communicable diseases through the accurate interpretation of surveillance data					
Criteria No.	Key Criteria Outcomes	N/A	Dev	Ref	HD	Ex	Evidence
1.6.1	Uses relevant information technology to collect and interpret surveillance data						
1.6.2	Assesses the suitability of surveillance methods, techniques and commercially available packages, and selects the most appropriate based on evaluation of situation and circumstances						
1.6.3	Analyses epidemiological data and knowledge to formulate action plans relevant to local needs and inform future practice, and evaluates effectiveness of interventions						
1.6.4	Investigates, manages, documents and reports outbreaks, seeking advice from others with appropriate expertise where necessary						
1.6.5	Seeks, assembles and interprets epidemiological data obtained through local, national and international surveillance to assist in the investigation, prevention and control of infection						
1.6.6	Establishes a network between local infection control and health protection teams to assist in the control of infectious diseases and formulates strategic plans where necessary						

Domain One Specialist Knowledge

7. Area of Competence		Epidemiology						
Competency		The use of surveillance						
Criteria No.	Key Criteria Outcomes	N/A	Dev	Ref	HD	Ex	Evidence	
1.7.1	Formulates and implements a programme for improving the quality of care which takes into account priorities, objectives and available resources							
1.7.2	Establishes and maintains dialogue with key professionals, both those who can use the results to inform practice and those who can provide expert advice and guidance							
1.7.3	Uses appropriate epidemiological methods to collect or co-ordinate the collection of data and ensure reliable and reproducible results							
1.7.4	Analyses data using appropriate epidemiological measures and statistical tests, seeking expert advice where appropriate							
1.7.5	Interprets results, identifies trends and adverse events, and assesses the relationship to benchmarks							
1.7.6	Formulates strategies to promote and facilitate the review of clinical and non-clinical practice in response to the results of surveillance							
1.7.7	Incorporates the principles of the Data Protection Act into methodology and data handling							
1.7.8	Interprets findings and produces logical, structured reports, appropriate in style and content for the intended reader							
1.7.9	Disseminates results to relevant clinical and non clinical staff in a timely manner							

Domain One Specialist Knowledge

8. Area of Competence		Emergency Planning						
Competency		The ability to respond effectively to major incidents						
Criteria No.	Key Criteria Outcomes	N/A	Dev	Ref	HD	Ex	Evidence	
1.8.1	Collaborates effectively with, and is knowledgeable of, multi-agency emergency teams, playing a key role as the nursing resource of the team							
1.8.2	Analyses the range of effects of the incident on the population and responds effectively to minimise risk							
1.8.3	Recognises the distinct roles in any healthcare emergency situation and supports them in managing the incident							
1.8.4	Develops and sustains appropriate relationships, partnerships and networks to influence and improve health outcomes							
1.8.5	Communicates calmly and effectively with the multi-agency team							
1.8.6	Champions the nursing contribution and distinguishes roles of others							
1.8.7	Analyses the factors that contribute to the problem and agrees priorities for action							
1.8.8	Critically evaluates performance under pressure and acknowledges limitations							
1.8.9	Investigates with others, critical incidents and service failures, revises plans and updates as appropriate to current information							
1.8.10	Synthesises lessons learned into future practice and service development							

Domain One Specialist Knowledge

9. Area of Competence		Demographics in Health					
Competency		The application of demographic knowledge to inform Infection Prevention and Control strategies					
Criteria No.	Key Criteria Outcomes	N/A	Dev	Ref	HD	Ex	Evidence
1.9.1	Analyses the role of demographics relating to public health						
1.9.2	Synthesises current population trends to inform decision making processes re service development and provision to prevent and control infection						
1.9.3	Analyses data to inform process and practice in relation to demographic shift						
1.9.4	Deduces target populations for preventative interventions						
1.9.5	Evaluates the risks to individuals' health and well being and seeks immediate assistance when there are serious concerns						

Domain Two Healthcare Governance

1. Area of Competence		Research and Development					
Competency		Critical analysis of published literature related to Infection Prevention and Control					
Criteria No.	Key Criteria Outcomes	N/A	Dev	Ref	HD	Ex	Evidence
2.1.1	Accesses a full range of resources to search the literature for relevant information to maintain and expand specialist knowledge						
2.1.2	Adopts a critical approach to the review of published literature						
2.1.3	Selects relevant published literature						
2.1.4	Differentiates between different research methodologies and chooses correct method to achieve objectives						
2.1.5	Critically evaluates the reliability, validity and application to practice of the published literature						
2.1.6	Integrates theoretical understanding with practical experience when determining and reflecting on professional practice						

Domain Two Healthcare Governance

2. Area of Competence		Research and Development						
Competency		The participation in research independently or collaboratively						
Criteria No.	Key Criteria Outcomes	N/A	Dev	Ref	HD	Ex	Evidence	
2.2.1	Identifies research opportunities and formulates appropriate research questions							
2.2.2	Accesses key personnel and sources of data to facilitate the research process							
2.2.3	Appraises personal and organisational limitations in respect of ability to undertake research							
2.2.4	Constructs an appropriate proposal to address the research question, which takes into account ethical consideration							
2.2.5	Defines the data required, systems for collection and methods of analysis							
2.2.6	Critically interprets data and formulates proposal for action							
2.2.7	Communicates research findings effectively in both verbal and non-verbal forms							

Domain Two Healthcare Governance

3. Area of Competence		Clinical Effectiveness						
Competency		Using audit to monitor effectiveness						
Criteria No.	Key Criteria Outcomes	N/A	Dev	Ref	HD	Ex	Evidence	
2.3.1	Formulates and implements a programme for improving the quality of care which takes into account priorities, objectives and available resources							
2.3.2	Establishes links with key professionals, both those who can use the results to inform practice and those who can provide expert advice and guidance							
2.3.3	Selects appropriate quality indicators or benchmarks							
2.3.4	Constructs standards that are agreed, achievable, measurable, objective, research based and user-friendly							
2.3.5	Incorporates national guidelines and legal requirements into local standards							
2.3.6	Distinguishes target population and develops and uses appropriate methodology and data collection tools							
2.3.7	Appraises limitations of methods							
2.3.8	Uses systems to collect data, which will produce reliable and reproducible findings							

Criteria No.	Key Criteria Outcomes	N/A	Dev	Ref	HD	Ex	Evidence
2.3.9	Incorporates the principles of the Data Protection Act into methodology and data handling in line with the Caldicott Guidelines						
2.3.10	Uses professional judgment in recognising and challenging poor practice						
2.3.11	Interprets findings and produces logical, structured reports, appropriate in style and content for the intended reader.						
2.3.12	Disseminates results to relevant clinical and non-clinical staff in a timely manner						
2.3.13	Formulates strategies to promote and facilitate the review of clinical and non-clinical practice in response to results of audit						

Domain Two Healthcare Governance

4. Area of Competence		Patient and Public Involvement (PPI)					
Competency		The use of communication skills to enhance patient and public involvement					
Criteria No.	Key Criteria Outcomes	N/A	Dev	Ref	HD	Ex	Evidence
2.4.1	Works collaboratively to support patient and public involvement (PPI) mechanisms and initiatives						
2.4.2	Supports PPI forums						
2.4.3	Creates information resources and seek the views of patients/public						
2.4.4	Evaluates information resources in collaboration with patients/public						
2.4.5	Actively seek feedback from patients/public in relation to their experience of infection and acts on that information						
2.4.6	Works collaboratively with the media officer / communications department to promote infection prevention and control						

Domain Two Healthcare Governance

5. Area of Competence		Risk Management						
Competency		The use of appropriate strategies and systems to identify and manage risk						
Criteria No.	Key Criteria Outcomes	N/A	Dev	Ref	HD	Ex	Evidence	
2.5.1	Supports the organisation in the prevention and control of infection							
2.5.2	Devises key indicators to provide early warning of risk related to infection prevention and control							
2.5.3	Formulates and initiates strategies to reduce risk, taking into account relevant legislation and published guidelines							
2.5.4	Distinguishes level of risk presented by individuals, equipment and the environment							
2.5.5	Works collaboratively with individuals and organisation to assess and manage infection risks							
2.5.6	Uses the principles of hazard analysis and 'root cause analysis' in relation to infection control practice/incidents to inform future strategies							
2.5.7	Acts as an expert resource in response to incidents, complaints and claims							
2.5.8	Produces logical, structured reports, appropriate in style and content for the intended reader							

Domain Three Learning and Teaching

1. Area of Competence		Personal and Professional Development						
Competency		Development of own professional knowledge and skills through life long learning						
Criteria No.	Key Criteria Outcomes	N/A	Dev	Ref	HD	Ex	Evidence	
3.1.1	Fulfils The Professional Bodies' requirements for acting as a teacher and mentor							
3.1.2	Uses reflection to formulate and prioritise strategies for self development							
3.1.3	Analyses own competence, analyses deficits and recognises own strengths and limitations							
3.1.4	Maintains a portfolio of evidence relating to own personal professional development							
3.1.5	Makes effective use of learning opportunities within and outside the workplace							
3.1.6	Updates existing knowledge and skills in relation to own role in the prevention and control of infection							
3.1.7	Integrates own learning to the future development of infection prevention and control to meet the needs of the individual and the organisation							
3.1.8	Seeks opportunities for development and devises personal objectives for own professional development							

Domain Three Learning and Teaching

2. Area of Competence		Facilitating learning in others					
Competency		Makes use of effective strategies to help others to learn about infection prevention and control					
Criteria No.	Key Criteria Outcomes	N/A	Dev	Ref	HD	Ex	Evidence
3.2.1	Helps others to identify learning needs in relation to infection prevention and control						
3.2.2	Encourages and supports others to make realistic self-assessments of their current level of knowledge in relation to infection prevention and control						
3.2.3	Seeks and gains access to learning opportunities for others and supports them in applying theory to practice						
3.2.4	Contributes to the development of a learning and development culture in the workplace						
3.2.5	Alerts managers to resource issues which affect learning, development and performance						
3.2.6	Formulates and implements teaching and learning strategies for the identified groups or individuals						
3.2.7	Uses a variety of methods to deliver appropriate information effectively						
3.2.8	Evaluates the effectiveness of strategies used to facilitate the learning of others						

Domain Four Leadership and Management

1. Area of Competence		Leads in the Development of a proactive infection prevention and control service						
Competency		Leads work teams in the development of knowledge, ideas and work in infection prevention and control practice						
Criteria No.	Key Criteria Outcomes	N/A	Dev	Ref	HD	Ex	Evidence	
4.1.1	Works autonomously and seeks collaborative relationships with others across and within professional boundaries							
4.1.2	Establishes and maintains professional networks within healthcare organisations							
4.1.3	Acts as an expert resource in infection prevention and control at a clinical and organisational level							
4.1.4	Inspires others with values and vision through support in daily activities							
4.1.5	Seeks active contribution to service development activities e.g. commissioning new buildings, contracting services e.g. cleaning contracts, laundry contracts							
4.1.6	Builds and maintains optimal relationships within the Infection Control Team (ICT)							
4.1.7	Manages change by synthesising knowledge and expertise							
4.1.8	Recognises and resolves conflict							

Criteria No.	Key Criteria Outcomes	N/A	Dev	Ref	HD	Ex	Evidence
4.1.9	Ensures that the service provided is confidential and non-judgmental						
4.1.10	Formulates and sustains the vision for the strategy for infection prevention and control embedding it within the organisation						
4.1.11	Seeks co-operation and mutual benefit in interactions with others						
4.1.12	Actively listens in seeking to understand other's opinion and position in communication						
4.1.13	Analyses situations, examining, exploring and seeking diverse perspectives openly to achieve mutual benefit						
4.1.14	Recognises, communicates and rewards the achievements of the team and individuals within the team and wider organisation e.g. link groups						
4.1.15	Enables others to understand their contribution, communicate their views, take an active part in process, and challenge behaviours						
4.1.16	Accepts joint responsibility for any arising problems and tensions within the team and uses this to inform future practice						

Domain Four Leadership and Management

2. Area of Competence		Managing an Infection Prevention and Control Service						
Competency		Uses a co-ordinated approach to ensure the service is managed effectively						
Criteria No.	Key Criteria Outcomes	N/A	Dev	Ref	HD	Ex	Evidence	
4.2.1	Formulates an organisation wide infection prevention and control programme with clearly defined objectives in collaboration with other members of the organisation							
4.2.2	Reviews and evaluates the service strategy annually, taking into account relevant legislation and published professional guidelines, forming short, medium and long term objectives							
4.2.3	Prioritizes service provision taking into account varying demands and available resources							
4.2.4	In collaboration with other members of the ICT keeps key stakeholders informed through agreed feedback mechanisms							
4.2.5	Devises, reviews and updates policies, procedures and standards for the organisation to prevent and control infection, in collaboration with other experts and specialists,							
4.2.6	Negotiates resource allocation for infection prevention and control programmes							
4.2.7	Supports the organisation's procurement process in cost effective purchasing							
4.2.8	Co-ordinates and delivers a proactive and reactive service							

Criteria No.	Key Criteria Outcomes	N/A	Dev	Ref	HD	Ex	Evidence
4.2.9	Communicates effectively at all levels, using available resources and ensuring full documentation in line with the national bodies' standard for record keeping						
4.2.10	Organises ongoing audit of the infection prevention and control service, amending service provision in response						
4.2.11	Delegates responsibility and authority to people who are capable of delivering the required outcomes						
4.2.12	Agrees clear and explicit targets which are consistent with objectives, personnel and organisational						
4.2.13	In collaboration with other members of the ICT and trust management, negotiate allocations for infection control programmes						
4.2.14	Analyses problems and possible solutions whilst maintaining autonomy						
4.2.15	Evaluates work at appropriate intervals revising arrangements as necessary						

Competencies Achievement

Specialist Knowledge Infection Prevention and Control Practice								
Individual Strengths			Learning Opportunities			Ratio		
Expert	Highly Developed	Total	Refining	Developing	Total		:	
_____	_____	= _____	_____	_____	= _____	_____	:	_____

Specialist Knowledge Decontamination								
Individual Strengths			Learning Opportunities			Ratio		
Expert	Highly Developed	Total	Refining	Developing	Total		:	
_____	_____	= _____	_____	_____	= _____	_____	:	_____

Specialist Knowledge Microbiology								
Individual Strengths			Learning Opportunities			Ratio		
Expert	Highly Developed	Total	Refining	Developing	Total		:	
_____	_____	= _____	_____	_____	= _____	_____	:	_____

Specialist Knowledge Immunology								
Individual Strengths			Learning Opportunities			Ratio		
Expert	Highly Developed	Total	Refining	Developing	Total		:	
_____	_____	= _____	_____	_____	= _____	_____	:	_____

Specialist Knowledge Epidemiology - Knowledge								
Individual Strengths			Learning Opportunities			Ratio		
Expert	Highly Developed	Total	Refining	Developing	Total		:	
_____	_____	= _____	_____	_____	= _____	_____	:	_____

Specialist Knowledge Epidemiology - Surveillance								
Individual Strengths			Learning Opportunities			Ratio		
Expert	Highly Developed	Total	Refining	Developing	Total		:	
_____	_____	= _____	_____	_____	= _____	_____	:	_____

Specialist Knowledge Immunisation & Vaccination								
Individual Strengths			Learning Opportunities			Ratio		
Expert	Highly Developed	Total	Refining	Developing	Total		:	
_____	_____	= _____	_____	_____	= _____	_____	:	_____

Specialist Knowledge Emergency Planning								
Individual Strengths			Learning Opportunities			Ratio		
Expert	Highly Developed	Total	Refining	Developing	Total		:	
_____	_____	= _____	_____	_____	= _____	_____	:	_____

Specialist Knowledge Demographics in Health								
Individual Strengths			Learning Opportunities			Ratio		
Expert	Highly Developed	Total	Refining	Developing	Total			
	+	=		+	=		:	
_____		_____	_____		_____	_____		_____

Healthcare Governance Research & Development - Critical analysis								
Individual Strengths			Learning Opportunities			Ratio		
Expert	Highly Developed	Total	Refining	Developing	Total			
	+	=		+	=		:	
_____		_____	_____		_____	_____		_____

Healthcare Governance Research & Development - Participation in research								
Individual Strengths			Learning Opportunities			Ratio		
Expert	Highly Developed	Total	Refining	Developing	Total			
	+	=		+	=		:	
_____		_____	_____		_____	_____		_____

Healthcare Governance Clinical Effectiveness								
Individual Strengths			Learning Opportunities			Ratio		
Expert	Highly Developed	Total	Refining	Developing	Total			
	+	=		+	=		:	
_____		_____	_____		_____	_____		_____

Healthcare Governance Patient & Public Involvement								
Individual Strengths			Learning Opportunities			Ratio		
Expert	Highly Developed	Total	Refining	Developing	Total			
	+	=		+	=		:	
_____		_____	_____		_____	_____		_____

Healthcare Governance Risk Management								
Individual Strengths			Learning Opportunities			Ratio		
Expert	Highly Developed	Total	Refining	Developing	Total			
	+	=		+	=		:	
_____		_____	_____		_____	_____		_____

Learning & Teaching Personal & Professional Development								
Individual Strengths			Learning Opportunities			Ratio		
Expert	Highly Developed	Total	Refining	Developing	Total			
	+	=		+	=		:	
_____		_____	_____		_____	_____		_____

Learning & Teaching Facilitating Learning in Others								
Individual Strengths			Learning Opportunities			Ratio		
Expert	Highly Developed	Total	Refining	Developing	Total			
	+	=		+	=		:	
_____		_____	_____		_____	_____		_____

Leadership & Management Leads in the Development of a proactive infection prevention and control service								
Individual Strengths			Learning Opportunities			Ratio		
Expert	Highly Developed	Total	Refining	Developing	Total			
	+	=		+	=		:	
_____		_____	_____		_____	_____		_____

Leadership & Management Managing an Infection Prevention and Control Service								
Individual Strengths			Learning Opportunities			Ratio		
Expert	Highly Developed	Total	Refining	Developing	Total			
	+	=		+	=		:	
_____		_____	_____		_____	_____		_____

Competencies Achievement Summary

Domain	Area of Competence	Competency	Strengths: Opportunity Ratio
Specialist Knowledge	Infection Prevention and Control Practice	The application of knowledge about infection practice to prevent and control infection in clinical and non-clinical areas	
Specialist Knowledge	Decontamination	The application of the principles of cleaning, disinfection and sterilisation to promote safety	
Specialist Knowledge	Microbiology	The application of microbiological knowledge to promote health through the prevention and control of infection and communicable disease	
Specialist Knowledge	Immunology	The application of immunological knowledge to promote health through the prevention and control of infection and communicable disease	
Specialist Knowledge	Epidemiology	The application of epidemiological knowledge to monitor and control infections and communicable diseases through the accurate interpretation of surveillance data	
Specialist Knowledge		The use of surveillance	
Specialist Knowledge	Immunisation and Vaccination	The application of the knowledge relating to the planning, practice and monitoring of immunisation and vaccination programmes	
Specialist Knowledge	Emergency Planning	The ability to respond effectively to major incidents	
Specialist Knowledge	Demographics in Health	The application of demographic knowledge to inform Infection Prevention and Control strategies	

Domain	Area of Competence	Competency	Strengths: Opportunity Ratio
Healthcare Governance	Research and Development	Critical analysis of published literature related to Infection Prevention and Control	
Healthcare Governance	Research and Development	The participation in research independently or collaboratively	
Healthcare Governance	Clinical Effectiveness	Using audit to monitor effectiveness	
Healthcare Governance	Patient and Public Involvement (PPI)	The use of communication skills to enhance patient and public involvement	
Healthcare Governance	Risk Management	The use of appropriate strategies and systems to identify and manage risk	
Learning & Teaching	Personal and Professional Development	Development of own professional knowledge and skills through life long learning	
Learning & Teaching	Facilitating learning in others	Makes use of effective strategies to help others to learn about infection prevention and control	
Leadership & Management	Leads in the Development of a proactive infection prevention and control service	Leads work teams in the development of knowledge, ideas and work in infection prevention and control practice	
Leadership & Management	Managing an Infection Prevention and Control Service	Uses a co-ordinated approach to ensure the service is managed effectively	

Personal Learning Plan Worksheet

Name
Date Assessment & Plan Completed
Proposed Review Date
Signed
Date Review Completed
Signed

Learning Goals

Learning Objectives (What am I going to learn?)

.....
.....
.....

Success Indicators (How will I know I have learned it?)

.....
.....
.....

Resources/ Strategies (How am I going to do it?)

.....
.....
.....

Target Date

Peer Feedback Summary

Things you do well

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Things that might improve your practice

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Peer review date Signed

References

Blooms Taxonomy

College of Nurses of Ontario (1996) CNO Quality Assurance Program Growing Quality in Nursing: self-assessment tool. CNO: Toronto

Department of Health (1999) Agenda for Change. HMSO: London

Nursing and Midwifery Council (2004)

Bibliography

Ireland

Report of the Commission on Nursing A Blueprint for the future 1998

Quality and Fairness A Health System for Department of Health & Children 2001

Scope of Nursing and Midwifery Practice Framework; An Bord Altranais October 2000

The Nursing and Midwifery Resource Final Report of the Steering Group: Towards Workforce Planning July 2002

An Bord Altranais (The Nursing Board) The Code of Professional Conduct for each Nurse and Midwife April 2000.

Strategy for Antimicrobial Resistance in Ireland (SARI) 2001 Department of Health

Clinical Nurse Midwife Specialist Role resource pack National Midwifery Planning Development Unit Ireland 2003

National Disease Surveillance Centre National Reports Norovirus, Legionnaires, Viral Haemorrhagic Fever, Aspergillosis ?if you need all those as there are many more

Immunisation Guidelines for Ireland 2002.

Scotland

The Carey Report "Managing the risks of healthcare associated infection in NHSScotland" (August 2001)

The NHS Quality Improvement Scotland (NHS QIS)/Clinical Standards Board for Scotland (CSBS) HAI Infection Control Standards (December 2002) and Cleaning services Standards (June 2002)

"A framework for national surveillance of healthcare associated infection in Scotland" (July 2001)

The Antimicrobial Resistance Strategy and Scottish Action Plan (June 2002)

The Ministerial HAI Action Plan "Preventing infections acquired while receiving healthcare"(October 2002)

The " Champions " education initiative (April 2002)

Audit Scotland review of cleaning services and the NHSQIS review of HAI infection control standards (both published January 2003)

Healthcare Associated Infection Taskforce. The NHSScotland Code of Practice for the local Management of hygiene and Healthcare Associated Infection(May 2004)

Healthcare Associated Infection Taskforce. The NHSScotland National Cleaning Services Specification.(May 2004)

Caring for Scotland: The Strategy for Nursing and Midwifery in Scotland (Scottish executive march 2001)

Our National Health, A plan for action, a plan for change (Scottish Executive Dec 2000)

Partnership for care (Scottish executive Feb. 2003)

Learning Together: A Strategy for Education, Training and Lifelong Learning for all staff in the National Health Service in Scotland (Dec 1999 Scottish exec)

Patient Focus and Public Involvement (Dec 2001 Scottish exec)

Appendix 1

Bloom's Taxonomy of Cognitive Levels Applicable for First Level Degree

TABLE OF VERBS

Analysis	Synthesis	Evaluation
analyse organise deduce choose contrast compare distinguish	design hypothesise support schematise write report discuss plan devise compare create construct	evaluate choose estimate judge defend criticise justify

Appendix 2

Members of the Competencies review group

Debbie King	Karen Lee
Lauren Tew	Maria Bennallick
Carol Kerr	Pauline Bradshaw
Lisa Young	Martin Kiernan
Jan Westbury	Joe Allen
James Oram	Heather Loveday
Susan Samways	Paul Weaving
Catherine Cannon	Debbie Flaxman

www.icna.co.uk

INFECTION CONTROL NURSES ASSOCIATION
CORE COMPETENCIES FOR PRACTICE IN INFECTION PREVENTION AND CONTROL

Design supported by BARD

September 2004

