



# Group audio podcast

**Faculty: Medicine**

**Department: School of Public Health & School of Medicine**

**Module name: Lifestyle Medicine and Prevention (LMAP-1A)**

**Programme name: MBBS**

**Level: Level 4 Year 1**

**Approximate number of students: 360**

**Weighting: 80%/ 20%**

**Module ECTS: 10**

**Module type: core**

## Assessment overview

For this assessment first-year medical students work together in groups of five over a period of approximately four weeks to produce a 5-minute podcast with a focus on behaviour change, inequalities and population health. The cohort of 360 students split into five 'topics' based on a best-fit of the stated preferences for: sleep, physical activity, nutrition, mental health, and health and wealth. The podcast is followed up by Question and Answer session designed to de-risk the assessment from AI influence. The aim of the assessment is to foster learning from across the programme and apply behaviour change theory to a specific health challenge faced by university students or the wider community.

## Design Decisions

### Rationale for the assessment type

LMAP-1A is an introductory module for all first-year medical students. The essay is assessed by a 5-minute group-based audio podcast (with written transcript), element of peer evaluation and an in person question and answer session that was introduced as a response to the wide spread use of AI.

### Rationale for change in light of AI

Initially the module was assessed by the podcast, peer review element and a commentary. Initial simulations by the LMAP team have showed that IA tools (with appropriate prompting) can produce an adequate basic script for the assessment. The commentary component of the assessment can also be partially addressed by more mainstream generative AI tools. Accordingly, only the peer evaluation is immune from generative AI manipulation.

The podcast was felt to be a valuable assessment that allowed students to develop relevant skills that graduates need. There was not a suitable alternative to replace it. It was decided that the best option is to replace the individual written commentary with an in-person individual question session.

### Fit with other assessments on the programme/ module

A lot of work has been done to diversify assessments for Years 1 and 2. LMAP-1A incorporates a more innovative assessment type. The second-year continuation of the module (LMAP-1B) focuses on more exam-based assessments. The podcast therefore offers a more creative alternative which is appropriate for the type of skills that are assessed.

## Practicalities

### Preparing students for assessment

There are five aspects to preparing students to produce a podcast:

- Initial briefing which sets out the task and the requirements, i.e. what

## Insights colour key

Educational Developer

Inclusivity

Learning Designer

Registry

Careers

AI

Interviewee: Richard Pinder

Role: Director of Undergraduate Public Health Education / Module Lead



to include in the transcript and how to do it, go through an indicative podcast structure etc. The accompanying live session will also take a use-case based guide that shows students where and how generative AI may be used to support their work.

- Library support on how to search and review the evidence.
- A resource provided by the central college communications team that supports the students how to actually do the podcast in terms of recording, interview techniques etc.
- Topic-specific learning that builds on the core learning developed over the course of the year.
- Check-in office hours style appointments that students have with their topic lead (who is the person responsible for one of the 5 areas students explore)

### **Briefing students about the use of AI**

Students will be explicitly briefed about what is considered appropriate and inappropriate use of AI for the purpose of this assessment. This briefing currently consists of the following points:

- Explanation that AI models are powerful and can be an effective way to check the quality of written work, prompt new ideas, or generate simplified explanations of complex topics to support your learning.
- A warning that submitting work and assessments created by someone or something else, as if it was your own, is plagiarism and is a form of cheating and this includes AI-generated content.

The briefing will be developed further in the coming year.

### **Assigning students into groups**

Students (approx. 360) rank their preferences for each of five LMAP topics which are:

- Mental health
- Physical activity
- Nutrition
- Sleep
- Health and wealth

Students are subsequently allocated in random groups of five students by a best fit algorithm.

## **Group audio podcast**

Many of the students will not have worked with each other prior to this assessment. The students have freedom in what to explore within each area as long as it is linked to the theme of behaviour change, inequalities and population health.

### **Preparing students for peer assessment**

After the podcasts have been submitted, students conduct a structured reflection activity that serves as preparation for peer feedback. They do this in their original tutor groups – in which they were placed for the two terms preceding their elective podcast groups. This reflection focuses on what they learnt and what they did not learn. Then they are given a link to the feedback form which is based on three criteria – professionalism, attitude and contribution.

### **Marking arrangements**

The assessments take place in person over two consecutive days and are scheduled for 20-minute sessions (that includes the podcast listening) with a five-minute interval for changing groups and conciliating marks. The total evaluation score for a student will be divided by that group's average evaluation score. That value will be multiplied by the examiner's grade for the podcast to get the final individual score.

### **Advantage of assessment type**

- I was quite anxious about the audio podcast initially – and worried that the students may not engage. However, my anxieties were allayed when we had some super podcasts submitted in the first year. The standard has been very high in the subsequent years, although we do have some groups where clearly the group-dynamics are problematic.
- Innovative assessment method testing 'softer' [skills](#). Watch this [video](#) for advice on introducing new innovative assessments.
- Students are going to have to work in a group no matter what they do. There are hardly any job descriptions that do not have a group working collaborative element. Being able to work in a group helps students develop related transferable [skills](#).

### **Limitations of assessment type**

- The commentary was the first piece of academic writing that the students had to do which meant



additional preparation that students needed wasn't initially accounted for. This is no longer an issue with the new Q&A component.

- The revised Q&A approach will not allow for the same depth of assessment as the written commentary. However students will have to be able to show application of knowledge to answer the questions.

### Advice for implementation

- Assessing more than 300 students is a major challenge and you will need strong administrative and logistical support for assessment of this type – including IT support and ensuring that the day is logistically feasible. And then you need to find the assessors!
- Comparatively few students (and indeed groups of students) fail this assessment, but we did have to think carefully about what the resit arrangements would be – and students have to pass both the group and individual-components to progress.
- Make sure provisions for [mitigation](#) also put in place
- This type of more-creative assessment fits well in a broader assessment regime that does include more traditional knowledge-driven approaches including MCQs. The timing of the podcast – which takes place after the battery of MCQ assessments – is also important in ensuring that students are in a more creative mind-set, free of other assessment burdens in the summer term.
- Give consideration to how groups should be created. There are different approaches that could be followed, it is important to have a clear rationale for why you think your chosen approach works best given the circumstances.
- While important for all assessments, for 'non-traditional' approaches it is particularly important that both staff and students are clear on the purposes, benefits and expectations involved. Appropriate opportunities for formative assessment and feedback built into the programme / module design can be key in this;
- Using exemplars could be an effective means of preparation to manage students' anxieties relating to approaching assessments. It might also help to give clearer guidance / a breakdown structure to show how long they are expected to spend on each part of this. In cases where using examples of past student work is inappropriate,

## Group audio podcast

developing some 'sample' exemplars which could be used as a review exercise so that the students get a better idea of what 'good' performance looks like. Watch these videos: 1. [What are exemplars?](#) 2. [Pros and cons of using exemplars](#) 3. [Strategies on how to successfully use exemplars](#)

- Ensure that preparing students to work in groups effectively is part of your preparation for the assessment. This [video](#) outlines some strategies that can help you with that. Also this [case study](#) contains some examples of activities that you could use to help students work together better;
- Include inclusivity considerations when it comes to group working, for example include an explicit discussion of how specific learning difficulties could affect group work to help students develop empathy towards those with different working patterns and styles;
- Consider inclusivity when it comes to questions and answers to allow students with learning needs to perform to their best [ability](#).
- Ensure there are opportunities for alternative approaches to demonstrating assessment criteria for students with disabilities.
- Ensure students are thoroughly briefed about what is allowed and what constitutes misconduct when it comes to AI tools