



# **KUMEC Evaluation**

## **2023-24**

### **Executive Summary**

February 2025

## Introduction

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 (6.4 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 2,600+ King's medical students. The KUMEC community teaching network that delivers the teaching is made up of numerous campus-placed teachers and 200+ teaching practices of which around 60% are in London, 30% in South-East England, and 10% in the rest of the UK.

The academic year 2023-24 was another successful year for us. Our Stage 2 Year 2 GP Longitudinal Placement was into its seventh year, with 94% rating their teaching practice positively. 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 students with 99% rating the learning experience as good or excellent. We continue the longstanding and highly successful 8-week block in general practice for Stage 3 final year students with 92% overall satisfaction. The iBSc in Primary Care engaged 19 students. Satisfaction rates were high, with 93% rating the learning experience positively and 88% recommending the course. The teaching delivery is supported by a Teacher Development Sub-Team who provide excellent support and training for our thriving network of teachers. Four simulation clinics for all students are being introduced to Stage 3 Year 4 in the 2024-25 academic year.

Russell Hearn attained his professorship in 2024, congratulations Russell. And we said a sad goodbye to the wonderful Simon Power who has worked as KUMEC Manager and Year 2 Administrator for many years. Finally, thank you to our wonderful KUMEC team and to our loyal and skilled community teaching network who provide so much for our students.

**Professor Anne Stephenson**  
**Director of Community Education (KUMEC)**

# Evaluation process

## New evaluation template project

The 2023/24 year sees the introduction of a new KUMEC evaluation template. A new template was needed to standardize our processes and extract key metrics and data that demonstrate both our achievements, and the implementation of quality assurance and improvement throughout our educational programmes and activities. It also enables us to foster and measure improvement as a team, in addition to that which is conducted in our educational silos. The nomenclature ‘provisions’ includes all KUMEC educational activities, some of which go beyond teaching and learning.

The development of a new template poses several logistic challenges, including development of specific metrics and functional Key Performance Indicators (KPIs). These are used to evidence learner engagement and satisfaction across our diverse set of educational provisions which run across the MBBS programme, Teacher Development activities and the iBSc in Primary Care. The KPIs are flexible to allow our educational provision teams to use both aggregated and simple data scores from evaluation surveys, with a long-term aim to present year on year trends. These local KPIs are then amalgamated and averaged to form a set of overarching KUMEC KPIs that will represent our values and indicators of quality. Currently, the project remains under development, and evidence of coherence and areas for developing KPI alignment are highlighted in the report.

Data that contributes to the evaluation is taken from each provision’s specific evaluation data, which follows in the content of this report. It has been collated, themed and calculated to enable a more standardized, evaluative and sustainable year-on-year report.

## KUMEC Overarching Key Performance Indicators

The table below represents the intended direction of the KUMEC evaluation and provides a calculation of provision specific KPIs that represent an overarching whole. Further work is needed to improve the credibility of this data, and its inclusion this year is intended as indicative of future direction (Appendix 2 shows the origin of this data).

KUMEC overarching KPIs											
KPI 1: Overall satisfaction with provision quality			KPI 2: Becoming a doctor			KPI 3: Support and inclusion			KPI 4: Would recommend provision		
2023/4	2024/5	2025/6	2023/24	2024/5	2025/6	2023/4	2024/5	2025/6	2023/24	2024/5	2025/6
93%			87%			88%			93%		

# Executive summary

## Overall satisfaction

Attaining and maintaining high quality remains a key focus in the KUMEC team, and measuring overall satisfaction with our provisions is a key indicator (KPI 1). Local indicators from the iBSc in Primary Care, Teacher Development, and Stages 2 and 3 provisions are used to calculate an overarching KPI score of 93%, which reflects the efforts of these teams.

The Stage 2 programme's high satisfaction ratings were achieved through providing innovative initiatives such as Health Check Clinics, campus days, and GP simulation clinics, which were highly rated and boosted students' confidence and integration into clinical teams. The Clinical Humanities and Active Practice Projects allowed students to explore health inequalities and community challenges, with their work showcased at Somerset House and various conferences.

The Stage 3 team supported over 130 students in each of three separate blocks throughout the 2023/24 year. An 82% survey response rate and overall placement satisfaction agreement at almost 92% underlines the high quality in this programme that continues its stable trend from the last four years. Despite challenges with space and facilities (79%), and recruitment in primary care settings, satisfaction with Stage 3 GP block placements remains high. The Stage 3 GP placement team is the largest provider of sites and placements for final year students yet continues to sit among the highest rated placements compared to other Stage 3 Year 5 placements.

The intercalated BSc in Primary Care engaged 19 students in 2023/24, with high satisfaction rates and academic excellence. All students attained a 2:1 or higher, with 84% awarded a first-class degree. Satisfaction with quality is high, with 93% rating the learning experience positively, and 88.2% recommending the course.

The Teacher Development programme supported 145 attendees, achieving high satisfaction rates. A total of 92% of attendees to Teacher Development workshops rated their experience highly. A commitment to providing high quality education after qualification has impacted on the overall quality of educational provision within the KUMEC team.

## Learning to Become a Doctor

The importance of helping students in learning to become a doctor is reflected in its presence as KPI 2 (87%), where aggregate local provision KPIs are used to support our interventions to achieve this goal.

In the Stage 2 GP Longitudinal Placement, clinical skills practice saw a notable increase from 75% to 100% across the year's placement blocks, indicating the programme's success in enhancing practical competencies, a residual challenge from the COVID years. Furthermore, 98% of Stage 2 students on Longitudinal Placement agreed that it helped them develop good professional behaviours. In Stage 3, satisfaction with remote seminars continues a year-on-year improvement, with students praising the usefulness of these sessions to their professional practice. Students in both Stages also highly value the opportunities for patient contact and independent consultations in their primary care placements for clinical skill development. The combined efforts of Stages 2 and 3 placement teams has contributed significantly to the overarching KPI 87% satisfaction score. Parallel to the Stages 2 and 3 interventions, there is continued innovation by KUMEC teams on the Stage 2 Year 3 simulation sessions, who are also remodelling them for Stage 3 Year 4, and KUMEC teams developing Stage 5 Year 5 simulations prior to placements. These simulations continue to provide best practice examples for other providers, who have observed our operational processes so they can run similar events at their universities. Development of the new evaluation template aims to align local simulation provision KPIs with those that are overarching in the KUMEC team, so we can capture, quality assure and celebrate the excellent work being done.

The iBSc in Primary Care provides a further opportunity for students who opt to nurture their careers towards primary care practice. Of a total of 19 students, 66% were more interested in a career in GP and

88% would recommend the course to others. The programme offers students opportunities to explore, in depth health inequalities, healthcare systems, research, and quality improvement in primary care. The programme is a positive driver for future recruitment in an underrepresented work force, and while recruitment statistics may have improved slightly in Primary Care as a whole, the iBSc Programme Staff continue to promote primary care careers. 'Interest in a Primary Care career' will be measured specially in the Stage 3 Year 5 placements in 2024/25 to make inferences about how our placements influence the career choices our final year students make after graduating.

The MBBS Projects include Stage 2 Year 2 Student Selected Components which offer wider perspectives on careers in primary care, enabling students to research areas such as Leadership & Management, Cuban Healthcare, Brazilian Healthcare, and Occupational Burnout and Stage 2 Year 3 Scholarly Projects . Positive feedback highlights the relevance of these components to students' further careers.

### Support and Inclusion for learning

Support and inclusion are highly valued within the KUMEC team. KPI 3 captures this across our Stage 2 and Stage 3 placement provisions with a mean score of 86%. In the 2023-24 academic year, the Stage 2 GP team successfully placed 444 students across 46 practices in London, supported by 66 GP tutors. Students praised the excellent teaching, patient contact, and collaborative environments. In total, 91% of students felt welcomed, and 96% felt supported by their Educational Supervisors. The programme's inclusive approach was further reflected in the tailored support provided by the student support and liaison provision. This addressed concerns for 16% of Stage 2 students, ensuring that participants could continue to benefit from their placements and Stage 2 teaching. The new evaluation template will separately measure this essential provision in 2024/5.

Tutor retention across stages is also strong, with 80% of GP tutors continuing to teach on our programmes. This underscores the positive impact of the KUMEC programmes on educators and ensures high quality continuity of education for students. The GP Stage 2 and Teacher Development provisions are contributing highly to this retention. Similarly, the Stage 3 team also supports over 400 students and GP tutors and practice staff, and on their 8-week block placement in 2023/24, students agreed that they felt well supported on placement, with a local aggregate KPI of almost 90% (89.7%).

While not calculated as part of the overarching KPI this year, the Stage 2 Year 3 GP Simulation Clinic supported 414 students, with 93% of students agreeing they received useful feedback to support their ongoing development. The staff working on this provision continue to commit to support and inclusion, planning to refine feedback practices using frameworks like "debriefing with good judgment" in ensuring constructive and inclusive learning experiences. Ongoing efforts will also focus on improving feedback and embedding inclusivity and diverse representation in simulated patient scenarios. The aim is to enhance the overall learning relatability and fidelity to our diverse populations and increase student engagement.

### Would recommend ....

A final KPI for 2024/5 is under development within the KUMEC team and is intended to replicate the questioning strategy of the 'Friend and Family test' often deployed in National Health Service settings. Asking students whether they would recommend their provision will be a key indicator of their satisfaction with their learning experiences while under the supervision of the KUMEC team.