

## Summary of External Examiners' Reports for Academic Year 2020-21 General Overview

The AY2020-21 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 gives 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 delivery** - Well-balanced programme with a variety of delivery styles and topics. Excellent support and level of supervision by faculty.
2. **Assessment standards** - The External Examiners confirmed that our assessment standards met the national benchmarks and qualifications framework in Singapore, as well as the foreign standards in the countries some of the External Examiners are familiar with.
3. **Quality of assessments** - The methods of assessment are robust, well balanced, and carried out appropriately.
4. **Students' performance** – Overall, students' achievement and performance were at the same—or even at a higher level than—their peers on comparable programmes in other institutions in Singapore and in other countries some External Examiners are familiar with.
5. **OSCE** - The External Examiners commended that the OSCE facilities, administration, scenarios, examiners, and simulated patients were of the highest quality. External Examiners were impressed with the examiner calibration and huddle which were conducted on the OSCE day to ensure fairness.
6. **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 education team to adjust to the COVID-19 situation and ability to maintain high quality education standard throughout the pandemic.

## Summary of improvement suggestions

### 1. In-Course Assessments

Year	Area	Responses
1	Retain the pairing of students to visit patients in the community for the Long Term Patient Project	The structure will be retained, and students will be reminded to complete their assignments separately.

### 2. OSCE

Year	Area	Responses
2	Allow recording of OSCE proceedings for review and feedback to students	Students receive feedback from examiners on their performance in the OSCE stations via a diagnostic report after each examination. The School does not record the OSCE proceedings due to the Personal Data Protection Act issues.
2	Clarification of OSCE as a clinical examination in Year 2	The OSCE in Year 2 is considered as a clinical examination. Students are assessed on their performance of clinical skills i.e. history taking, physical examination and procedural skills.
2	Difficulty to see and hear specific examination steps via ZOOM	We acknowledge that there are limitations to observations made via zoom versus in person. We will explore improving the placement of ipads in the stations so that examination steps can be better observed.
2	Patient fatigue	<p>We recognise that patient fatigue is an issue for this OSCE as we are unable to rotate the simulated patients out for breaks more often due to the MOH guideline which stipulated that "Examiners, standardised patients and patient volunteers assigned to designated stations should not rotate to other stations."</p> <p>MOH has since relaxed this guideline and we are able to rotate the simulated patients out for breaks more often now.</p>
3	Examples of how workplace-based assessments are marked	<p>Work-based assessments (WBAs) during clinical postings include:</p> <ol style="list-style-type: none"> <li>1. Mini-CEX – students are required to complete 10 mini-CEXs across different postings in the academic year, covering clinical skills such as history-taking, physical examination and counselling</li> <li>2. Direct observation of procedural skills (DOPS) – students are required to complete all the stipulated core procedures for the year of study (for Year 3, they are Venepuncture, Blood Culture, Intravenous Cannulation and ECG)</li> <li>3. Multi-Source Feedback for the longer postings such as Medicine and Surgery – students receive feedback from the healthcare team, including non-doctor members of the team such as nurses, on their communication, interpersonal skills and professionalism</li> </ol> <p>All our assessment forms use a 3-point scale – "Needs Improvement", "Meets Expectation", "Exceeds Expectation". In addition, assessors</p>

		<p>are strongly encouraged to provide qualitative feedback to help the students learn and improve.</p> <p>Students are assessed at multiple time points by different assessors throughout the year. The skills assessed with the WBAs are the same core skills which are assessed in the OSCE. The students must fulfil all the WBA requirements before they are eligible to sit for the summative examination and progress to the next year of study. Those who demonstrated difficulty in meeting expectations for the WBAs are highlighted for discussion and further support is provided if necessary.</p>
5	The emphasis on time management takes a toll on some of the stations	<p>Thank you for the observation. We will review the amount of information in each station that the student needs to communicate with the patient, so that it is appropriate for the duration of the station. Hopefully this will avoid the situation of the student rushing through the key words robotically.</p>

3. Written Examination – None

4. Student Assistantship Programme (SAP) - None

