Attachment 1: Additional tables

Table S1: Spearman's correlations (*n*=411)

	ISVS-21-D	Age	Gender	Degree programme	Semester	Previous education/training in a healthcare profession	Previous experience with IPE	Overall satisfaction	Preparedness for IPC	Perceived value	Interest in further IPE
ISVS-21-D	1										
Age	0.01	1									
Gender	0.01	0.06	1								
Degree programme	0.03	-0.35***	-0.39***	1							
Semester	0.11*	0.17***	-0.17***	0.40***	1						
Previous education/training in a healthcare profession	0.08	0.34***	-0.03	-0.01	0.07	1					
Previous experience with IPE	0.13*	0.15**	0.01	-0.08	-0.03	0.06	1				
Overall satisfaction	0.32***	0.14**	0.05	-0.02	0.17***	0.12*	-0.05	1			
Preparedness for IPC	.33***	.04	.03	.12*	.12*	.08	.01	.60***	1		
Perceived value	.23***	.05	.08	.04	.09	.03	-.01	.61***	.42***	1	
Interest in further IPE	-.13**	-.01	-.14**	.03	-.01	-.05	.02	-.14**	-.06	-.22***	1

Two-tailed Spearman's correlation; *p<0.05, **p<0.01, ***p<0.001; ISVS-21-D=Interprofessional Socialisation and Valuing Scale; IPC=interprofessional collaboration; IPE=interprofessional education.

Table S2: Results of the evaluation of the project (*n*=443)

	Mdn (*IQR*)	Mean rank	*r*	*p*
Overall satisfaction	5 (4-6)			
Midwifery	5 (4-6)	222.46	0.00	0.95
Medicine	5 (5-6)	221.73		
Perceived value	6 (5-6)			
Midwifery	6 (5-6)	218.80	0.02	0.65
Medicine	6 (5-6)	223.86		
Preparedness for IPC	4 (4-5)			
Midwifery	4 (3-5)	201.45	0.13	**0.007****
Medicine	5 (4-5)	233.96		

Mann-Whitney U Test; range=1-6, with 1=does not apply and 6=applies very strongly; min=1, max=6; *p<0.05, **p<0.01, ***p<0.001; Statistically significant results are shown in bold; IPC=interprofessional collaboration

Table S3: Illustrative quotations from the open-ended responses based on the IPEC Core Competency domains (*n*=202)

Overarching category	Subcategory	Quotation[1]
Values and ethics	Importance of interprofessional collaboration	*"It is extremely important to highlight the importance of interprofessional collaboration early on during our studies and to minimise hierarchies in the future clinical setting. In other words, working together on an equal footing. The teamwork was excellent."* **Female midwifery student, 4th semester** *"I didn't ask myself 'Why with midwives?', but rather 'Why not?' I think it should go without saying that interprofessional collaboration should be taught not only once we enter professional practice, but during our studies as well."* **Male medical student, 6th semester**
	Respectful interaction	*"Very interesting and respectful - I'd be happy to do it again!"* **Female midwifery student, 4th semester** *"I found meeting and working together very helpful and enriching. The interaction was very friendly and respectful, and we communicated on an equal footing."* **Female medical student, 7th semester**
	Reducing prejudices	*"I thought it was good to talk to members of the other profession, as it helped to dispel stereotypes and gave me a better understanding of their level and areas of knowledge."* **Male medical student, 2nd semester** *"Important for breaking down prejudices."* **Male medical student, 4th semester**
Roles and responsibilities	Benefits of different professional approaches	*"Interesting discussion, friendly exchange on an equal footing, and interesting to see how medical students approach and work through the topic."* **Female midwifery student, 5th semester** *"Incredibly interesting to exchange ideas with students from other faculties and discuss case studies. Our perspectives and approaches complemented each other extremely well."* **Male medical student, 5th semester**
	Learning about professional roles and competencies	*"Very important insights into the limits of one's own professional field and, in turn, learning about midwives' areas of responsibility."* **Female medical student, 4th semester** *"This seminar was my first interprofessional activity, and I gained many new insights into this area, both in terms of professional knowledge and communication between different professions."* **Male medical student, 7th semester**

Attachment 1 to Agricola CJ, Neumann FA, Juschka ML, Mohr S, Zyriax BC. Interprofessional socialisation of midwifery and medical students: Findings from a post-evaluation of the IPE-MidMed educational project. GMS J Med Educ. 2026;43(7):Doc94. DOI: 10.3205/zma001888

Overarching category	Subcategory	Quotation[1]
Communication	Exchange on an equal footing	*"Working together on an equal footing across professions, valuable exchange, and complementing each other's knowledge."* **Female midwifery student, 4th semester** *"The interaction was very friendly and respectful, and we communicated on an equal footing."* **Female medical student, 7th semester**
	Topic-specific discussions	*"I also always find it fantastic to have medical discussions with midwives. There is so much overlap and so many topics that we can talk about and discuss and learn from one another."* **Female medical student, 3rd semester** *"Good exchange, gained new perspectives, explored counselling for genetic disorders in greater depth, better teamwork."* **Female medical student, 5th semester**
	Difficulties in collaboration	*"I didn't feel that the task or the time available were conducive to a good exchange. It felt as though the students were talking past one another. Perhaps it would have helped to have additional information about our respective levels of knowledge and how we could communicate effectively on an equal footing."* **Midwifery student (gender not mentioned), 5th semester** *"As a midwifery student, I would have liked the opportunity to exchange ideas with more medical students. Unfortunately, there were very few of them in the seminar I attended, at a ratio of around 1:2. As a result, the medical students' perspective was underrepresented."* **Female midwifery student, 4th semester** *"I found it difficult to exchange ideas with medical students who had virtually no clinical experience. Not because they were incompetent, but because it made exchanging experiences difficult: you had to explain what things were like in your own experience, but there was nothing to compare it with. Perhaps students in a later semester would be better suited here."* **Female midwifery student, 4th semester**
Teams and teamwork	Preparation for future interprofessional collaboration	*"Incredibly interesting, and as someone who hopes to become a gynaecologist, it feels highly relevant to my future career."* **Female medical student, 4th semester** *"I found the seminar very interesting and would really welcome further interprofessional activities during my studies to prepare me better for my future professional life."* **Female medical student, 6th semester**
	Getting to know other students on campus	*"I found the atmosphere during the seminar very pleasant! It was lovely to get to know medical students and have an opportunity to exchange ideas with them."* **Female midwifery student, 5th semester** *"A great opportunity to get to know students from another degree programme as well."* **Female medical student, 4th semester**

[1]Spelling and punctuation errors were corrected