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# Introduction to ethical and professional standards

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## Key information

This new pact-aligned version is available for translation.



### Target group

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Asylum and reception workers



EQF/MQF level

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**Level 5**



**Version**

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**Version 2 (2026)**



**Entry requirements**

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**Full qualification at EQF Level 4 or equivalent AND proficiency in English**



**Prerequisites**

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n/a



**Assessment**

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**Scenario-based multiple choice questions**



**Languages**

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**English, Czech, German, Greek, Spanish, Polish, Portuguese, Maltese & Slovak (version 2)**

**Russian, Albanian, Macedonian and Serbian (version 1)**

# Learning outcomes & description

## DESCRIPTION

This module aims to introduce the fundamental principles of professional standards, ethical codes and values in the asylum and reception contexts. It will explore the principles of confidentiality, accountability and behaviours to ensure a professional and respectful service in the workplace.

This module focuses on the fundamental principles of professional standards, ethical codes and values in the asylum and reception contexts.

## LEARNING OUTCOMES

At the end of this module, the learner will be able to:

### Knowledge

1. Recognise ethical and professional standards, including confidentiality in asylum and reception contexts.
2. Recognise aspects of cultural diversity and sensitivity in asylum-related professional contexts
3. Recognise breaches of asylum-related ethical codes and values and their potential consequences
4. Identify behaviours that promote a professional and respectful service in multicultural asylum and reception contexts

### Skills

5. Apply ethical and professional standards, including confidentiality in asylum and reception contexts.
6. Apply sensitivity in asylum-related professional contexts
7. Mitigate breaches of asylum-related ethical codes and values and their potential consequences

8. **Apply behaviours that promote a professional and respectful service in multicultural asylum and reception contexts**

### **Competences**

9. **Carry out tasks related to recognising ethical and professional standards, including confidentiality in asylum and reception contexts**
10. **Carry out tasks related to recognising aspects of cultural diversity and sensitivity in asylum-related professional contexts**
11. **Carry out tasks related to recognising breaches of asylum-related ethical codes and values and their potential consequences**
12. **Carry out tasks related to identifying behaviours that promote a professional and respectful service in multicultural asylum and reception contexts**

## **DELIVERY METHOD**

The module is delivered online with self-paced, scenario-based learning. It includes interactive elements like animations and storytelling.

## **ASSESSMENT STRATEGY**

The assessment strategy is based on case studies from the asylum and reception field, presenting ethical and professional challenges relevant to the workplace. Learners are given scenarios addressing topics like confidentiality, cultural diversity, breaches of ethical codes, and professional service. Each scenario is followed by multiple-choice questions that assess the learner's ability to apply ethical reasoning.

## **Accredited module details**

*Accredited module*

**Duration**      **6 hours online learning**

**Number of ECTS** **1**

**Language**      **English**

**Assessment**      **1 hour**

## Training plan 2026

| <b>Training plan</b>                    | <b>Target group</b>                 | <b>Loc.</b>   | <b>Est. time for online studies</b> | <b>Reg. deadline</b> | <b>Online</b>           | <b>Webinar / Face to face</b> | <b>Assessment</b> |
|---|-------------------------------------|---------------|-------------------------------------|----------------------|-------------------------|-------------------------------|-------------------|
| <b>Learners curriculum (Accredited)</b> | <b>Asylum &amp; reception staff</b> | <b>online</b> | <b>6 hours</b>                      | <b>20/4/2026</b>     | <b>2/6 to 12/6/2026</b> | <b>n/a</b>                    | <b>30/6/2026</b>  |
|   |                                     |               |                                     |                      |                         |                               |                   |
|   |                                     |               |                                     |                      |                         |                               |                   |
|   |                                     |               |                                     |                      |                         |                               |                   |
|   |                                     |               |                                     |                      |                         |                               |                   |