Patient Safety Map

The work of ALPS is based on the hypothesis that if students receive feedback from different sources in diverse practice situations, then confidence, competence, assessment reliability and interprofessional working skills will all be improved.

Communication skills, Team Working and Ethical Practice were selected as the initial competences to focus on as they are common across the QAA benchmarks and professional bodies' regulatory occupational standards for all 16 professions covered by ALPS.

Cluster	Dimension	Element	Performance Criteria
Safe practice environment	**Assess and understand any situational information relating to the service user's status, which may inform the delivery of care and/or treatment**	The student systematically gathers and synthesises information on the service user's status, which may impact on their safety	• The student draws on a recognised framework which informs the gathering, analysis and synthesis of information (for e.g. SBARR) • The student verifies information gathered from a variety of sources (C) • The student is able to process the information within an acceptable time frame
		The students anticipates the potential impact of information and the surrounding environment on their immediate action	• The student appraises the information received to assess impact • The student considers information received in its component parts and as a whole, reviews and takes necessary action

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		The student recognises the significance of the environment around the service user and the passage of time	- The student identifies and responds to any threat to the service user of health acquired infections - The student identifies and responds to any threat to the service user from other people; e.g. staff, staffing, visitors - The student identifies and responds to any threat to the service user from equipment or the use of equipment - The student identifies and responds to any risk or hazard to the service user in the physical environment - The student identifies and responds to any risk or hazard presented by the service user's position - The student recognises changes in the timeliness of assessment and any response required

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Responsibilities and limitations of own practice	Recognise responsibilities as a student professional, practice accordingly as part of the professional team	The student has a clear understanding of their delegated responsibilities with regard to service user safety	• The student asks for training if they are unsure of their own skills • The student is trained and assessed in the use of equipment required for their work • The student is aware of the skills and availability of other professionals. • The student understands the environment with respect to service user safety • The student assesses service user capability, knowledge and understanding • The student knows what to do in an emergency situation • The student adheres to professional codes of practice, conduct and ethics (EP, C)
		The student recognises their limitations and does not act outside their scope of practice	• The student adheres to professional codes of practice, conduct and ethics (EP) • The student knows the proficiency standards of their profession • The student recognises what they are capable of and what they need to learn.
		The student recognises when there is a need to consult or refer to other colleagues and professionals	• The student is able to recognise their own limitations and ask for guidance (C, EP, TW) • The student identifies and understands the roles of the staff working within the same patient environment • The student recognises when to refer to other professionals (C)

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		The student reports and, if necessary, escalates any concerns about a service user's safety	• The student knows the organisational procedures for reporting service user safety incidents • The student knows to whom to report concerns to regarding service user safety issues • The student knows when and how to refer concerns to others (EP) • The student understands if an incident needs escalating • The student is able to ratify concerns with another senior professional • The student maintains confidentiality but recognises when exceptions may be made

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| Documentation and service user records | Document care and/or treatment to allow the effective communication of service user information. | The student records service user details according to legal, professional, course and placement provider requirements | • The student keeps accurate up to date legible records
• The student should be able to use the different modes of record keeping e.g. paper, electronic
• The student understands the accepted terminology and abbreviations when documenting service user records (EP)
• The student records any changes in service user status
• The student knows when and how to report information to others (EP)
• The student ensures that a supervisor/mentor is aware of any patient details they have recorded.
• The student knows that all service user records are auditable |
| | | The student ensures that the records are handled in accordance with organisational requirements | • The student knows how and where to retrieve information
• The student knows how to complete legible records
• The student knows how and where to store records
• The student handles records with due respect to confidentiality and/or disclosure
• The student keeps all records and information according to legislation, standards, organisational policies and procedures (C, EP, TW) |

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Effective communication and teamwork	Collaborate with professional colleagues, service users , carers and their families using a systematic approach	The student uses a systematic approach at handovers of care and/or treatment	• The students draws on a recognised framework which informs the gathering, analysis and synthesis of information (for e.g. SBARR) • The student validates information gathered from a variety of sources (C) • The student is able to prioritise and synthesise information gathered • The student communicates precise information clearly, completely and in a timely manner • The student is able to adapt their level and style of communication to suit different situations.
		The student communicates service user information timely, and with sufficient detail to allow understanding and confirmation	• The student can explore, expand and explain information as required • If there is an emergency the student is able to target information about treatment/care succinctly • The student checks and confirms understanding of information • The student knows when to consult or refer.
		The student collaborates with team colleagues regardless of position or profession, being mindful of their expertise and the service user need	• The student recognises when to refer to other professionals in emergency situations • The students actively listens to others to understand the context of service user's needs and wishes • The student knows when to stand back or

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			when to take action • The student recognises rank, but also expertise when communicating with the team • The student is assertive when required • The student informs a supervisor if they, or the service user, has been placed at unnecessary risk • The student reflects on performance and is open, honest and transparent

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

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

SBARR; situation, background, assessment, review, read back.

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