

Summary of External Examiners' Reports for Academic Year 2021-22 General Overview

The AY2021-22 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

1. Programme (Content, learning outcomes, activities, assessments):
The programme content, learning outcomes, postings and assessments are appropriate for the different levels. The well-balanced curriculum is evident through a year-to-year building of knowledge and skills. This is reflected in the high standards achieved by the students during assessments.
2. Assessment standards:
The External Examiners confirmed that the assessment standards are comparable, or of a higher standard, to national benchmarks and qualifications framework in Singapore, as well as UK and USA.
3. 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.
4. OSCE:
The External Examiners commended that 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. Blueprinting and curriculum mapping across the five years of the programme were lauded as an innovative approach.
5. Faculty and administration:
The education team was highly professional, motivated, and dedicated to their work. The External Examiners were impressed by the adaptability of the team in flexing between online and face-to-face examinations.

Summary of improvement suggestions

1. OSCE

Year	Area	Responses
2	Too much time was spent checking and addressing the patient identifiers.	Thank you for highlighting that students should be taught to demonstrate that they understand the importance of checking patient identifiers appropriately and that it should not be done in an excessively repetitive manner. We will review the steps that the students are taught to perform the clinical procedures to ensure that they are taught to check patient identifiers appropriately and perform their task efficiently.
2	Review the process for the procedural station.	
2	Standardise how students identify themselves to patients.	
2	Candidates are rotated to the same session each day.	Candidates are rotated to the same session each day so that each candidate has the same number of hours between their OSCE sessions to rest and prepare for the next day's session. We will consider rotating students to different sessions on different days if there is a "rest day" in between.
2	Most students seemed to deliver a pre-prepared script.	The learning outcomes for Clinical Methods course is that by the end of Year 2, the student is able to perform all the necessary steps of physical examination for the various systems and to be able to identify what is normal. We will review the teaching of clinical methods to see how these two learning outcomes may be better demonstrated by the students.
2	Students are too focussed on performing the task and its steps and forget to observe.	A standard set of teaching materials (instructional videos and guides listing the steps) is used by the Clinical Procedures facilitators and also provided to students. We will reinforce to students the correct steps and encourage them to practise till competency is achieved.
3	Limiting the examiners to the two permitted questions in each OSCE station.	While specifying the two standard questions allows for less diversity in the probing questions, the School believes that given the relatively short in-station time, these questions serve the purpose of informing the examiner of the students' ability to extract, interpret and synthesize information to reach reasonable diagnosis(es) with some clinical reasoning, in a fair and consistent manner.
5	Examiners expend a lot more effort on checklist based, grade boundaries.	Examiners are aware that the Global Score is more than just the sum of the domain scores, but the domain scores contribute significantly to their overall decision.

2. Written Examination - None

3. Student Assistantship Programme (SAP) - None