Medical School Annual Return - Section B
GMC quality assurance items

This sheet is pre-populated with open GMC visit requirements and recommendations. Please provide updates on all items. Supporting documents and action plans may be required to evidence progress.

Item number	GMC item	Promoting excellence theme	Description of item	Date item was identified (DD/MM/YY)	How was the item identified?	Previous updates with additional information requested by the GMC	What actions have been taken to resolve the concern over the past 12 months?	What further actions have been planned to resolve the concern?	Deadline for resolution (DD/MM/YY)	Status	Person responsible	Supporting documents (if required)

Medical School Annual Return - Section C
Quality of medical education within the medical school

You should use this sheet to highlight concerns and areas of good practice within the medical school to us. The reporting thresholds in the guidance document would guide you for reporting.

Item number	Item type	Please list the years of students affected	Promoting excellence theme	Description of item	Date item was identified (DD/MM/YY)	How was the item identified?	Previous updates with additional information requested by the GMC (outstanding items ONLY)	What actions have been taken to address the concern or to promote the area of good practice over the past 12 months?	What further actions have been planned to address the concern or to promote the area of good practice in the future?	Deadline for resolution (DD/MM/YY) Concerns ONLY	Status Concerns ONLY	Person responsible	Engagement with deanery, HEE local offices or other organisations including healthcare regulators (if any)	Supporting documents (if required)
KCL1819-g001	Concern	Years 2 and 3		Gathering granular feedback on campus based teaching	21/11/2018	By examining the feedback survey results		To introduce more focused questions regarding specific teaching formats	Reassess each survey as it is received and refine future questions in a co-ordinated planned way	06/01/2019	Plan in place	Head of Stage 2		
KCL1819-g002	Concern	Year 2		Reduction in live delivery of campus-based teaching towards the end of the academic year in 17/18	06/01/2018	Annual review of the academic year		Year 2 has been changed from rotational to linear to reduce the number of times each lecture needs to be delivered.	We will reassess the impact of this at the end of 18/19 and gather student and staff feedback on the change	06/01/2019	Plan in place	Head of Stage 2		
KCL1819-g003	Good practice	year 2	Theme 1 Learning environment and culture	Integration of basic science and clinical teaching	06/01/2018	Review of student feedback		Regular meetings with students and staff to ensure the integrated curriculum is meeting expectations	Regular staff and student liaison committees to be held througout the year			Head of Stage 2		
KCL1819-g004	Concern	Year 2	Theme 3 Supporting learners	Too few opportunities to learn clinical skills during the weekly hospital placement day	06/01/2018	Review of student feedback		The year 2 hospital placement has been converted to a longitudinal placement and learning outcomes modified to include more related to appropriate clinical skills	We will reassess the impact of this at the end of 18/19 and gather student and staff feedback on the change	06/01/2019	Plan in place	Head of Stage 2		
KCL1819-g005	Good practice	year 2	Theme 1 Learning environment and culture	Creation of a longitudinal placement in General Practice with GPs acting as educational supervisors	06/01/2018	Review of student and staff feedback		This model of teaching general practice has been presented at national meetings and was nominated for an RCGP Bright Ideas Award, receiving promotion on their website	Students and staff continue to evaluate this placement and further national presentations are planned			GP lead for Stage 2		
KCL1819-g006	Good practice	Year 1	Theme 1 Learning environment and culture	Delivery of the interlocking aspects of Human Values curriculum via the use of simulated patients in the Integrated Scenario seessions	07/01/2018	Review of student and staff feedback		The Integrated Scenarios have been presented to Faculty via our annual Teaching Conference	This introduction to Human Values will be developed in the subsequent years of the programe			Module Lead		
KCL1819-g007	Good practice	All years	Theme 3 Supporting learners	Our Academic Support team processes were enhanced in 2017/8. Most students sit three written exams a year of different stakes- usually as part of progress tests. In addition to their feedback, those who fail are scheduled to join the support programme led by the Stage Deptuy Lead. THose who are borderline are invited to join and their Educational Supervisors are encouraged to help them explore and understand their weaknesses. The same process is followed for OSCEs - whether the annual formative (years 2 and 4) or sequential summative (years 3 and 5).	07/01/2018	Review of our record of results for the year and recognition that our failure rates have dropped, whilst standards remain equivalent to other schools (recognised by our External Examiners and through comparison of MSCAA common questions)		The Academic Support Team is a growing development as Stage 2 of the programme becomes embedded				Academic Support Lead		
KCL1819-g008	Good practice	All years (predominaintly 2-5)	Theme 2 Educational governance and leadership	We have started routinely reviewing progress test performance (and other assessment performance) according to parameters including which programme the student is on (standard, extended, accelerated), ethnicity and diversity data, and cohort performance in block-related questions according to where students were placed for the block	03/01/2018	LAst year was the second year of Progress Testing a Kings which allowed us to review PT data across a whole stage - part of on-going drive to improve assessment		Block performance data is fed back to sites and Stage groups to encourage longitudinal improvement (rather than reaction). We are reassured by comparative performances across the three programmes, and this informs how we support our students and what additional provisions we consider since standards required are the same for all. The ethnicity and diversity data is new and reassuring, we continue to monitor and use to address concerns as and when they arise/	Much of this was presented at the Exeter EBMA meeting on Progress Testing. We continue to find new ways to interrogate our assessment data as an audit of student and educator performance			Deputy Dean		
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Medical School Annual Return - Section D
Quality of placements

You should use this sheet to highlight concerns and areas of good practice at student placements (education providers). The reporting thresholds in the guidance document would guide you for reporting.

Item number	Item type	Local education provider [if applicable]	Site (if applicable)	ODS/NSS code (if applicable)	Please list the years of students affected	Promoting excellence theme	Description of item	Date item was identified [DD/MM/YY]	How was the item identified?	Previous updates with additional information requested by the GMC [outstanding items ONLY]	What actions have been taken to address the concern or to promote the area of good practice over the past 12 months?	What further actions have been planned to address the concern or to promote the area of good practice in the future?	Deadline for resolution (DD/MM/YY) Concerns and GMC visit items ONLY	Status Concerns ONLY	Person responsible	Engagement with deanery, HEE local offices or other organisations including healthcare regulators (if any)	Supporting documents (if required)
KCL1516-12	Concern	Lewisham and Greenwich NHS Trust	University Hospital Lewisham		4	Theme 2 Educational governance and leadership	Too many cancellations of planned clinical events with inaccurate timetables. Firm heads not clearly identified. When consultants are away, substitutes for planned teaching are often not identified. Insufficient timetabled teaching in orthopaedics. No clinical skills teaching. Very limited bedside teaching.	21/01/2016	Quality management visit	A second Quality visit occurred on 31/01/2-17. We continue to monitor teaching cancellation data and the Lewisham data is very positive. We continue to liaise with the Trust about the issue of job planning. We are also working with HESL to ensure a jointed up approach to governance. GMC response: This concern will continue to be monitored. Please provide details of the progress that has been made in your next update. When providing this update, if the School is satisfied that this is no longer a concern and that staffing levels are sufficient, a request for closure should be made.	We have had meetings with senior board memers of LGT and conducted a further formal wuality visit to Woolwich, both with the Deputy Dean for Quality from HESL joining us. The issue is largely one of growing NHS demands with consultant and clinical skills staff vacancies and both are being addressed. Tariff provision per clinical directorate has been made more transparent and a focus of the last quality visit was on how clinical directorates use this resource for undergraduate medical education. The trust are moving to computerised job planning his year. We have made a number of requirements to support this and have already met with the new Director of `Medical Education.	We continue to very carefully monitor :LGT student feedback. This has improved in the last 12 months and is good in PGME. We are also monitoring cancellations and shall use the deadlines relating to LGT Quality requirements to continue the joined-up approach to imrpovement	31/01/2017	Progress being monitored	Deputy Dean	We have benefitted from having HESL Deputy Dean for Quality joining our visits to LGT	Happy to supply minutes of Quality meetings if required
KCL1516-13	Concern	Lewisham and Greenwich NHS Trust	University Hospital Lewisham		3,4,5	Theme 2 Educational governance and leadership	Insufficient administrative support for the number of students. Only one half-time Clinical Skills teacher (one full-time teacher who works across both Trust sites) when the required workload would require this to be at least a full-time post with cover for leave on each site.	21/01/2016	Quality management visit	The clinical skills provision relates to a period when one teacher was on maternity leave. Maternity cover was provided and the original member of staff has now returned to her post. The administration issue has been addressed in part by the appointment of a lower-banded member of staff. We are in the process of reviewing this with the concern above, in dislogue with Trust executive and HESL. GMC response: This concern will continue to be monitored. Please provide details of the progress that has been made in your next update. When providing this update, if the School is satisfied that this is no longer a concern and that staffing levels are sufficient, a request for closure should be made.	THis is summarised in KCL1516-12	As above		Progress being monitored	Deputy Dean		
KCL1516-22	Concern	Lewisham and Greenwich NHS Trust	Queen Elizabeth Hospital		4,5	Theme 1 Learning environment and culture	Very limited ward based areas for teaching. No social space for students.	05/12/2016	Quality management visit	We continue to monitor student satisfaction through the End of Placement Survey data. We shall address this later in the year through our Quality team. Student concern appears to have diminished on this issue but it is important that we continue to monitor GMC response: As there are reduced student concerns on this issue, it is agreed that the issue will be continued to be monitored, with a view to closure in the event of no further student concerns. Please provide more details on the actions that have been taken to resolve the concern in your next update.	Student feedback is generally improving. The lack of social space and space for study that is open out of hours was explored at the Wollwich Quality Visit. A suitable area of the hospital has been identified for computer access and lockers etc - this is being taken forwards with plans to be shared with the school by the end of February 2019.	We shall continue to monitor feedback and liaise with new DME and CLinical Directorates overprovision of high quality UME.		Progress being monitored	Deputy Dean		
KCL1516-28	Concern	Most	Most		3,4,5	Theme 2 Educational governance and leadership	In almost all hospitals visited (except St Thomas') there was limited or no recognition of required or expected undergraduate teaching time in consultant Job Plans. When undergraduate teaching time is not part of a consultant's timetable, service duties often prevent the teaching taking place. While many consultants are happy to teach in their own free time this should not be a requirement. Trusts are provided with sufficient funds to ensure that departments and appropriate individual consultants are allocated specific SPA time in their Job Plans.	23/11/2016	Quality management visits	This has become a key theme of the majority of Quality visits undertaken in the last academic year. We set requirements and recommendations accordingly, with a time frame for review and shall monitor outcomes in the next academic year. GMC response: This concern will continue to be monitored. For furture monitoring it may be worth splitting the concern up by Trust so that progress and problem areas can be clearly tracked and identified. Please provide further detail in regards to this issue in your next update.	This has become an important theme for the Quality team and is improving across all sites. The structre provided by Dartford is the exemplar used for all sites and is similar to the excellent approach taken at East Kent. KCH and associated hospitals currently take a slightly less granular approach but demonstrate some detial in a different fashion. LGT are the current outliers and this is detailed in rows above	This remains a priority and we use events such as quarterly fora to engae with Directors of Undergraduate Medical Education on this issue. With improved dialogue we do feel like we are making palpable process, working with the local teams to imrpove provision and its governance together. While we continue to monitor, aside from LGT we would consider this concern resolved.		Request for closure	Dean Dean		
ABID 4712	Concern		GP		2	Theme 1 Learning environment and culture	Not following workshop plans.	27/10/17	Student feedback		Discussion with GP teacher. Reiterated learning outcomes, workshop plans. Faculty member brought in to do the workshops. Discussed at GP Evaluation meeting 04.07.18	Decision made by GP Faculty not to be used to teach future Stage 2 students on 04.07.18		Request for closure	Lead for Primary Care		
ABID 4167	Concern		GP		2,3	Theme 4 Supporting educators	The teacher was contacting GKT GP team frequently for support and reassurance. Students reported that the teacher frequently appeared stressed with their group of Stage 2 students.		Student feedback from a group of three students who met GP faculty		Students met with Stage 2 GP team. Feedback taken to the GP at their practice by one the GP Teacher Development Leads and the GP Stage 2 Liaison and Support Lead. GP has decided to no longer teach GP Stage 2 students.	No further students to be allocated in GP Stage 2.		Request for closure	Lead for Primary Care		
ABID 4363	Concern		GP		4,5	Theme 1 Learning environment and culture	A long-standing teaching practice had poor CQC report in December 2017. As a result the practice decided to stop teaching which we supported. A better report in June 2018 and a new and experienced practice manager meant they were keen to start teaching again.		Practice manager emailed us			Practice visit by Director of Community Education and former GP Stage 3 Lead who knows practice well. Practice has new experienced practice manager who we know well and additional staff and is much better equipped to practice and to teach. Practice will be invited to take GP Stage 3 students from May 2018 with close monitoring		Progress being monitored	Lead for Primary Care		
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