

## 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>			



This work was produced as part of the TIGER project and funded by JISC and the HEA in 2011. For further information see: <http://www.northampton.ac.uk/tiger>.



This work by TIGER Project is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License. Based on a work at [tiger.library.dmu.ac.uk](http://tiger.library.dmu.ac.uk).

The TIGER project has sought to ensure content of the materials comply with a CC BY NC SA licence. Some material links to third party sites and may use a different licence, please check before using. The TIGER project nor any of its partners endorse these sites and cannot be held responsible for their content. Any logos or trademarks in the resource are exclusive property of their owners and their appearance is not an endorsement by the TIGER project.

<p><b>Knowledge:</b> Makes little reference to any learning.</p> <p><b>Skills:</b> Unable to comment on IPE skills such as communication</p> <p><b>Attitudes:</b> Difficult to understand whether student values team working and collaborative practice</p> <p>Unable to consider further learning needs</p>	<p><b>Knowledge:</b> 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><b>Skills:</b> Unable to comment on IPE skills such as communication</p> <p><b>Attitudes:</b> Difficult to understand whether student values team working</p>	<p><b>Knowledge:</b> 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><b>Skills:</b> Some evidence of skills such as communication, respect and values others, considers differences of priorities between professions</p> <p><b>Attitudes:</b> Demonstrates with evidence a positive attitude to interprofessionalism</p>	<p><b>Knowledge:</b> 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><b>Skills:</b> Evidence on skills such as communication, respect and values others, leadership, conflict resolution, team management plans and solutions formulated.</p> <p><b>Attitudes:</b> Demonstrates with evidence a positive attitude is a valued student team member values interprofessionalism to benefit users</p>
---	--	--	--

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



This work was produced as part of the TIGER project and funded by JISC and the HEA in 2011. For further information see: <http://www.northampton.ac.uk/tiger>.



This work by TIGER Project is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License. Based on a work at [tiger.library.dmu.ac.uk](http://tiger.library.dmu.ac.uk).

The TIGER project has sought to ensure content of the materials comply with a CC BY NC SA licence. Some material links to third party sites and may use a different licence, please check before using. The TIGER project nor any of its partners endorse these sites and cannot be held responsible for their content. Any logos or trademarks in the resource are exclusive property of their owners and their appearance is not an endorsement by the TIGER project.