**POSTGRADUATE PROGRAMME IN HEALTH PROFESSIONS EDUCATION**

**MHPE 7004: EDUCATING 21ST-CENTURY HEALTH PROFESSIONALS**

**Summative Presentation (30%)**

Task: Identify the current trends, needs, and visible gaps in the health professions education system. Perform a structured analysis of the existing education system and describe the impact of the gaps in the current context. Based on identified needs and gaps, construct strategies or innovative ideas to bring changes to the educational systems. You are expected to utilize appropriate visual aids and deliver the above as a maximum of 20 minutes presentation with 10 minutes question and answer session.

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| **Grade** | **Distinction** | **Merit** | **Pass** | **Fail** | |
| **Criteria** | *Expertise*  (Bloom’s level 2-6)  85-100 | *Competent*  (Bloom’s level 2-5)  75-85 | *Advanced Beginner*  (Bloom’s level 3-4)  65-75 | *Novice*  (Bloom’s Level 1-2)  45-65 | *Incompetent*  0-45 |
| Critical Analysis and application of the knowledge to context.  (50 Marks)  Indication of creative innovations, with the integration of literature  (20 marks) | * Exceptionally thorough and insightful **identification of current trends, needs, and gaps** in the health professions education system. * Demonstrates **deep research** and understanding. | * Comprehensive identification of trends, needs, and gaps with a clear grasp of their significance. | * Adequate identification of trends, needs, and gaps, but may lack depth or relevance in some areas. | * Limited identification of trends, needs, and gaps with unclear significance. | * Inadequate or irrelevant identification of trends, needs, and gaps. |
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| * Exceptionally well-**structured analysis with a clear framework**, logical flow, and insightful connections between identified trends, needs, and gaps. | * Well-structured analysis with a coherent framework and logical flow, connecting identified elements effectively. | * Adequate analysis with a basic framework and flow, but connections between elements may be somewhat disjointed. | * Limited structure and flow in the analysis, making it challenging to understand connections between identified elements. | * Lack of structure and flow in the analysis, resulting in confusion and disjointed content. |
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| * Exceptional description of the **impact of identified gaps in the current context,** providing compelling evidence and insights into their consequences. | * Clear description of the impact of identified gaps with sufficient evidence and explanations. | * Adequate description of the impact, but evidence and explanations are somewhat acceptable | * Limited description of the impact with insufficient evidence and unclear explanations. | * Minimal or no description of the impact of identified gaps. |
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| * Exceptionally creative and innovative **strategies and ideas to address identified needs and gaps** in the health professions education system. * supported with excellent **integration of the literature**. | * Creative and innovative strategies or ideas that show potential to address identified needs and gaps effectively. * proficient with the integration of literature | * Strategies or ideas that are adequate and may address some identified needs and gaps but lack creativity or innovation. * with relevant literature. | * Strategies or ideas that are basic and may not effectively address identified needs and gaps. * weak integration of literature | * Lack of strategies or ideas, or they are entirely uncreative and ineffective. * no evidence of literature integration |
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| Presentation Skills, Overall Impact and Clarity  (30 marks) | * Presentation is exceptionally **well-structured** with a clear introduction, logical flow, and a strong conclusion. Transitions between sections are seamless. * Effective use of **visual aids**, which support the presentation. Materials are well-prepared and mostly error-free. | * Presentation is well-structured with a clear introduction, good flow, and a satisfactory conclusion. Transitions between sections are mostly smooth. * Adequate use of visual aids, but they may not consistently enhance the presentation. Materials have some errors or are partially relevant. | * Presentation has an acceptable structure but may lack clarity in some parts. Transitions between sections may be somewhat abrupt. * Limited or inappropriate use of visual aids, which do not add value. Materials contain significant errors or are mostly irrelevant. | * Presentation lacks a clear structure, causing confusion. Transitions between sections are unclear or missing. * Lack of visual aids or their misuse, hindering the presentation. Materials are riddled with errors and are irrelevant. | * Presentation lacks any discernible structure, making it difficult to follow. * Exceptional use of visual aids, which enhance and clarify the presentation. Materials are professional, error-free, and highly relevant. |
| = /10 | = /10 | = /10 | = /10 | = /10 |
| * Presenter is exceptionally **engaging, confident, and maintains excellent eye contact**. * Speech is clear and well-paced. | * Presenter is engaging, confident, and maintains good eye contact. * Speech is clear and mostly well-paced. | * Presenter is somewhat engaging and confident but may lack consistency in eye contact or pacing. | * Presenter lacks engagement or confidence. * Frequent lack of eye contact or pacing issues. | * Presenter is unengaging, lacks confidence, and has poor eye contact and pacing. |
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| * The presentation is exceptionally **impactful,** leaving a lasting impression. Ideas are presented with exceptional **clarity**. | * The presentation is impactful, and ideas are presented with good clarity. | * The presentation is moderately impactful and generally clear but may have some unclear sections. | * The presentation lacks impact, and ideas are presented with limited clarity. | * The presentation is entirely devoid of impact and is unclear throughout. |
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| Total Marks | | | | |  |

Student ID:

General Comments (Strength, weakness and are for improvement):

Assessor:

Date: