Our Descriptors for Professional Practice

Components of competence we use related to learning about being interprofessional and for professional practice.

Professionalism	Interprofessionalism
Teaching to ensure a set of values, behaviours and relationships that ensure public trust in your profession	Teaching to ensure practitioners are practice-ready to work within a team and engage in collaborative working to improve health outcomes
Knowledge • Theoretical understanding of what constitutes a profession including regulation • Morality and spirituality • Ethical practice • Social responsibility and advocacy • Humanities • Law and accountability • Confidentiality and consent • Dealing with unprofessional behaviour	**Knowledge** • Theoretical understanding of team working dynamics • Psychological and sociological principles of team working • Understanding of the roles and responsibilities of other professions, voluntary sector and private sector • Team based communication • Leadership/management • Ethical principles, stereotyping • Constituents of safe team-based practice

Skills
 	
• Communication
• Interactions with patients to demonstrate, confidentiality, consent, capacity
• Profession specific leadership
• Integrity
• Altruism
• Compassion and empathy
• Respect of cultural and ethnic diversity
• Coping with stress and uncertainty
• Self awareness and insight
• Reflection for continuous improvement and commitment to lifelong learning
	Skills
	
	• Interprofessional communication including:
	  - *communication for safe practice*
	  - *negotiation*
	• Understanding who to refer to and referral pathways
	• Leadership and management in teams
	• Partnership working
	• Exchange of skills with others
	• and teaching other disciplines
	• Patient-centred care
	• Emotional intelligence (in a team context)
	• Recognise limits (in a team context)
	• Developing networks
	• Reflection on actions within a team context

Values/attitudes Appreciation of the values and attitudes required for positive professional practice. Recognise need for on-going personal development	**Values/attitudes** Appreciation of the values and attitudes required for positive inter-professional practice Recognise need for on-going personal development
Behaviours Put into practice above learning when working with patients/service users and other colleagues Appropriate personal and interpersonal behaviours Non-judgmental practice Personal conduct and behaviour throughout training including attendance.	**Behaviours** Put into practice above learning when working with patients and other colleagues Recognise the scope of other disciplines practice Treat other colleagues with respect and dignity and seek effective patient-centred team working where required.

How are these attributes manifest in learning situations?

We set learning objectives for all our interprofessional education and then ask our students to reflect on their learning achievements towards interprofessional competence as a result of what they did. We expect they will reflect on aspects of their developing interprofessional competence that is how they have progressed their knowledge, skills, attitudes and behaviour. In addition facilitators who observe positive behaviours or behaviours where the students need more help and support can write in the Portfolio about these issues. As such the Portfolio becomes a Personal Journey of competence development.

We are a long way from thorough work to ensure robust assessment but we hope we are at least starting on our journey of exploration.

The greatest developments in this area are emerging from the Canadian scholarly group please go to the Canadian Interprofessional Health Collaborative Interprofessional Competency Working Group (www.cihc.ca).

An individual's professional competence advances with experience. An acceptable competence for a novice practitioners starting out on their professional journey will differ from that of an expert with many years of experience to draw upon. Obviously our learning never stops and our competence continues to develop but IPE requires agreement about where and at what level we should assess pre and post- registration students.

When marking our reflective Portfolio's we use marking templates which are shared with students (see below).

It must be remembered that we also assess students using different methods, essays, OSCE stations and examination questions.

Marking Criteria Strand One: Student Reflections on Developing Interprofessional Competence

Unsatisfactory	Borderline Pass	Satisfactory	Excellent
The following section relates to your ability to write reflectively. We realise that each student will have a unique emergent ability to analyse events and feelings and comment on cause and effect.			
Unprofessional presentation. Poor structure and use of grammar. Does not comply with word limit. Descriptive not analytical or self reflective. Unable to consider further learning needs.	Unprofessional presentation. Poor structure and use of grammar. Poor compliance with word limit and is incomplete. Descriptive not analytical or self reflective. Unable to consider further learning needs	Professional presentation, clear structure, good grammatically, meets word limit, is complete. Writing style attempts to be analytical reflective and self reflective. Considers why IPE is important and further learning needs identified.	Professional writing style, analytical reflective and self reflective. Able to consider personal development evidence given in support of learning. Considers why IPE is important can link with other modules/uni professional work and considers further learning needs. Student honest about self development and learning journey.
The following relates to how your writing and evidence where it is available demonstrate your developing interprofessional competence relating to your strand one experiences			
Knowledge: Makes little reference to any <u>learning outcomes</u>. Cannot define need to appreciate roles and responsibilities of professionals or additional new knowledge. ***Skills:*** Unable to comment on IPE skills such as communication ***Attitudes***: Difficult to understand whether student values team working and collaborative practice.	***Knowledge:*** Makes some reference to learning <u>outcomes</u> for strand one e.g. appreciate roles and responsibilities of professionals for example. ***Skills:*** Unable to comment on IPE skills such as communication ***Attitudes***: Difficult to understand whether student values team working and collaborative practice.	***Knowledge:*** Can describe learning relating to the <u>learning outcomes</u> for strand one e.g. appreciate roles and responsibilities of professionals for example. Aware of team working influences on the tasks given considers collaborative practice. ***Skills:*** Aware of skills such as communication considers differences of priorities between professions. ***Attitudes***: Demonstrates a positive attitude and states values for team working and collaborative practice. Clearly respect sand values others.	***Knowledge:*** Clearly describes learning relating to the <u>learning outcomes</u> for strand one. Clearly outlines new knowledge relating to team working and collaborative practice. Makes links with theory and policy.. ***Skills:*** Describes how skills such as communication, have been practised. Understands teams require leaders, understands more sophisticated aspects of communication e.g. conflict resolution. ***Attitudes***: Demonstrates a positive attitude and values for team working and collaborative practice show respect for others professions.

Marking Criteria Strand Two (e.g. HEALTH IN THE COMMUNITY)

Unsatisfactory	Borderline Pass	Satisfactory	Excellent
The following section relates to your ability to write reflectively. We realise that each student will have a unique emergent ability to analyse events and feelings and comment on cause and effect.			
Unprofessional presentation. Poor structure and use of grammar. Does not comply with word limit. Descriptive not analytical or self reflective. Unable to consider further learning needs.	Unprofessional presentation. Poor structure and use of grammar. Poor compliance with word limit and is incomplete. Descriptive not analytical or self reflective. Unable to consider further learning needs	Professional presentation, clear structure, good grammatically, meets word limit, is complete. Writing style attempts to be analytical reflective and self reflective. Considers why IPE is important and further learning needs identified.	Professional writing style, analytical reflective and self reflective. Able to consider personal development evidence given in support of learning. Considers why IPE is important can link with other modules/uni professional work and considers further learning needs. Student honest about self development and learning journey.
The following relates to how your writing and evidence where it is available demonstrate your developing interprofessional competence relating to your strand two experiences			
Knowledge: Makes little reference to any <u>learning outcomes</u>. ***Skills:*** Unable to comment on IPE skills such as communication ***Attitudes***: Difficult to understand whether student values team working and collaborative practice Unable to consider further learning needs	***Knowledge:*** Makes some reference to practice learning and appreciation of team working in the community setting. Considers some of the <u>learning outcomes</u> for strand two e.g. complexity of care pathways, patient centred decision making. ***Skills:*** Unable to comment on IPE skills used in talking with patients/service users and professionals and within their small IP group. ***Attitudes***: Difficult to understand whether student values team working and collaborative practice.	***Knowledge:*** Can describe learning relating to the <u>learning outcomes</u> e.g. professional roles in the community, the complexity of team working in the case study, patient centre care decision making. Considers the challenges for collaborative practice posed by poverty and deprivation ***Skills:*** Aware of skills e.g. communication, respect and values others, considers differences of priorities between professions. ***Attitudes***: Demonstrates a positive attitude, states why values team working & collaborative practice.	***Knowledge:*** Describes learning relating to the <u>learning outcomes</u> for strand two. Clearly states new knowledge. Highlights insights from working with a patient/user and complexity of team working in a community setting. Developing sophisticated understandings of the challenges for teams. Uses relevant and theory and policy. ***Skills:*** States how used skills such as communication, leadership, conflict resolution, team management plans and solutions formulated. ***Attitudes***: Demonstrates a positive attitude and identifies the value of team working and collaborative practice from experiential learning. Respect and value for other statutory and voluntary sector providers..

Marking Criteria Strand Three

Unsatisfactory	Borderline Pass	Satisfactory	Excellent
The following section relates to your ability to write reflectively. We realise that each student will have a unique emergent ability to analyse events and feelings and comment on cause and effect.			
Unprofessional presentation. Poor structure and use of grammar. Does not comply with word limit. Descriptive not analytical or self reflective. Unable to consider further learning needs.	Unprofessional presentation. Poor structure and use of grammar. Poor compliance with word limit and is incomplete. Descriptive not analytical or self reflective. Unable to consider further learning needs	Professional presentation, clear structure, good grammatically, meets word limit, is complete. Writing style attempts to be analytical reflective and self reflective. Considers why IPE is important and further learning needs identified.	Professional writing style, analytical reflective and self reflective. Able to consider personal development evidence given in support of learning. Considers why IPE is important can link with other modules/uni professional work and considers further learning needs. Student honest about self development and learning journey.
The following relates to how your writing and evidence where it is available demonstrate your developing interprofessional competence			
Knowledge: Makes little reference to any learning. ***Skills*:** Unable to comment on IPE skills such as communication ***Attitudes***: Difficult to understand whether student values team working and collaborative practice Unable to consider further learning needs	***Knowledge:*** Makes some reference to learning in practice and appreciation of team working. Considers some of the learning outcomes and aware of benefits for patient/user centred care ***Skills*:** Unable to comment on IPE skills such as communication ***Attitudes***: Difficult to understand whether student values team working	***Knowledge:*** Can describe learning relating to the learning outcomes e.g. roles and responsibilities, accessibility, referral pathways of professionals. Understand team working dynamics in practice, appreciation of safe guarding issues relating to teams ***Skills*:** Some evidence of skills such as communication, respect and values others, considers differences of priorities between professions ***Attitudes***: Demonstrates with evidence a positive attitude to interprofessionality	***Knowledge:*** Describes learning relating to the learning outcomes, states clearly new knowledge gained. Highlights insights from working with users and complexity of team working in practice settings. ***Skills*:** Evidence on skills such as communication, leadership, conflict resolution, team management plans and team solutions formulated. ***Attitudes***: Demonstrates with evidence a positive attitude is a valued student team member values interprofessionality to benefit users, respects and values others.