Trainer’s Guide

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Trainer’s Guide

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Content:  
Sourced (with permission) from the *Infection control guidelines for the prevention of transmission of infectious disease in the health care setting*, Australian Government, Department of Health and Ageing, January, 2004 and various publications of the Rural Infection Control Practice Group (VIC), Victoria.

Practices have been written in accordance with the national infection control guidelines. At times these may be different from common practice in health care settings. They have been shown, however, as best practice.

We acknowledge (in accordance with their copyright statement) the source of additional content as being from the *Infection Control Policy*, NSWHealth, NSW Health Department, 2002.

**NOTE:** Trainers and learners accessing this Toolbox resource are advised that the information relating to sterilisation practices is an introduction only to sterilisation. Competency in this field can only be achieved through supervised hands-on training in a workplace or simulated environment.

All information in this resource was current within the year of publication, but may subsequently change. ANTA and Holmesglen Training and Development accept no responsibility for subsequent changes or inaccurate information.
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Introduction

Welcome to the Trainer’s Guide for the Infection Control (Health) Toolbox. This guide has been designed to help you construct a learning program using the components of the Toolbox.

The Infection Control (Health) Toolbox is specifically designed to assist people working in or planning to work in the health industry to acquire knowledge that is critical to controlling infection in health care situations. It is designed to provide health care workers and supervisors with a range of skills and competencies enabling them to monitor and manage infection risks.

What is a Toolbox?

A Toolbox is a collection of online training materials comprising learning activities, resources and user guides to support program delivery for endorsed training package qualifications.

The resources in the Toolbox are based on three competency standards from the Health Training Package HLT02:

- HLTIN1A Comply with infection control policy and procedures
- HLTIN2A Maintain infection control standards in office practice settings
- HLTIN3A Implement and monitor infection control policy and procedures.

Competency standards are available from the National Training Information Service website <http://www.ntis.gov.au>.

Technical requirements

The minimum hardware requirements for running this Toolbox are as follows:

- IBM compatible computer with a 300 MHz processor
- 128 MB of SD-RAM
- 800 x 600 display
- 4 GB hard disk
- CD-ROM drive
- 28.8 K modem

OR

- Apple Macintosh capable of running OS9
- 800 x 600 display and a minimum of ‘thousands of colours’.
Learners will need to have access to the following software to use the product:

- Internet Explorer version 5 or Netscape Navigator version 6.2

The System requirements button on the Welcome screen tests that Acrobat and Flash are loaded.

The resources in this Toolbox have been tested to comply with W3C Web Accessibility Initiative Priority 1 standards.

**Installation instructions**

Installation instructions for this Toolbox are contained in the file install.txt provided on the CD. We recommend that you seek technical assistance with installing the Toolbox if you do not have expertise in this area.
The Infection Control (Health) Toolbox

Overview

The Infection Control (Health) Toolbox contains a range of resources designed to assist in the flexible delivery of the competency standards covered. Flexible delivery may incorporate a variety of methods, including web-based learning, distance education, face to face classes or group work.

The Toolbox structure allows learners to take an active and constructive role in their own learning by exploring the Toolbox for specific items of interest or relevance.

For a Toolbox Implementation Guide, go to the Toolbox home page at <http://www.flexiblelearning.net.au/toolbox/> and scroll down. It has been designed to help you get started with your Toolbox, and is based on the experiences of training providers nationally who have been working with Toolboxes over the last few years. The guide focuses mainly on supporting teachers involved in Toolbox implementation, but will also be a useful reference for technical, support and other staff. The guide contains four main sections:

1. Finding your way around the Toolbox – things you should know
2. Different ways you can use your Toolbox for training delivery and support
3. Planning for the implementation of your Toolbox
4. Helpful websites

The target audience

The Toolbox can be used, Australia-wide, for training in infection control. While slight differences in legislation, terminology, work processes and approaches may occur across different states, the Toolbox tries to take a generic approach. It is hoped that trainers will use discussions (face to face or online) to give learners an understanding of local requirements where appropriate.

Learner characteristics

Learners accessing the Infection Control (Health) Toolbox may reflect a wide range of backgrounds, experiences and needs. Some will have prior employment experience in the health industry, perhaps even at a supervisory level.

They may be working or intending to work in health support services, as assistants to health professionals, as health professionals or as supervisors of any of these. They may be undertaking one or more of these competencies as part of a complete qualification, or may be studying infection control to update their skills in that area.

The design of this Toolbox allows learners to work through an entire competency standard (for example, using the scenarios as a guide), or to explore learning resources or activities that suit their specific needs.
Learner accessibility

The Infection Control (Health) Toolbox has been designed to comply with accessibility standards, thus allowing learners with physical or learning disabilities or special literacy needs to use the online resources. For example:

- literacy needs for second language learners or those with low literacy levels have been catered for by using Plain English guidelines
- layout and fonts have taken into account the needs of screen-readers for the blind and visually impaired
- text alternatives have been provided for activities inaccessible to screen-readers or computers with JavaScript disabled.

Using the Toolbox

The first screen the learner encounters on entering the Toolbox is the Welcome screen. From this screen learners can choose to gain an overview of the Toolbox environment via the first time user link or begin working directly with the Toolbox resources.

Trainer’s tip

Trainers should suggest that learners access the First time user page for valuable tips on using the Toolbox and to familiarise themselves with the layout and features of the product.

When the learner enters the Toolbox from the Welcome screen, they are offered a choice of three people to work with. These people represent the three competencies covered by the Toolbox.
Clicking here shows the relationship between the competency standards and the people.

Choose someone to work with by matching your role with one of the jobs described below.

- **Chris**
  A Health Care Worker
  Chris has worked in various roles in a range of health care settings, including hospitals, clinics, aged care facilities, allied health settings and pathology labs.

- **Kim**
  A Health Care Worker in an office practice
  Kim has worked in clinics and consulting rooms in health related areas. The work in some of these areas has involved the use of sterilisers to reprocess instruments and equipment.

- **Kerry**
  A Health Care Worker Supervisor
  Kerry has worked as a supervisor in various health care settings, and is responsible for implementing and monitoring infection control policies and procedures.

Click to choose: [Work with Chris] [Work with Kim] [Work with Kerry]

- HLTIN1A
- HLTIN2A
- HLTIN3A
If learners are studying... | they should choose...
--- | ---
HLTIN1A Comply with infection control policy and procedures | Chris (A Health Care Worker)
HLTIN2A Maintain infection control standards in office practice settings | Kim (A Health Care Worker in an office practice)
HLTIN3A Implement and monitor infection control policy and procedures | Kerry (A Health Care Worker Supervisor)

**Note:** The major difference between HLTIN1A and HLTIN2A in this Toolbox is that the latter includes an introduction to sterilisation.

**CAUTION:** Trainers and learners accessing this Toolbox resource are advised that the information relating to sterilisation practices is an introduction only to sterilisation. Competency in this field can only be achieved through supervised hands-on training in a workplace or simulated environment.

Once they have chosen a person to work with, learners are then asked to choose a scenario.

Learners working with Chris or Kim (HLTIN1A and HLTIN2A) can work through these scenarios in any order. Learners working with Kerry (HLTIN3A) are highly recommended to work through the scenarios in sequence.
Working with Chris or Kim (HLTIN1A or HLTIN2A)

Each scenario poses various situations. The first situations are interactive activities designed for learners to test their knowledge. The final situation presented in each scenario requires the learner to provide the answers in a formal Activity Report which is to be submitted to the trainer. The Activity Report is presented in a Microsoft Word document format to enable learners to enter their answers and then submit their report electronically.

Working with Kerry (HLTIN3A)

These five scenarios provide a range of tasks that would typically be undertaken by a Health Care Worker Supervisor. Completing the five scenarios will provide the learner with a range of techniques and working documents that can be used in the workplace.

Learners are presented with Things to consider in each scenario and then complete the Activity Report to demonstrate how they would:

- design an induction course for new employees
- monitor and coach their staff
- identify problems with work practices
- implement improvements in the workplace
- explore a range of legislative and ethical considerations to ensure patient confidentiality.

In all cases, we recommend that Activity Reports be used:

- as a basis for discussion between learners
- for learners currently employed in a health care setting to discuss with their colleagues at work
- by trainers as part of an overall assessment strategy.

Trainer’s tips

Trainers will need to specify appropriate methods for learner discussions.

Depending on methods of delivery and resources available, this may involve a classroom activity, participation in an online discussion board or chat session, email communication between learners or group work.

Trainers may like to amend an Activity Report in order to assess specific performance criteria.

For learners who do not have access to Microsoft Word, trainers can save the Activity Reports in rich text format (rtf), which is accessible to all learners.
Learning resources

Within each scenario, learners can choose to look at learning resources that relate to that scenario. These learning resources include underpinning knowledge and skills for the three competency standards covered by this Toolbox, and contain interactive activities to reinforce learning.

Trainers and learners can:

- adopt a problem-based approach to learning, using the scenario as an impetus for accessing resources of personal relevance
- access learning resources on their own for exploratory learning
- adopt a content-based approach to learning, using the scenario as a demonstration of knowledge gained from the resources.

Learners can access All learning resources from the link at the top of the Scenarios page, or they can access the learning resources relevant to the particular scenario they are working on from the Scenario learning resources icon at the top right of the scenario.

The learning resources are displayed in a pop-up window. When this window is closed, the learner is returned to the scenario from which the learning resource was accessed.

Each learning resource is referenced by more than one scenario, giving learners the opportunity to review and apply their learning in a variety of contexts.
The following tables indicate learning resources recommended for each scenario.

For learners working with Chris or Kim (HLTIN1A or HLTIN2A)

<table>
<thead>
<tr>
<th>Name of learning resource</th>
<th>Scenario 1 Cleaning up and setting up</th>
<th>Scenario 2 Assisting with a procedure</th>
<th>Scenario 3 Working with clients</th>
<th>Scenario 4 On the lookout for risk</th>
<th>Scenario 5 Dealing with specimens</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cleaning and disinfecting equipment</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Cleaning the environment</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Dealing with blood and other body fluids</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Food handling</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Infection risks</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Linen management</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Managing waste</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Personal hygiene</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Personal protective equipment</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Regulatory framework</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Safe handling of sharps</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Standard and additional precautions</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Sterilising*</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Storing and handling sterile stock</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

* Sterilising only applies to those working with Kim.
### For learners working with Kerry (HLTIN3A)

<table>
<thead>
<tr>
<th>Name of learning resource</th>
<th>Scenario 1 Integrating work practices within the organisation</th>
<th>Scenario 2 Monitoring and coaching your workgroup</th>
<th>Scenario 3 Identifying problems</th>
<th>Scenario 4 Implementing improvements</th>
<th>Scenario 5 Ensuring patient confidentiality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cleaning and disinfecting equipment</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Cleaning the environment</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dealing with blood and other body fluids</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Food handling</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Infection risks</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Linen management</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Managing waste</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal hygiene</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Personal protective equipment</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Regulatory framework</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Safe handling of sharps</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard and additional precautions</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Sterilising</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Storing and handling sterile stock</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
Policies and procedures

A sample Policies and Procedures Manual is provided for learners. This is designed as a learning resource only. Other infection control policies and procedures are available online. Trainers may wish to encourage learners to search the Internet for other examples.

Glossary

A glossary is provided for learners. This can be printed by the learners for use as a stand alone reference or referred to when required.

Links

Links are provided to other online resources that learners may find useful for completing specific activities or researching topics of interest. They also list books, journals, professional bodies and other sources of further information.
Communicate

Communicate allows the learners to communicate with the trainer and with other learners. This will need to be set up to connect to email, chat and discussion board facilities on your network (eg on an intranet or learning management system). If used directly from the CD-ROM it leads to a dummy target page. The page to be set up is content/_communicate/01_comm.htm

Using this Toolbox as part of your training strategy

Your role as trainer is the key to providing adequate learning support. The learning activities together with this Guide will give you ideas about how to encourage and support learners during the learning process.

Teaching strategies should be selected to reflect the varying learning needs, educational backgrounds and preferred learning styles of the individual learner and the specific requirements of each element of the competency being studied.

It is expected that trainers will want to select the scenarios and learning resources most relevant to their learners' needs and their own teaching styles. Trainers may wish to:

- determine the order of presentation
- substitute or add their own materials
- provide additional scenarios.

The Toolbox materials are not intended to:

- restrict training providers to using the materials in their entirety
- replace the role of the trainer in the learning process
- stipulate assessment approaches.
The tables below show how the various components of the Toolbox relate to the competencies.

**HLTIN1A – Comply with infection control policy and procedures**

Learners working in this competency should choose to work with Chris. The five scenarios presented for learners working with Chris all relate to this competency.

The underpinning knowledge for the elements of this competency are covered in the learning resources as follows.

<table>
<thead>
<tr>
<th>Element</th>
<th>Learning resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect, handle, store and manage clinical and other waste in accordance with organisational guidelines and waste management plans</td>
<td>Managing waste&lt;br&gt;Personal protective equipment (PPE)&lt;br&gt;Regulatory framework&lt;br&gt;Safe handling of sharps&lt;br&gt;Policies and procedures manual</td>
</tr>
<tr>
<td>Clean and disinfect equipment and surfaces</td>
<td>Cleaning and disinfecting equipment&lt;br&gt;Cleaning the environment&lt;br&gt;Personal protective equipment (PPE)&lt;br&gt;Standard and additional precautions&lt;br&gt;Policies and procedures manual</td>
</tr>
<tr>
<td>Maintain hygiene</td>
<td>Cleaning and disinfecting equipment&lt;br&gt;Cleaning the environment&lt;br&gt;Dealing with blood and other body fluids&lt;br&gt;Food handling&lt;br&gt;Linen management&lt;br&gt;Managing waste&lt;br&gt;Personal hygiene&lt;br&gt;Personal protective equipment (PPE)&lt;br&gt;Standard and additional precautions&lt;br&gt;Storing and handling sterile stock&lt;br&gt;Policies and procedures manual</td>
</tr>
<tr>
<td>Element</td>
<td>Learning resources</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Identify and respond to infection risks</td>
<td>Cleaning the environment</td>
</tr>
<tr>
<td></td>
<td>Dealing with blood and other body fluids</td>
</tr>
<tr>
<td></td>
<td>Food handling</td>
</tr>
<tr>
<td></td>
<td>Infection risks</td>
</tr>
<tr>
<td></td>
<td>Linen management</td>
</tr>
<tr>
<td></td>
<td>Personal protective equipment (PPE)</td>
</tr>
<tr>
<td></td>
<td>Safe handling of sharps</td>
</tr>
<tr>
<td></td>
<td>Standard and additional precautions</td>
</tr>
<tr>
<td></td>
<td>Policies and procedures manual</td>
</tr>
</tbody>
</table>

**HLTIN2A – Maintain infection control standards in office practice settings**

Learners working in this competency should choose to work with **Kim**. The five scenarios presented for learners working with Kim all relate to this competency.

The main difference between the scenarios for Kim and those for Chris is that Kim’s include material relating to sterilizing of equipment.

The underpinning knowledge for the elements of this competency are covered in the learning resources as follows.

<table>
<thead>
<tr>
<th>Element</th>
<th>Learning resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement and maintain infection control practices and infection risk containment measures</td>
<td>Infection risks</td>
</tr>
<tr>
<td></td>
<td>Regulatory frameworks</td>
</tr>
<tr>
<td></td>
<td>Standard and additional precautions</td>
</tr>
<tr>
<td></td>
<td>Policies and procedures manual</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monitor and maintain cleanliness of environment</th>
<th>Cleaning the environment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dealing with blood and other body fluids</td>
</tr>
<tr>
<td></td>
<td>Managing waste</td>
</tr>
<tr>
<td>Element</td>
<td>Learning resources</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>Maintain personal protection</td>
<td>Infection risks</td>
</tr>
<tr>
<td></td>
<td>Personal hygiene</td>
</tr>
<tr>
<td></td>
<td>Personal protective equipment (PPE)</td>
</tr>
<tr>
<td></td>
<td>Regulatory framework</td>
</tr>
<tr>
<td></td>
<td>Safe handling of sharps</td>
</tr>
<tr>
<td>Undertake infection control measures during procedures and treatments</td>
<td>Cleaning and disinfecting equipment</td>
</tr>
<tr>
<td></td>
<td>Cleaning the environment</td>
</tr>
<tr>
<td></td>
<td>Dealing with blood and other body fluids</td>
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<td></td>
<td>Linen management</td>
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<td></td>
<td>Managing waste</td>
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<tr>
<td></td>
<td>Personal hygiene</td>
</tr>
<tr>
<td></td>
<td>Personal protective equipment (PPE)</td>
</tr>
<tr>
<td></td>
<td>Safe handling of sharps</td>
</tr>
<tr>
<td></td>
<td>Storing and handling sterile stock</td>
</tr>
<tr>
<td>Clean and sterilize instruments, equipment and implantable items</td>
<td>Cleaning and disinfecting equipment</td>
</tr>
<tr>
<td></td>
<td>Managing waste</td>
</tr>
<tr>
<td></td>
<td>Safe handling of sharps</td>
</tr>
<tr>
<td></td>
<td>Sterilising</td>
</tr>
<tr>
<td></td>
<td>Storing and handling sterile stock</td>
</tr>
<tr>
<td>Maintain sterilizer equipment</td>
<td>Sterilising</td>
</tr>
<tr>
<td>Maintains awareness of implications of premises layout and maintenance for control of infection risks</td>
<td>Cleaning the environment</td>
</tr>
<tr>
<td></td>
<td>Infection risks</td>
</tr>
<tr>
<td></td>
<td>Linen management</td>
</tr>
<tr>
<td></td>
<td>Sterilising</td>
</tr>
<tr>
<td></td>
<td>Storing and handling sterile stock</td>
</tr>
<tr>
<td>Comply with infection control regulations and standards, and related legal obligations</td>
<td>Regulatory framework</td>
</tr>
</tbody>
</table>

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HLTIN3A – Implement and monitor infection control policy and procedures

Learners working in this competency should choose to work with Kerry. The five scenarios presented for learners working with Kerry all relate to this competency.

The learning resources provide the underpinning knowledge required for the second critical aspect of assessment in the competency, ‘Knowledge of infection control policies and procedures which impact on work processes of the specific work unit.’ In this regard, all the learning resources are relevant to this competency.

The scenarios take an holistic approach and all scenarios incorporate aspects of all the elements of this competency.

Facilitating collaboration

Learners should be encouraged to collaborate with others to enrich their learning experience. As a trainer, you can facilitate this by establishing a learner network to provide them with the opportunity to exchange experiences and ideas with other learners using, for example:

- face to face workshops
- online discussions
- email
- teleconferences.

The Communicate button is available to enable learners to access email, chat and discussion board facilities. These will need to be set up by trainers to connect to these facilities.

To maximise the effectiveness of these sessions, learners should be given adequate warning about any preparation they will need to make for face-to-face workshops. In the case of online discussions, learners should be notified (for example, by email or phone) of opening and closing dates for them to join a particular discussion.

Learners with access to a workplace should be encouraged to discuss infection control issues with their work colleagues, and to share their workplace experiences with other learners.

Assessment strategies

The Activity Reports provided in the scenarios could form part of an overall assessment strategy. As a trainer, you may choose to adapt, supplement or modify these tasks and activities to fit your overall approach.

If you choose to use the Activity Reports in this way, you should provide learners with guidelines for preparing and submitting the reports relevant to the competency standard(s) being studied.
Customising the Toolbox

The easiest aspect of this Toolbox to customise is the Activity Reports. These Word documents are stored in the downloads directory.

In order to customise other Toolbox resources an understanding of HTML and FLASH is required. These and other learning resources are available from the Toolbox Repository and can be combined in any way to meet the requirements of your tailored program.

Further information can be found in the Technical Guide (ic_techguide.doc), which is available from the downloads directory.