



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

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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.