

Ethical Practice 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
Working with Service Users and Carers	Establish and maintain appropriate relationships	Using appropriate communication to initiate, maintain and close relationships with service users	<ul style="list-style-type: none"> ○ The student is able to define the elements of a professional relationship ○ The student is able to define the elements of maintaining a professional relationship ○ The student is able to apply the principles of maintaining and ending relationships in different situations ○ The student identifies and respects professional boundaries (C, EP) ○ The student knows how to respond to challenging behaviour
	Valid consent is obtained	The student ensures that information is provided in a manner that is understood	<ul style="list-style-type: none"> ○ Information is delivered in a timely manner ○ The student checks the service user understands the nature, purpose and potential consequences of

ALPS Ethical Practice Map

Assessment and learning in Practice Settings

www.alps-cetl.ac.uk ©2011



			<p>the intervention</p> <ul style="list-style-type: none"> ○ The student is familiar with how consent should be recorded ○ The student recognises that consent should be obtained for each procedure/intervention ○ The student recognises consent must be voluntary
		The student is able to understand ability to consent	<ul style="list-style-type: none"> ○ The student can identify when and how to refer for an assessment of mental capacity ○ The student recognises that capacity can fluctuate or be temporary ○ The student acknowledges that there are different levels of mental competence ○ The student recognises when communication is compromised ○ The student recognises when and how to refer for an assessment of communication ○ The student can differentiate between confusion, irrational

			<p>decisions and mental capacity</p> <ul style="list-style-type: none"> ○ The student can identify the exceptions to the principle of consent
		<p>The student can support the Service User to make effective decisions during the process of gaining consent</p>	<ul style="list-style-type: none"> ○ The student understands the legal requirement for consent ○ The student can identify the elements of valid consent ○ The student recognises and respects the service user's right to autonomy ○ The student can differentiate between explicit and implied consent

Cluster	Dimension Statement	Element	Performance Criteria
Working with Colleagues and the Interprofessional team	Ensures the safety of self, service users, carers & colleagues	The student promotes Infection Control measures in a way which enhances the safety of others and reduces the risk of infection	<ul style="list-style-type: none"> ○ The student demonstrates knowledge of national and local infection control policies and procedures ○ The student is able to practice safe infection control measures ○ The student promotes infection control policies to others ○ The students own actions prevent the risk of infection
		The student maintains record keeping in a manner which promotes the well-being of the user and colleagues	<ul style="list-style-type: none"> ○ The student keeps accurate, up to date, legible records ○ The student keeps all records and information according to legislation, standards, organisational policies and procedures (C, TW, PS) ○ The student knows when and how to report information to others (PS) ○ The student understands the accepted terminology and abbreviations used when documenting clinical records (PS)

		<p>The student establishes and maintains a safe practice environment</p>	<ul style="list-style-type: none"> ○ The student is aware of current health and safety legislation and organisational health and safety policies and procedures, including the lone worker policy ○ The student can demonstrate how to maintain health and safety in the workplace, including safe moving and handling techniques ○ The student is able to identify the need for and demonstrate correct use of equipment to provide a safe environment ○ The student demonstrates the risk assessment process in a variety of situations and contexts
--	--	--	--

Cluster	Dimension Statement	Element	Performance Criteria
Working as a Professional	Establish & maintain appropriate relationships	The student demonstrates the ability to foster appropriate professional relationships	<ul style="list-style-type: none"> ○ The student develops and maintains relationships with colleagues ○ The student is polite and respectful in their interactions with colleagues and service users and carers (C) ○ The student identifies and respects professional boundaries (C, EP) ○ The student respects and supports the dignity, rights, privacy, autonomy and equality of others (C, TW)
	Upholds the standards and reputation of the professions	The student understands the importance of fitness for practice	<ul style="list-style-type: none"> ○ The student adheres to professional codes of practice, conduct and ethics (C, PS) ○ The student is able to recognise their own limitations and ask for guidance (C, TW, PS) ○ The student knows when and how to refer concerns to others (PS) ○ The student ensures they understand a referral from another practitioner before

			<p>commencing treatment or advice</p> <ul style="list-style-type: none"> ○ The student understands the importance of continuing professional development ○ The student is honest, truthful and acts with integrity at all times ○ The student recognises when to disclose conflicts of interest ○ The student understands the need to maintain high standards of behaviour in both their professional and public life ○ The student understands how actions in their personal life may impact upon their professional status ○ The student is able to provide evidence based advice ○ The student maintains confidentiality but recognises when exceptions may be made
--	--	--	---

		The student understands the importance of accurate advertising	<ul style="list-style-type: none"> ○ The student recognises how circumstances of vested interests may arise and when to disclose these ○ The student understands the need to make accurate claims about their profession and qualifications of practitioners
--	--	--	--

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.