

Draft Lower Limb Education Curriculum

Introduction

The National Wound Care Strategy Programme has published evidenced based recommendations to support excellence in preventing assessing and treating people with lower limb wounds and improve care.¹ The NWCSP implementation case² recommends taking a transformative approach to improving care by:

- **Changing the model of care provision** to allow more people with lower limb wounds to receive care in dedicated lower limb services staffed by clinicians with appropriate time, knowledge and skills and where there are established referral routes to escalate care as needed
- **Increasing the delivery of evidence-based care** for lower limb (leg and foot ulcers)
- **Improving data and information** to support clinical decision making and enable quality improvement to be monitored

The National Wound Care Core Capabilities Framework for England³ contains the core capabilities which identify and describe the skills, knowledge and behaviours required to deliver high quality, personalised wound care for people wherever they need it.

Scope

This education curriculum has been developed for a multi-professional workforce to enable them to deliver lower limb wound care services.

It applies to practitioners that are involved in caring for people with lower limb wounds, relevant to their role, working within a lower limb service.

We have used a blended learning approach, with education resources for both online and face to face delivery and recommend working in partnership with suppliers to enable practical training on specific products, where required.

Aim

- Provide an educational curriculum that supports professional practice in the effective and safe care of people receiving care from a dedicated lower limb service.

Objectives

- Increase consistency in knowledge and skills development.
- Outline the essential capabilities necessary for those working within a dedicated lower limb service.

- Standardise the education provision for practitioners working within dedicated lower limb services, in accordance with the National Wound Care Core Capabilities Framework for England and best available evidence.
- Advise on how providers may wish to evidence that practitioners have achieved the required skills and knowledge to provide lower limb care.

Curriculum framework

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Unit 1 Personalised Care and Shared Decision Making

Aim

To enable the learner to take account of the individual preferences, priorities and needs of people with lower limb wounds to support and guide care and treatment. To engage people in shared decision-making about their care.

Learning Outcomes

On completion of this unit of study, the learner will be able to

Learning Outcome	Evidence of achievement
Communicate effectively with all people, whether face to face or virtually, including the use of accessible information.	Assessment in practice
Use communication strategies to foster an environment of empowerment for individuals to ensure that people with lower limb wounds can make informed choices to manage their self-care needs.	Patient/service user testimony
Respond appropriately to an individual's questions and concerns and promote understanding about the management of their lower limb condition and its impact; recognising when a person with a wound or their carer has not understood the information given	Assessment in practice
Communicate in an organised and structured way, to build and sustain relationships with people with lower limb wounds, colleagues and other agencies as appropriate.	Assessment in practice
Advocate for and contribute to person-centred approaches in the management and development of services.	Successful completion of Personalised Care Core Skills module
Recognise and respond appropriately to the impact on the person with the lower limb wound of psychosocial factors such as housing issues, work issues, family/carer issues, lack of support, social isolation and loneliness and consider in the context of local social prescribing services.	Write a short case study evidencing a time where you have done this
Engage people with wounds in shared decision making about their care, supporting them to express their own ideas, concerns and expectations and encouraging them in asking questions.	Successful completion of Shared Decision-Making module

Units of Learning

Resource Title	Access Link	Essential/Desirable
Personalised Care- Institute of Personalised Care	Course: Core Skills (personalisedcareinstitute.org.uk)	Essential
Shared Decision Making- Institute of Personalised care	Course: Shared Decision Making (personalisedcareinstitute.org.uk)	Essential
Health literacy elfh	http://portal.e- lfh.org.uk/Component/Details/601299	Desirable
HEE health literacy toolkit	Training and educational resources Health Education England (hee.nhs.uk)	Desirable

Unit 2 The Skin

Aim

To enable the learner to understand the anatomy and physiology of the skin and the importance of maintaining its integrity.

Learning Outcomes

On completion of this unit of study, the learner will be able to:

Learning Outcome	Examples of evidence of achievement
Understand the anatomy and physiology of the skin	Successful completion of Essentials of Skin care (certificate)
Understand the importance of maintaining skin integrity	Write a short case study evidencing a time you have helped to maintain someone's skin integrity
Recognise features of healthy, vulnerable and damaged skin	Assessment in practice or discussion with supervisor/assessor
Understand the importance of and how to undertake a skin assessment	Assessment in practice or discussion with supervisor/assessor

Units of Learning

Resource Title	Access Link	Essential/Desirable
Essentials of Skin care-elfh	https://portal.e-elfh.org.uk/Component/Details/702445	Essential

Unit 3 The underlying causes of lower limb wounds

Aim

To enable the learner to recognise and understand the underlying causes of lower limb wounds including: diabetes, peripheral arterial disease, venous disease, lymphoedema, hereditary and genetic conditions, infections, foot deformities and skin disorders.

Learning Outcomes

On completion of this unit of study, the learner will be able to:

Learning Outcome	Examples of evidence of achievement
Demonstrate a critical understanding of the pathophysiology of the causes of lower limb wounds	Successful completion (certificate) of <ul style="list-style-type: none"> • Essentials of lower limb ulceration • Adult lymphoedema • Essentials of the foot at risk
Recognise the signs and symptoms associated with different clinical presentations of ulceration on the lower limb	Successful completion (certificate) of <ul style="list-style-type: none"> • Tier 2 foot at risk, achieving minimum 80% correct answers on knowledge quiz • Diabetic Foot Screening - Interactive Assessment
Recognise that therapy/intervention for the underlying disease process is a fundamental part of the treatment/care	Reflective piece or case study
Demonstrate understanding of the different actions/interventions required, depending on the aetiology of the lower limb wound	Assessment in practice

Units of Learning

Resource Title	Access Link	Essential/Desirable
Essentials of lower limb ulceration-elfh	https://portal.e-lfh.org.uk/Component/Details/702453	Essential

Adult lymphoedema elfh	https://portal.e-lfh.org.uk/Component/Details/513473	Essential
Essentials of the foot at risk	https://portal.e-lfh.org.uk/Component/Details/712563	Essential
Diabetic Foot Screening - Interactive Assessment	https://portal.e-lfh.org.uk/LearningContent/Launch/522215	Essential
Foot at risk tier 2	https://portal.e-lfh.org.uk/Component/Details/750116	Essential
Suite of lymphoedema films for patients and practitioners	http://www.medic.video/can-lymph-edu	Desirable

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Unit 4 Holistic wound assessment

Aim

To enable the learner, in partnership with the individual, to undertake a full holistic wound assessment

Learning Outcomes

On completion of this unit of study, the learner will be able to:

Learning Outcome	Examples of evidence of achievement
Carry out an holistic assessment of the person with a lower limb wound, including comorbidities, histories (medical, surgical and psychosocial) and medications.	Complete <ul style="list-style-type: none">• Essentials of wound assessment• Essentials of Digital Wound Imaging Assessment in practice
Demonstrate an understanding of the importance of wound assessment	Write a short case study evidencing your understanding of this
Describe the requirements of a comprehensive wound assessment (incorporating the minimum data set for wound assessment and wound imaging)	A fully completed wound assessment document (anonymised)

Units of Learning

Resource Title	Access Link	Essential/Desirable
Essentials of wound assessment-elfh	https://portal.e-lfh.org.uk/Component/Details/702448	Essential
Essentials of Digital Wound Imaging	https://portal.e-lfh.org.uk/Component/Details/711669	Essential

Unit 5 The wound healing process and factors affecting healing.

Aim

To enable the learner to understand the wound healing process and other factors which can affect healing

Learning Outcomes

On completion of this unit of study, the learner will be able to

Learning Outcome	Examples of evidence of achievement
Describe the phases of the wound healing process	Complete <ul style="list-style-type: none"> Essentials of wound assessment
Recognise both acute and chronic wounds, based on their characteristics and causes	Assessment in practice
Identify the effects of intrinsic and extrinsic factors on wound healing	Write a short case study evidencing your understanding of this/ Assessment in practice
Describe factors that both promote and delay wound-healing	Write a short case study evidencing your understanding of this/ Assessment in practice
Recognise where a wound is not clinically progressing in relation to the stages of normal wound healing	Testimony from senior practitioner/clinical specialist

Units of Learning

Resource Title	Access Link	Essential/Desirable
Essentials of wound assessment-elfh	https://portal.e-lfh.org.uk/Component/Details/702448	Essential
EWMA Basic Wound Management Module 1: Pathophysiology of wounds	https://ewma.org/what-we-do/education/ewma-e-learning/ewma-e-learning-basic-wound-management	Desirable
EWMA Basic Wound Management Module 4.1: Wound Infection	https://ewma.org/what-we-do/education/ewma-e-learning/ewma-e-learning-basic-wound-management	Desirable

Unit 6 Health improvement, lifestyle behaviours and supported self-management.

Aim

To enable the learner to have the skills to use counselling techniques and motivational interviewing relating to health improvement, lifestyle behaviours and supported self-management.

Learning Outcomes

On completion of this unit of study, the learner will be able to

Learning Outcome	Examples of evidence of achievement
Understand and promote the importance of physical activity, diet and nutrition for lower limb health	Complete <ul style="list-style-type: none"> Nutrition and lifestyle for people with wounds
Advise on the effects of smoking, obesity and inactivity on lower limb health	Assessment in practice
Select and use appropriate techniques and approaches to provide support to people as they change their lifestyle behaviours and facilitate them to maintain these changes over the longer term.	Complete <ul style="list-style-type: none"> Supporting behaviour change: Physical Activity and Health Programme resource
Have a comprehensive knowledge of the wound/condition specific support groups and counselling services to which the person with a wound can be signposted to enhance their understanding and self-care.	Assessment in practice
Understand what motivational interviewing is and how it can be used to improve outcomes for patients	Watch Motivational Interviewing video
Recognise situations where motivational interviewing is useful, as well as situations where it is less useful	Write a short case study detailing a situation where you felt motivational interviewing was useful and a situation where you felt it would not be useful
Review the impact of interventions such as exercise, weight reduction and smoking cessation	Testimony from senior practitioner/clinical specialist

Units of Learning

Resource Title	Access Link	Essential/Desirable
Motivational Interviewing video elfh	https://portal.e-lfh.org.uk/Component/Details/592083	Essential
Supporting behaviour change: Physical Activity and Health Programme - elfh	https://www.e-lfh.org.uk/programmes/physical-activity-and-health/	Essential
Nutrition and lifestyle advice (including being active) for people with wounds	Under development	Essential
BMJ motivational interviewing	https://learning.bmj.com/learning/module-intro/motivational-interviewing.html?locale=en_GB&moduleid=10051582	Desirable

Unit 7 Diagnostic procedures

Aim

To enable the learner to conduct or refer people for appropriate investigations and to interpret results within scope of role.

Learning Outcomes

On completion of this unit of study, the learner will be able to:

Learning Outcomes	Examples of evidence of achievement
Conduct appropriate clinical tests, such as ABPI and toe pressure, using relevant equipment and techniques, and escalate for interpretation and/or concerns as appropriate.	Successful completion (certificate) of <ul style="list-style-type: none"> Tier 2 foot at risk, achieving minimum 80% correct answers on knowledge quiz
Request and interpret a range of investigations to inform a diagnosis.	Assessment in practice
Make appropriate referrals for further investigation.	Assessment in practice
Recognise when the results of diagnostic investigations are incomplete or do not identify the reasons for non-healing and seek advice from a senior member of the multi-disciplinary team	Testimony from senior practitioner/clinical specialist
Make timely and appropriate referrals to relevant specialties.	Assessment in practice
Conduct microbiological wound sampling and ensure that the results are interpreted by an appropriate member of the multi-disciplinary team.	Assessment in practice

Units of Learning

Resource Title	Access Link	Essential/Desirable
Foot at risk tier 2	https://portal.e-lfh.org.uk/Component/Details/750116	Essential
Peripheral vascular assessment resource in line with Venous Interventions Checklist	Under development	Essential

<p>Ionising Radiation (Medical Exposure) Regulations (e-IRMER) elfh</p>	<p>e-IRMER Module 00 - Guides and Tools https://portal.elfh.org.uk/Component/Details/391273</p> <p>e-IRMER Module 01 - Fundamental Physics of Radiation https://portal.elfh.org.uk/Component/Details/392300</p> <p>e-IRMER Module 02 - Management and Radiation Protection of the Patient https://portal.elfh.org.uk/Component/Details/392302</p> <p>e-IRMER Module 03 - Legal Requirements https://portal.elfh.org.uk/Component/Details/392304</p> <p>e-IRMER Module 04 - Diagnostic Radiology https://portal.elfh.org.uk/Component/Details/391927</p> <p>e-IRMER Module 05 - Radiotherapy https://portal.elfh.org.uk/Component/Details/688652</p> <p>e-IRMER Module 06 - Nuclear Medicine https://portal.elfh.org.uk/Component/Details/438154</p>	<p>Desirable as appropriate to role</p>
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Unit 8 Making differential and formal diagnoses.

Aim

To enable the learner to interpret the results of relevant diagnostic investigations and use them to formulate a diagnosis

Learning Outcomes

On completion of this unit of study, the learner will be able to

Learning Outcome	Examples of evidence of achievement
Recognise the signs, symptoms and characteristics associated with different clinical presentations of ulceration on the lower limb (e.g. diabetic foot ulcers, venous leg ulcers, arterial leg ulcer, etc.)	Assessment in practice
Interpret the results of relevant diagnostic investigations, use them to formulate a diagnosis and determine the appropriate treatment and care management plan for lower limb wounds.	Complete online case studies and discuss with a senior practitioner/clinical specialist
Where appropriate, categorise wounds based on recognized definitions or standardised criteria (e.g. European Pressure Ulcer Advisory Panel [EPUAP] categories for pressure ulcers)	Reflective piece, case study or assessment in practice
Consider all relevant evidence from the individual's history, baseline observations, tests and clinical examination and formulate a diagnosis	Reflective piece, case study or assessment in practice
Recognise when the results of diagnostic investigations are incomplete or do not identify the reasons for non-healing and seek advice from a senior member of the multi-disciplinary team/relevant clinical specialist.	Testimony from senior practitioner/clinical specialist

Units of Learning

Resource Title	Access Link	Essential/Desirable
Online case studies Making differential and formal diagnoses	Under development	Essential

Unit 9 Personalised wound care planning

Aim

To enable the learner, in partnership with the individual and wider team, to develop a personalised wound care plan

Learning Outcomes

On completion of this unit of study, the learner will be able to

Learning Outcome	Examples of evidence of achievement
Understand the importance of care and support planning as a holistic and person-centred process.	Successfully complete (certificate) <ul style="list-style-type: none"> Personalised care and support planning resource
Understand why care and support plans need to be reviewed regularly and in partnership with others, including the individual.	Assessment in practice
Communicate and share information in a person's care plan to others with appropriate permission.	Assessment in practice
Develop care plans that take account of the individual's needs, goals and wishes, local service availability and relevant guidelines, ensuring that the management plan considers all options that are appropriate for the care pathway.	Assessment in practice
Develop and promote personalised self-management plans with people with wounds which meet their needs in partnership, where appropriate, with other agencies and with their carers/family.	Assessment in practice
Utilise tools such as the Patient Activation Model to promote and support a person with a wound to develop the skills, knowledge and confidence to manage their care.	Patient/service user testimony
Evaluate how the preferences and experiences of a person with a wound, including their individual cultural and religious background, can offer insight into their priorities, well-being and management of their care.	Reflective piece

Units of Learning

Resource Title	Access Link	Essential/Desirable
Personalised care and support planning- institute of personalised care	Course: Personalised Care & Support Planning (personalisedcareinstitute.org.uk)	Essential

Unit 10 Pharmacological and non-pharmacological approaches

Aims

To enable the learner to understand pharmacological and non-pharmacological approaches to the management of wounds

Learning Outcomes

On completion of this unit of study, the learner will be able to

Learning Outcome	Examples of evidence of achievement
Understand the use of and apply principles of: <ul style="list-style-type: none"> ○ Use social prescribing ○ Pain management strategies ○ Antibiotics and stewardship 	Successfully complete (certificate) <ul style="list-style-type: none"> • EWMA Basic Wound Management Module 6: Pain in Wound Management • Social Prescribing resource • Introduction to Antimicrobial Resistance resource
Safely prescribe and/or administer therapeutic medications, treatments and therapies relevant and appropriate to scope of practice	Assessment in practice

Units of Learning

Resource Title	Access Link	Essential/Desirable
EWMA Basic Wound Management Module 6: Pain in Wound Management	https://ewma.org/what-we-do/education/ewma-e-learning/ewma-e-learning-basic-wound-management	Essential
elfh Social Prescribing	https://portal.elfh.org.uk/LearningContent/Launch/594933	Essential
elfh Introduction to Antimicrobial Resistance	http://portal.elfh.org.uk/Component/Details/411281	Essential
elfh Pain Management (e-Pain) Modules	http://portal.elfh.org.uk/Component/Details/391439	Desirable

elfh Antimicrobial Resistance Toolkit	https://portal.elfh.org.uk/Component/Details/411808	Desirable, as appropriate to role and setting
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Unit 11 Wound product selection

Aim

To enable the learner to have an in-depth knowledge of wound care products, including compression, and be able to choose the appropriate product for the individual.

Learning Outcomes

On completion of this unit of study, the learner will be able to

Learning Outcome	Examples of evidence of achievement
Understand the properties (e.g. absorbency, adherence etc.) of dressings and other products, including the difference between types, their modes of action and indications/contraindications for use.	Complete <ul style="list-style-type: none"> Tier 2 Dressing Wounds session, achieving minimum 80% correct answers on knowledge quiz
Differentiate between the range of available compression therapy options and Demonstrate knowledge on indications for the use of compression therapy	Complete <ul style="list-style-type: none"> Tier 2 Choosing the right compression therapy, achieving minimum 80% correct answers on knowledge quiz
Have the theoretical knowledge to apply different types of compression therapy systems	Attend face to face compression application session AND Assessment in practice
Be aware of the potential complications of compression therapy and associated non concordance	Reflective piece

Units of Learning

Resource Title	Access Link	Essential/Desirable
Dressing Wounds (tier 2)	https://portal.e-lfh.org.uk/Component/Details/755736	Essential
Choosing the right compression therapy (tier 2)	https://portal.e-lfh.org.uk/Component/Details/750348	Essential
Applying compression face to face training		Essential

Unit 12 Wound debridement

Aim

To increase understanding of the principles of debridement and associated techniques relevant to scope of practice.

Learning Outcomes

On completion of this unit of study, the learner will be able to

Learning Outcome	Examples of evidence of achievement
Explain the reasons for use of debridement for the lower limb	Assessment in practice
Describe the various types of debridement techniques and identify the risks	Complete <ul style="list-style-type: none">An introduction to wound debridement, achieving minimum 80% correct answers on knowledge quiz

Units of Learning

Resource Title	Access Link	Essential/Desirable
An introduction to wound debridement (tier 2)	Under development	Essential

Reference List

1. National Wound Care Strategy Programme: (2020) Recommendations for Lower Limb Ulcers <https://www.nationalwoundcarestrategy.net/wp-content/uploads/2021/04/Lower-Limb-Recommendations-WEB-25Feb21.pdf>
2. National Wound Care Strategy Programme: (2021) Preventing and Improving Care of Chronic Lower Limb Wounds Implementation Case <https://www.nationalwoundcarestrategy.net/wp-content/uploads/2021/04/NWCSP-Implementing-the-Lower-Limb-Recommendations-15.12.20-1.pdf>
3. National Wound Care Core Capabilities Framework for England (2021) <https://www.skillsforhealth.org.uk/info-hub/national-wound-care-core-capability-framework-for-england/>

Reflective Templates

These example templates can be completed after supervision, discussion with colleagues, or as reflective practice to evidence above.

Example 1:

Title

Please enter a title for this reflection

Date(s)

What?

Describe what it is you have thought, done or experienced

So What?

What have you learned from this? How does it relate to your overall learning or development?

Now What?

Why is this important or relevant? How can you draw upon this learning in the future?

Example 2:

Star Technique

Title

Please enter a title for this STAR technique

Situation

Outline a specific situation where you applied particular skills or knowledge. Describe where you were and what was happening.

Task

What needed to be done? What was your role in the situation? What was the desired outcome?

Action

What did you do? How did you deal with the situation? What skills did you use?

Result

What was the outcome? What impact did your actions have on the result?

Reflection (optional)

If you had to repeat the situation, what would you do differently, or improve upon?

Evidence

Example 3:

Title

Please enter a title for this reflection

Date(s)

About This Reflection

Describe what it is you thought, observed, experienced or did

Reaction To The Event

Describe your thoughts and feelings. If relevant, describe your physical, intellectual or emotional reaction to it

Event Analysis

What can be learned from your reactions or the reactions of others? Can the event be analysed with the aid of theory or related to other experiences?

Future Planning

What would you do in similar circumstances in the future? If relevant, how might similar circumstances be avoided?

Overall Reflection

From thinking about and writing about this event, what have you learned about your learning and development?

Overall Aim

Example 4:

Overall aim

What is it you are generally trying to achieve or accomplish? You can add more detail in the 'SMART' section

Current Situation

Describe what you can currently do, or the stage you are at in a project or other development activity. What is it you are trying to change?

SMART Target

Refine your aim into a target that is:

- ~ **Specific** (avoid generalities)
- ~ **Measurable** (how much or many...?)
- ~ **Achievable** (do you have the skills, knowledge, ability?)
- ~ **Realistic** (will other things get in the way?)
- ~ **Time-bound** (set yourself a deadline below)

Completion Deadline

When do you plan to achieve your aim, goal or target?

Who or what can help?

List people, written resources, online materials, workshops etc. that you can use to help you achieve your goals

Reflection

What have you learnt from thinking about, writing about or carrying out this plan?

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