

## Team Working Competency 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 Statement	Element	Performance Criteria
<b>Effective team working</b>	<b>The student contributes to effective team practice</b>	Student understands and is able to identify and articulate their role and responsibilities	<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 user</li> <li>○ The student understands the impact of skill mix within a team</li> <li>○ The student is able to recognise their own limitations and ask for guidance (C, EP, PS)</li> </ul>
		The student demonstrates the ability to participate in a team	<ul style="list-style-type: none"> <li>○ The student participates in all aspects of the team activities</li> <li>○ The student works reflexively, adapting to the team/situation and is able to engage or disengage from team participation</li> <li>○ The student acknowledges and values other members of the team and their contributions (TW)</li> <li>○ The student is able to reflect constructively on the effectiveness of interprofessional team working in practice settings</li> <li>○ The student is aware of how conflicts within the team are managed</li> <li>○ The student evaluates their contribution to the team</li> <li>○ The student is open to constructive feedback</li> </ul>

ALPS Team Working Map

Assessment and learning in Practice Settings

[www.alps-cetl.ac.uk](http://www.alps-cetl.ac.uk) ©2011



Cluster	Dimension Statement	Element	Performance Criteria
<b>Relationships &amp; Networks</b>	<b>Understand, respect and value the roles and contributions of all those involved in the health and social care environment.</b>	The student demonstrates the ability to foster appropriate professional relationships	<ul style="list-style-type: none"> <li>○ The student actively questions appropriately</li> <li>○ The student gathers, gives and acts on feedback</li> <li>○ The student actively shares information</li> <li>○ The student is able to work within boundaries in the context of diversity and anti oppressive behaviour (C)</li> </ul>
		The student is able to adapt their communication style to suit diversity within teams	<ul style="list-style-type: none"> <li>○ The student uses verbal and nonverbal skills to enhance interaction</li> <li>○ The student adapts communication to the situation</li> <li>○ The student respects and supports the dignity, rights, privacy, autonomy and equality of others (C, EP)</li> <li>○ The student acknowledges and values other members of the team and their contributions (TW)</li> </ul>
		The student is aware of the range of networks to facilitate an effective service	<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)</li> <li>○ The student guides service users to access suitable services and resources (C)</li> <li>○ The student accesses suitable services and resources on behalf of service users (C)</li> </ul>

Cluster	Dimension Statement	Element	Performance Criteria
<b>Sharing Information</b>	<b>Share information with service users and carers, colleagues, professionals and other agencies</b>	The student verifies information gathered from a variety of sources	<ul style="list-style-type: none"> <li>○ The student checks and confirms information accuracy with the source of information where possible</li> <li>○ The student uses alternative sources to corroborate information</li> </ul>
		The student shares information	<ul style="list-style-type: none"> <li>○ The student is able to identify confidential and sensitive information (C)</li> <li>○ The student identifies potential risks and benefits</li> <li>○ The student can identify, select and deliver information sensitively, empathically and confidently</li> <li>○ The student summarises and confirms key messages, ensuring that they have been fully understood</li> </ul>
		The student records & reports information clearly and accurately to members of the team	<ul style="list-style-type: none"> <li>○ The student consistently records and reports information which represents the views of those concerned and the context and environment in which the information is obtained</li> <li>○ The student keeps all records and information according to legislation, standards, organisational policies and procedures (C, EP, PS)</li> </ul>

Cluster	Dimension Statement	Element	Performance Criteria
<b>Co-ordinated Delivery of Care/Services</b>	<b>Work in Partnership with Service Users &amp; Carers to meet Health &amp; Social Care needs</b>	The student contributes to the team's assessment, evaluation and review of individualised care and services	<ul style="list-style-type: none"> <li>○ The student works with service users and carers and colleagues to assess, plan, deliver and evaluate</li> <li>○ The student reports any difficulties in implementing the care/services to the appropriate people and organisations as soon as possible</li> <li>○ The student is able to contribute to decision making within a team</li> <li>○ The student implements specific parts of individualised programmes of care on behalf of the team</li> <li>○ The student supports service users and carers to express their views about the effects of the care/service</li> <li>○ The student is aware of resources available to deliver care/service</li> </ul>

**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.