

Review of King's College London School of Medicine 2012

King's College London School of Medicine acknowledges the GMC's report covering the visit to the School in November 2012 as part of the regional review of London. Our response relates to the review of undergraduate medical education.

We are pleased by the GMC findings that the School delivers a good standard of medical education, has good learning resources, and offers a variety of learning opportunities available to students, especially through Student Selected Components. We welcomed the comments about remedial support for Phase 5 students and have plans to extend support to Phases 3 and 4 students when we have identified clinical lead staff to take on this responsibility. We noted your positive comments about our commitment to the widening access initiatives across London and the South-East and our close working relationship with the South Thames Foundation School. We recognise the challenges posed by service reconfiguration in South London HealthCare Trust and will closely monitor the impact of these on undergraduate medical education.

The report is partly based on a methodology in which evidence on the educational process was obtained from dialogue with limited student numbers within each year. We have questioned the extent to which the student reports were representative and therefore generalisable to the wider student body. Despite this, we recognise the relevance of certain comments such as improving communication with students, and feedback on student's performance. Initiatives are already in place to improve communication with students and these include a monthly newsletter, the Student News Digest, circulated to all students from the Undergraduate Dean; meet the Deans sessions; a new series of Research Stars lectures for medical students designed to introduce them to leading edge research undertaken by King's research staff which is impacting on everyday clinical practice, and reporting to students on how the School is responding to their course evaluation, called "You said – we did", displayed as posters around the School. Initiatives have been in place for the past 12 months which aim to improve staff feedback on student performance and we are seeking to make further improvements. These have included staff training on giving feedback; the introduction of sections in student logbooks for feedback on skills and their performance in each rotation; and more detailed feedback on performance in clinical examinations – the OSCEs.

In relation to the Requirements, we have summarised our proposed initiatives:

[1] The quality control and quality management of all assessments are overseen by the Year Examination Boards and the Undergraduate School Examination Board which reports to the College Examination Board. Several initiatives have already been introduced for 2013 which have included lengthening of the examination schedule to ensure there is increased time for scrutiny of examination papers and OSCEs and also examination results; the introduction of an External Examiners induction day; and detailed blueprinting of examination questions when detailed mapping of curriculum outcomes are available.

We will continue to improve the provision of consistency of curriculum delivery across all teaching sites, which includes 19 teaching hospitals and 200 general practices. The current curriculum review aims to improve the dissemination of the core curriculum learning outcomes even more effectively

to clinical teachers, and to provide enhanced structured teaching to further increase overall coverage of the core curriculum.

[2] Our curriculum outcomes have always been included in the year handbooks, and are now in e-format on the Virtual Campus. We plan to make these more prominent. Detailed mapping of learning outcomes to all teaching and blueprinting appropriately to assessments will require additional staff resource. The School has approved the necessary funding and appointments will be made shortly.

[3] The current curriculum review will explore ways of improving student access to guidance and support about the curriculum and information on how they will be assessed. This information is already provided in a lecture and online. We are reviewing these resources with the students to maximise the clarity of presentation of the information. Earlier this year, a new OSCE video was launched onto the VC and this provides a clear account of the OSCE process.

[4] Initiatives to ensure students receive regular and constructive feedback on their performance have been in place for the past 12 months and have included a large number of workshops for students in Phases 3, 4 and 5 and clinical teaching staff on eliciting feedback in clinical settings. Students are encouraged to discuss “hot feedback” from their formative and summative OSCEs with their clinical advisers and their clinical teachers at their placement hospital.

We have provided further details on our curriculum plans in the GMC Action Plan attached. We are grateful for your constructive comments in the report. These will provide helpful guidance for the improvement and enhancement of our educational provision for our medical students.

Professor Anne Greenough, Head of School

Professor Janice Rymer, Dean of Undergraduate studies

Dr Helen Graham, Head of Quality.