

A) Assessment of Interprofessional Competence

Our Assessment Model

Our local interprofessional education (IPE) strategy (The Three Strand Model) aimed to develop shared assessments and to look to Professional Council's and Regulatory Bodies to endorse these as relevant and integral to any professional award. It recognised that different student groups may require different forms of assessment that meet their uni-professional needs but contain IPE learning outcomes e.g. the theory and practice of working in an interprofessional team. IPE assessments may take many forms including portfolio work, exam questions, practical assessments in the form of *Objective Structured Clinical Exams* (OSCE's) and written work such as essay, case study work etc. From September 2005 the strategy began to evaluate the use of a student reflective portfolio. All types of assessment could be recorded within them and in addition students could reflect on their personal learning journey towards becoming interprofessional and achieving an interprofessional competence. The final aim for this Portfolio was that it should be presented prior to sitting final examinations and must contain at least three learning episodes, demonstrating progression in IPE competences to entitle the student to be entered for their professional award.

We have designed our thinking for students to appreciate the links between uni and interprofessional education using the following design.

