

# Transferable Role Template National Clinical Homecare

**Phlebotomist**

Career Framework Level - Supportive

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## Introduction to the Template - Transferable Roles

This template is designed to enable a common understanding and communication of transferable roles.

A transferable role is a named cluster of competences and related activities that is applicable, relevant and replicable across different teams/organisations and geographic locations for clinical homecare teams, supporting greater workforce flexibility and consistency in care delivery.

All transferable roles will have common competences that are applicable for any role at the defined career framework level, plus core competences which are applicable to a specified role. The term 'competences' is used throughout the document. All competences are national occupational standards (NOS).

The template has a range of applications and may successfully be used by commissioners, managers, employers, current and aspiring employees.

It can be used to help define the learning and development needs for staff already working in these roles, as well as help signpost people who want to undertake a particular role to what is required to work successfully in the role defined.

## Career Framework Levels and Competences

The Career Framework for National Clinical Homecare, which has five levels, provides a useful insight into what characteristics are required to work at each career framework level and gives examples of the knowledge and skills required, as well as 'how' an individual would need to behave and act in order to work at each level.

It is also a method of describing the level of autonomy and responsibility and the kind of decision making required by a role at that level. The level descriptor is intended to be relevant to any role within the health sector, both clinical and non-clinical roles.

The competences utilised are NOS, which have been developed by expert groups, have undergone a rigorous nationally determined process to achieve their status, and are approved for use by a panel within the UK NOS governance structure.

Because of this they cannot be changed in terms of content or wording. They focus on what a person needs to be able to do, as well as what they must know and understand to work effectively. The NOS are not in themselves 'levelled'.

Some may be more appropriate to a specific level on the career framework; others will span all levels. They are all indicatively linked to the NHS Knowledge and Skills Framework.

Each NOS is listed by its code and title, they are all underpinned by knowledge requirements and performance criteria.

The competences in this template are divided into the following sections:

- **Common to the career framework level –**

the common competences are intended to be relevant to any role in the health sector, whether it is clinical or not, and therefore are broad based

- **Core to the role –**

the core competences represent the 'essential' elements of the role and are transferable between clinical homecare teams and/or organisations. It is not an exhaustive list, and is not intended to fully articulate roles at an individual level; rather it articulates the minimum expectation of the role and promotes greater transferability and consistency across teams and organisations

- **Facets –**

some roles **could** have different facets, each made up of a group of NOS, relevant to different areas of practice

- **Locality Specific –**

Additional NOS or other competencies/capabilities which are relevant to specific teams can be added 'locally' by individual employers here, however these would only be applicable in that specific circumstance.

## Indicative Learning and Development

The learning and development section of the template gives an indication of the style (and possibly type) of learning relevant to the role. It is very much an indication and is not a comprehensive inventory of learning available.

Some people may wish to or need to study whole qualifications - others will not. Some will need to participate in smaller 'bite sized' learning opportunities. Individuals can use the role profile - where appropriate with their line manager or potential employer - to identify what their learning needs are to be successful in a particular role and how they will achieve the required learning.

## Definition of a Supportive Level Role

People at this level require knowledge of facts, principles, processes, and general concepts in a field of work.

They may carry out a wider range of duties and will have some responsibility, with guidance and supervision available when needed.

They provide high quality, compassionate healthcare, following standards, policies or protocols and always acting within the limits of their capability.

They use knowledge and understanding to take decisions within their area(s) of responsibility.

They are responsible for their work and for reviewing the effectiveness of actions.

## Role Profile

Named Role	Phlebotomist
Area of Work	Clinical Homecare
Experience Required	<ul style="list-style-type: none"> <li>• Demonstrable experience of dealing with people in difficult situations, for example, anxious patients, in a compassionate and caring manner</li> <li>• Ability to work on own</li> <li>• Ability to quickly build trust</li> <li>• Be comfortable with being challenged</li> </ul>
Career Framework Level	Supportive

## Scope of Role

The purpose of this role is to perform the clinical task of venepuncture, collecting and handling blood cultures and blood samples in accordance with Standard Operating Procedures (SOPs), doing so in a safe, timely and effective manner, and promoting the prevention of infection. The postholder will need to be comfortable working in a process driven environment. There will be a requirement to deal with patients, including patients who develop fear and anxiety in relation to venous sampling, including those with poor venous access, their families and/or networks in a confidential, professional and sensitive manner. The postholder is expected to communicate clearly, effectively and appropriately with the multidisciplinary team, promptly escalating any areas of concern.

## Common Competences for all Supportive Level Roles:

### Competences Required

Communicate effectively in a healthcare environment

Develop your own knowledge and practice

Monitor your own work practices

Perform hand hygiene to prevent the spread of infection

Make sure your own actions reduce risks to health and safety

Make sure your actions contribute to a positive and safe working culture

Support the safeguarding of individuals

Act within the limits of your competence and authority

Manage and organise your own time and activities

Uphold the rights of individuals

Comply with legal requirements for maintaining confidentiality in healthcare

Store and retrieve information using a filing system

Contribute to the effectiveness of teams

Use digital communications

## Core Competences relevant to Role:

Competences Required
<u>Comply with legal requirements for maintaining confidentiality in healthcare</u>
<u>Minimise the risk of exposure to blood and body fluids while providing care</u>
<u>Transport supplies of physical resources within the work area</u>
<u>Use personal protective equipment to prevent the spread of infection</u>
<u>Obtain venous blood samples</u>
<u>Safely dispose of healthcare waste, including sharps, to prevent the spread of infection</u>
<u>Transport specimens/samples</u>
<u>Control adverse events which arise during an individual's healthcare procedure</u>
<u>Manage lone workers</u>

## Facets (if required):

Competences Required
<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>



### Locality Specific Competences:

In this space you can define additional competences which are essential for your local needs. If you intend to use NOS, then Go to the [Health Functional Map](#) to begin your search for the competences

Competences Required
<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>

## Indicative Learning and Development

Transferable roles may be underpinned by a range of learning and development activities to ensure both competence and role confidence. The learning and development included within the template is by nature indicative. In some cases, it is endorsed by professional bodies and/or special interest groups and accredited by an awarding body.

<b>Role template</b>	Phlebotomist
<b>Formal endorsed learning</b>	Phlebotomy training course
<b>Informal learning</b>	Literate and numerate with the ability to learn new skills and retain information. On-going review of skills competency
<b>National Occupational Standards (competences) used</b>	As detailed within role outline. The performance criteria and knowledge statements in each NOS will form the basis for the development of specific learning outcomes for each person and may be used to develop learning outcomes for subsequent learning activities.
<b>Credits (including framework used)</b>	
<b>Accreditation</b>	Wherever possible learning should be accredited by learning providers, professional bodies or similar.
<b>APEL and progression</b>	Wherever possible learning should be transferable through APEL and should enable progression to other formal learning.
<b>Leading to registration or membership with:</b>	