### Marking Criteria

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Borderline Pass</th>
<th>Satisfactory</th>
<th>Excellent</th>
</tr>
</thead>
</table>

*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.

- Unprofessional presentation.
- Poor structure and use of grammar
- Poor compliance with word limit, feels incomplete
- Descriptive not analytical or self reflective

- 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

- 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

The following relates to how your writing and evidence where it is available demonstrate your developing interprofessional competence

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<table>
<thead>
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<th>Knowledge:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Makes little reference to any learning.</td>
<td>Makes some reference to learning in practice and appreciation of team working.</td>
<td>Can describe learning relating to the learning outcomes e.g. roles and responsibilities, accessibility, referral pathways of professionals.</td>
<td>Describes learning relating to the learning outcomes, states clearly new knowledge gained.</td>
</tr>
<tr>
<td><strong>Skills:</strong> Unable to comment on IPE skills such as communication</td>
<td>Considers some of the learning outcomes and aware of benefits for patient/user centered care</td>
<td>Understand team working dynamics in practice</td>
<td>Highlights insights from working with users and complexity of team working in practice settings.</td>
</tr>
<tr>
<td><strong>Attitudes:</strong> Difficult to understand whether student values team working and collaborative practice</td>
<td></td>
<td><strong>Skills:</strong> Some evidence of skills such as communication, respect and values others, considers differences of priorities between professions</td>
<td><strong>Skills:</strong> Evidence on skills such as communication, respect and values others, leadership, conflict resolution, team management plans and solutions formulated.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Attitudes:</strong> Demonstrates with evidence a positive attitude to interprofessionality</td>
<td><strong>Attitudes:</strong> Demonstrates with evidence a positive attitude is a valued student team member values interprofessionality to benefit users</td>
</tr>
</tbody>
</table>

**Marking criteria produced by Sandy Goodyer (University of Leicester)**

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