

Unit Title:	Undertake agreed pressure area care
Unit sector reference:	HSC 2024
Level:	Two
Credit value:	4
Guided learning hours:	30
Unit accreditation number:	T/601/8721

Unit purpose and aim

This unit is aimed at health and social care staff providing care to maintain healthy skin and prevent skin breakdown, by undertaking pressure area care in accordance with an individual's care plan and risk assessment.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Understand the anatomy and physiology of the skin in relation to pressure area care	1.1 Describe the anatomy and physiology of the skin in relation to skin breakdown and the development of pressure sores 1.2 Identify pressure sites of the body 1.3 Identify factors which might put an individual at risk of skin breakdown and pressure sores 1.4 Describe how incorrect handling and moving techniques can damage the skin 1.5 Identify a range of interventions that can reduce the risk of skin breakdown and pressure sores 1.6 Describe changes to an individual's skin condition that should be reported	
2 Understand good practice in relation to own role when undertaking pressure area care	2.1 Identify legislation and national guidelines affecting pressure area care 2.2 Describe agreed ways of working relating to pressure area care	Agreed ways of working includes policies and procedures where these exist

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
	2.3 Describe why team working is important in relation to providing pressure area care	
3 Be able to follow the agreed care plan	3.1 Describe why it is important to follow the agreed care plan 3.2 Ensure the agreed care plan has been checked prior to undertaking the pressure area care 3.3 Identify any concerns with the agreed care plan prior to undertaking the pressure area care 3.4 Describe actions to take where any concerns with the agreed care plan are noted 3.5 Identify the pressure area risk assessment tools which are used in own work area 3.6 Explain why it is important to use risk assessment tools	
4 Understand the use of materials, equipment and resources available when undertaking pressure area care	4.1 Identify a range of aids or equipment used to relieve pressure 4.2 Describe safe use of aids and equipment. 4.3 Identify where up-to-date information and support can be obtained about: <ul style="list-style-type: none"> • Materials • Equipment • Resources 	
5 Be able to prepare to undertake pressure area care	5.1 Prepare equipment and environment in accordance with health and safety guidelines 5.2 Obtain valid consent for the pressure area care	Valid consent must be in line with agreed UK country definition
6 Be able to undertake pressure area care	6.1 Carry out pressure area care procedure in a way that: <ul style="list-style-type: none"> • respects the individual's dignity 	Active participation is a way of working that recognises an individual's right to participate in the activities and

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
	and privacy <ul style="list-style-type: none"> • maintains safety • ensures the individual's comfort • promotes active participation • promotes partnership working 6.2 Apply standard precautions for infection prevention and control 6.3 Carry out the pressure area care procedure without obstruction from bedding and clothing 6.4 Move an individual using approved techniques and in accordance with the agreed care plan 6.5 Use pressure relieving aids in accordance with the care plan and any safety instructions 6.6 Communicate effectively with the individual throughout the intervention 6.7 Complete all records and documentation accurately and legibly	relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

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

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

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

For this unit, learning outcomes 3, 5 and 6 must be assessed in a real work environment.

Guidance on assessment and evidence requirements

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

National occupational standards (NOS) mapping/signposting

This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in health and social care developed by Skills for Care and Development:

CHS5

NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills standards can be viewed at <http://www.qcda.gov.uk/15565.aspx>

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	✓	Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

Additional information

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

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