**POSTGRADUATE PROGRAMME IN HEALTH PROFESSIONS EDUCATION**

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

**Summative Written Assignment (70%)**

Task: Describe the importance and the transformative impact of equity, inclusivity, and diversity (EID) in health professions education. Identify the gaps in the implementation of EID in your context and propose strategies to close the gap. (2000 words)

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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 |
| **Application of Content to Candidates’ Own Practice:**  *(50 marks)* | * Demonstrates an exceptional understanding of the importance and transformative impact of EID in health professions education. * Provides profound insights and comprehensive explanations. | * Shows a solid understanding of the importance and transformative impact of EID. * Provides good explanations, for the concepts with examples. | * Displays a basic understanding of EID principles. * Provide clear and acceptable explanations with relevant examples. | * Demonstrates a minimal or superficial understanding of EID. * Lack of depth in the explanation with poor examples. | * Fail to demonstrate sufficient understanding on the importance and the principle of EID in HPE. * Major gaps in explanation and no examples. |
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| * Identifies and thoroughly discusses specific, context-relevant gaps in the implementation of EID in health professions education. * Exceptionally clear and well-supported rationale and insights into these gaps. | * Identifies and discusses relevant gaps in the implementation of EID * details and context are comprehensively provided. | * Identifies acceptable gaps but may lack specificity or thorough exploration of their context. | * Identification of gaps is unclear, lacks specificity, or is absent altogether. | * Unable to identify the gaps or the gaps identified is irrelevant to EID and context. |
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| * Proposes exceptional innovation and excellent strategies for closing the identified gaps in EID implementation. * Offers a comprehensive and detailed plan, including potential challenges and solutions. | * Proposes effective strategies for closing the identified gaps, with reasonable detail and consideration of potential challenges. | * Proposes basic strategies for closing gaps but may lack depth, detail, or consideration of potential challenges. | * Proposes ineffective or impractical strategies with limited detail and no consideration of potential challenges. | * Does not propose or discuss any strategies effectively. |
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| **Indication of Critical Writing with the Integration of Literature**  *(30 marks)* | * Demonstrated expertise in the ability to make analytical, critical, realistic, and balanced judgments of moral and philosophical underpinnings changes related to EID in HPE | * Competent in making analytical, critical, realistic, and balanced judgments of moral and philosophical underpinnings changes related to EID in HPE | * Advanced beginners making some analytical, critical, and realistic, judgments about moral and philosophical underpinnings changes related to EID in HPE. | * A novice who makes a weak analysis, critical, and realistic, judgments to moral and philosophical underpinnings changes related to EID in HPE | * Incompetent who makes inaccurate analysis, realistic or poor judgment of moral and philosophical underpinnings changes related to EID in HPE |
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| * Exceptionally in-depth and thoughtful reflection in the discussion. | * Proficient with in-depth and thoughtful reflection in discussion. | * Adequate level of in-depth and thoughtful reflection in the discussion. | * Shallow discussion, largely descriptive with minimal thoughtful reflection | * Poorly discussed points or ideas with no evidence of reflection |
| = /10 | = /10 | = /10 | = /10 | = /10 |
| * exceptionally strong solutions supported with excellent integration of the literature. | * Strong solutions and proficient with the integration of literature | * reasonable solutions supported with mostly relevant literature. | * Inappropriate suggestions for poorly or inaccurately identified solutions and weak integration of literature | * No solutions and no evidence of literature integration |
| = /10 | = /10 | = /10 | = /10 | = /10 |
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| **Quality of Writing and Organisation**  *(20 marks)* | * An *expert writer* producing an outstanding piece of work with *great coherence* and sentence fluency that is *smooth and expressive*. * *Faultless* of spelling and grammatical errors with writing aspects that are *crafted with care* and a *high level of command* and clearly and profoundly articulated. | * *Competent writer*, producing a good piece of work *with coherence* and significant sentence fluency. * *Flawless* of spelling and grammatical errors with writing at a *good level of command* and clearly and significantly articulated. | * *An advanced beginner in writing*, producing *acceptable coherence* and sentence fluency. * *Some* spelling and grammatical errors with writing aspects clear and *meaningfully articulated*. | * *A novice writer* producing a weak piece of work *with poor coherence*. * *Significant* spelling and grammatical errors with evidence of *poor clarity and logical flow* in the writing that leads to *misinterpretation and confusing* statements in its articulation. | * *Incompetent writer*, producing a very poor written piece of work with *no coherence*. * *Countless* spelling and grammatical errors throughout the writing with *considerable flaws in clarity and no logical flow*, in the writing making the reader *unable to follow* the work at all. |
| = /10 | = /10 | = /10 | = /10 | = /10 |
| * Shows expertise with reference to the literature, comprehensively applied judiciously with sound in-text citations and reference format. * Total adherence to the specified word count. | * Competent with reference to the literature, comprehensively applied with sound in-text citations and reference format. * Total adherence to the specified word count. | * An advanced beginner with reference to the literature applied with minimal error with in-text citations and reference format. * Evidence of non-adherence to specified word count at an acceptable level. | * A novice with reference to the literature, with significant errors with in-text citations and reference format * Significant compromise to the adherence to the specified word count | * Incompetent with reference to the literature, with many in-text citations error throughout the writing and reference format. * The adherence to the specified word count is largely compromised. |
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| **TOTAL MARKS:** | | | | | /100 |

Student ID:

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

Assessor:

Date: