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<tr>
<th>Cluster</th>
<th>Dimension Statement</th>
<th>Element</th>
<th>Performance Criteria</th>
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</table>
| Providing Information | Provide information to Service Users, Carers, colleagues and other professionals | The student manages confidential and sensitive information | ○ The student is able to identify confidential and sensitive information **TW**  
○ The student understands relevant standards, policies and legislation |
|          |                     | The student communicates precise information clearly, completely, and in a timely manner | ○ The student select appropriate information  
○ The student plans information delivery  
○ The student delivers information confidently and empathically  
○ The student reflects and modifies delivery of information  
○ The student checks Service User understanding  
○ The student identifies potential risks and benefits during information delivery |
|          |                     | The student provides relevant information in a manner that is | ○ The student identifies appropriate resources  
○ The student recognises what can and can’t be shared |

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,
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<tr>
<th>performing and enabling</th>
<th>The student recognises own and Service Users capabilities and needs</th>
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<tbody>
<tr>
<td></td>
<td>The student adapts and interprets information suitable for target audience</td>
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<td></td>
<td>The student respects choices and diversity</td>
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<td></td>
<td>The student demonstrates skills in encouraging and motivating</td>
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### Relationships & Networks

**Build relationships and trust with Service Users, Carers and Colleagues. Build networks with Colleagues, Institutions and outside agencies**

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|         |                     | The student demonstrates the ability and confidence to foster appropriate professional relationships | o The student respects the expertise of health and social care professionals and Service Users to benefit the service  
C TW  
o The student is polite and respectful in their interactions with colleagues and Service Users and Carers EP  
o The student adheres to professional codes of practice, conduct and ethics EP  
o The student identifies and respects professional boundaries EP  
o The student recognises when to refer to other professionals C  
o The student listens actively and questions appropriately  
o The student gathers, gives and acts on feedback  
o The student reflects on and evaluates the dynamics of relationships  
o The student is able to work within boundaries in the context of diversity and anti oppressive behaviour TW |
|         |                     | The student is able to adapt their communication style to suit different situations | o The student is able to deal constructively with conflict  
o The student uses verbal and nonverbal skills to guide communication  
o The student negotiates, clarifies and sets boundaries  
o 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 |

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<th>Performance Criteria</th>
<th>Key: The student respects and supports the dignity, rights, privacy, autonomy and equality of others. EP TW</th>
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</thead>
<tbody>
<tr>
<td>The student is able to utilise appropriate networks to facilitate an effective service</td>
<td>The student respects and supports the dignity, rights, privacy, autonomy and equality of others. EP TW</td>
</tr>
<tr>
<td>The student has knowledge of up to date and appropriate networks</td>
<td>The student respects the expertise of health and social care professionals and service users to benefit the service. C TW</td>
</tr>
<tr>
<td>The student has the ability to research resources</td>
<td>The student is able to reflect and contribute to evaluation of services.</td>
</tr>
<tr>
<td>The student guides Service Users to access suitable services and resources.</td>
<td>The student accesses suitable services and resources on behalf of Service User. TW</td>
</tr>
<tr>
<td>The student is able to reflect and contribute to evaluation of services.</td>
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</tbody>
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| Influencing & Negotiating   | Influence the behaviour of others, policies, services and procedures                 | The student is able to communicate in a way that has a positive impact on the Service Users attitude towards managing their own health | 〇 The student presents a positive image of themselves and the service  
 〇 The student is able to identify factors which indicate Service User’s readiness for change  
 〇 The student is able to establish the Service User’s viewpoint  
 〇 The student avoids jargon  
 〇 The student recognises and interprets Service User’s verbal and non verbal cues  
 〇 The student optimises the physical environment to facilitate communication  |
|                             |                                                                                      | The student is able to identify and articulate their role in a way that promotes positive interactions | 〇 The student recognises the difference between simple and complex situations  
 〇 The student recognises when to refer to other professionals  
 〇 The student is able to recognise their own limitations and ask for guidance  
 〇 The student advises Service User of their student status  
 〇 The student is able to reflect and articulate their rationale for action.  |
|                             |                                                                                      | The student is able to identify, negotiate and agree realistic objectives | 〇 The student confirms with Service User reason for visit and intended outcomes  
 〇 The student considers and discusses alternative options  
 〇 The student facilitates discussion in order to agree shared objectives.  
 〇 The student recognises occasions when complete resolution may not be possible  
 〇 The student is supportive and encouraging |

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| The student is able to assess outcomes and adapt future strategies | The student sets timescales for review of work  
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<tbody>
<tr>
<td>o The student readsjusts work in light of review</td>
<td>o The student recognises and responds to unexpected factors and/or events</td>
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## Cluster: Gathering & Processing Information

### Dimension Statement: Gather, interpret, synthesize, analyse and record information accurately from a variety of sources

### Element: The student uses a variety of verbal & non-verbal interactions to encourage people to provide them with relevant information

- The student opens and closes the interaction appropriately
- The student uses body language appropriate to the situation
- The student positions themselves appropriately
- The student uses verbal or written language appropriate to the situation

- The student uses a style of enquiry appropriate to the situation
- 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
- 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
- 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

### 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 with any feedback or suggestions you may have.

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

Acknowledgement

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