

# Assessment Guidance

## Foundations for Effective Collaborative Practice

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### 1. Assessing your learning on this module

The aim of this module is to introduce you to the concept of professionalism and collaborative practice and the potential impact on diverse populations and communities. The module helps you to start your journey towards becoming a capable collaborative worker. The assessment of the module is designed to enable you to demonstrate that you have met the module learning outcomes:

1. Identify and discuss the principles of professional practice in relation to service users, diverse populations and communities.
2. Use appropriate strategies to locate and describe key policy documents, national and international directives and evidence and discuss how these help to define the fundamental requirements for Interprofessional practice and integrated services within health, social care and education services.
3. Discuss communication strategies and their relationship to the establishment of effective, trusting and respectful relationships with colleagues and service users and to the achievement of safe, high quality outcomes in your practice.
4. Using a variety of approaches, reflect upon your learning during this module and then, using these reflections, assess your knowledge, skills and attitudes, using the Interprofessional Capability Framework, identify key issues in your personal and professional development in relation to working within a community of practice.

### 2. Assignment Brief

Your assessment will be a written assignment that will be structured as a learning journal of 2,500 words along with a 500 word action plan.

During the module you will be encouraged to reflect on your learning, identify what challenges you have and discuss how your learning might relate to your professional practice. You will be documenting these reflections in a learning journal.

For the assignment you will use your learning journal and these reflections to put together an overall summary and analysis of your learning from the module. Also see the assignment brief.

### **3. Planning**

Careful planning and time management are very important for a successful assessment. Start planning your assignment as soon as teaching is finished. This allows adequate time to get feedback from your tutor on your ideas for the content and structure of your assignment. Here you can see how you can work with your tutor.

To ensure your plans are appropriate you should refer to the marking criteria. The marking criteria indicate not only the issues to be addressed but also how marks will be allocated according to the standard of your work.

### **4. Structure**

Having a logical structure to your essay helps you link your ideas effectively and enables the reader to more easily follow the content of your work. One skill of good journal writing is being able to interpret the assignment brief properly, and the structure you use must ensure your work addresses the required content of the assessment. See assessment guidelines.

You can use the marking criteria along with the assignment brief to help you check you have included the required content. You should adhere to the specified work limit of 3000 words when structuring your learning journal and action plan and you should not exceed more than 10% of the words limit. This is important to ensure your work is concise.

### **5. Referencing**

Academic writing needs to be referenced. See the [SHU Library referencing site](#) for help with this. See a [reminder on referencing](#).

The references you use must be relevant - they must support the point you are making. They should also reflect a range of sources; this means you need to use more than one book or journal article.

#### **Avoiding academic misconduct**

Many students ask how many references they should use in an essay. This is not easy to answer but the general principle is that you need to show you have read adequately to be able to write your essay in a way that shows you are not merely describing what you think. You need to show that you are drawing on the perspectives of other authorities to support what you write.

This is related to ensuring you acknowledge the sources you have used to develop your thinking in order to avoid the risk of academic misconduct (click here to see SHU information on [academic misconduct](#)).

## **6. Feedback**

Feedback is not only related to the marking of your assessment task. The purpose of your study on this module is to enable you to achieve the learning outcomes. The learning opportunities we provide are focused on what you need to learn in order to achieve the learning outcomes and the assessment is designed to enable you to show that achievement.

### **How you will receive feedback**

You will receive feedback on your progress throughout the module. This includes in the classroom through discussion in group activities; responses from fellow students; comments from tutors during sessions and self reflection.

### **Types and using feedback**

Following teaching your tutor will provide feedback on your learning journal to plan or other aspects that you have negotiated together refer to the assessment guidance again should you need to. These comments may be by email, face to face or by telephone for example. Finally you will receive written feedback and a mark on your written assignment. It is important for you to utilise all aspects of feedback to progress personally and professionally.

## **7. Frequently Asked Questions**

Many students have anxieties about assessment. However students are very successful on this module. We have compiled a list of Frequently Asked Questions posed by students that we add to when new questions are asked. If you have a question, the first thing to do is check this list - it is likely that other students have had concerns about the same thing. If you cant find a solution there, your group tutor or module leader are there to support you.

## **8. Issues regarding marking your work**

- The person who marks your work is normally (but there can be exceptions due to unforeseen circumstances) your group tutor
- Your marker hopes to award your work a pass grade but needs to ensure it meets the criteria
- Your marker calculates your grade by awarding marks according to the marking grid. The marks given can be accrued from across the grid giving you a final percentage mark. Looking at the grid carefully along with your feedback sheet will enable you to see where your work shows areas of strength and areas where it could be improved.
- Marked work is moderated by another marker to ensure the grades given are the same standard across each student group within the module
- The total work is moderated by an external examiner to ensure the grades given are at the same standard across the whole cohort of students

### **And Finally...**

- If you have taken opportunities to act on feedback, your assignment should be at your best standard when you submit it
- You may find it helpful to discuss your work with other people, but be aware of rules about collusion (see the [plagiarism section of the SHU Library website](#)). If you get confused or unsure about aspects of your assignment, it is best ask your tutor about it rather than other students. Anxiety can often be fuelled by hearing about advice given to other students. Your marker or the module leader is best placed to give you advice about your work.
- You must ensure you submit your work on time, in the specified format and through the correct channels to enable your marker to attend to your assignment