

Marking Criteria

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.</p> <p>Poor structure and use of grammar.</p> <p>Does not comply with word limit.</p> <p>Descriptive not analytical or self reflective.</p>	<p>Unprofessional presentation.</p> <p>Poor structure and use of grammar</p> <p>Poor compliance with word limit, feels incomplete</p> <p>Descriptive not analytical or self reflective</p>	<p>Professional presentation, clear structure, good grammatically meets word limit, feels complete.</p> <p>Writing style attempts to be analytical reflective and self reflective. Considers why IPE is important and further needs.</p> <p>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.</p> <p>Considers why IPE is important can link with other modules/ uni professional work and further needs.</p> <p>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>			



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<p>Knowledge: Makes little reference to any learning.</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.</p> <p>Considers some of the learning outcomes and aware of benefits for patient/user centered care</p> <p>Skills: Unable to comment on IPE skills such as communication</p> <p>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.</p> <p>Understand team working dynamics in practice</p> <p>Skills: Some evidence of skills such as communication, respect and values others, considers differences of priorities between professions</p> <p>Attitudes: Demonstrates with evidence a positive attitude to interprofessionalism</p>	<p>Knowledge: Describes learning relating to the learning outcomes, states clearly new knowledge gained.</p> <p>Highlights insights form working with users and complexity of team working in practice settings.</p> <p>Skills: Evidence on skills such as communication, respect and values others, leadership, conflict resolution, team management plans and solutions formulated.</p> <p>Attitudes: Demonstrates with evidence a positive attitude is a valued student team member values interprofessionalism to benefit users</p>
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Marking criteria produced by Sandy Goodyer (University of Leicester)



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