

Unit Title:	Undertake physiological measurements
Unit sector reference:	HSC 3052
Level:	3
Credit value:	3
Guided learning hours:	23
Unit accreditation number:	R/601/8662

Unit purpose and aim

This unit is aimed at health and social care staff involved in the taking and recording of physiological measurements as part of the individual's care plan

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Understand relevant legislation, policy and good practice for undertaking physiological measurements	1.1 Describe current legislation, national guidelines, organisational policies and protocols affecting work practice	
2 Understand the physiological states that can be measured	2.1 Explain the principles of blood pressure to include: <ul style="list-style-type: none"> • blood pressure maintenance • differentiation between systolic and diastolic blood pressure • normal limits of blood pressure • conditions of high or low blood pressure 2.2 Explain the principles of body temperature to include: <ul style="list-style-type: none"> • body temperature maintenance • normal body temperature • pyrexia, hyper-pyrexia and hypothermia 2.3 Explain the principles of respiratory rates to include: <ul style="list-style-type: none"> • normal respiratory rates • factors affecting 	

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
	<p style="text-align: center;">respiratory rates in ill and well individuals</p> <p>2.4 Explain the principles of pulse rates to include:</p> <ul style="list-style-type: none"> • normal pulse rates limits • factors affecting pulse rates – raising or lowering • pulse sites on the body • the requirement for pulse oximetry measurements • analysis and implication of pulse oximetry findings <p>2.5 Explain the principles of Body Mass Index (BMI) in relation to weight/dietary control</p> <p>2.6 Explain the major factors that influence changes in physiological measurements</p> <p>2.7 Explain the importance of undertaking physiological measurements</p>	
<p>3 Be able to prepare to take physiological measurements</p>	<p>3.1 Explain to the individual what measurements will be undertaken and why these are done</p> <p>3.2 Reassure the individual during physiological measurements process</p> <p>3.3 Answer questions and deal with concerns during physiological measurements process</p> <p>3.4 Explain the help individuals may need before taking their physiological measurements</p> <p>3.5 Explain why it may be necessary to adjust an individual's clothing before undertaking physiological measurements</p> <p>3.6 Ensure all materials and equipment to be used are appropriately prepared</p>	<p>valid consent must be in line with agreed UK country definition</p>

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
	3.7 Confirm the individual's identity and obtain valid consent	
4 Be able to undertake physiological measurements	4.1 Apply standard precautions for infection prevention and control 4.2 Apply health and safety measures relevant to the procedure and environment 4.3 Select and use appropriate equipment at the prescribed time and in the prescribed sequence to obtain an accurate measurement 4.4 Monitor the condition of the individual throughout the measurement 4.5 Respond to any significant changes in the individual's condition 4.6 Follow the agreed process when unable to obtain or read a physiological measurement 4.7 Identify any issues outside own responsibility and refer these to other colleagues	
5 Be able to record and report results of physiological measurements	5.1 Explain the necessity for recording physiological measurements 5.2 Explain a few common conditions which require recording of physiological measurements 5.3 Demonstrate the correct process for reporting measurements that fall outside the normal levels 5.4 Record physiological measurements taken accurately using the correct documentation	

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 2, 3, 4 and 5 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:

CHS19

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.