

FN9W 04 (BDS6) Contribute to the promotion and effective functioning of blood and blood component sessions and services

About this Unit

This standard covers the promotion of blood and blood component donation and services, and the way in which you can contribute to making donation sessions run effectively. It applies to both whole blood and automated collection/apheresis sessions and services.

Users of this standard will need to ensure that practice reflects up-to-date information and policies.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice and conduct applicable to your job, and the NHS Knowledge and Skills Framework. This will relate to your work activities; the job you are doing, and the setting, eg in hospital and community, domiciliary, residential care, and the individuals you are working with.

Values — the values underpinning this Unit are embedded within the 2009 NHS Code of Conduct for Health Care Support Workers. These are stated in full within the Assessment Strategy and Guidance document for the awards.

Key Words and Concepts — a glossary of definitions, key words and concepts used in this Unit is contained in the Assessment Strategy and Guidance document.

In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **You should read the Assessment Strategy and Guidance document before you begin working with the standards and refer to it if you are unsure about anything in the Unit.**

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Specific Evidence Requirements for the Unit

It is essential that you adhere to the Evidence Requirements for this Unit

SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT
Simulation:
<ul style="list-style-type: none"> ◆ Simulation is NOT permitted for any part of this Unit.
<ul style="list-style-type: none"> ◆ The following forms of evidence ARE mandatory:
<ul style="list-style-type: none"> ◆ Direct Observation: Your assessor or expert witness must observe you in real work activities. Their confirmation of your practice will provide evidence for a significant amount of the performance criteria in this Unit. For example, communicating and interacting with colleagues and donors during the donation session. ◆ Professional discussion: Describes your actions in a particular situation and reflect on the reason(s) why you practice that way. For example, why teamwork is important and what roles and responsibilities others in the team have.
Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:
<ul style="list-style-type: none"> ◆ Reflective Account: These are written pieces of work which allow you to reflect on the course of action you took in a specific situation to identify any learning from the piece of work and to describe what you might do differently in the light of your new knowledge. ◆ Questioning/professional discussion: May be used to provide evidence of knowledge, legislation, policies and procedures which cannot be fully evidenced through direct observation or reflective accounts. In addition your assessor/mentor or expert witness may also ask questions to clarify aspects of your practice. ◆ Expert Witness: A designated expert witness, eg a senior member of staff, may provide a direct observation of your practice, or record a professional discussion they have held with you on a specific piece of practice. ◆ Witness Testimony: Can be a confirmation or authentication of the activities described in your evidence which your assessor or mentor has not seen. ◆ Products: These can be any record that you would normally use within your normal role, eg you should not put confidential records in your portfolio; they can remain where they are normally stored and be checked by your assessor and internal verifier. ◆ Prior Learning: You may be able to use recorded prior learning from a course of training you have attended within the last two years. Discussion on the relevance of this should form part of your assessment plan for each Unit. ◆ Simulation: There may be times when you have to demonstrate you are competent in a situation that does not arise naturally through your work role, eg dealing with violent or abusive behaviour. The Evidence Requirements in each Unit provide specific guidance regarding the use of simulation.
GENERAL GUIDANCE
<ul style="list-style-type: none"> ◆ Prior to commencing this Unit you should agree and complete an assessment plan with your assessor which details the assessment methods you will be using, and the tasks you will be undertaking to demonstrate your competence. ◆ Evidence must be provided for ALL of the performance criteria, ALL of the knowledge. ◆ The evidence must reflect the policies and procedures of your workplace and be linked to current legislation, values and the principles of best practice within the Health Care sector. This will include the National Service Standards for your areas of work. ◆ All evidence must relate to your own work practice.

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KNOWLEDGE SPECIFICATION FOR THIS UNIT

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this Unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to provide evidence for ALL knowledge points listed below. There are a variety of ways this can be achieved so it is essential that you read the 'knowledge evidence' section of the Assessment Guidance.

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
1 The current European and National legislation, national guidelines, organisational policies and protocols in accordance with Clinical/Corporate Governance which affect your work practice in relation to the promotion and effective functioning of blood component sessions and services.	
2 Your responsibilities and accountability in relation to the current European and National legislation, national guidelines and local policies and protocols and Clinical/Corporate Governance.	
3 The duty to report any acts or omissions in care that could be detrimental to yourself, other individuals or your employer.	
4 The importance of working within your own sphere of competence and seeking advice when faced with situations outside your sphere of competence.	
5 The importance of good team work and good communications during sessions — and how you can contribute to them.	
6 The causes of bottlenecks at donor sessions and actions which can be taken to relieve them.	
7 How your behaviour, appearance and communication can have a positive or negative affect on donor involvement, confidence and continued support/retention.	
8 How to make suggestions for changes to systems and procedures and who you should make these suggestions to.	
9 What is meant by constructive criticism, and how to offer and accept it.	
10 How to offer relevant help, advice and information in a constructive and supportive way.	
11 When to refer donor questions elsewhere, and to whom they should be referred.	
12 The importance of passing on donor feedback accurately.	
13 The channels that are available for donors to give feedback regarding sessions and other aspects of blood collection services.	
14 How collection teams link in to other parts of the service.	
15 The respective roles and responsibilities within teams — including your own role.	

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You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
16 The different activities carried out at sessions and what their purpose is.	
17 When it is appropriate to offer and request help, advice and information.	
18 The importance of donor commitment to blood and blood component collection services.	
19 The organisations commitment to public and customer service.	
20 The awards available to donors and how they achieve them.	
21 What promotional and recruitment literature is available and how to access and use it.	
22 The methods available for sending additional information to donors after sessions.	
23 How sessions and services operate and the ways in which donations will be used including: (a) current collection targets (b) the general level of blood stocks (c) the role of equipment and staff (d) the general criteria for donor selection	
24 The uses of blood products.	

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Performance Criteria		DO	RA	EW	Q	P	WT	PD
		1	Undertake your work in a way that will support good team work and help the smooth flow of donors through the session.					
2	Respond to requests from colleagues as soon as possible and in a manner which is likely to promote goodwill.							
3	Respect other colleagues work demands when seeking help, advice and information.							
4	Identify any issues affecting the smooth flow of donors through the session and take appropriate action to help minimise delays and hold ups.							
5	Make suggestions for improvements to session systems, equipment and activities to the relevant colleague(s) in an appropriate manner, time and place.							
6	Ensure that your appearance and behaviour promotes the donor's confidence, and involvement at all times.							
7	Deal with visitors to the session courteously and in line with organisational policy, to promote their involvement, dignity and sense of purpose.							
8	Explain and refer to blood and blood component collection services accurately and positively, and in a way which promotes the confidence and involvement of donors and others.							
9	Encourage donors and others to ask questions, and seek clarification on any aspects of blood and blood component donation sessions and services where you are unsure.							
10	Monitor the donors' progress through the session effectively and report any bottlenecks promptly to the appropriate colleague.							
11	Make donors aware of the ways they can give feedback on their experiences and how to suggest improvements to systems and procedures.							
12	Pass on any feedback and suggestions given to you by donors accurately to the relevant colleague(s) in an appropriate manner, time and place.							

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Performance Criteria		DO	RA	EW	Q	P	WT	PD
13	Give encouragement and support and advice to donors and others so as to promote blood and blood component collection services to their family, friends and colleagues.							
14	Identify donors who may be suitable to give blood components and give them the relevant information.							

DO = Direct Observation
EW = Expert Witness
PD = Professional Discussion

RA = Reflective Account
P = Product (Work)

Q = Questions
WT = Witness Testimony

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blood and blood component sessions and services**

To be completed by the candidate

I SUBMIT THIS AS A COMPLETE UNIT

Candidate's name:

Candidate's signature:

Date:

To be completed by the assessor

*It is a shared responsibility of both the candidate and assessor to claim evidence,
however, it is the responsibility of the assessor to ensure the accuracy/validity of
each evidence claim and make the final decision.*

**I CERTIFY THAT SUFFICIENT EVIDENCE HAS BEEN PRODUCED TO MEET ALL
THE ELEMENTS, PCS AND KNOWLEDGE OF THIS UNIT.**

Assessor's name:

Assessor's signature:

Date:

Assessor/Internal verifier feedback

To be completed by the internal verifier if applicable

***This section only needs to be completed if the Unit is sampled by the internal
verifier***

Internal verifier's name:

Internal verifier's signature:

Date: