



KUMEC Evaluation 2022-23

The King's Undergraduate Medical Education in the Community Team (KUMEC) provides, supports and promotes medical education in community contexts. This is implemented through fostering learning opportunities with and for patients, students, and community teachers. We are all working towards the preparation of caring and well-trained doctors.

The KUMEC central team is part of the King's College London, Faculty of Health Sciences, Centre for Education; and we are housed in Addison House on the Guy's Campus. The KUMEC team consists of 11 academic staff (6.2 FTE); and five administrators (5.0 FTE) two of whom are student-facing and based in the Faculty Educational Support Services Team. Many of the academic staff also have NHS general practice commitments and have other senior roles within the medical school. The KUMEC team leads on the development and delivery of undergraduate medical education in primary care to our 2,200+ King's medical students. The KUMEC community teaching network that delivers the teaching is made up of a number of campus placed-teachers and 200+ teaching practices of which around 30% are in South London, 30% in the rest of Greater London and 40% in the rest of the UK where many of the final year 8-week GP block placements take place.

The academic year 2022-23 was another successful year for us. Our Stage 2 Year 2 GP Longitudinal Placement was into its sixth year, with 89% of students considering it good or excellent. We continue to provide Student Selected Components and Scholarly Projects in Stage 2 (Years 2 and 3), and Quality Improvement Projects in General Practice in Stage 3 Year 4. In Stage 2 Year 3, four GP Simulation Clinics were conducted in-person at the RCGP accommodating all 414 students in the cohort. Finally, we continued the longstanding and highly successful 8-week block in general practice for final year students with high satisfaction and over 90% recommending their practice as a placement for other students. The teaching delivery is supported by a Teacher Development Sub-Team who provide excellent support and training for our thriving network of teachers.

We now have all of our academic team on the Academic Education Pathway which is a major achievement to be proud of. And our illustrious Dr Russell Hearn received a National Teaching Fellowship and joined Professor Anne Stephenson as a Principal Fellow of the Higher Education Academy. Thank you to our wonderful KUMEC team and a big thank you also to our loyal and skilled community teaching network who provide so much for our students. Finally, our special thanks to Lorraine Thompson who, as our KUMEC Finance Administrator for many years, retired in October 2022.

Professor Anne Stephenson: Clinical Professor in Medical Education; Director of Community Education (KUMEC); Deputy, Student Affairs and Professional Lead for the GKT School of Medical Education.

Executive Summaries

This section details summaries of the King's Undergraduate Medical Education in the Community Team (KUMEC) teaching across the MBBS Curriculum in 2022-2023; as well as the iBSc in Primary Care, and Teacher Development.

Stage 2 Year 2 General Practice Longitudinal Placement

The Team

- Dr Liza Kirtchuk, Clinical Lecturer in Medical Education, Stage 2 Lead (KUMEC)
- Dr Mydhili Chellappah, Clinical Lecturer in Medical Education, Stage 2 Deputy Lead (KUMEC)
- Ms Yvonne Batson-Wright, Lecturer in Medical Education, Stage 2 Liaison and Support Lead (KUMEC)
- Mr Matt Clancy and Ms Michelle Ode, Administrators over the year

The General Practice (GP) longitudinal placement, that started in 2017, constitutes 20% of the Stage 2 GP curriculum, placing students in groups in general practices across Greater London. The programme involves one day a week in GP practices, complemented by campus days every six weeks. The 2022-23 academic year saw 440 students in 44 practices. Eighty-nine percent of students rated the placement as good or excellent, with high satisfaction in feeling welcomed (93%) and organisational aspects (81%).

The programme emphasises skills development, patient interaction, and mentorship from GP tutors. Flexibility, inclusiveness, and exposure to primary care are highlights, with 74% of students feeling part of the clinical team. Challenges included centralized timetabling errors and difficulties in navigating information systems. Teaching received positive feedback, with 89% finding feedback useful. Areas for improvement include increased patient interaction, earlier clinical skills introduction, improved IT access, and addressing differentiated experiences across placements.

The introduction of voluntary Health Check Clinics was significant, providing learning opportunities despite challenges. Students appreciated the independence and confidence gained, with a need for clearer guidance and outcomes. Tutor evaluations echoed student sentiments, highlighting challenges in patient bookings and concerns about additional workload. Some students conducted data collection on clinic impact, presenting findings at conferences.

Educational Supervision further evolved, with GP tutors developing their dual roles, and mandatory training introduced. Training events received positive evaluations, emphasising the value placed on Stage 2 Year 2 primary care-based educational supervision.

Feedback from the six campus days (September 2022-May 2023) focused on the excellence of RCGP/Guy's campus teaching, with students highly valuing the small group environment, personalized feedback, and exposure to diverse patient scenarios and cases. For the clinical sessions, suggestions included increasing the variety of clinical examinations, more clinical equipment and providing pre-reading. Evaluation response rates were noted at 58%, suggesting room for improvement. For the large group activities, students praised guest speaker talks and loved the leadership session. Recommendations included increased diversity among speakers and adjustments to timings and group sizes.

Feedback on the Clinical Humanities GP Group Assignment indicated enthusiasm for the collaborative approach and suggested improvements in organisation and equity among group roles. Museum-based teaching in the Wellcome Collection received positive feedback. The successful exhibition of student work in Inigo Rooms at Somerset House in June was a highlight.

Feedback from the Active Practice GP group assignment indicated significant increased perceived usefulness from the previous year. Suggested improvements included ensuring a whole team approach for some groups and providing more guidance on the projects.

Student Support is a special activity for the GP Stage 2 Year 2 Team, provided by the GP S2Y2 Liaison and Support Lead. This picks up student issues early in their training allowing for support and remediation as they go forwards. 2022-23 saw increased referrals, with a formalised follow-up process set up beyond Stage 2.

Stage 2 Year 3 General Practice Simulation Clinics

The Team

- Dr Russell Hearn, Clinical Reader in Medical Education, Deputy Director of KUMEC, Stage 3 and IBSC in Primary Care Lead (KUMEC)
- Dr Niki Jakeways, Clinical Lecturer in Medical Education, Deputy-Lead for iBSc in Primary Care (KUMEC)

The educational program featured a series of four General Practice (GP) Simulation Clinics for 414 students, occurring in September, November, February, and April. These clinics offer practical experience in simulated GP settings, with students engaging in small groups led by GP tutors, taking on doctor roles with simulated patients. Aligned with their block placements, scenarios deepen learning by applying knowledge, skills and professionalism in diverse contexts.

Learning objectives include developing examination and history skills, decision-making, and management, alongside exploring patient-centred care and differences between primary and secondary care. The programme fosters an understanding of professional identity. Scenarios cover a variety of clinical presentations, incorporating simulated and expert-patient roles.

Student attendance ranged from 60-70%, showed improvement on the previous year when Covid impacted learning. Attendees rated their experience highly, with 100% deeming it good/excellent, appreciating realistic scenarios, small group interactions, and a safe space for learning. Suggestions for improvement included additional topics and alignment with OSCEs. Administrative support is crucial, with a dedicated staff member coordinating 400 students, 40 GP tutors, and simulated patients, ensuring efficient organisation and positive experiences.

Teaching tips emphasise feedback, role-playing, psychological safety, and creating a 'brave' and 'safe' space. Looking ahead, the programme aims to increase attendance; refine scenarios for a deeper understanding of professionalism and equality, diversity, and inclusion; and invest in GP tutor and simulated patient development.

The GP Simulation Clinics are successful, offering a valuable primary care context for third-year students in a supportive and formative environment.

Stage 3 General Practice Block

The Team

- Dr Russell Hearn, Clinical Reader in Medical Education, Deputy Director of KUMEC, Stage 3 and IBSC in Primary Care Lead (KUMEC)
- Dr Marion Hill, Clinical Lecturer in Medical Education, Deputy Stage 3 Lead (KUMEC)
- Mr Martin Sands, Lecturer in Medical Education
- Ms Monica Martin, Administrator

The Stage 3 GP eight-week programme runs over three blocks and has a history of being a very well received and successful learning experience for medical students on the MBBS programme. Actions for the 2022-23 year included implementing an evidence-based and uniform structure for online seminars, and maintaining good communication channels between students, GP tutors and the KUMEC team to optimise the creation of clear in-placement timetables that improve student learning and conducting independent consultations.

The 2022-23 year saw a shift of placement evaluation data away from our own KUMEC database towards a centrally gathered and analysed evaluation of each block. This meant usual data collection was interrupted towards the middle of the academic year and provided less comparative data and detail between blocks and on previous years. Notably, there was no longer a provision for the evaluation of online seminars nor an ability to breakdown evaluation data to individual GP placement providers. However, GP placements remained a great success in Stage 3, with central metrics showing that mean scores across all blocks was higher than most other MBBS blocks, with a mean score of 4.2 out of a possible score of 5. The Block 6 placement was highest rated compared to all other MBBS block data at 4.51 out of 5. Block specific challenges from 2022-23 included difficulties with students getting Kaizen portfolio signoffs in time for deadline, some students struggling to get Kaizen portfolio access due to reenrolment delays, and students reporting some uncertainty around their named in-placement GP tutor when sickness or annual leave occurred.

Action points for the 2023-24 year include encouraging GP tutors to implement better planning and diarising of portfolio assessments and sign offs. This will include the addition of an induction checklist to the Stage 3 GP placement e-guide which directs GP tutors and students to agree dates for portfolio signoffs and observed consultation using the undergraduate clinical observation tool (uCOT). It also includes a section that asks GP tutors to name a deputy in their absence. Next year will include a local KUMEC-led evaluation of online seminars and placements so that data here can be collected and analysed more successfully and related to individual GP placement providers and seminar leads.

Stage 3 General Practice Block Weekly Seminars

The Lead: Dr Marion Hill, Clinical Lecturer in Medical Education, Deputy Stage 3 Lead (KUMEC)

In the academic year 2022-23, changes were made to the weekly GP seminars based on applied education research conducted by Dr Marion Hill on behalf of the Stage 3 team^{*}. The motivation for the change was the consistent high variation in reported usefulness by students. Despite being small group sessions facilitated by clinical GP tutors, these seminars were not meeting expectations, with 40% of students indicating they did not find them useful for learning about important topics related to clinical GP placements.

In response to the research findings, the seminars were reorganised as tutor-led, learner-centred groups. Following this adjustment, the evaluation of their usefulness by students increased across all blocks. The number of student respondents for Blocks 5, 6, and 7 were 55, 81, and 73, respectively.

The summary of student responses for the agreement on the usefulness of weekly seminars and their efficacy in covering various GP curriculum areas is as follows:

- Block 5: 89% agreed (63% strongly agreed)
- Block 6: 87% agreed (68% strongly agreed)
- Block 7: 96% agreed (92% strongly agreed)

Additionally, students found that the seven weekly topics helped them learn about multiple areas of the GP curriculum, with high agreement percentages across all blocks.

Moreover, students expressed satisfaction with the seminar environment, citing high levels of agreement that their seminar leader created a safe, inclusive, and non-judgmental atmosphere during online sessions. No concerns were raised directly with the Stage 3 team about seminar leaders.

"Exploring the perceptions of final year medical students, tutors, and faculty of the purpose of general practice seminars. A case study," as part of an MA in Clinical Education. Dr Marion Hill, February 2021.

Stage 2 Year 2 KUMEC Student Selected Components (SSCs)

The Lead: Dr Alec Knight, Senior Lecturer in Medical Education (KUMEC)

In the 2022-23 academic year, KUMEC programme faced challenges in obtaining direct feedback for its Student-Selected Components (SSCs). These challenges stemmed from evaluations mainly conducted by the medical school, making it difficult to extract specifics for KUMEC SSCs. Three SSCs were offered, with varying student enrolments, covering the topics "Primary Care and Public Health Priorities in Brazil," "Cuban Healthcare," and a new module on "Occupational Burnout."

The module structure included lectures, student presentations, and assessed presentations, all running on Thursday mornings over a 14-week period. The schedule accommodated non-teaching weeks for the Theme Week and OSCEs. Notably, a session on essay writing skills is planned for the 2023-24 academic year to address student unfamiliarity with essay-based assessments, a common challenge for students transitioning from science backgrounds.

The Burnout module's reception was positive, as reflected in student survey ratings ranging between 3.5 and 4.3 out of 5, even though nearly half the class had not initially signed up for the module. Despite the cancellation of one SSC due to the instructor's ill health, students smoothly transitioned to alternative options, demonstrating flexibility and engagement.

Looking ahead, the three SSCs will continue into the next academic year, with the addition of a new module on Leadership & Management. Plans for continuous improvement involve capturing more information on course content, addressing essay-writing challenges, and incorporating early instructional sessions.

One notable student engagement success involved a student from the Burnout SSC co-authoring a Letter to the Editor on occupational burnout among neurosurgeons. This achievement underscored the effectiveness of the SSC learning experience.

In summary, while facing feedback challenges, the KUMEC SSCs demonstrated adaptability, positive student engagement, and plans for enhancement in subsequent academic years. The success stories of student involvement in research further highlighted the programme's impact on individual academic pursuits.

Stage 2 Year 3 KUMEC Scholarly Projects (SPs)

The Lead: Dr Alec Knight, Senior Lecturer in Medical Education (KUMEC)

During the 2022-23 academic year, feedback for KUMEC SPs was limited as it was primarily conducted by the medical school, making it challenging to extract specific details from KUMEC contributions.

Professor Anne Stephenson offered a 14-day SP titled "Professionalism in Action" for eight Stage 2 Year 3 students. In this project, students worked in pairs and selected a current medical professionalism topic from the news. They also chose a professionalism/ethical framework to explore the chosen topic. The students engaged in group discussions, presenting their projects, and individually wrote essays that covered background information, the chosen framework, their reflections, the impact on their view of professionalism, and suggestions for improving professionalism in the medical curriculum and clinical setting.

All eight students successfully completed the module, and their discussions, presentations, and essays were of a high standard.

Dr Rini Paul, together with a co-supervisor who is an expert on narrative analysis, ran a SP for eight students (out of the 66 students who applied for it) on 'What can we learn from online patient narratives: a narrative analysis approach'. This SP resulted in presentations, blogs, and a past publication, and was listed in the top 20 that students want to do.

Stage 3 Year 4 General Practice Quality Improvement Projects (QIPs)

The Lead: Dr Alec Knight, Senior Lecturer in Medical Education (KUMEC)

In the Quality Improvement Project (QIP), three to six students collaborate with a General Practice (GP) teacher to undertake a project aligned with local patient needs. The academic year, spanning from August to August, involves six tutorial meetings, with flexibility in arranging face-to-face sessions. Seven students were placed in two GP practices. Limited feedback on KUMEC QIPs was available.

For improvement in the next academic year, plans include early student meetings for inquiries and issue resolution, individual/group check-ins with QIP supervisors, and a shift to one-to-one meetings for better scheduling.

Intercalated BSc (iBSc) in Primary Care

The Team

- Dr Russell Hearn, Clinical Reader in Medical Education, Deputy Director of KUMEC, Stage 3 and IBSC in Primary Care Lead (KUMEC)
- Dr Niki Jakeways, Clinical Lecturer in Medical Education, Deputy-Lead for iBSc in Primary Care (KUMEC)

The iBSc Primary Care Programme, in its fourth year, is an additional year for medical students, typically taken between the third and fourth years of the MBBS curriculum. The programme aims to provide students with a comprehensive understanding of primary care, nurturing future doctors and healthcare leaders. It also seeks to equip students with skills essential for integrated and innovative patient care.

In the 2022-23 academic year, 19 students enrolled in the programme, including 17 from King's College London (KCL) MBBS programme, and two from other medical schools. While the overall number of students in iBSc programmes in the medical school has seen a decline, the Primary Care Programme at KCL remains attractive due to its clinical opportunities and supportive environment.

Programme Structure: The curriculum involves a Clinical General Practice module, where students spend one day per week for two terms at a GP practice. Core modules in Term 1 cover 'Introduction to Primary Care,' 'Research Methods,' and 'Leadership, Management, and Quality.' Term 2 includes a choice of module, Health Inequality or Teaching in Primary Care, and a Research Project module.

Module Updates and Reflections: The curriculum underwent modifications based on student feedback. A shift towards more flipped learning was implemented, reducing in-person weekly sessions. The 'Introduction to Primary Care' module received positive feedback for its effectiveness in engaging students. Other modules, such as 'Leadership, Management and Quality,' and 'Research Methods,' also incorporated flipped learning with favourable outcomes.

Student Participation: The programme maintained high student engagement, utilizing hybrid delivery methods for both online and face-to-face sessions. Student support was enhanced due to potential impacts of the COVID-19 pandemic on mental health. However, the number of students applying for mitigating circumstances decreased compared to the previous year.

Programme Outcomes: All 19 students successfully completed the programme, with feedback indicating high satisfaction with teaching quality and overall learning experience. Notable achievements include 100% of students achieving a 1st class or 2:1 degree. Students expressed newfound skills in research, presentation, critical reading, academic writing, and practical application of knowledge.

Student Scholarship and Career Aspirations: Several students presented at conferences, received awards, and published editorials, showcasing the programme's success. Half of the students reported an increased interest in a career in General Practice.

Next Steps: The programme aims to continue adapting and improving based on student feedback. Efforts will be made to promote the course to KCL MBBS students and external medical schools. Assessment processes will be refined for rigor, transparency, consistency, and fairness.

In summary, the iBSc Primary Care Programme in 2022-23 demonstrated success in student outcomes, engagement, and overall satisfaction. The programme's focus on practical skills, intellectual development, and scholarly achievements aligns with its goal of preparing students for leadership roles in primary care and beyond. Ongoing efforts to refine and enhance the programme reflect a commitment to continuous improvement.

Teacher Development

The Team

- Dr Rini Paul, Clinical Lecturer in Medical Education (KUMEC)
- Dr Laila Abdullah, Clinical Lecturer in Medical Education (KUMEC)
- Naomi Clarke and Roz Miah, Administrators over the year

2022-2023 saw a continuation of our successful Teacher Development (TD) programme. Many of our tutors highly valued the return to face-to-face TD events, following on from the COVID-19 pandemic where we adapted to delivering all our Teacher Training and conferences online. We have continued to use social media, YouTube and our conference webpage for online learning and sharing of resources for our tutors.

There was an estimated total of 281 attendees to our events, although this is likely to be an underestimate as some Stages did not record attendance figures for some of the teacher development activities (with some teachers attending several of these). Events include our introductory half day training session and online new teacher inductions, specific to Stages, and core training workshops. We included new workshops on 'Diversity and Inclusion in the Classroom through Psychological Safety', 'Unlocking the Learning potential of the clinical placement', and 'Are you ready to be reverse mentored?'

We held our annual KUMEC conference (Innovations in GP Medical Education) in-person at Guy's Campus, with 97 attendees. There was a great atmosphere and we received excellent feedback.

Ongoing teacher development and quality assurance were also supported through online student evaluation of tutors; biannual evaluation meetings; a teacher commendation system; regular emails to teaching practices; monthly newsletters; telephone support; and online practice visits.

Focused online and in-person practice visiting by the Teacher Development team has supported recruiting new practices; meeting new tutors within established teaching practices; and monitoring individual teacher or practice performance after student evaluation. Between July 2022 and August 2023, we recorded eight practice visits. The process and outcomes of the visits were discussed and reviewed in the twice-yearly meetings of the Evaluation Committee, with follow-up where needed. Any significant concerns are shared with the GMC and HESL, there have been no concerns at this level in the last year within our teaching network. We have visited and recruited six new London based practices and 30 new teachers. No teachers retired from KUMEC, and General Practice in 22-23, however there are six retired teachers from over the pandemic period for whom we are organising a thank you event.

We continued producing our series of short fifteen-minute podcasts on hot topics in medical education to share with our teachers and the wider medical education community. From July 2022 to August 2023, four podcasts were recorded on topics including supporting students and colleagues with disability (19 downloads), trans-health (18 downloads), student Schwartz rounds at King's (77 downloads), and the experience of one of our TD leads as a new Stage 2 tutor (24 downloads). We produced over 20 podcasts during the pandemic covering topics like Black Lives Matter, Racism in Medicine, and the role of the Multidisciplinary Team during the pandemic which are still available for our teachers to listen to. We continue to build our following with our KUMEC teachers Instagram account to promote via social media what we do at KUMEC, and our Twitter account has increased from 700 followers a few years ago to 1,067 followers to date.

Further thanks are due to:

- Our KUMEC Database Administrator Ayse Cakir
- Our KUMEC Finance Administrator, Yuliana Giron Rodas
- Our KUMEC Manager, Simon Power who was seconded over this year to work on our Learning Resources
- Monica Martin who stepped in as Manager with Simon's secondment

Also thanks to Maddy Hughes who, as one of our network administrators based in a general practice, gave great support to our team; and Dr Mark Smith who as one of our network GP tutors helped with so many of our activities; as well as Stephanie Wassell, our SPIN Fellow who helped with our GP longitudinal placement

Finally, our long serving and excellent KUMEC Finance Administrator, Lorraine Thompson, retired at the beginning of the academic year after over 25 years of service. Thank you Lorraine!