

Unit 35: Undertake Agreed Pressure Area Care

Level:	2
Unit type:	Optional (Group B2)
Credit value:	4
Guided learning hours:	30

Unit introduction

Part of the role of a care worker is to provide pressure area care for individuals to help them maintain healthy skin and prevent skin breakdown. Care workers undertake pressure area care in accordance with an individual's care plan and risk assessment. To be able to do this, care workers need to have an understanding of the structure and functions of the skin, and how skin may breakdown to develop pressure sores. There are many risk factors involved in the breakdown of skin and care workers need to understand how correct and timely intervention can prevent this from happening. They also need to have a clear understanding of current legislation, guidelines, workplace policies and procedures related to pressure area care.

As part of this unit, you will need to demonstrate your skills in undertaking pressure area care by following care plans and risk assessments. You will be required to demonstrate your understanding of various aids and equipment in line with agreed ways of working. You will also need to show your understanding of infection-prevention techniques while promoting active participation by the individual. Finally, you will learn about the records that need to be updated in line with workplace procedures and how important it is that the records are accurate.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria
1	Understand the anatomy and physiology of the skin in relation to pressure area care	<p>1.1 Describe the anatomy and physiology of the skin in relation to skin breakdown and the development of pressure sores</p> <p>1.2 Identify pressure sites of the body</p> <p>1.3 Identify factors which might put an individual at risk of skin breakdown and pressure sores</p> <p>1.4 Describe how incorrect handling and moving techniques can damage the skin</p> <p>1.5 Identify a range of interventions that can reduce the risk of skin breakdown and pressure sores</p> <p>1.6 Describe changes to an individual's skin condition that should be reported</p>
2	Understand good practice in relation to own role when undertaking pressure area care	<p>2.1 Identify legislation and national guidelines affecting pressure area care</p> <p>2.2 Describe agreed ways of working relating to pressure area care</p> <p>2.3 Describe why teamworking is important in relation to providing pressure area care</p>
3	Be able to follow the agreed care plan	<p>3.1 Describe why it is important to follow the agreed care plan</p> <p>3.2 Ensure the agreed care plan has been checked prior to undertaking the pressure area care</p> <p>3.3 Identify any concerns with the agreed care plan prior to undertaking the pressure area care</p> <p>3.4 Describe actions to take where any concerns with the agreed care plan are noted</p> <p>3.5 Identify the pressure area risk assessment tools which are used in own work area</p> <p>3.6 Explain why it is important to use risk assessment tools</p>
4	Understand the use of materials, equipment and resources available when undertaking	<p>4.1 Identify a range of aids or equipment used to relieve pressure</p> <p>4.2 Describe safe use of aids and equipment</p> <p>4.3 Identify where up-to-date information and support can be obtained about:</p>

Learning outcomes	Assessment criteria
pressure area care	<ul style="list-style-type: none"> • materials • equipment • resources
5 Be able to prepare to undertake pressure area care	<p>5.1 Prepare equipment and environment in accordance with health and safety guidelines</p> <p>5.2 Obtain valid consent for the pressure area care</p>
6 Be able to undertake pressure area care	<p>6.1 Carry out pressure area care procedure in a way that:</p> <ul style="list-style-type: none"> • respects the individual's dignity and privacy • maintains safety • ensures the individual's comfort • promotes active participation • promotes partnership working <p>6.2 Apply standard precautions for infection prevention and control</p> <p>6.3 Carry out the pressure area care procedure without obstruction from bedding and clothing</p> <p>6.4 Move an individual using approved techniques and in accordance with the agreed care plan</p> <p>6.5 Use pressure relieving aids in accordance with the care plan and any safety instructions</p> <p>6.6 Communicate effectively with the individual throughout the intervention</p> <p>6.7 Complete all records and documentation accurately and legibly</p>

Unit content

What needs to be learned

Learning outcome 1: Understand the anatomy and physiology of the skin in relation to pressure area care

Individual

- Someone requiring care or support: it will usually mean the person or people supported by the learner.

Anatomy and physiology

- Structure of healthy skin.
- Changes to skin with ageing.
- Stages of skin breakdown.
- Pressure sore sites, e.g. when lying down or when sitting.

Common pressure sites

- Knees.
- Buttocks.
- Lower back and hips.
- Ankles.
- Sacrum.
- Elbows.
- Tailbone.
- Shoulder blades.

Risk factors of skin breakdown and pressure sores

- Poor mobility.
- Poor nutrition.
- Ageing.
- Urinary and/or bowel incontinence.
- Underlying health conditions, e.g. diabetes, kidney failure.
- Incorrect moving and handling.
- Amount, type and duration of pressure.

Incorrect handling and moving

- Skin damage, e.g. shearing and friction.
- Use of hoists and/or glide sheets, including incorrect use/consequences of not using them.

Interventions to reduce potential risks

- Interventions, e.g. regular repositioning, safe moving and handling, adequate diet, cushioning, checking and maintenance of pressure sites and dry skin, medication, regular change of dressing.

Changes in condition of the skin

What needs to be learned

- Non-blanching redness.
- Blisters.
- Discolouration of skin.
- Tenderness.
- Swelling.
- 'Hot to the touch'.

Learning outcome 2: Understand good practice in relation to own role when undertaking pressure area care

Good practice in relation to own role

- Legislation and national guidelines:
 - Manual Handling Operations Regulations 1992
 - NICE – Quality standards on pressure ulcers (QS89)
 - Mental Capacity Act 2005
 - Equality Act 2010
 - Care Act 2014
 - Health and Safety at Work etc. Act 1974
 - CQC – Essential Standards of Quality and Safety.

Agreed ways of working

- Policies and procedures where they exist.

Importance of team working

- Safe-working procedures, e.g. moving and handling.
- Consistency of care.
- Sharing information.

Learning outcome 3: Be able to follow the agreed care plan

Importance of following care plan

- Person-centred approach.
- Access to information regarding skin care, moving and handling.

Importance of pressure area risk assessment tools

- Examples of risk assessment tools, e.g. the Waterlow score.
- Assessing potential risks.
- Enhanced patient care.
- Monitoring users of service.
- Duty of care.

Possible concerns with agreed care plan

- Information being up to date and current.
- Discrepancies in provided care.

What needs to be learned

- Incorrect information included in care plan.
- Agreed ways of working when concerns are noted.

Learning outcome 4: Understand the use of materials, equipment, and resources available when undertaking pressure area care

Use of materials, equipment and resources

- Safe and appropriate use of aids and equipment, e.g. pressure care beds, mattresses and cushions, joint protectors.

Obtaining up-to-date information and support

- Care plans.
- Pressure area risk assessments.
- Training, internet.
- Team leader and other professionals.

Learning outcome 5: Be able to prepare to undertake pressure area care

Equipment preparation

- Appropriate to the pressure area care required.
- Appropriate training before use of equipment.
- Health and safety guidelines, e.g. following legal and manufacturers' instructions.
- Infection prevention and control.

Environment preparation

- Temperature, ventilation and light.
- Safety, dignity and privacy.

Valid consent

- In line with agreed UK country definition.

Learning outcome 6: Be able to undertake pressure area care

Active participation

- Ways of working that recognise an individual's right to participate in the activities and relationships of everyday life as independently as possible.
- Individuals are regarded as active partners in their own care or support, rather than passive recipients.

Partnership working

- Work-in-practice that is fully supportive of the individual.
- Working in partnership with others, e.g. colleagues and other professionals.

Standard precautions for infection prevention and control

- Legal requirements.
- Hand hygiene, i.e. washing, use of soap, single-use clean towels.
- Protective clothing, e.g. disposable gloves and aprons.

What needs to be learned

- Workplace procedures for disposal, e.g. use of yellow bags.

Moving techniques

- Consequences to individuals of not using approved techniques, e.g. bruising, cuts, falls.
- Consequences to care workers of not using approved techniques, e.g. joint injuries, back pain.

Communicating with users of services

- Verbal and non-verbal techniques.
- Awareness of cues from individual, e.g. wanting to pause, pain.
- Checking comfort of individual throughout intervention.

Completing records and documentation

- Records and documentation requiring completion.
- Legal obligation.
- Duty of care.

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

Assessment decisions for learning outcomes 3, 5 and 6 (competence) must be made based on evidence generated during the learner's normal work activity. 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. Simulation cannot be used as an assessment method for learning outcomes 3, 5 and 6.

Assessment of learning outcomes 1, 2 and 4 (knowledge) may take place in or outside of a real work environment.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4 Assessment requirements*.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification. This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period of time. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

Suggested resources

This section lists resource materials that can be used to support the delivery of the qualification.

Textbooks

Flynn L – All about Pressure Ulcers and Positioning
(MediScript Communications, 2017) ISBN 9781896616841

Jezewska K – Care Plans: Pressure Sore Risk Assessment (Desk Technology, 2015)
Kindle Edition

Wright K – *The Doctor's Guide to Pressure Ulcers: Prevention and Treatment* (MediScript Communications, 2017) ISBN 9781550408300

Websites

www.cqc.co.uk

CQC fundamental standards

www.hse.gov.uk

HSE website (manual handling)

www.nhs.co.uk

NHS website (pressure ulcers, Stop the Pressure – Helping to prevent pressure ulcers, Eatwell Guide)

www.nice.org.uk

National Institute for Health and Care Excellence (Pressure Ulcers Quality Standards [QS89])