

## Summary of External Examiners' Reports for Academic Year 2022-23 General Overview

The AY2022-23 External Examiners' reviews for Years 1 to 5 of the Bachelor of Medicine, Bachelor of Surgery (MBBS) programme at LKCMedicine were positive. LKCMedicine and Imperial are both pleased that the teaching and assessment methods for the MBBS programme were considered by external experts to be appropriate, up-to-date and innovative. This report provides a summary of the key responses by the External Examiners on the examination processes, academic quality of the programme as well as curriculum content and delivery.

### Summary of Positive Feedback

Programme (Content, learning outcomes, activities, assessments):

The programme is comprehensive with content well mapped to achieve the learning outcomes; teaching methods and compulsory assessments are appropriate; the multi-year blueprinting is an interesting and innovative approach. These are reflected in the high standards achieved by the students during assessments.

Assessment standards:

The External Examiners confirmed that our assessment standards are comparable, or of a higher standard, to national benchmarks and qualifications framework in Singapore, as well as China and UK.

Students' performance:

Overall, students' achievement and performance were at the same or at a higher level than their peers in comparable programmes in other institutions in Singapore and in other countries the External Examiners are familiar with.

OSCE:

There was robust and enthusiastic support for standard setting, calibration and huddle, from examiners, simulated patients and the exams team resulting in high quality and fair processes. Students were provided feedback from the examiners to help them improve.

Faculty and administration:

The team was highly professional, motivated, and dedicated to their work; the External Examiners were impressed by the calm and orderly atmosphere around the examinations; examiners were well briefed and administration efficient and effective.

## Summary of improvement suggestions

### 1. OSCE

Year	Area	Responses
2	The standards achieved by students varied quite a bit. To perform a review for poorly performing students to see if they pertain to a certain cohort or teacher.	Thank you for the comment and the suggestion. We will take this into consideration as we review the performance of the students.
2	Examiners should be allowed to provide a simple prompt.	Thank you for the suggestion. We will review the instructions to examiners taking your comment into consideration.
2	Some stations had a lack of female simulated patients (SPs) for students to examine.	Thank you for the feedback. We recognise that ideally students should have opportunities to examine female SPs too in Years 1 and 2. However, given the limitations (insufficient pool of female SPs willing to participate in physical examination sessions), we are focusing on having Years 1 and 2 students learn and refine their clinical examination skills on male SPs before performing physical examination on female SPs and real patients from Year 3 onwards.
3	Limiting the examiners to two standard questions may sometimes compromise the ability to fully assess the student.	To ensure consistency, fairness and defensibility, the School has made the decision to standardise the questions which the examiners will ask the candidates in all circuits for the same station type. Examiners can ask clarifying questions to better understand the candidates' thought process so long as the questions do not prompt the candidates to the answer.
3	It was noted that students were not quarantined before and after the cases and if this would impact the performance of the later groups of students.	Review of the examination statistics including session by session comparison showed that there was no significant difference in performance among the students. Nonetheless, the School made the decision that from AY2023/24, students will be quarantined between sessions during the OSCE.
3	For soft skills such as patient engagement and question asking, students were often quite robotic in their approach.	The teaching and acquisition of soft skills is a continuum from the first year to the final year of study. As the candidates were Year 3 students who had just commenced on their clinical attachments and thus had limited clinical experience, they relied more on a structured approach and might appear robotic in their interactions with patients.
3	If the student failed to identify an initial diagnosis, they have no means to demonstrate the follow up skill required.	The School views its examinations beyond just a formal exercise to progress the students. For the clinical years, to ensure that our assessments are fit for the purpose of clinical practice and that our students learn good practices through our assessments, the design of the OSCE and the marking rubrics are closely aligned to real world clinical practice. Doctors are expected to independently gather, interpret, and analyse clinical information to reach the appropriate diagnosis. Subsequent actions such as investigations and management are dependent on the accuracy of the diagnosis. There will not be prompts or hints that the doctor's diagnosis is incorrect. Hence, if a doctor reaches the wrong diagnosis, this will lead to inappropriate investigations and management. This has significant impact on patient safety and the quality of healthcare. Hence, the School made a conscious decision that no prompting will be permitted during the OSCE.

Year	Area	Responses
4	Standardised patients (SP) were used to simulate physical signs for short case station; recommend the use of real patients with real signs.	We agree that real patients with real signs are preferred for the examinations. We will aim to recruit real patients for future examinations.
4	There was no paediatric short case station.	We agree that Paediatrics is a major component of the Year 4 curriculum. The OSCE consists of two Paediatric stations (a 10-minute station and a 15-minute station) which account for 20% of testing time. Questions related to Paediatrics also accounted for approximately 20% of the questions in the written examination.

## 2. Written Examination

Year	Area	Responses
2	Addition of Short Answer Questions (SAQ) for Year 2 students.	With regard to the written examinations and use of SBAs, we are reviewing our approaches to assessment currently and will consider your suggestion of some SAQs for Year 2 and how they might fit within our new framework.

## 3. Student Assistantship Programme (SAP) - None