# Global Development Indicators for APLS candidates: Team leader technical skills

| ***Grade*** | ***Meaning*** | ***Examples of descriptors, based on what I (the instructor) observed, for global assessment decision*** |
|---|---|---|
| **E**: Exceeds course expectations | Autonomous | If this person were leading a team I was in, I would be confident that they would make sound decisions, manage the technical aspects of the care of the child, and would monitor the skill level of their colleagues |
| **M**: Meets course expectations | Safe | If this person were leading a team I was in, I would feel that their skill level and decision making were safe |
| **B**: Below course expectations | Not quite there yet | This person would still need some support before they could lead the technical aspects of a team managing a seriously ill or injured child |
| **S**: Serious concerns | Unsafe | This person was not able to perform the skills necessary for the management of the child in this setting and I could not see them leading and retaining an oversight of the skills of other team members |


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# Global Development Indicators for APLS candidates: Team leader non-technical skills

| *Grade* | *Meaning* | *Examples of descriptors, based on what I (the instructor) observed, for global assessment decision* |
|---|---|---|
| **E**: Exceeds course expectations | Autonomous | If this person were leading a team that I was in I would be confident in their non-technical skills and their willingness to discuss with colleagues if necessary |
| **M**: Meets course expectations | Safe | If this person were leading a team that I was in I would trust their non-technical skills and their willingness to seek guidance if necessary |
| **B**: Below course expectations | Not quite there yet | I would need to remain in easy reach if this person were managing a team that was treating a seriously ill or injured child |
| **S**: Serious concerns | Unsafe | This person made non-technical mistakes that would have jeopardised the safety of a seriously ill or injured child, I could not trust them to lead a team |


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# Global Development Indicators for APLS candidates: Team Member

| *Grade* | *Meaning* | *Examples of descriptors, based on what I (the instructor) observed, for global assessment decision* |
|---|---|---|
| **E**: Exceeds course expectations | Autonomous | I would feel confident with this person being part of my team, I would not need to actively monitor them, even in a difficult setting |
| **M**: Meets course expectations | Safe | I would trust this person to carry out the skills they were tasked to do, and be a reliable team member |
| **B**: Below course expectations | Not quite there yet | This person would still need some support to be a useful member of a team |
| **S**: Serious concerns | Unsafe | I would not be comfortable with this person on a team I was leading because they put the patient at risk or required too much of my attention to be safe |


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# Global Development Indicators for APLS candidates: Observer

| *Grade* | *Meaning* | *Examples of descriptors, based on what I (the instructor) observed, for global assessment decision* |
|---|---|---|
| **E**: Exceeds course expectations | Autonomous | During the learning conversation this person's contributions were apt and their phrasing and demeanour brought the best out of other group members |
| **M**: Meets course expectations | Safe | This person joined in on the learning conversation when asked and raised useful points |
| **B**: Below course expectations | Not quite there yet | Either, this person was not able to add anything useful to the discussion or they were clumsy in what they said |
| **S**: Serious concerns | Unsafe | This person's contributions to the learning conversation were wrong, unhelpful or destructive |


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