

Globalised Ethical Awareness 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 Ethical Awareness 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
Working as a professional	Establish and maintain professional relationships	The student demonstrates the ability to foster professional relationships with clients	<ul style="list-style-type: none"> • The student develops and maintains relationships with colleagues • The student is polite and respectful in his/her interactions with colleagues and clients • The student identifies and respects professional boundaries • The student is able to make unbiased judgements • The student is able to engage with society and individuals, acknowledging and managing preconceptions or prejudice
	Ensures the safety of self, clients and colleagues	The student supports a safe environment for him/herself and the client	<ul style="list-style-type: none"> • The student is aware of current health and safety legislation and organisational health and safety policies and procedures • The student can demonstrate how to maintain health and safety in the workplace • 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

	Upholds the standards and reputation of the discipline	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 • The student is able to recognise his/her own limitations and ask for guidance • The student knows when and how to refer concerns to others • The student understands the importance of continuing professional development • The student is honest, truthful and acts with integrity at all times • The student is honest and open with a sense of academic and social responsibility • The student recognises when to disclose conflicts of interest • The student understands the need to maintain high standards of behaviour in both his/her professional and public life • The student understands how actions in his/her personal life may impact upon his/her 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 promotion of the discipline	<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 his/her profession and qualifications



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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