

Portfolio

for the Assessment of

Inter-professional Competence.

Health & Social Care Students

**The University of Leicester
De Montfort University
The University of Northampton**

2010/11

Personal Details

Student's Name/ ID Number: _____

Age at entry into pre-registration training: _____

Gender:
PLEASE TICK ✓

MALE

FEMALE

Professional group: _____

Entry intake date: _____

Mentor/Personal Tutor Name: _____

If this material is found please return to:

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Glossary of Terms

HEI's	Higher Education Institutions
IP	Interprofessional
IPE	Interprofessional Education
IPL	Interprofessional Learning
IPW	Interprofessional working
CAIPE	UK Centre for the Advancement of Interprofessional Education

Purpose of this Portfolio

What is this portfolio for?

This is ***your personal record*** of all your interprofessional learning throughout your training, some of which will be organised sessions and some will take place opportunistically while in practice. Interprofessional education has been clearly defined in the introduction of this portfolio. On completion of your pre-registration programme this portfolio can be transferred into your professional development portfolio where you can continue to record all on-going learning on team working and collaborative practice to support your registration.

You must keep this document safe and take it to all interprofessional learning events where tutor(s) will sign the relevant attendance pages. Some students may choose to keep this portfolio within your University Professional Development Portfolio or PDP.

Following each event you attend you are required to write a reflective account of your progress towards interprofessional competence fit for practice in the modern health and social care. You will be expected to evidence your developing competence through written assessed work and supporting evidence. Guidance on how to do this is provided in section one.

How does it fit into my curriculum?

It is now a requirement that all health and social care professions demonstrate an ability to work effectively within a team and where necessary collaborate with other teams or statutory bodies and/or the voluntary sector to ensure the well being of the people you care for. All health and social programmes are required to include interprofessional learning opportunities, some of these are timetabled learning moments while others will be unplanned and take in practice events (opportunistic learning). Interprofessional learning will also consolidate your professional skills and knowledge.

Does interprofessional learning count towards my qualification?

Yes. This portfolio will be assessed by your professional discipline and you will be expected to pass this vital part of your training.

Introduction

Interprofessional Education

In 1988 the World Health Organisation endorsed interprofessional learning, “*Learn together to work together*”. Team working is a central part of professional practice for any health or social care employee. Not only does effective team working benefit patients/service users/clients but it has also been found to improve working lives (Borrill et al; 2000¹; WHO 2010). These learning events will help you think and learn in different ways throughout your training.

Throughout your education/training you will be given opportunities to learn with other training professions, these include:

- Audiology
- Medical
- Midwifery
- Nursing
- Occupational therapy
- Operating Department Practitioners
- Pharmacy
- Podiatry
- Police
- Physiotherapy
- Social Work
- Speech and Language Therapy
- Youth and Community Development *and many others*

To enable you to interact with other students in learning events, the University of Leicester, De Montfort University and the University of Northampton have shaped an interprofessional strategy. This aims to prepare you for;

Effective Interprofessional Collaborative Team Working to Benefit Patients/Service Users/Clients

Throughout your training you should access a minimum of **THREE** interprofessional learning sets. These are designed to fall at the, ***Beginning (Strand One), Middle (Strand Two)*** and towards the ***End (Strand Three)*** of your training. The events on strand one and two are mostly timetabled, while strand three will be more opportunistic. You will commence this learning with an introductory video where we recommend interprofessional learning to you.

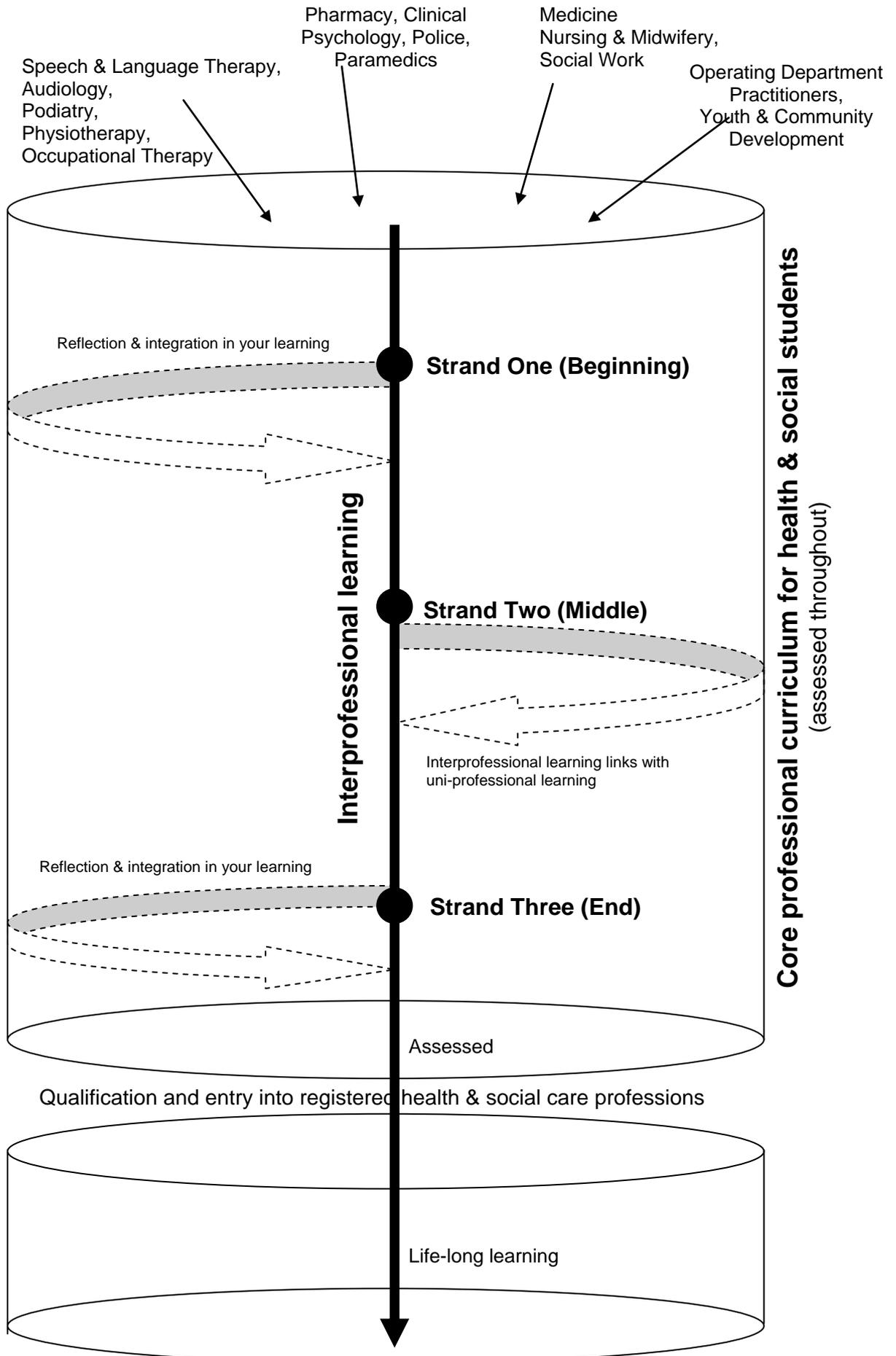
WHAT YOU REPORT IN THIS PORTFOLIO WILL FORM THE BASIS FOR YOUR INTERPROFESSIONAL COMPETENCY ASSESSMENT. Please read carefully how to complete this Portfolio.

¹ Borrill C, West M, Shapiro D, Rees A. (2000) Team working and effectiveness in health care. *British Journal of Health Care Management*. 6(8): 364-371.
World Health Education. (2010). Framework for action on interprofessional education & collaborative practice, Geneva: WHO.

Section One

Portfolio Guidance

Interprofessional Education is not separate but an integral part of your uni-professional study.



Interprofessional (IP) Competencies

Competency is the ability to handle a complex professional situation by the combining of (Miller GE; 1990²):

- Knowledge ~ *the learning of specific facts*
- Skills ~ *the practice of knowledge*
- Attitudes ~ *the development of appropriate values demonstrated through professional behaviour.*

Interprofessional competence relates to your ability to become an effective member of a multidisciplinary team. It consists of some of the following elements:

- The ability to place patients/service users/clients centrally in your work
- The appreciation of the roles and responsibilities of multi-disciplinary team members
- Effective communication
- The ability to manage team dynamics and processes such as conflict issues
- The building and sustaining of mature team-working relationships
- The development of mutual respect and value for team members
- Collaboration within and across statutory and non-statutory bodies.

This portfolio will enable you to demonstrate your progressive learning towards the knowledge, skills and attitudes for team working and collaborative practice as a qualified professional. Your progress towards these will be demonstrated incrementally, linked with your uni professional progression. Learning will be a gradual process for most people. Insight and reflection come more easily to some than others. However we anticipate that some students who are mature learners and/or have worked in health and social care previously, will progress more rapidly and with greater insight.

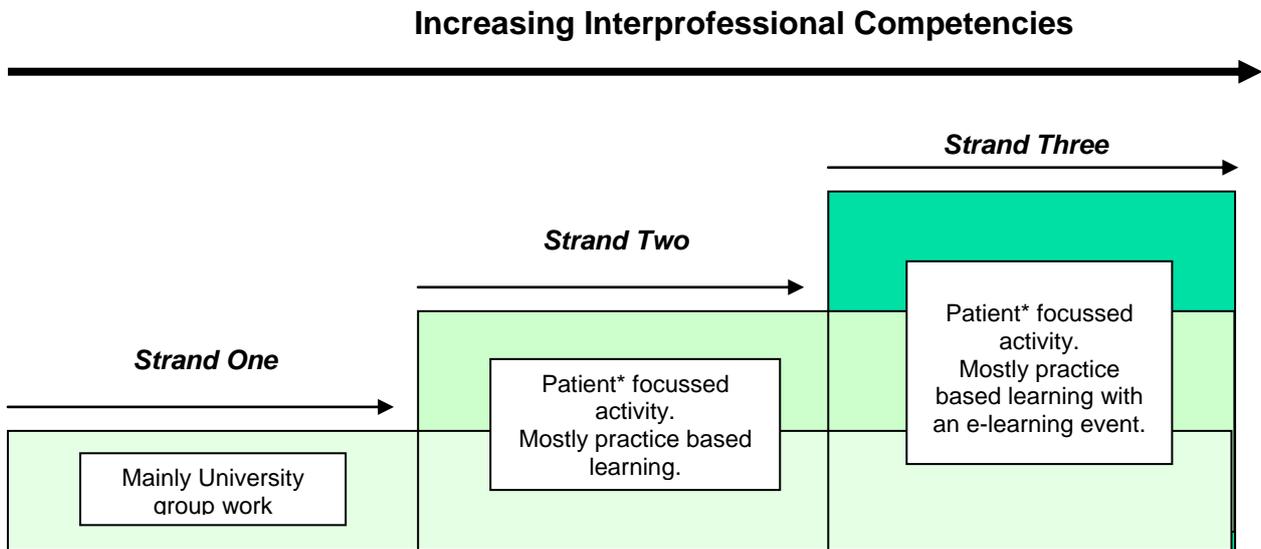
What Interprofessional events can I record?

Learning events must meet these criteria:

- There must be at least two (ideally three) different training professions present e.g. medicine, pharmacy, speech and language therapy etc
- The learning event must be interactive. There must be an opportunity to learn about each other's roles and responsibilities and to learn through the exchange of knowledge and ideas
- There must be an academic or clinical educator present or available to support your learning
- These education leaders will facilitate your learning face to face in the university or practice setting or electronically in the case of e learning.

² Miller GE. (1990). The assessment of clinical skills/competence/performance. *Academic Medicine*, 65 (9): S63-S67

Map of events you can access



*Patient/service user/client

Learning available:

Learning Strand One	Introduction to the relevance of team working in health and social care
Learning Strand Two	Health in the Community- primary care in areas of disadvantage Listening to Service Users Workshop (also three)
Learning Strand Three:	Patient Safety Workshop In practice, learning in teams about elderly care, those with mental illness, children, cancer, diabetic etc e-learning

Please note: Please record other IPL events which fit the criteria may occur spontaneously in practice.

What is a portfolio of learning?

A portfolio is one method of assessment, measuring your ability to reach learning outcomes. A portfolio has been defined as:

“A purposeful collection of student work that exhibits the student’s efforts, progress and achievements in one or more areas.” (Paulson, Paulson, Meyer; 1991³)

This portfolio has been designed to allow you to assemble and record your learning experiences, to **reflect** on their relevance to your learning and add **evidence** to demonstrate your achievement. All reflective portfolios have descriptions of what you do, **reflections** and **evidence**. Sections are provided for you to record your learning

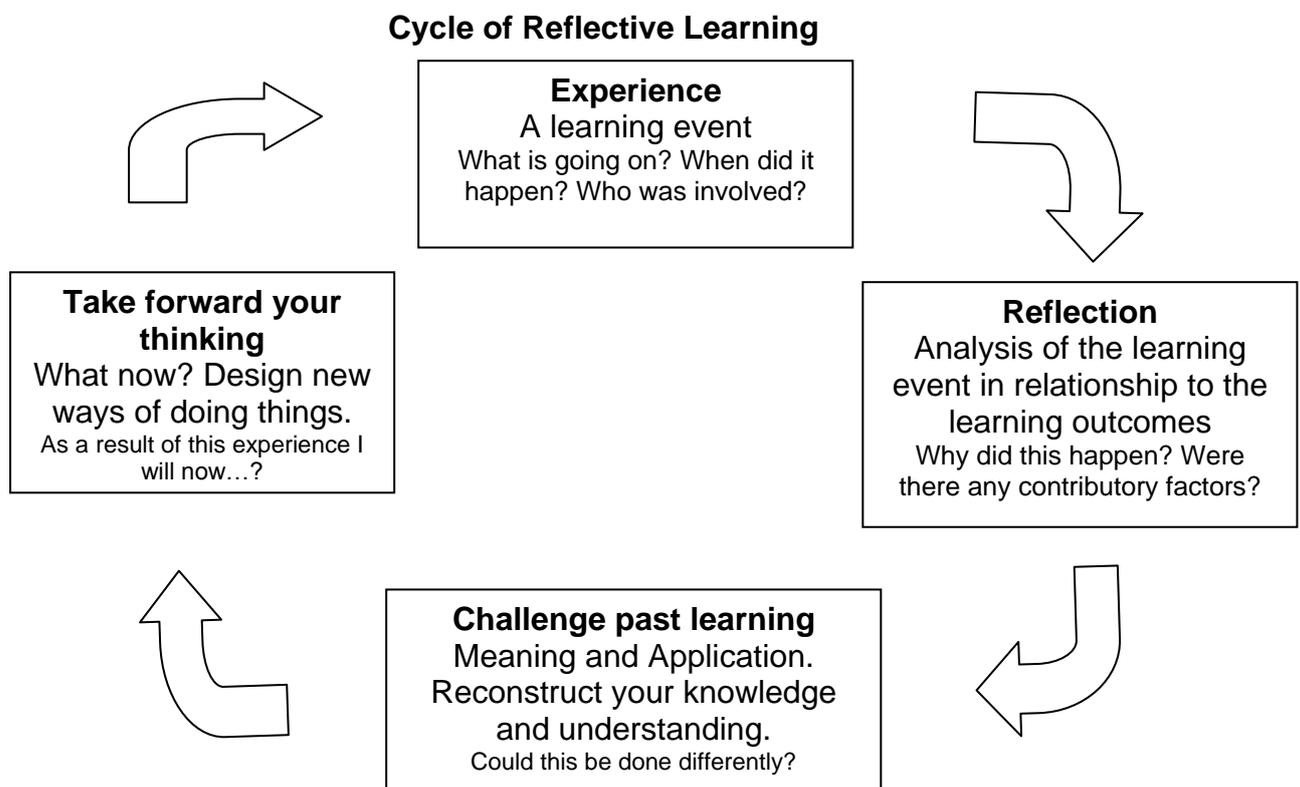
³ Paulson, F. L., Paulson, P. R., & Meyer, C. (1991). What makes a portfolio a portfolio? *Educational Leadership*, 48(5), 60-63.

in each strand. Simply writing about attendance at an interprofessional learning event is not enough, you are expected to reflect on its meaning for your future professional practice and for use in your uni-professional learning. You are required to bring evidence to support your development where appropriate.

What is Reflective Learning?

Reflection is a form of mental processing to gain a better understanding of your knowledge, skills and attitudes. Reflection is not just an ‘add-on-extra’ to academic learning, but it is an essential component of good quality learning and the representation of that learning (Moon; 1999⁴).

“Thinking what you are doing while you are doing it”⁵



⁴ Moon, J. (1999) Reflection in Learning and Professional Development, Kogan Page, London.

⁵ Schön DA, (1987) Educating the Reflective Practitioner, Jossey-Bass Publishers, San Francisco.

Stages of the Reflective Process: To develop your reflective writing, follow these stages;

Stage 1 – What? (Description)

The first step is to describe what you know. Ask yourself the following questions about the learning context:

- What is the physical description?
- What is going on? When did it occur? Who was involved?
- What is my perspective on this learning?
- What did I do? What did others do?
- What, if anything, is unusual about what has been observed?

Stage 2 – Why? (Analysis and Interpretation)

Now analyse the learning:

- Why do I think things happened in this way?
- Why did I choose to act the way I did? What can I summarise about why the other person(s) acted as she/he/they did? What was going on for each of us?
- What was I thinking and feeling? How might this have affected my choice of behaviour?
- How might the context have influenced the experience? Was there something about the activities or something about the timing or location of events?
- Are there other potential contributing factors? Something about what was said or done by others that triggered my response? Are there past experiences that may have contributed to the response?

Stage 3 – So What? (Meaning and Application)

Being able to describe something and figure out why it happened is not enough; a reflective practitioner needs to see the overall meaning of events. Consider the following questions:

- Why did this seem like a significant event to reflect on?
- What have I learned from this? How could I improve?
- How might this change my future thinking, behaving, interactions?
- What questions remain?

Stage 4 – Now What? (Implications for Action)

It is in this stage that reflection moves into action planning. What are the implications of what you have discovered from the preceding steps? Consider the following questions:

- What will I do differently?

By the end of your IPE you should be able to reflect on your total learning in preparation for continual professional development as you qualify.

What is Evidence?

As a health and social care professional you will be expected to provide evidence of your competence before you qualify and throughout your professional development. Evidence consists not only of personal insights as given in your reflective accounts but also 'third party' authentic accounts which confirm that you can work effectively as a member of an interprofessional team, and where necessary collaborate with other parties.

Examples of possible evidence:

- Assessed work which you have completed interprofessionally including a lecturers mark and comments
- Signed statements of your contributions from a lecturer or clinical teacher or practitioner
- Records of your contributions within a team setting
- Web based work
- Contributions to Web based learning
- Documentation to support practical tasks completed e.g. work undertaken in practice, on special study events, etc
- Working with another student discipline on a project
- Feedback from others on your interprofessional contributions e.g. peer or service-user feedback.

Satisfactory Completion of the Portfolio

In order to pass you must submit a completed portfolio containing

- **A signed record of attendance** to show that you have attended a minimum of three IPE events (strand one, two and three). Please check that any event reaches the IPE criteria (see above). You can insert as much opportunistic interprofessional learning as you want, providing it was interactive learning with other disciplines. You are reminded that this is a core part of your curriculum and that attendance at set sessions is compulsory.
- **A reflective account** containing both ***description*** and ***reflection*** (total 800 words) on how the IPL enabled you to develop your knowledge, skills and attitudes. We realise that you will always progress your knowledge but the development of skills and attitudes come over a longer time, therefore strand one events will not always produce such deep reflections as strand three. We also realise that your ability to be an expert reflective writer may take time and should progress over your time in training. Please see the section on marking criteria.
- **Evidence:** There is no prescription on how much evidence you should include. There will be very little if any on strand one and two, but we do expect evidence from your time in practice.
- **Final reflection** on your entire interprofessional learning (guidance 1,500 words). This must be completed according to your curriculum requirements and before your final assessments. This section must show how your IPE will impact on your professional practice.

NB: See marking criteria in the appendix

What Support Can I Expect?

Tutors known as *facilitators* will support you in learning events. In some cases facilitators may contribute supportive comments on your input at these events. Each school will inform you of your mentor/tutor/clinical educator support mechanisms. Where individual events are assessed you will receive feedback from them.

Reading List

Davies C, Sharpe P (2000). The assessment of evaluation of reflection in Burns S & Bulman C. Reflective Practice in Nursing. Oxford, Blackwell Science.

Hammick M, Freeth D, Copperman J, Goodsmann D (2009). Being Interprofessional. Polity Press, Cambridge.

Hutchings. S., Hall, J., Lovelady, B. (2003). Teamwork. A guide to successful Collaboration in Health and social Care. Speechmark, Publishing LTD, Oxon.

Leathard, A. (2003) Interprofessional Collaboration. From policy to practice in health an social care. Brunner-Routledge, Hove and New York.

Miller, C., Freeman, M., Ross, N. (2001). Interprofessional Practice In Health And Social Care. Challenging the shared learning agenda. Arnold., London.

Moon J (1999) Reflection in Learning and Professional Development, Kogan Page, London.

Schön DA (1987) Educating the Reflective Practitioner, Jossey-Bass Publishers, San Francisco.

Gibbs, G (1988) Creating a Teaching Portfolio. Technical and Educational Services Ltd, Bristol.

SECTION TWO

STRAND AIMS

STRAND ONE

Aims

- To explore what is meant by team working in health and social care
- To begin to apply a theoretical understanding to team work
- To become familiar with your chosen profession and others
- To consider the outcomes of team working for promoting person-centred collaborative care.

STRAND TWO

Aims

- To apply the theoretical basis of team working
- To gain a richer appreciation of roles and responsibilities of practitioners
- To analyse effective collaborative team practice
- To consider your future contribution to person centred team working.

STRAND THREE

Aims

- To provide context(s) for applying developing working competence to practice
- Analyse and reflect on challenging real situations to consider solutions to improve team based care
- To develop an understanding of how individual professional competencies complement those of other professions
- To develop an understanding of team working in modern health and social care and education.

SECTION THREE

Your Reflective Record of Strand Learning

Description (what) and Reflection (so what)

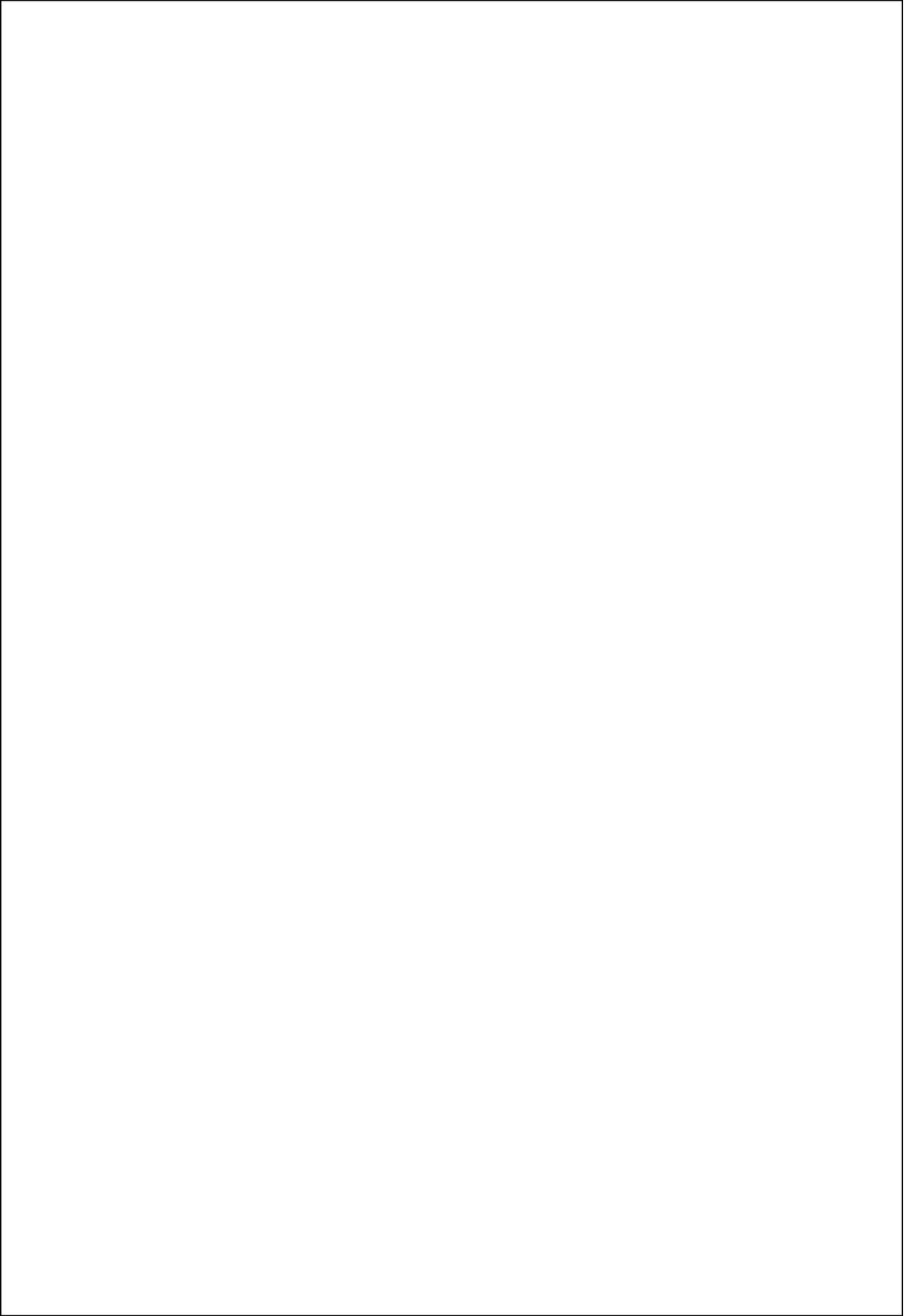
NB: The following can be typed or professionally written.

Interprofessional Learning (IPL) Events

Table of IPL events: **Strand One**

Reflections
What? And so what?
When and with whom? <i>(Enter the date and which profession students were working towards)</i>
Where? <i>(State the locality/NHS site)</i>
What did you learn about? <i>Brief summary only- approximately 200 words.</i>

How did this learning advance your developing interprofessional competence? (So what?) *An analytical personal reflection of approximately 1,000 words*

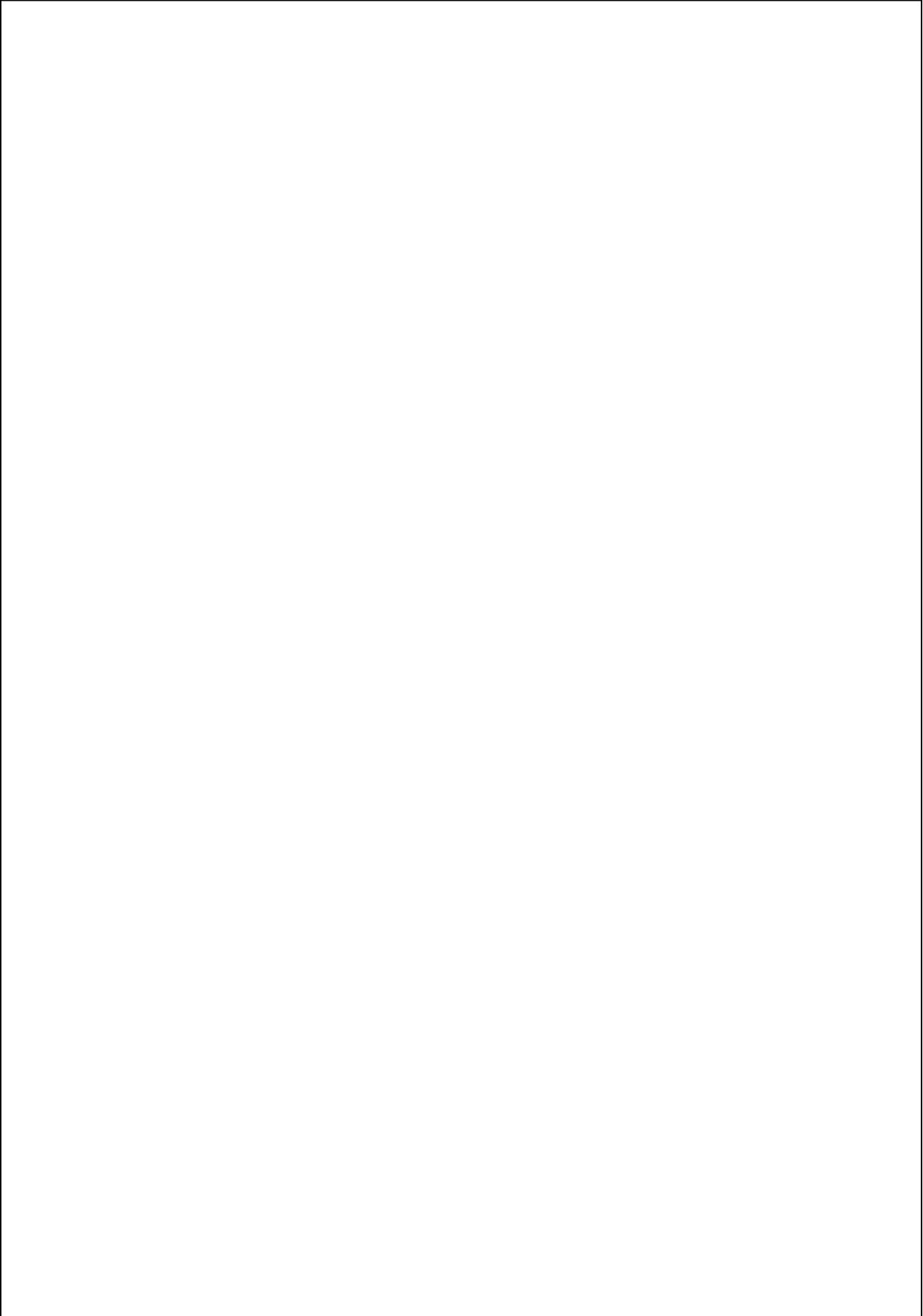


Interprofessional Learning (IPL) Events

Table of IPL events: **Strand Two**

Reflections
What? And so what?
When and with whom? <i>(Enter the date and which profession students were working towards)</i>
Where? <i>(State the locality/NHS site)</i>
What did you learn about? <i>Brief summary only- approximately 200 words.</i>

How did this learning advance your developing interprofessional competence? (So what?) *An analytical personal reflection of approximately 1,000 words*



Interprofessional Learning (IPL) Events

Table of IPL events: **Strand Three**

Reflections
What? And so what?
When and with whom? <i>(Enter the date and which profession students were working towards)</i>
Where? <i>(State the locality/NHS site)</i>
What did you learn about? <i>Brief summary only- approximately 200 words.</i>

How did this learning advance your developing interprofessional competence? (So what?) *An analytical personal reflection of approximately 1,000 words*

SECTION FOUR

Evidence

NB: Please complete table one detailing the evidence you are submitting

Date	What Learning experience does it relate to	Description of what evidence	What knowledge skills and attitudes does it demonstrate

Please insert your evidence after this page in date order

SECTION FIVE

Final Reflections

**Final –
reflections for
your future
practice**

As a result of your journey **what knowledge skills and attitudes have you developed** towards becoming an interprofessional team member and how will you use these and develop them further in your future practice

Tutors Marking Sheet

Tutor comments and reflections:

Mark:

Tutor signature:

Student comments:

Student signature:

APPENDIX

Portfolio Alignment with your Uni professional training

Completing IPE Reflections and alignment with your uni-professional education/training

Post IPE Strand Learning Reflection: After each interprofessional learning event you are expected to reflect on your learning and its meaning to your professional progression. You will be expected to reflect on how your interprofessional learning, concerning the importance and relevance of teams in health and social care, influences your thinking and/or observation and/or practice. You should also identify and reflect with respect to your uni professional learning e.g.

Other students not mentioned here complete their learning within existing portfolio's which document both uni and interprofessional continuous learning e.g. Nursing and Midwifery students.

Medical students (University of Leicester)

Strand One takes place in Phase I of your training and relates to early classroom based learning entitled introduction to team working. Graduates complete this as part of Patient Centred Clinical Practice (PCCP). Also you could relate learning completed with your 'People and Disease' case or from 'Health Psychology'. Strand Two is completed early in your training and consists of the module 'Health in the Community' (for graduates again this is part of PCCP). In Phase II when you are working in clinical directorates participation in ward rounds, working in any clinical areas and completion of 'Special Study Modules' you will have a wealth of interprofessional learning events to choose to reflect on where team working is prevalent. You need to consider from these experiences the value and purpose for effective multidisciplinary team working. In addition select opportunistic incidents or learning moments to demonstrate your maturing team working competencies e.g. participation in ward rounds etc.

Speech and Language Therapy (De Montfort University)

The key themes of interprofessional education and interprofessional work are part of the Personal and Professional Development (PPD) strand of your degree. There are PPD modules in each year of your course. The reflective reports described in the Interprofessional Portfolio will contribute to the assessment of these modules. Details of when you will submit this work will be given in the guidelines for the PPD module in each year of the course. Speech and language therapists work in a huge range of health, social care and education settings with people of all ages. Collaborative work with many other professionals, support workers, voluntary sector workers and families and carers is at the heart of service delivery in speech and language therapy. The standards for the profession are set by the Health Professions Council in the Standards of Proficiency and by the Royal College of Speech and Language Therapists in Communicating Quality 3. Communication skills, effective teamwork, collaboration and partnership working are central

to these professional standards. The underpinning skills and qualities and attitudes are embedded in modules throughout our programme. As part of this aspect of your professional education you will engage in interprofessional learning experiences throughout your time with us.

Occupational Therapy Students (*University of Northampton*)

Interprofessional learning is integrated in the module *Professional Context* that you will undertake throughout your undergraduate study at level's one, two and three. Professional Context modules recognise that you practice in contexts, which are both diverse and complex. To develop professional confidence and excellence in clinical practice these modules will identify, explore and evaluate the inter-relationships of delivering health and social care.

The College of Occupational Therapists Code of Ethics and Professional Conduct (2005) have sections on professional competence and standards for collaborative working emphasising respect for the responsibilities, practices and roles of other professions, institutions and statutory and voluntary agencies. This Code of Ethics and Professional Conduct is a benchmark for your practice on placements and is reviewed in Professional Context modules.

During your 8 weeks of professional practice placement learning in level one, ten weeks at levels two and three you have opportunities to work with different professionals and are expected to demonstrate ability to work in a collaborative manner.

Operating Department Practice (*University of Leicester*)

Inter-Professional Education (IPE) opportunities will be provided for you both during academic study block periods and during clinical placements, throughout your 2 year programme. It is recognised that care provided to the patient in the Operating Department is the culmination of many multi-professional interactions with the patient that influence the care provided to them.

During Module 1 (Foundations of Operating Department Practice) you will have the opportunity to view the IPE Introductory video programme and will be introduced to the principle of IPE. Within the first 6 months of the programme students will participate in the Strand 1 event and will be given a deadline by which to submit their completed IPE portfolio relating to their experience of the Strand 1 event.

During Module 5 (Foundations of Peri-operative Care in the Multi-professional Health Care Environment) you will be exposed to learning in a number of multi-professional environments, which will enable you to complete your IPE portfolio relating to Strand 2. Strand 2 evidence will be submitted in line with an agreed individual deadline set by the student's Personal Tutor.

During Module 8 (Development of Peri-operative Care in the Multi-professional Health Care Environment) you will participate in the agreed aspects of Strand 3, which will enable you to complete your IPE portfolio relating to Strand 3. At this stage you will be given a deadline for submission of your completed portfolio.

Students will complete the final section of their IPE Portfolio as their assignment for Module 10 (Practice Development 2), which you will submit in line with a strict deadline for your final assessment.

Pharmacy Students (*De Montfort University*)

In the 1st year modules for Pharmacy Practice you will be given the opportunity to attend a Strand One event and a practice visit to a community pharmacy. You might identify areas relating to your developing team working competencies that you could reflect on and include in the portfolio. You will be given the opportunity in Year 3 of the programme to participate in the 'Health in the Community' programme as well as uni professional learning events Year 2, 3 and 4 involving clinical visits to community pharmacies and hospitals. You should identify and choose appropriate incidents, which you can use as a component for the reflective portfolio for Strand Two (and Three). You should use these opportunities to reflect on your experiences and demonstrate how your team working competencies add value and benefit to holistic patient care via multidisciplinary team working.

Social Work (*University of Leicester*)

You will be offered three distinct opportunities to engage with inter-professional learning during the course. As it is only a two-year course, these will be concentrated towards the beginning of your studies, and they will form part of the practice-learning component of the overall programme. You will be able to participate in a Strand One event shortly after joining, and you will then go on to undertake Health in the Community module (5 days in all), alongside students from other professional disciplines. You will subsequently join with medical students for the Learning from Lives module (20 days). Your work will be assessed through joint presentations based on your practical activities, and written assignments as specified in this handbook.

Social Work (*De Montfort University*)

The education and training of social work students has undergone radical changes over the last 3 years and this has resulted in changes to the qualification, outcome, content and delivery of social work education. The new award for social workers is the 'degree in social work'. On qualifying students have to register with the General Social Care Council in order to practice and the profession social work is now protected. Only those who have qualified and registered can use the title 'social worker'.

There are two crucial changes to the content and delivery of the degree these are:

a) the delivery of the programme must include service user's and carer's as

- managers, assessors and teachers of the new degree
- b) the content of the programme must address knowledge and skills required for effective collaborative / inter-professional practice

In order to address point b and to some extent point a above you will be offered at least three distinct opportunities to engage with Inter-professional learning during your three year course. Some of these will be University based others practice based

In year one your Strand One events will give you at least two opportunities to learn alongside students from other professions, in a University setting. One of these early events, in the first term, will be with Speech and Language Therapy and Learning Disability Nursing students. The focus of this event is carers perspective of service provision. Your other Strand One event will introduce you to the relevance and basic concepts of team working in Health and Social Care.

In year two your Stand Two event is embedded in the first of two Inter-professional Education modules. This event will be practice based and patient/service user focused. You will work alongside students from other professional disciplines. The learning takes place in community settings in areas of socio-economic disadvantage, the impact of disadvantage on health and social care is a key learning experience. The central role of patients/service users in inter-professional working is one of the core themes you will consider. Service user perspectives are a key requirement of social work education as prescribed by the DOH. You will also consider the role of another professional.

In your final year you will have another practice based learning opportunity as part of the strand two event entitled 'inter-professional care planning'. This will seek to develop your understanding of the knowledge and skills required for inter-professional team working. This event takes place in a hospital setting.

As well as the above practice based events you will undertake the second Inter-professional Education module in year 3. This module will help to consolidate your learning in years 1 and 2. The module will introduce you to theories, concepts and examples of good inter-professional working. Your learning will be formally assessed in year 2 and 3.

Inter-professional learning is supported by practice learning/placement opportunities in years 1, 2 and 3 of the social work degree. You will have opportunities to work collaboratively with a range of different professional, eg, medics, teachers, youth justice workers etc. Social workers work in a range of health, education, social care and youth justice settings in which service users are at the heart of service delivery. Effective delivery of services relies not only on your skills and knowledge as trainee social workers but those of other professionals. We cannot effectively meet the needs of our service user's without effective collaboration and inter-professional team working.

Clinical Psychology (*University of Leicester*)

Please refer to your course organisers on how this work fits into your curriculum. You will be asked to make a record of your interprofessional learning on placement.

Youth & Community Development (*De Montfort University*)

Inter-Professional Education (IPE) is an integral part of the course as a whole but is specifically located for assessment purposes in 'Developing the Professional Practitioner' (DPP) modules at levels 1, 2 & 3. The reflective reports described in the Inter-professional portfolio can be included in the portfolio as supporting evidence for all three modules. Detailed guidelines will be given at the launch of each module.

In DPP1 students will observe practice where collaborative working is demonstrated. This will be followed by a workshop where collaborative working themes will be explored.

Youth workers practice in increasingly diverse settings. Government policy has encouraged and promoted initiatives which have increased multi agency working. Consequently at levels 2 & 3 students will undertake a placement where collaborative and partnership working is assessed in 3 of the 4 practice areas. 1. Work with staff and other agencies. 2. Development of service provision. 3. Management and leadership. These themes will also be reflected in other modules at the appropriate levels.

Marking Criteria

NB: EACH DISCIPLINE WILL INFORM YOU ABOUT HOW THIS PORTFOLIO IS MARKED.

In general however each school looks to see that you can write about your developing competence. The following outline gives you insight into criteria used.

Marking Criteria Strand One

Unsatisfactory	Borderline Pass	Satisfactory	Excellent
<p><i>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.</i></p>			
<p>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</p>	<p>Unprofessional presentation Poor structure and use of grammar Poor compliance with word limit, feels incomplete Descriptive not analytical or self reflective Unable to consider further</p>	<p>Professional presentation, clear structure, good grammatically, meets word limit, feels complete Writing style attempts to be analytical reflective and self reflective Considers why IPE is important and further needs</p>	<p>Professional writing style, analytical reflective and self reflective. Able to consider personal development some evidence given in support Considers why IPE is important can link with other modules/uni professional work and further needs. Student honest about self development and learning journey.</p>
<p><i>The following relates to how your writing and evidence where it is available demonstrate your developing interprofessional competence</i></p>			
<p>Knowledge: Makes little reference to any <u>learning outcomes</u>. Cannot define need to 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</p>	<p>Knowledge: Makes some reference to learning. Considers some of the <u>learning 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</p>	<p>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 Skills: Aware of skills such as communication, respect and values others, considers differences of priorities between professions Attitudes: Demonstrates a positive attitude and states why values team working and collaborative practice</p>	<p>Knowledge: Describes learning relating to the <u>learning outcomes</u> for strand one, states clearly new knowledge gained. Theoretical links. Skills: States how used skills such as communication, respect and values others, leadership, conflict resolution. Attitudes: Demonstrates a positive attitude and states why values team working and collaborative practice</p>

Marking Criteria Strand Two

Unsatisfactory	Borderline Pass	Satisfactory	Excellent
<i>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.</i>			
<p>Unprofessional presentation. Poor structure and use of grammar. Does not comply with word limit Descriptive not analytical or self reflective</p>	<p>Unprofessional presentation Poor structure and use of grammar Poor compliance with word limit, feels incomplete Descriptive not analytical or self reflective Unable to consider further</p>	<p>Professional presentation, clear structure, good grammatically meets word limit, feels complete. Writing style attempts to be analytical reflective and self reflective Considers why IPE is important and further needs</p>	<p>Professional writing style, analytical reflective and self reflective. Able to consider personal development, some evidence given in support, theoretical links. Considers why IPE is important can link with other modules/ uni professional work and further needs. Emergent insight into own reactions and learning style. Student honest about self development and learning journey</p>
<i>The following relates to how your writing and evidence where it is available demonstrate your developing interprofessional competence</i>			
<p>Knowledge: Makes little reference to any <u>learning outcomes</u>.</p> <p>Skills: Unable to comment on IPE skills such as communication</p> <p>Attitudes: Difficult to understand whether student values team working and collaborative practice</p> <p>Unable to consider further learning needs</p>	<p>Knowledge: Makes some reference to learning in practice and appreciation of team working in the community setting. Considers some of the <u>learning outcomes</u> for strand two e.g. roles and responsibilities of professionals, patient centred care Skills: Unable to comment on IPE skills such as communication Attitudes: Difficult to understand whether student values team working and collaborative practice.</p>	<p>Knowledge: Can describe learning relating to the <u>learning outcomes</u> e.g. roles and responsibilities of professionals, the team working influences on the case study, patient centre care etc. Considers the challenges for 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</p>	<p>Knowledge: Describes learning relating to the <u>learning outcomes</u> for strand two, states clearly new knowledge gained. Highlights insights from working with a patient/user and complexity of team working in a community setting. Skills: States how used skills such as communication, respect and values others, 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</p>

Marking Criteria Strand Three

Unsatisfactory	Borderline Pass	Satisfactory	Excellent
<p><i>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.</i></p>			
<p>Unprofessional presentation. Poor structure and use of grammar Does not comply with word limit Descriptive not analytical or self reflective</p>	<p>Unprofessional presentation Poor structure and use of grammar Poor compliance with word limit, feels incomplete Descriptive not analytical or self reflective</p>	<p>Professional presentation, clear structure, good grammatically meets word limit, feels complete. Writing style attempts to be analytical reflective and self reflective. Considers why IPE is important and further needs. Some emergent insight into own reactions and learning style, identified strengths</p>	<p>Mature professional writing style, a balanced analytical reflective style showing insight into own reactions' and learning style. Able to consider personal development some evidence given in support, theoretical links. Considers why IPE is important can link with other modules/uni professional work and further needs. Student honest about self development and learning journey</p>
<p><i>The following relates to how your writing and evidence where it is available demonstrate your developing interprofessional competence</i></p>			
<p>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</p>	<p>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</p>	<p>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 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</p>	<p>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, respect and values others, leadership, conflict resolution, team management plans and solutions formulated. Attitudes: Demonstrates with evidence a positive attitude is a valued student team member values interprofessionality to benefit users</p>

SECTION SIX

Record of Attendance

STRAND ONE

What	Date	Student Signature	Authorising Signature
Launch Video Course explanation			
Day 1 Introduction to IPE			
Day 2 Introduction to IPE			
Tutor/Facilitator Comment Box			

Strand Two

What	Date	Student Signature	Authorising Signature

Tutor/Facilitator Comment Box

Strand Three

What	Date	Student Signature	Authorising Signature

Tutor/Facilitator Comment Box