



# Transfusion Practitioner Competencies and Career Frameworks

Andy Miller

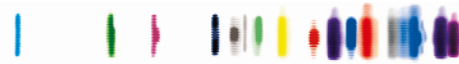
Transfusion Integration Implementation Manager

King's Health Partners

BBTS, September 2019

# Defining Competencies





## Definition: (a) competency

“something you need to be able to do well in a specific job role”

Association for Talent Development

“the ability to do a task effectively. The knowledge, skills and behaviours needed to get a job done”

Cognology

“inherent qualities an individual possesses – combining skills, knowledge and ability”

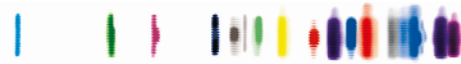
WikiJob

---



## University of Baltimore

- A competency is a characteristic of an employee that
  1. contributes to successful job performance
  2. contributes to the achievement of organizational results.



# Characteristics

Skills

Knowledge

Behaviours

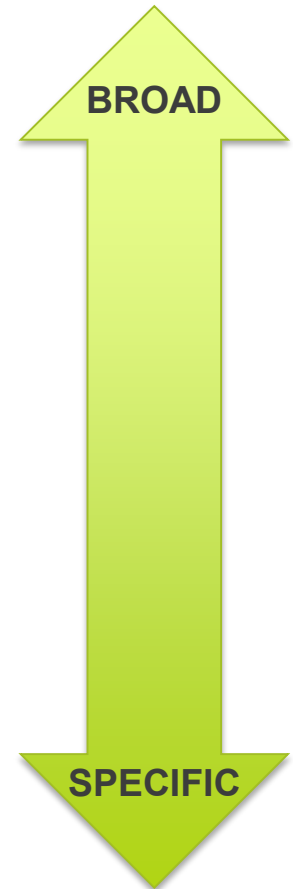
Aptitude

Attributes



# Types of Competencies

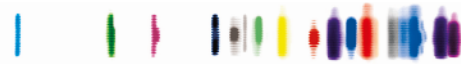
- Organisational Competencies
  - An aspect of a business that has strategic value
    - Quick service (MacDonalds)
- Foundational Competencies
  - A set of skills, knowledge and attributes necessary for broad job functions
    - Teamwork, initiative, professionalism
- Functional Competencies
  - Specific skills, knowledge and attributes relating to successful performance in a role
    - Structure of the interview with patients who may refuse component transfusion – legal, ethical and clinical considerations





# Creating Competencies

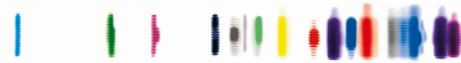




## A weak competency

Investigate incidents





## A well-formed competency...

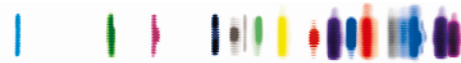
1. Has a strong, positive, focused verb
2. Has a defined focus for that verb
3. Has a reason for doing it
4. Has an indication as to how it should / could be done

Investigate transfusion-related incidents and near-misses within the Trust, in order to accurately and fully identify unsafe practices and errors; by applying a robust incident-investigation procedure

## A well-formed competency...

1. Has a strong, positive, focused verb ●
2. Has a defined focus for that verb ●
3. Has a reason for doing it ●
4. Has an indication as to how it should / could be done ●

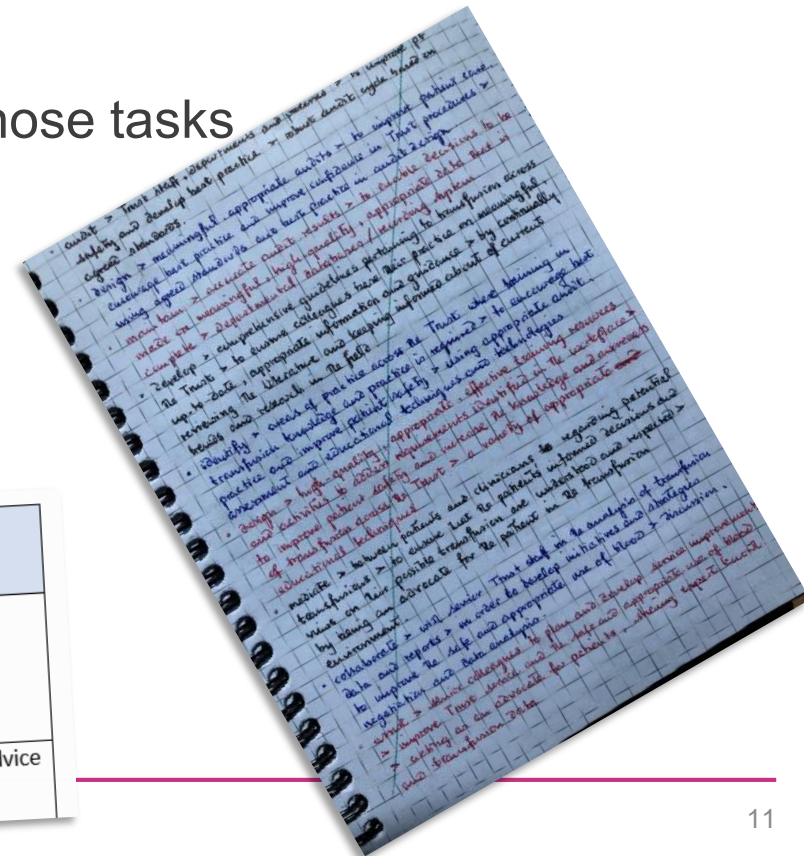
Investigate transfusion-related incidents and near-misses within the Trust, in order to accurately and fully identify unsafe practices and errors; by applying a robust incident-investigation procedure

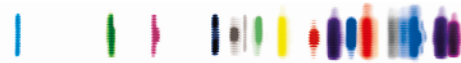


## Have a process!

1. Get a list of all of the things a TP does – their tasks!
2. Write down what skills you think the TP would need to be able to perform each task
3. Go through that task list and convert those tasks into competencies
  - a) Action verb
  - b) Specific target
  - c) Reason why
  - d) How?

	Action Verb	To whom / what is it done?	Why is the work done?	How is the work done? Procedures, tools and whatnot
A1	Promote	The safe use of blood components to all those involved in the transfusion process	To protect patients from harm	Using a range of educational and promotional strategies appropriate to the situation
A2	Promote	The effective use of blood components to those involved in the transfusion	Improve the use of a valuable and limited resource	Through education, advice and example





## The Results

65 competencies defining the role of the Transfusion Practitioner covering the following areas:-

- Clinical
- Communication
- Professional and Quality Issues
- Strategy, Management and Leadership
- Education & Professional Development
- Audit and Research
- Emotional & Mental Effort
- General

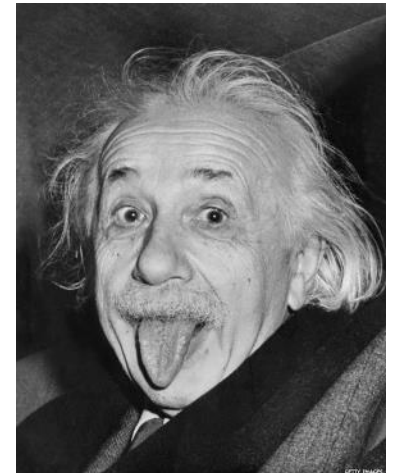


That is how many competencies  
it took to define the TP role!

# Indicator Levels – Knowledge

Bloom's Taxonomy (Bloom *et al*, 1956) levels were used (6 levels)

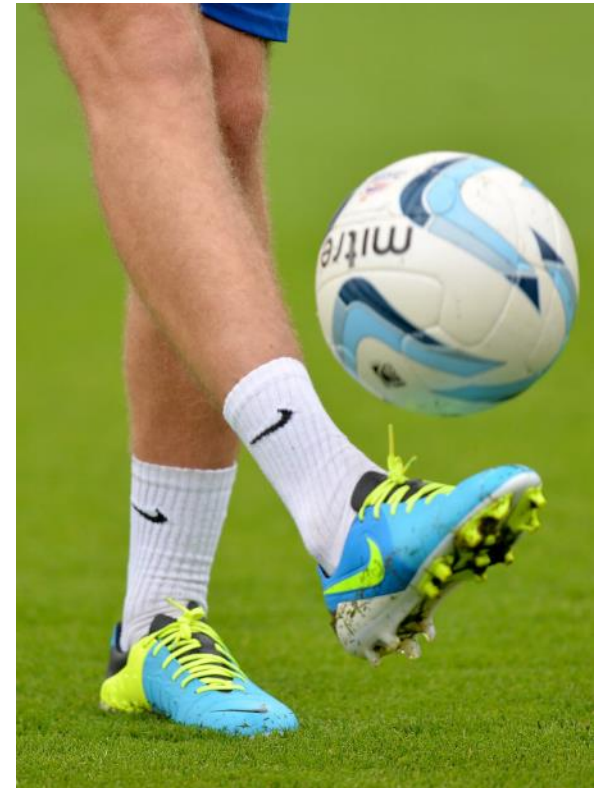
1. **Remember** – recognising or remembering facts, terms, basic concepts
2. **Understand / Comprehend** – demonstrating an understanding of facts and ideas
3. **Apply** – using acquired knowledge—solving problems in new situations
4. **Analyse** - examining and breaking information into component parts, determining how the parts relate to one another
5. **Evaluate** – presenting and defending opinions by making judgments about information
6. **Create** – building a structure or pattern from diverse elements / putting parts together to form a (new) whole



## Indicator Levels – Skill

the National Institute for Health (National Institute for Health, 2019) levels were used (5 levels)

1. **Awareness** – basic knowledge
2. **Novice** - limited experience
3. **Intermediate** / Practical Application
4. **Advanced** / Applied Theory
5. **Expert** / Recognised authority



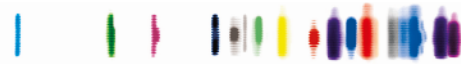


## Indicator Levels – Attitude

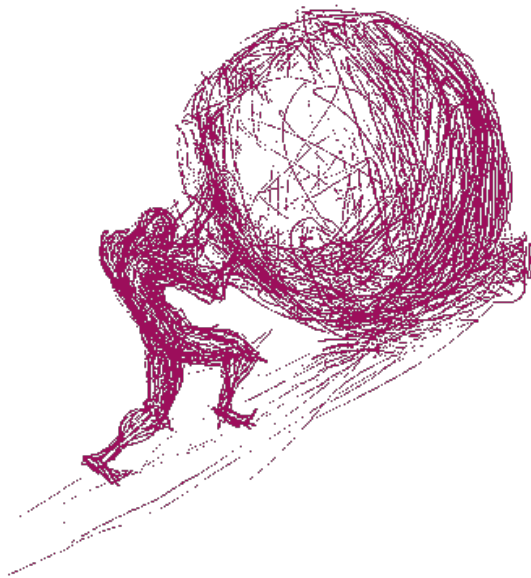
Dave's Psychomotor Domains (Dave, 1970) were used (5 levels)

1. **Imitation** – Copy action of another
2. **Manipulation** – Reproduce activity from instructions
3. **Precision** – execute skill reliably, independent of help
4. **Articulation** – adapt and integrate expertise to satisfy a non-standard objective
5. **Naturalisation** – automated, unconscious mastery of activity and related skills at strategic level





Just keep on going until you've covered the whole range for the role



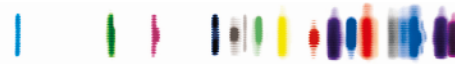
## TP Competencies

No.	Competency	Att.	Skill	Knowl.
	<b>Clinical</b>			
A1	Promote the safe use of blood components to all those involved in the transfusion process, to protect patients from harm; using a range of educational and promotional strategies appropriate to the situation	5	5	6
A2	Promote the effective use of blood components to those involved in the transfusion process, to improve the use of a valuable and limited resource; through education, advice and example	5	5	6
A3	Using education and audit to reduce blood usage within the trust by avoiding unnecessary transfusion	5	5	6
A4	Investigate alternatives to transfusion to allow clinical teams to use the most suitable treatment for the patient; by advising them of suitable alternatives to blood transfusion	5	4	4
A5	Reduce blood usage through the employment of pre-, peri- and post-operative blood conservation techniques to improve the efficient use of blood and drive up patient safety; by advising clinicians of the techniques and strategies available	5	5	6
A6	To improve patient safety by improving the understanding of blood transfusion amongst colleagues throughout the Trust; by devising and implementing formal and informal training initiatives and resources	5	4	6
A7	Liaise between scientific and clinical colleagues to promote teamwork and increase understanding by the quick and efficient assimilation and translation of information and ideas between the two groups	4	3	3
A8	Demonstrate expertise in transfusion matters to Trust colleagues at all levels and from all specialisms to improve the safety of blood transfusion within the Trust; by being the source of high-quality, up-to-date, appropriate and timely information and advice about transfusion	5	5	6
A9	Lead the review and update of Trust guidelines, policies and procedures pertaining to transfusion to ensure that they reflect the most up-to-date legal and professional thinking on safe and effective transfusion; by initiating, coordinating and driving the peer review process	4	4	6
A10	Coordinate the implementation and evaluation of agreed changes in transfusion processes to promote best practice and drive patient safety; through the effective facilitation of the process	4	4	3
A11	Review Trust transfusion practices and services to identify areas where improvements can be made; using regular, planned, well-designed audits	4	5	5
A12	Create leaflets to allow patients to make informed decisions about their transfusion based on understanding the benefits, risks and issues surrounding the process; using well-designed, appealing and informative materials and resources regarding all aspects of their transfusion	4	3	5

No.	Competency	Att.	Skill	Knowl.
A13	Promote the awareness of transfusion throughout the Trust for both colleagues and patients to improve understanding of the risks and benefits of transfusion; through the development of a range of engaging, pertinent, accessible resources	5	5	6
A14	Represent the views, opinions and rights of the patient to colleagues involved in the transfusion process by being their true, well-informed advocate	5	4	5
A15	Ensure patients wishing to refuse the transfusion of blood components fully understand and accept the consequences of their decision so that their decision is based on sound data; by openly discussing the pros and cons of their decisions and the possible impact on their treatment and health	5	5	6
A16	Support the preparation, provision and presentation of evidence for assessment against NHS Resolution standards in transfusion practice, to ensure Trust compliance; by being an enthusiastic, willing member of the development team and promoting the process	3	3	3
A17	Promote Clinical Governance programmes and initiatives to improve transfusion practice and comply with legal requirements; through actively contributing and embodying its principles	4	4	3
A18	Investigate transfusion-related incidents and near-misses within the Trust, in order to accurately and fully identify unsafe practices and errors; by applying a robust incident-investigation procedure	5	5	6
A19	Analyse transfusion-related incidents and near-misses within the Trust, in order to protect patients from unsafe practices and errors; by developing effective and appropriate corrective and preventative actions	5	5	5
A20	Act on corrective and preventative actions identified in the analysis of an incident to ensure changes and improvements are made and the risks of the same error reoccurring are reduced; by implementing all actions and promoting best practice	4	4	3
A21	Report transfusion-related incidents and near-misses and reactions within the Trust to disseminate the lessons learned from the incident and to raise awareness of the hazards of transfusion; by reporting incidents in a standardised, accessible format that can be easily understood by its intended audience	3	4	3
A22	Develop networks with Transfusion Practitioners in other organisations to spread good practice and give / receive; by actively engaging in events and initiatives and by reaching out to colleagues within your profession	4	4	4
	<b>Communication</b>			
B1	Organise communications to ensure messages are clear and follow a logical sequence; by ensuring that they clarify the message, stress the importance and stress the major points			
B2	Maintain the attention of an audience to enable them to fully comprehend the complete message; by keeping them attentive and engaged			
B3	Adapt the message to the audience to enable them to fully understand and engage with the message; by being mindful of the knowledge, skills, culture and beliefs of the listener and adapting the delivery accordingly			

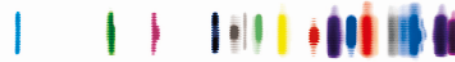
# Frameworks





You now have a list of competencies and levels for the TP role

Transfusion Practitioner	
1	
2	
3	
4	
5	
6	
7	
8	
9	
65	



You now have a list of competencies and levels for the TP role

Transfusion Practitioner	
1	✓
2	✓
3	✓
4	✓
5	✓
6	✓
7	✓
8	✓
9	✓
65	✓





## What about other roles?

	Transfusion Practitioner	Senior TP
1	✓	✓
2	✓	✓
3	✓	
4	✓	✓
5	✓	✓
6	✓	
7	✓	✓
8	✓	✓
9	✓	✓
65	✓	✓

The Senior TP role  
does not perform  
these competencies  
that a TP does



Pioneering better health for all

	Transfusion Practitioner	Senior TP
1	✓	✓
2	✓	✓
3	✓	
66		✓
67		✓
4	✓	✓
5	✓	✓
6	✓	
7	✓	✓
68		✓
8	✓	✓
9	✓	✓
65	✓	✓

The Senior TP role also includes some additional competencies that the TP does not do.

So add these in following the same writing rules as we did for the TP



Pioneering better health for all

	Transfusion Practitioner	Senior TP
1	✓	✓
2	✓	✓
3	✓	
66		✓
67		✓
4	✓	✓
5	✓	✓
6	✓	
7	✓	✓
68		✓
8	✓	✓
9	✓	✓
65	✓	✓

The Senior TP role may do some of the same competencies as the TP but at a different level

- K&U
- Skill
- Attitude

So change them for the sTP

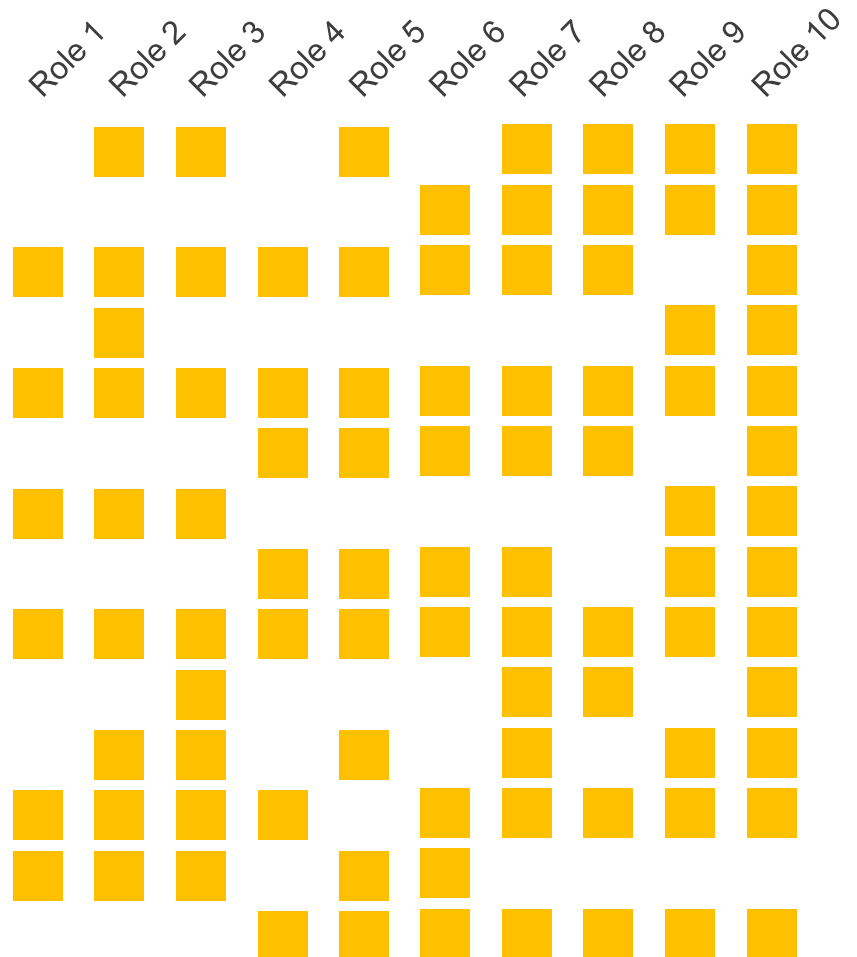
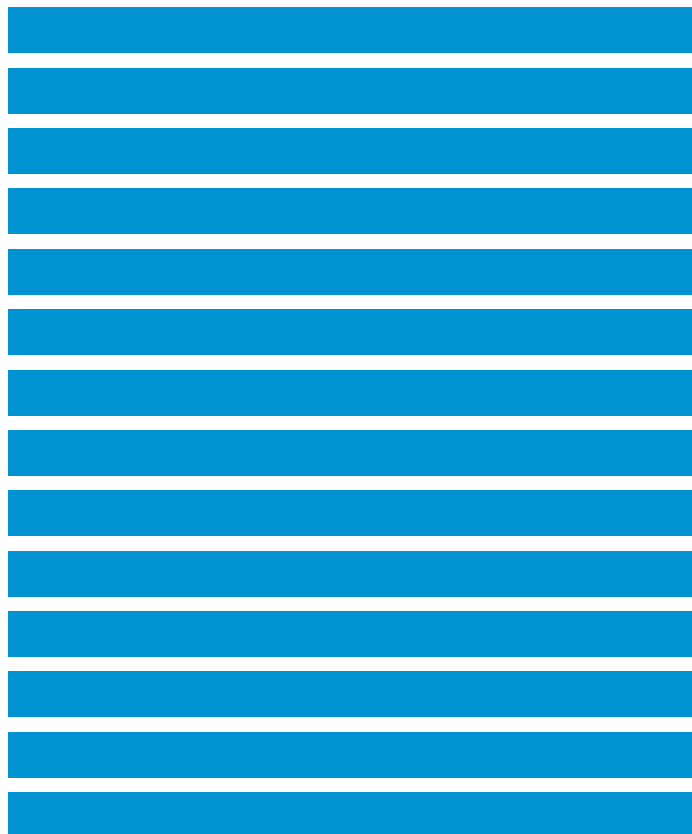
Do the same thing for the other TP-related roles

No.	Competency	Transfusion Practitioner						Senior / Lead					
		A			S			A			S		
		1	2	3	4	5	6	1	2	3	4	5	6
C4	Be an effective member of groups and committees to enable them to be both effective and efficient, by being open, active and outcome												
C5	Identify areas for organisational, group and individual development to enable them to achieve their goals, by ensuring their performance against agreed and accepted standards, competences, guidelines and legislation												
C6	Develop appropriate and effective plans that enable organisations, groups and individuals achieve their goals, by being decisions and actions on high quality data, developing clear objectives and monitoring progress												
C7	Operate when the manager is temporarily unavailable to keep processes moving forward and represent them, the department or the organisation, by making decisions and fully delivering the manager upon their return												
C8	Maintain records of your own development and training activities, to prove your fitness to practice to managers and external assessors / inspectors, by keeping up-to-date, ongoing details of formal, informal and self-directed learning activities that can be produced upon request												
C9	Resolve conflicts that may arise in the workplace quickly and effectively to reduce barriers to effective team working, by recognising and addressing the early signs of conflict												
C10	Manage the performance of the team and team members to ensure that they contribute positively to the team objectives, by aligning their performance with the organisational objectives												
<b>Strategy, Management &amp; Leadership</b>													
D1	Contribute to long-term planning and strategy / service development, to ensure plans and decisions are appropriate, achievable and fully realised, by sharing knowledge, experience and opinions when required												
D2	Assess the role of transfusion with healthcare professionals, patients, their carers and the general public, to enable decisions to be based on accurate, up-to-date information using a variety of appropriate teaching, advertising and information sharing methodologies												
D3	Assess the performance, behaviours and knowledge of others, to improve and standardise the service they provide by objectively measuring them against appropriate and accepted standards												
D4	Integrate work and responsibilities when you are unable to fully deliver, to ensure service provision and maintain service quality, by fully briefing, supporting and debriefing them on each instance of delegation												

No.	Competency	Transfusion Practitioner						Senior / Lead					
		A			S			A			S		
		1	2	3	4	5	6	1	2	3	4	5	6
	Agreed staff development strategies to enable them to develop competence, and to achieve their goals, by ensuring they are delivered in a timely manner, and delivering honest, sympathetic feedback												
	Engage with colleagues involved in clinical practice, to enable them to deliver high-quality information on which decisions can be made, by ensuring they are up-to-date, ongoing details of formal, informal and self-directed learning activities that can be produced upon request												
	Improve their skills or acquire new skills to identify, target and plan for improvement												
	Develop plans for all team members so they can deliver high-quality information on which decisions can be made, by ensuring they are up-to-date, ongoing details of formal, informal and self-directed learning activities that can be produced upon request												
	Research												
	Active and informative clinical audits related to transfusion, to improve service and reduce the risks to patients, by ensuring they deliver high-quality information on which decisions can be made												
	Engage with Trust, regional and national audits to improve practice and service provision and patient safety, by fully conducting them according to their design and instructions and reporting findings in a timely manner												
	Analyse the results from audits to yield high-quality information and actions on which meaningful decisions can be made, using a variety of recognised analytical / data manipulation / investigation methodologies												
F4	Present audit findings in an engaging and effective manner, to disseminate the findings so that the audience accept the message and understand the concepts and implications of the audit findings, by adapting presentation style, content and approach to the intended audience												
F5	Support research identified by the Transfusion Consultant / Hospital Transfusion Committee, to advance knowledge and understanding of the process / theory of blood transfusion, by actively contributing to it												
<b>Emotional &amp; Mental Effort</b>													

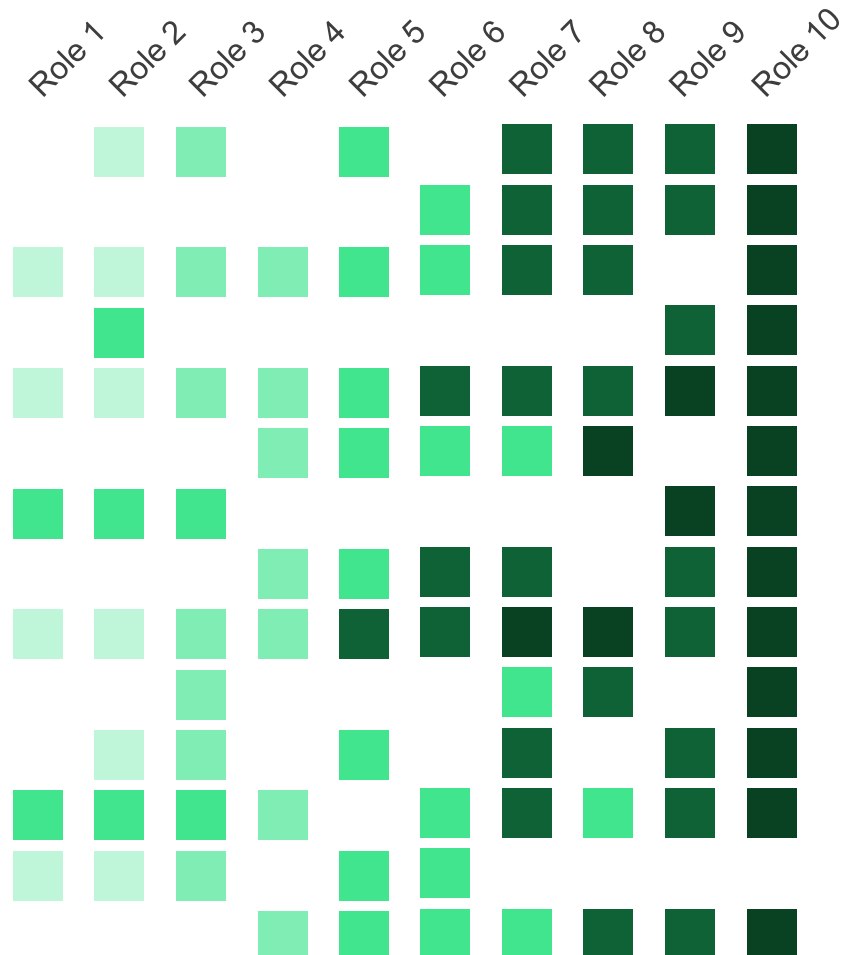
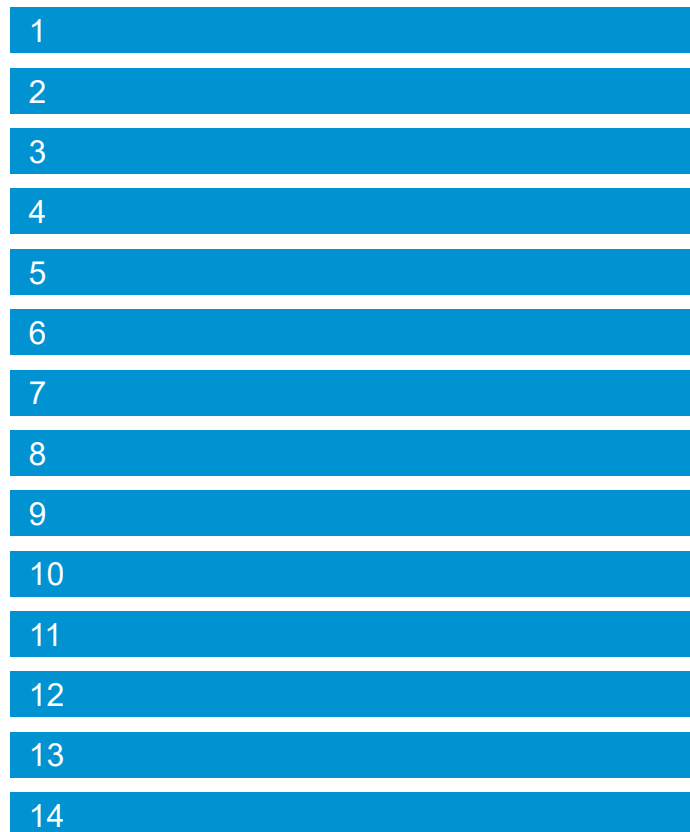


Pioneering better health for all





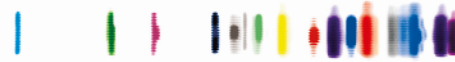
Pioneering better health for all







That's almost a **career framework** for  
Transfusion Practitioners



Pioneering better health for all

If I am in Role 4 and aspire to  
do Role 8 then I need to...

**LEARN**

**UPGRADE**

Role 4

Role 8

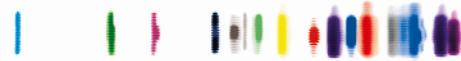
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	





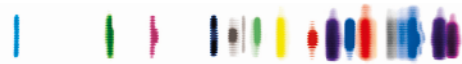
If I plan where and when I am going  
to acquire these new skills and  
upgrade the levels of the others...

... then I have a **development plan!**



## What can we do with a list of competencies and a career framework?

- Develop training events and resources that are:
  - Appropriate
  - Directed
  - Specific
- Assess and plan my own development activities for my role (CPD)
- As the requirements for the role are now outlined you can make strong requests for funding / dedicated funding for TP development activities
- Be specific as to where development is needed in appraisals
- Develop TP-specific courses and programmes (+ academic ones)
- Make representation to HCPC / NMC / RCPATH etc to get the role of the TP recognised as a “Allied Healthcare Profession”



# THANK YOU!

For more information:  
Kings Health Partners  
Ground Floor, Counting House  
Guy's Hospital  
London SE1 9RT

 0207 188 2892

 [kingshealthpartners@kcl.ac.uk](mailto:kingshealthpartners@kcl.ac.uk)

 [www.kingshealthpartners.org](http://www.kingshealthpartners.org)

 [@kingshealth](https://twitter.com/@kingshealth)

# TP2020

Conference for TPs

29<sup>th</sup> January, 2019

Great Hall of King's College London (on the Strand)

It's free!

Sign up on EventBrite

KHP in association with the National TP Network

Andrew\_Richard.Miller@kcl.ac.uk

A2 A7 A9 A14 A18 A22 B3 C5 E2 E5 F1