

Unit Title:	Obtain and test capillary blood samples
Unit sector reference:	HSC 2026
Level:	Three
Credit value:	4
Guided learning hours:	30
Unit accreditation number:	T/601/8850

Unit purpose and aim

This unit is aimed at health & social care workers involved in the collection of capillary blood samples using either manual or automated lancets and testing of the sample where this is required.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Understand how legislation, policy and good practice guidelines relate to obtaining and testing capillary blood samples	1.1 Describe current legislation, national guidelines, local policies, protocols and good practice guidelines which relate to obtaining and testing capillary blood samples	
2 Understand the anatomy and physiology in relation to obtaining and testing capillary blood samples	2.1 Describe the structure and purpose of capillary blood vessels 2.2 Explain blood clotting processes and the factors that influence blood clotting	
3 Be able to prepare to obtain capillary blood samples	3.1 Confirm the individual's identity and obtain valid consent 3.2 Select and prepare an appropriate site for obtaining the sample taking into account the individual's preferences 3.3 Provide support and reassurance to address the individual's needs and concerns 3.4 Communicate accurate information in a way that is	Valid consent must be in line with agreed UK country definition

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
	sensitive to the individual's personal beliefs and preferences	
4 Be able to obtain capillary blood samples	<p>4.1 Apply health and safety measures relevant to the procedure and environment</p> <p>4.2 Apply standard precautions for infection prevention and control</p> <p>4.3 Describe the different reasons for obtaining capillary blood samples</p> <p>4.4 Obtain blood samples of the required volume and quantity causing minimal discomfort to the individual</p> <p>4.5 Use the selected materials, equipment and containers/slides in accordance with agreed procedures</p> <p>4.6 Obtain blood samples in the correct sequence when obtaining multiple samples</p> <p>4.7 Ensure stimulation of blood flow</p> <p>4.8 Select alternative sites where necessary</p> <p>4.9 Carry out the correct procedure for encouraging closure and blood clotting at the site</p> <p>4.10 Respond to any indication of an adverse reaction, complication or problem during the procedure</p> <p>4.11 Demonstrate correct labelling, packaging, transportation, storage and use of appropriate attached documentation In relation to blood samples to include:</p> <ul style="list-style-type: none"> • Legibility of labelling and documentation • Temperature control of storage • Immediacy of 	

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
	<p style="text-align: center;">transportation</p> <p>4.12 Explain the actions to be taken if complications and problems occur during the collection of capillary blood samples, including contra-indications</p>	
<p>5 Be able to test and record the results of blood samples</p>	<p>5.1 Test the sample, using the approved method in line with organisational procedure</p> <p>5.2 Describe normal or expected results for particular tests</p> <p>5.3 Recognise and interpret normal, expected and abnormal results</p> <p>5.4 Ensure that results are passed on to an appropriate staff member for interpretation as required</p> <p>5.5 Record results fully and accurately and forward according to local requirements</p>	
<p>6 Be able to pass on the results of blood samples</p>	<p>6.1 Communicate the results of the tests and any further action required to the individual</p> <p>6.2 Respond to questions and concerns from individuals providing accurate information</p> <p>6.3 Refer issues outside own responsibility to an appropriate staff member</p>	

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, 4, 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:

CHS 131

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.