

# EDUCATION POLICY

## **Introduction:**

The Infection Prevention & Control Nurses College, NZNO (the College) is committed to being an acknowledged source of expertise in infection prevention and control within New Zealand, supporting recognised good practice to promote the safety of healthcare consumers.

The College also strives to contribute to global infection prevention & control (IPC) worldwide, recognising the World Health Organizations' understanding of effective IPC:

Effective IPC requires constant action at all levels of the health system, from policy-makers to facility managers, health workers and other relevant stakeholders, as well as all those who access health services and their family members (1).

## **Purpose:**

To detail the College's role of support and promotion of educational opportunities in the field of infection prevention and control for its members.

## **Scope:**

The policy applies to the Infection Prevention & Control Nurses College, NZNO and its members.

## **Policy statement:**

The College will be actively involved in the advancement of education for IPC nurses. IPC education will:

- promote interest and research in the field of IPC.
- adhere to the principles of Te Tiriti o Waitangi: Recognition and protection of tino rangatiratanga, equity, active protection, partnership, access.
- promote a high standard of knowledge and skills amongst its members; and
- be evidence based, competency related, topical, available and supported.

The College will advocate for equitable access to appropriate education for its members as IPC resource people for their communities and health services.

## **The College educational activity**

The College will engage in the promotion and support of educational activities including but not restricted to the following:

- Seeking partnerships/ involvement with current IPC education providers including tertiary institutions (NZ and Australian), web-based education providers and private organisations.
- Contributing to the content and process of national IPC courses and/or training programmes.

- Promoting financial support for IPC education through appropriate funding providers e.g., Health Workforce New Zealand, DHBs and industry scholarship providers.
- providing financial support for IPC education through annual grants and awards which will enable attendance at national and international workshops and conferences, and other initiatives as may occur.
- Supporting the organisation of an annual or biennial national IPC conference.
- Supporting the organisation of regional educational and conference opportunities and
- Engaging with Māori when developing or delivering education. The 2011 NZNO Vision states (p. 34), “The nursing profession will continue to recognize Te Tiriti as the founding document of Aotearoa New Zealand into the future and seek new ways of expanding their practice using Te Tiriti and other culturally appropriate approaches to better meet the needs of Māori and other New Zealanders.”

The College will encourage members’ participation in IPC education at all levels, through:

- Support members to develop core IPC knowledge and skills through its own educational programme and external courses.
- encouraging participation in 800 level courses to enhance the specialist knowledge and skills development of IPC nurses: and
- supporting IPC nurses with appropriate post-Graduate qualifications and experience to practice as leaders in the IPC arena.

## Determining the education needs of IPC nurses

IPC nurses practise in a variety of clinical contexts, with varying responsibility, according to their education, experience, and work requirements.

Within their scope of practice, IPC nurses manage, teach, evaluate, and research IPC practice. They must ensure all their practice is consistent with their knowledge and competence, legislation, and relevant standards.

The College approach to education will be guided by the Seven Principles of Post-Registration Nursing Education (2):

- **Appropriate:** based on health needs and the consequent learning needs for developing competent and confident nursing care. The College supports the demonstration of meeting the NCNZ competencies frameworks specific to IPC practice, and the Principles of the Treaty of Waitangi.
- **Acceptable:** is culturally appropriate to the recipients of nursing care. As well, political competence needs to be developed beyond basic political awareness, so nurses can better advocate for the patients and their families/whānau for a just distribution of scarce resources given the ongoing challenges presented by infection(s). The College will promote access to IPC resources across primary and secondary services to ensure that fundamental IPC principles and services are provided in an acceptable and effective manner to clients that meet the HDC’s Code of Rights.
- **Affordable:** is effectively managed on a national basis to make the best use of scarce health and education resources. The College – equitable access to post graduate education support is provided for IPC Nurses through working with HWNZ funding streams, scholarships, and grants.

- **Accessible:** flexible delivery and adequately resourced to ease the nurse's individual loading in the context of the work environment. The College - Shared care with primary providers is promoted for the benefit of patients and health services. IPC promotion is shared with a strong network of IPC nurses across the country, accessing national and international electronic resources.
- **Relevant:** flexible design of programmes so they are responsive to current and evolving health needs. The College – will endeavour to work with tertiary institutes to ensure that course design is responsive to current and evolving health issues.
- **Supported:** in the workplace for release time that is planned for and delivered to maximise learning opportunities. The College - will lobby for equity of access to Health Workforce New Zealand support, and through appropriate mechanisms for study leave (e. g. MECAs).
- **Evaluated:** defined learning outcomes are used as the tool of measurement for ensuring learning outcomes are met. The College - will encourage evaluation of learning outcomes to be used in planning future education opportunities, conferences, and seminars.

The outcomes of application of this policy will be reflected in the IPCNC annual report.

#### References:

- (1) WHO (2022) Global report on infection prevention and control. Geneva: World Health Organization.
- (2) Brinkman, A. (2010). Clarifying Nursing Education Funding Issues. New Zealand Nurses Organisation. Wellington.