

Annual Quality Assurance Summary – King’s College London Faculty of Life Sciences and Medicine

This summary provides an overview of how an organisation is meeting our standards for medical education and training as detailed in [Promoting excellence: standards for medical education and training](#). It provides an overview of the QA activities undertaken over the course of a year and an overview of findings including any areas of notable practice or requirements and recommendations we have set. The summary is published.

Organisation	King’s College London (KCL) Faculty of Life Sciences and Medicine (FoLSM)
Review period	October 2022 – September 2023 (Year 3)

Overview of findings

Overall findings statement

From the SAQ submission, and the clarification of some points during the SAQ meeting, we consider that KCL is meeting the standards set out in the GMC’s *Promoting excellence: standards for medical education and training*.

The QA activities that we have carried out in this annual cycle have provided good opportunities to observe how KCL meets our standards in Themes 1 (Learning environment and culture), 2 (Educational governance and leadership), 3 (Supporting learners) and 4 (Supporting educators).

Quality Activities undertaken

	Activity	Date	Summary
1	SAQ submission	8 December 2022	<p>The SAQ was submitted on time and covered all five themes of <i>Promoting excellence</i>. The submission included a list of planned KCL activities that we could observe for quality assurance purposes.</p> <p>We are satisfied that where further information and/or clarification is still required that this can be provided in the next SAQ submission.</p>
2	SAQ feedback meeting	20 February 2023	<p>This meeting was held to provide feedback to KCL on its 2022/23 SAQ submission, and to seek clarification and additional information on the submission where required.</p> <p>We also discussed potential QA activities we could undertake in this annual cycle. These activities were not selected because of risks identified from the SAQ submission.</p> <p>We did not identify areas of risk during the SAQ meeting.</p> <p>Following this meeting, KCL was provided with written feedback on the SAQ submission.</p>
3	Observation of Staff Student Liaison Committee (SSLC) Meetings	26 April 2023	<p>This activity was listed on the SAQ by KCL against Theme 1 (Learning environment and culture) and 2 (Educational, governance and leadership).</p> <p>This activity was selected to explore how KCL are meeting our standards in Themes 1 and 2, and for the purpose of this activity we focussed on Requirements R1.1, R1.2, R1.5, R1.7, and R2.7.</p> <p>The SSLC meetings for year 2 and year 3 students were held virtually on MS Teams. Prior to the meetings, we received the agenda and previous minutes for the meetings. We were also provided with an update from FoLSM library services. The agenda items for each meeting were organised</p>

			<p>into categories that prompted student representatives to consider concerns in specific areas, such as 'Teaching', 'Equality and Diversity', and 'Facilities and Space'.</p> <p>At both SSLC meetings, the student representatives were able to raise concerns across a range of structured agenda items. The staff present engaged with each of these concerns. We are assured that the Faculty is seeking and responding to student concerns, and that the SSLC meetings provide a platform and forum for the Faculty to do this. It was apparent throughout that the student voice is valued and that student representatives are encouraged to speak openly. We were particularly pleased that several previous issues had been addressed to the satisfaction of the student representatives, which demonstrates the functionality of the processes currently in place.</p>
4	Observation of Educational Supervisor Training Workshop	10 May 2023	<p>This activity was selected to explore how KCL are meeting our standards in Theme 4 (Supporting educators) and for the purpose of this activity we focussed on Requirements R4.3, R 4.4 and R4.5.</p> <p>The Educational Supervisor Training Workshop we observed virtually was well attended, with over 50 participants, and had a range of Faculty staff present, including the Programme Director, Faculty Development Lead, and the Head and Deputy Head of Stage 2.</p> <p>The programme sessions included an overview of Stages 2 and 3, GP training, the Kaizen ePortfolio, and an interactive breakout session for educators to discuss different student scenarios, followed by a whole group feedback session.</p> <p>The training event demonstrated how the Faculty provides educators with the training, resources, and support needed to provide education, training, and guidance for learners. Throughout the event, the key resources, tools, and Faculty</p>

		<p>contacts for educators were signposted. The services available for student support were highlighted, such as bursaries and funds that will assist students in dealing with the rising cost of living, which they could then share with their learners. It was particularly encouraging to observe the Faculty informing educators about issues that concern students that had been raised at the recent Staff Student Liaison Committee that had previously been observed.</p> <p>An encouraging and supportive environment was sustained throughout the session by the speakers. The Faculty emphasised the value of the attendees' participation and contributions and expressed their gratitude to the educators at the event.</p> <p>Based on our observation, we are assured that the Faculty is working to ensure that educators have the necessary knowledge and skills for their role and get the support and resources they need to deliver effective education and training.</p>
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Quality Reporting System (QRS)

We use the QRS to monitor concerns raised by organisations when they identify that our standards are not being met in a training environment. Concerns are managed locally by the responsible organisation until resolution.

Activity	Date	Summary
Quality Reporting System (QRS)	Ongoing	<p>KCL have one open items on the QRS.</p> <p>We will continue to work with KCL to ensure our thresholds for reporting via the QRS are embedded and adhered to.</p>

Requirements

We are pleased to confirm that no requirements have been set during this annual QA cycle.

Recommendations

We have not identified any significant gaps or areas for improvement relating to our standards, so no recommendations have been set during this annual QA cycle.

Next Steps

Next Steps

The GMC's responses to the information submitted in the SAQ gives feedback on each theme, and the next steps provided for each QA activity, are listed below to help KCL complete the updates to the questionnaire in the next annual cycle. These include:

Theme 1: How the Faculty ensures that the technology-enhanced and simulation-based learning opportunities offered are of a standard quality and availability (LEC1-05); a general update on the delivery of the Student Support and Experience Roadshow for years 4 and 5, and how this is being expanded to other year groups, if applicable (LEC1-06); and how the information from staff at meetings such as the SSLC is disseminated to the wider student body (also LEC1-06).

Theme 2: An update on the current committee structure following the appointment of a new Dean of Medical Education during this cycle (EGL2-03); the processes for how the Faculty maintains oversight of actions related to clinical placement providers (also EGL2-03); how the Faculty 50 forum feeds into the other student feedback groups within the Faculty and how the Faculty ensures these groups run effectively alongside each other (EGL2-05); any further work the Faculty is doing to close feedback loops, particularly in relation to SSLCS, weekly programme updates, Faculty 50 forum, and Deans group (EGL2-09); how the Faculty's Development, Diversity and Inclusion (DDI) committee connects and collaborates with the university wide EDI committees, any student involvement in faculty Equality, Diversity and Inclusion (EDI) projects, how students are made aware of these opportunities, and an update on the scholarly project option for year 3 students to contribute to the design of the LGBTQ+ curriculum (EGL3-01); the processes in place to ensure specialties such as psychiatry offer placements with similar levels of experience to other specialties (also EGL3-01); and the findings of the Faculty's comparative analysis of applications from 2018-22 to assess the impact of its widening participation programmes (EGL3-02).

Theme 3: Any further evaluation of the impact of the new Personal Tutor (PT) system/Senior Personal Tutor (SPT) role (SUL1-02); how the Faculty has further explored our feedback related to near peer system support and programme-specific advice/resources for international students (SUL1-03); any further steps taken to improve the amount and accessibility of tailored medical careers advice for students in the earlier years of the programme (SUL1-05).

Theme 4: The online resource that educational supervisors can use to help them structure their engagement with students, mentioned at the observed Educational Supervisor Training Workshop, and how this is shared with educators (SUE1-05).

Theme 5: The Faculty's use data to monitor equivalence of experience for students across placement providers (DCA1-02).

Further to the above updates at the next SAQ, we would also be interested in finding out more about, and potentially observing, the Task & Finish Group on religion and belief as part of the next PQA cycle following the appointment of an EDI Lead at KCL FoLSM.

Organisation response

The organisation has the right to reply to the AQAS; if they have responded it will be included below.

Organisation response