

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 2024 – October 2025 (Year 1 of second cycle)

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 <i>Promoting excellence: standards for medical education and training</i>. 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 3 (Supporting learners) and 4 (Supporting educators).

Quality Activities undertaken

	Activity	Date	Summary
1	SAQ submission	December 2024	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. We are satisfied that where further information and/or clarification is still required that this can be provided in the next SAQ submission.
2	SAQ feedback meeting	20 February 2025	This meeting was held to provide feedback to KCL on its 2024/25 SAQ submission, and to seek clarification and additional information on the submission where required. 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. We did not identify areas of risk during the SAQ meeting. Following this meeting, KCL was provided with written feedback on the SAQ submission.
3	Q&A with Students (University of Portsmouth campus)	10 September 2025	Once throughout our four-year proactive quality assurance cycle we meet with a group of students, without the presence of the medical school, to hold a Q&A session. We wanted to meet specifically with those students enrolled on the graduate entry programme delivered in Portsmouth to triangulate our findings from the school's SAQ submission and other quality activities we have undertaken. It allows students to provide feedback and discuss any issues on a variety of topics.

			Twelve GEM one students attended and eleven GEM two students. During our meeting with students, we heard induction to the hospitals was very good, with students receiving a detailed handbook and experiencing positive interactions with consultants early on. There appears to be a real enthusiasm for educators to teach the students based in Portsmouth. Students stated that induction to the school covers raising concerns, working beyond competency, mandatory training and accessing support, amongst other topics. They also stated that representatives from GP practices come to the university to deliver an induction prior to placements. Students that we met with stated they were generally welcomed when arriving on placements, with staff being enthusiastic about their presence. Students stated that the school are very responsive to feedback, both in terms of raising concerns and about their educational experience. Students also told us that student representatives are in place for each year group who bring concerns to senior management through formalised routes, and changes made as a result of feedback. Students that we met with spoke highly of the support provided to them by the school and educators. Students found support services well signposted and easy to access, and we heard that the student experience of using these services has been very positive. Students stated they can access details regarding their assessments and assessment timetable on their virtual learning environment. Students also felt that generally their assessments reflected what they had been taught.
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4	Q&A with Educators (University of Portsmouth campus)	10 September 2025	Once throughout our four-year proactive quality assurance cycle we meet with a group of Educators, without the presence of the medical school, to hold a Q&A session. We wanted to meet specifically with those educators involved with the delivery of the programme in Portsmouth to triangulate our findings from the school's SAQ submission and other quality activities we have undertaken. It allows educators to provide feedback and discuss any issues on a variety of topics. Sixteen educators attended the session, with a mixture of teaching fellows, programme leads and senior management. During the session, educators that we spoke with stated that they have clear plans for the expansion of cohort size in relation to physical capacity. Educators confirmed that they are aware which specialties may have capacity issues in the future, and including this in their planning for future cohorts. Educators that we met with were all confident on the pathway to raise any concerns they have, regarding students or the programme. They also confirmed that students have access to support and the raising concerns process at either KCL or Portsmouth central universities. During the meeting we discussed with educators how they are encouraged to contribute to the development of the programme, and how changes are communicated with them. Educators we met with stated that their online platform provided them with access to everything that fellow KCL educators based in London have access to and is extremely useful for them to access up to date materials and see what is being delivered at other sites. We also heard that Portsmouth educators have biweekly meetings with their KCL counterparts, where changes can be discussed.
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			Educators confirmed that the Portsmouth programme follows the same support and FtP policies as the KCL programme, and students are made aware of this through induction and meetings with the support team. Educators stated that EDI is central to the ethos of the programme, with a diversity champion and an EDI lead for the school, working across multiple courses. They also deliver lectures on various EDI topics, including trans health, sensory workshops and cultural competency mandatory training for students.
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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	KCL has one open items on the QRS. We will continue to work with KCL to ensure our thresholds for reporting via the QRS are embedded and adhered to.

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.

Medical Licensing Assessment (MLA)

We published a compliance report for the MLA applied knowledge test (AKT) in 14 June 2024 and the clinical and professional skills assessment (CPSA) in 15 March 2024: [KCL MLA reports](#).

We are monitoring our findings from these reports to check on progress at medical schools.

Activity	Date	Summary
MLA compliance	Ongoing	KCL had 7 recommendations from the MLA compliance reports, 4 of which were resolved following updates from the school in the second cycle. KCL has 3 remaining recommendations which are being monitored through the QRS. We will continue to work with KCL to ensure MLA compliance is embedded and adhered to.

Next Steps

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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 – Learning environment and culture:

- The SOFIA curriculum mapping process.
- The development of the process for capturing 'live feedback' from students.

Theme 2 – Educational governance and leadership:

- The changing structure of the Staff Student Liaison Committee (SSLC).
- The review of data and the strategies put in place to provide better academic support for certain groups, following student evaluations according to ethnicity.

Theme 3: Supporting learners:

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- The timeline for timetables being communicated with students. The library resources at the Portsmouth campus.
 - Promotion and sharing of KCL London online resources for students based in Portsmouth.

Theme 4 – Supporting educators:

- Development of training to enhance faculty development.
- Timetabling across the faculty.

Theme 5 – Developing assessment and curricula:

- An update on the EDI work ongoing by the team at Portsmouth. In particular, any University of Portsmouth EDI elements that have been embedded into the KCL programme delivered in Portsmouth.
- Review of content and introduce or enhance aspects of cultural competence.

Organisation response

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

Organisation response