

Globalised Communication Skills and Attributes Map

ALPS has produced three Common Competency Maps which can be used across 16 health and social care professions to assess competence. The Maps cover **Communication, Team Working** and **Ethical Practice**. ALPS has received feedback from other professions who have expressed an interest in using the Maps to demonstrate skills and abilities of students. It is with this in mind that the following Globalised Communication Skills and Attributes Map is produced for use outside health and social care. It is recognised that both across professions and universities the terminology may differ; in using the Maps you may wish to substitute words with those more appropriate to your profession or organisation. This Map has, where possible, been mapped to the skills and attributes which students are encouraged to develop as undergraduates at ALPS partners' universities.

Cluster	Dimension Statement	Element	Performance Criteria
Providing information	Provide information to clients and other professionals	The student manages confidential and sensitive information	<ul style="list-style-type: none"> • The student is able to identify confidential and sensitive information • The student understands relevant standards, policies and legislation
		The student communicates precise information clearly and completely in a timely manner	<ul style="list-style-type: none"> • The student selects appropriate information • The student plans information delivery • The student delivers information confidently and professionally • The student reflects and modifies delivery of information if required • The student checks client understanding • The student identifies potential risks and benefits
		The student provides relevant information in a manner that is useful to the client	<ul style="list-style-type: none"> • The student identifies appropriate resources • The student recognises what can and can not be shared • The student recognises own and client needs • The student adapts and interprets information suitable for target audience • The student respects choices and diversity • The student demonstrates skills in facilitating decision making • The student is able to read, present and communicate complex knowledge in a way which is comprehensible and relevant to the needs of others/the client

<h2>Relationships and networks</h2>	<h3>Build networks, relationships and trust with clients, colleagues, organisations and other agencies</h3>	<p>The student demonstrates the ability to foster appropriate professional relationships</p>	<ul style="list-style-type: none"> • The student respects the expertise of other professionals and clients for the optimum outcome • The student adheres to professional codes of practice, conduct and ethics • The student identifies and respects professional boundaries • The student recognises when to refer to colleagues and other professionals • The student listens actively and questions appropriately • The student gathers, gives and acts on feedback • The student reflects on and evaluates the dynamics of relationships • The student engages with society and individuals, acknowledging and managing preconceptions or prejudice • The student demonstrates openness and honesty and a sense of academic and social responsibility
		<p>The student is able to adapt his/her communication style to suit different situations</p>	<ul style="list-style-type: none"> • The student deals constructively with conflict • The student uses verbal and nonverbal skills to guide communication • The student demonstrates the ability to build rapport with others • The student negotiates, clarifies and sets boundaries • The student recognises situations where style needs to be adapted to reduce barriers to communication • The student respects and supports the dignity, rights, privacy, autonomy and equality of others
		<p>The student is able to utilise appropriate networks to facilitate an effective client outcome</p>	<ul style="list-style-type: none"> • The student has knowledge of up to date and appropriate networks • The student respects the expertise of other professionals and clients to benefit the outcome • The student researches and identifies options to enable client choice • The student is able to reflect and contribute to evaluation of services

Influencing and negotiating	Influence at different levels to produce a better outcome	The student is able to communicate in a way that has a positive impact on the client's outcome	<ul style="list-style-type: none"> • The student presents a positive image of him/herself and the service • The student is able to establish the client's requirements • The student adapts communications according to the client's need
		The student is able to identify and articulate his/her role in a way that promotes positive interactions	<ul style="list-style-type: none"> • The student advises the client of his/her student status • The student has an awareness of his/her own skills and abilities and has confidence in communicating them • The student is able to recognise his/her own limitations and ask for guidance • The student recognises when to refer to other colleagues • The student is able to reflect and articulate his/her rationale for decision and action
		The student is able to identify, negotiate and agree objectives	<ul style="list-style-type: none"> • The student considers options • The student is able to work in a collegiate way towards a common goal • The student discusses and confirms with client objectives • The student facilitates discussion in order to agree client objectives • The student recognises occasions when options require negotiations • The student is supportive of client needs
		The student is able to assess outcomes and adapt future strategies	<ul style="list-style-type: none"> • The student sets timescales for review of work • The student readjusts work in light of review • The student recognises and responds to unexpected factors and/or events • The student is open minded when dealing with change • The student responds sensitively to the needs of different stakeholders and circumstances

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



Feedback

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

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ALPS are keen that this resource is developed and embedded into a future curriculum. Please contact alps@leeds.ac.uk if you wish to discuss developing and altering this Map.

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