Unit 19: Using a Specified Test for a Biological Sample

Level: 2

Unit type: Optional (Life Sciences)

Credit value: 2

Guided learning hours: 11

Unit summary

The aim of this unit is to give learners an understanding of how to collect and process samples, and how to quality assure and validate test results.

Unit assessment requirements

Assessment tasks and activities must enable learners to produce valid, sufficient, authentic and appropriate evidence that relates directly to the learning outcomes and assessment criteria of the unit. Suitable forms of evidence for this unit include:

- written tasks such as reports, articles for journals, newsletters, leaflets, posters
- workbooks, work logbooks or learner diaries
- written or oral presentations
- projects
- oral question and answer.

Observation records should not be used as the primary evidence of achievement for this unit, but can be used to supplement the more appropriate forms of evidence listed above or to provide sector contextualisation or evidence of how the learner has applied knowledge within their job role.

When devising the assessment activities, centres need to look closely at the verb used in each assessment criterion to ensure that learners can provide evidence with sufficient breadth and depth to meet the requirements. Centres ned to produce assessment briefs for learners with clear instructions of what they are required to do.

Learners must use the same specified test throughout the unit.

Additional information

AC3.6 samples including blood, urine

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 outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the physical appearance of a sample	1.1	Describe the normal characteristics (appearance, structures, cellular components) of a sample			
		1.2	Explain how and why the features and characteristics of a sample may change with common abnormal conditions			
		1.3	Describe the symptoms and treatment of a common abnormal condition identified by a specified test			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand the common reasons for requests for the specified sample	2.1	Explain the role and context of a specified test in the diagnosis of disease			
		2.2	Explain the common symptoms of a common abnormal condition and its potential impact on patients and their families and carers			
		2.3	Explain the information given to patients about the specified test			
		2.4	Discuss the importance of accurate test results for patients and their families and carers			
		2.5	Explain the referral process for a specified test and how the clinical information to accompany the request is collected and recorded			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand how the sample is collected	3.1	Describe how the patient is identified prior to sample collection			
		3.2	Explain how the patient's consent is obtained prior to sample collection			
		3.3	Explain how samples are collected			
		3.4	State the potential sources of error in sample collection			
		3.5	State the accompanying information required and the impact of this information on the processing and testing of samples			
		3.6	Explain how samples should be labelled, stored, and transported			
4	Understand the process of sample testing	4.1	Describe the methodology used for testing the sample			
		4.2	State the advantages of the test method used			
		4.3	Explain potential sources of error, actions to be taken and when to refer to senior colleagues			
		4.4	Describe how test results are reported			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Understand the steps needed to assure the quality of the test results	5.1	Explain the purpose of a Standard Operating Procedure			
		5.2	Explain the possible reasons for poor quality results			
		5.3	Explain the need for standardisation of test procedures			
6	Understand the process for validating and issuing the results	6.1	Explain how test results are validated			
		6.2	Describe the process for issuing results			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)