

**ALPS Communication Competency Map 2008**

Cluster	Dimension Statement	Element	Performance Criteria
<b>Providing Information</b>	<b>Provide information to Service Users, Carers, colleagues and other professionals</b>	The student manages confidential and sensitive information	<ul style="list-style-type: none"> <li>○ The student is able to identify confidential and sensitive information TW</li> <li>○ The student understands relevant standards, policies and legislation</li> </ul>
		The student communicates precise information clearly, completely, and in a timely manner	<ul style="list-style-type: none"> <li>○ The student select appropriate information</li> <li>○ The student plans information delivery</li> <li>○ The student delivers information confidently and empathically</li> <li>○ The student reflects and modifies delivery of information</li> <li>○ The student checks Service User understanding</li> <li>○ The student identifies potential risks and benefits during information delivery</li> </ul>
		The student provides relevant information in a manner that is	<ul style="list-style-type: none"> <li>○ The student identifies appropriate resources</li> <li>○ The student recognises what can and can't be shared</li> </ul>

Key:

Performance Criteria may be found in other ALPS Competences, where this occurs the abbreviation will be found at the end of the corresponding criteria.

Abbreviations: C=Communication, EP=Ethical Practice, TW=Team Working,

		empowering and enabling	<ul style="list-style-type: none"> <li>○ The student recognises own and Service Users capabilities and needs</li> <li>○ The student adapts and interprets information suitable for target audience</li> <li>○ The student respects choices and diversity</li> <li>○ The student demonstrates skills in encouraging and motivating</li> </ul>
--	--	-------------------------	--

Key:

Performance Criteria may be found in other ALPS Competences, where this occurs the abbreviation will be found at the end of the corresponding criteria.

Abbreviations: C=Communication, EP=Ethical Practice, TW=Team Working,

Cluster	Dimension Statement	Element	Performance Criteria
<b>Relationships &amp; Networks</b>	<b>Build relationships and trust with Service Users, Carers and Colleagues. Build networks with Colleagues, Institutions and outside agencies</b>	The student demonstrates the ability and confidence to foster appropriate professional relationships	<ul style="list-style-type: none"> <li>○ The student respects the expertise of health and social care professionals and Service Users to benefit the service C TW</li> <li>○ The student is polite and respectful in their interactions with colleagues and Service Users and Carers EP</li> <li>○ The student adheres to professional codes of practice, conduct and ethics EP</li> <li>○ The student identifies and respects professional boundaries EP</li> <li>○ The student recognises when to refer to other professionals C</li> <li>○ The student listens actively and questions appropriately</li> <li>○ The student gathers, gives and acts on feedback</li> <li>○ The student reflects on and evaluates the dynamics of relationships</li> <li>○ The student is able to work within boundaries in the context of diversity and anti oppressive behaviour TW</li> </ul>
		The student is able to adapt their communication style to suit different situations	<ul style="list-style-type: none"> <li>○ The student is able to deal constructively with conflict</li> <li>○ The student uses verbal and nonverbal skills to guide communication</li> <li>○ The student negotiates, clarifies and sets boundaries</li> <li>○ The student recognises situations where style needs to be adapted to reduce barriers to communication e.g. the use of sign language / an interpreter may be appropriate</li> </ul>

Key:

Performance Criteria may be found in other ALPS Competences, where this occurs the abbreviation will be found at the end of the corresponding criteria.

Abbreviations: C=Communication, EP=Ethical Practice, TW=Team Working,

			<ul style="list-style-type: none"> <li>○ The student respects and supports the dignity, rights, privacy, autonomy and equality of others EP TW</li> </ul>
		The student is able to utilise appropriate networks to facilitate an effective service	<ul style="list-style-type: none"> <li>○ The student has knowledge of up to date and appropriate networks</li> <li>○ The student respects the expertise of health and social care professionals and service users to benefit the service C TW</li> <li>○ The student has the ability to research resources</li> <li>○ The student guides Service Users to access suitable services and resources TW</li> <li>○ The student accesses suitable services and resources on behalf of Service User TW</li> <li>○ The student is able to reflect and contribute to evaluation of services</li> </ul>

Key:

Performance Criteria may be found in other ALPS Competences, where this occurs the abbreviation will be found at the end of the corresponding criteria.

Abbreviations: C=Communication, EP=Ethical Practice, TW=Team Working,

Cluster	Dimension Statement	Element	Performance Criteria
<b>Influencing &amp; Negotiating</b>	<b>Influence the behaviour of others, policies, services and procedures</b>	The student is able to communicate in a way that has a positive impact on the Service Users attitude towards managing their own health	<ul style="list-style-type: none"> <li>○ The student presents a positive image of themselves and the service</li> <li>○ The student is able to identify factors which indicate Service User's readiness for change</li> <li>○ The student is able to establish the Service User's viewpoint</li> <li>○ The student avoids jargon</li> <li>○ The student recognises and interprets Service User's verbal and non verbal cues</li> <li>○ The student optimises the physical environment to facilitate communication</li> </ul>
		The student is able to identify and articulate their role in a way that promotes positive interactions	<ul style="list-style-type: none"> <li>○ The student recognises the difference between simple and complex situations</li> <li>○ The student recognises when to refer to other professionals C</li> <li>○ The student is able to recognise their own limitations and ask for guidance EP TW</li> <li>○ The student advises Service User of their student status</li> <li>○ The student is able to reflect and articulate their rationale for action.</li> </ul>
		The student is able to identify, negotiate and agree realistic objectives	<ul style="list-style-type: none"> <li>○ The student confirms with Service User reason for visit and intended outcomes</li> <li>○ The student considers and discusses alternative options</li> <li>○ The student facilitates discussion in order to agree shared objectives.</li> <li>○ The student recognises occasions when complete resolution may not be possible</li> <li>○ The student is supportive and encouraging</li> </ul>

Key:

Performance Criteria may be found in other ALPS Competences, where this occurs the abbreviation will be found at the end of the corresponding criteria.

Abbreviations: C=Communication, EP=Ethical Practice, TW=Team Working,

		The student is able to assess outcomes and adapt future strategies	<ul style="list-style-type: none"> <li>○ The student sets timescales for review of work</li> <li>○ The student readjusts work in light of review</li> <li>○ The student recognises and responds to unexpected factors and/or events</li> </ul>
--	--	--	--

Key:

Performance Criteria may be found in other ALPS Competences, where this occurs the abbreviation will be found at the end of the corresponding criteria.

Abbreviations: C=Communication, EP=Ethical Practice, TW=Team Working,

Cluster	Dimension Statement	Element	Performance Criteria
<b>Gathering &amp; Processing Information</b>	<b>Gather, interpret, synthesize, analyse and record information accurately from a variety of sources</b>	The student uses a variety of verbal & non verbal interactions to encourage people to provide them with relevant information	<ul style="list-style-type: none"> <li>○ The student opens and closes the interaction appropriately</li> <li>○ The student uses body language appropriate to the situation</li> <li>○ The student positions themselves appropriately</li> <li>○ The student uses verbal or written language appropriate to the situation</li> </ul>
		The student uses a style of enquiry appropriate to the situation	<ul style="list-style-type: none"> <li>○ The student uses open and closed questions</li> <li>○ The student demonstrates active listening</li> <li>○ The student employs alternative enquiry techniques and other resources appropriately</li> </ul>
		The student verifies the information gathered from a variety of sources	<ul style="list-style-type: none"> <li>○ The student uses alternative sources to corroborate information where necessary</li> <li>○ The student checks and confirms information accuracy with the source of that information</li> </ul>
		The student is able to manage information	<ul style="list-style-type: none"> <li>○ The student is able to identify and select information from a variety of sources</li> <li>○ The student is able to prioritise information received from a variety of sources</li> <li>○ The student keeps all records and information according to legislation, standards, organisational policies and procedures EP TW</li> <li>○ The student is able to analyse information received from a variety of sources</li> <li>○ The student is able to evaluate information received from a variety of sources</li> <li>○ The student is able to apply information</li> </ul>

Key:

Performance Criteria may be found in other ALPS Competences, where this occurs the abbreviation will be found at the end of the corresponding criteria.

Abbreviations: C=Communication, EP=Ethical Practice, TW=Team Working,

## Feedback

We would be pleased to receive comments on the materials provided. Please contact [alps@leeds.ac.uk](mailto:alps@leeds.ac.uk) with any feedback or suggestions you may have.

---

## Copyright Notice

Copyright © [ALPS](#)

All rights are reserved by ALPS or individual authors. These resources can be freely used for educational purposes, if you wish to use these resources outside of an educational setting please contact [alps@leeds.ac.uk](mailto:alps@leeds.ac.uk). Please acknowledge the use of these resources in any publications by providing the appropriate reference and URL (e.g. "The Common Competency Maps were provided by ALPS, and are available at <http://www.alps-cetl.ac.uk>").

ALPS are keen that these resources are developed and embedded into a future curriculum. Please contact [alps@leeds.ac.uk](mailto:alps@leeds.ac.uk) if you wish to discuss developing and altering the maps.

---

## Acknowledgement

These resources were produced as part of the HEFCE funded [ALPS](#) programme

Key:

Performance Criteria may be found in other ALPS Competences, where this occurs the abbreviation will be found at the end of the corresponding criteria.

Abbreviations: C=Communication, EP=Ethical Practice, TW=Team Working,