

Academic Board	
Meeting date	29 April 2020
Paper reference	AB-20-04-29-02
Status	Final
Access	Members and senior executives
FOI release	Subject to redaction
FOI exemption	None, subject to redaction for commercial interest or personal data

Meeting of the Academic Board to be held on **Wednesday, 29 April 2020** at 14.00 – *remotely by Microsoft Teams*
Please join via the calendar invite

Agenda

INTRODUCTORY ITEMS

1	Welcome, apologies and notices		Chair
2	Approval of agenda	AB-20-04-29-02	Chair
3	Unanimous Consent Agenda (including Minutes of the Previous Meeting)	AB-20-04-29-03.1 AB-20-04-29-03.2	Chair
4	Matters arising from the minutes Any other matters arising from the minutes not covered elsewhere on the agenda	AB-20-04-29-04	Chair

REGULAR BUSINESS ITEMS

5	Report of the President & Principal (to note)		
5.1	Summary Report on Key Issues	AB-20-04-29-05.1	Principal
5.2	Covid-19 Update	AB-20-04-29-05.2	Principal
	(i) General Update	Verbal	SVP (QS&I)
	(ii) #Continuing to serve (external)	Annex 1	VPs (Service & London)
	(iii) Wellbeing and Mental Health	Annex 2	COO
	(iv) English Testing	Annex 3	VP (International)
	(v) Education: Assessment, Academic Strategy 20-21, Student Support	Annex 4	VP (Education)/ Executive Director SED
6	Reports of Committees		
6.1	Report of the Academic Board Operations	AB-20-04-29-6.1	Chair of ABOC
	(i) Committee Schedule for Academic Board Elections (to approve)		
	(ii) Amendments to the Election process for membership of Academic Board (to approve)		
	(iii) Election process for Academic Board Members of Council (to approve)		
	(iv) Mechanisms for Decision-Making Out of Session (to note)		
6.2	Report of College Education Committee	AB-20-04-29-6.2	Chair of CEC
	(i) Fitness to Study Policy (to approve)		
	(ii) Complaints Policy (to approve)		

	(iii) Mitigating Circumstances Policy (to approve) <i>See Consent Agenda for the remaining items</i>		
6.3	Report of College Research Committee (i) REF Update (to note) (ii) Covid19 and Research (to note)	AB-20-04-29-6.3	Chair of CRC
6.4	Report of College London Committee <i>See Consent Agenda for all items – all to note</i>	AB-20-04-29-6.4	Chair of CLC

7	President of KCLSU Report of the President of KCLSU (to discuss)	AB-20-04-29-07	KCLSU President
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8	The Acting Dean <i>Items on Consent</i>		
8.1	Report of The Acting Dean (to note)	AB-20-04-29-8.1	Acting Dean
8.2	To elect Associates of King’s College (to approve)	AB-20-04-29-8.2	

9	Any other business		
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Irene Birrell
College Secretary
April 2020

Academic Board	
Meeting date	29 April 2020
Paper reference	AB-20-04-29-03.1
Status	Final
Access	Members and senior executives
FOI release	Subject to redaction
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Unanimous Consent Agenda

A consent agenda is a tool often used by organizations to deal expeditiously with routine matters and reports, leaving more time for more strategic discussions. The items on a consent agenda are expected to be non-controversial and unlikely to engender questions. The items on the consent agenda, whether for approval or information, are dealt with by a single motion to accept/receive for information all items contained in the consent agenda. Before taking the vote, however, the Chair will ask whether any member wishes to have any item removed from consent in order to ask a question or make a comment about it. In such a case, the item is automatically removed from the consent agenda and will be dealt with at the end of the meeting or within the report of the Committee under which it sits. The remaining items are then unanimously approved/received for information en bloc without discussion.

While approval of an omnibus motion saves time at meetings, members will want to review the consent agenda materials carefully in order that they properly discharge their responsibilities. Members may ask to have an item removed from the consent agenda by so informing the Secretary or Chair at any time up until the motion is put.

Recommended: That the Academic Board approve or note for information the items contained in the Unanimous Agenda, listed below.

Item	Title	Paper	Action
3.2	Minutes of 5 February 2020	AB-20-04-29-03.2	Approve
Report of the Academic Board Operations Committee (ABOC) AB-20-04-29-6.1			
6.1	(i) Mechanisms for Decision-Making Out of Session		Note
Report of the College Education Committee (CEC) AB-20-04-29-6.2			
6.2	(i) Chair's Report		Note
	(ii) Executive Director's Report		Note
	(iii) Examinations Action Plan		Note
	(iv) PDASC Report – Sunset Clause Policy		Approve
Report of the College London Committee (CLC) AB-20-04-29-6.4			
6.4	(i) Chair's Report		All to Note
	(ii) Faculty annual London report		
	(iii) King's London Highlights		
	(iv) King's External Affairs insight		
	(v) King's in Cornwall		
Report of the Acting Dean			
8.1	Report of The Acting Dean	AB-20-04-29.8.1	Note
8.2	To elect Associates of King's College	AB-20-04-29-8.2	Approve

Academic Board
Meeting date 29 April 2020

Paper reference AB-20-04.29-03.2

Status Unconfirmed

Access Members and senior executives

FOI release Following approval by Academic Board, subject to redaction

FOI exemption None, subject to redaction for commercial interest or personal data

Minutes

Academic Board is asked to approve the unconfirmed minutes of the previous meeting.

Date 5 February 2019, 14.00

Location Great Hall, Strand Campus

Composition		Members	Attendance 2019-20							
			09.10.1	11.12.1	05.02.2	29.04.2	17.06.2			
Ex officio	President & Principal (Chair of Academic Board)	Professor Edward Byrne	√	√	√					
	Senior Vice Presidents & Vice Presidents	SVP/Provost (Health) SVP/Provost (Arts & Sciences)	Professor Sir Robert Lechler Professor Evelyn Welch	A √	A √	A A				
		VP (Education)	Professor Nicola Phillips	A	√	A				
		VP (International)	Dr 'Funmi Olonisakin	A	A	√				
		VP (Research)	Professor Reza Razavi	√	√	√				
		VP (Service)	Professor Jonathan Grant	√	√	A				
		VP (London)	Baroness Bull	√	√	A				
		The Reverend the Dean	Tim Ditchfield (substituting)	√	√	A				
		The President of the Students' Union	Mr Shaswat Jain	√	√	A				
		KCLSU Vice Presidents Education	Vice President for Education (Arts & Sciences) Vice President for Education (Health) Vice President for Postgraduate	Mr Gurbaaz Singh Gill Ms Rhiannon Owen Ms Nafiza Mamun	√ √ √	A √ √	A - A			
		Deans of Faculty	Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care Social Science and Public Policy Dickson Poon School of Law Arts and Humanities Institute of Psychiatry, Psychology & Neuroscience King's Business School Natural and Mathematical Sciences Life Sciences & Medicine Dentistry, Oral & Craniofacial Sciences	Professor Ian Norman Professor Frans Berkhout Professor Gillian Douglas Professor Marion Thain Professor Ian Overall Professor Stephen Bach Professor Michael Luck Professor Richard Trembath Professor Mike Curtis	√ A √ √ A √ A √ A	√ √ √ √ A √ √ √ √	√ √ A √ √ A √ A			
		Dean for Doctoral Studies	Professor Rebecca Oakey	√	A	A				
	Elected Students	One student from each faculty, split equally across UG/PGT/PGR	Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care Social Science and Public Policy Dickson Poon School of Law Arts and Humanities Institute of Psychiatry, Psychology & Neuroscience King's Business School Natural and Mathematical Sciences Life Sciences & Medicine Dentistry, Oral & Craniofacial Sciences	Ling Wang Jacob Nyokabi Felipe Tirado Karen Stewart Gurbaani Bhalla Stephen Anurag Prathipati Yichen Li Shilpa Lekhraj Peswani Sajnani Shiv Bharakhada	- - - - - - - - -	√ √ A A A √ A A √	√ √ √ √ A √ √ A			
		Elected Staff	Four academic staff members from each faculty (and five	Arts & Humanities (5 members) Dentistry, Oral & Craniofacial Sciences (4 members)	Professor Abigail Woods Dr Jessica Leech Professor Anna Snaith Dr Simon Sleight Professor Mark Textor Dr David Moyes Professor Kim Piper	√ A √ √ √ √ A	√ A √ √ A √ √	A √ √ √ √ √ √		

in the case of larger faculties) elected by and from the staff of each faculty.		Dr Barry Quinn	√	√	√			
		Dr Anitha Bartlett	√	√	√			
	Dickson Poon School of Law (4 members)	Professor John Tasioulas	A	A	A			
		Dr Megan Bowman	√	A	√			
		Dr Leslie Turano-Taylor	A	A	A			
		Dr Federico Ortino	√	√	√			
	King's Business School (4 members)	Mr Crawford Spence	A	A	√			
		Dr Chiara Benassi	A	√	√			
		Professor Riccardo Peccei	√	A	√			
		Dr Susan Trenholm	√	√	√			
	Life Sciences & Medicine (5 members)	Dr Samantha Terry	A	A	A			
		Dr Alison Snape	√	√	√			
		Professor Maddy Parsons	A	A	√			
		Dr Baljinder Mankoo	√	√	√			
		Dr Susan Cox	√	√	√			
	Natural and Mathematical Sciences (4 members)	Dr Chris Lorenz	A	A	A			
		Dr Andrew Coles	A	A	A			
		Professor David Burns	A	A	A			
		Professor Paula Booth	A	√	√			
	Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care (4 members)	Dr Janet Anderson	√	A	√			
		Professor Jackie Sturt	A	A	A			
		Dr Julia Philippou	√	√	√			
		Dr Tommy Dickinson	A	√	√			
	Institute of Psychiatry, Psychology & Neuroscience (5 members)	Professor Guy Tear	√	√	√			
		Dr Marija Petrinovic	√	√	A			
		Dr Yannis Paloyelis	√	√	√			
		Dr Eamonn Walsh	√	√	√			
		Professor Robert Hindges	√	√	√			
	Social Science and Public Policy (5 members)	Professor Kerry Brown	√	√	√			
		Dr Rebekka Friedman	A	A	A			
		Dr Clare Herrick	A	√	√			
		Dr Ye Liu	A	A	A			
		Dr Jane Catford	A	√	A			
	Three professional staff	Education Support	Ms Michelle Robinson	√	√	√		
		Research Support	Mr James Gagen	√	√	√		
		Service Support	Ms Kat Thorne	√	√	A		
	Two post doctoral researchers	Arts and Sciences Faculties	Dr Hannah Murphy	√	√	√		
		Health Faculties	Dr Matthew Liston	√	√	√		
	Independent member of Council		tbc	-	-	-		

In attendance:

Mr Chris Mottershead, SVP (Quality, Strategy & Innovation) and Interim SVP (Operations)

Ms Lynne Barker, Associate Director, Quality Standards & Enhancement

Ms Niamh Godley, Bush House Project Manager (for item 9)

Ms Marice Lunny, Director of Research Governance, Ethics and Integrity (for item 5)

Dr Tim Newton, Academic Dean of Research Governance, Ethics and Integrity (for item 5)

Ms Sarah Guerra, Director of Equality, Diversity & Inclusion (for item 6)

Dr Jill Lockett, Director of Performance & Delivery King's Health Partners (for item 7)

Dr Marat Shterin, Head of Department of Theology and Religious Studies (for item 11)

Secretariat:

Ms Irene Birrell (College Secretary)

Ms Xan Kite (Director of Governance Services)

Ms Joanna Brown (Governance Manager)

The meeting was preceded by a consultation for members other than the Principal, Senior Vice-Principals and Vice-Principals on the search for the next Principal.

1 Welcome, apologies and notices

The Chair welcomed members to the meeting.

2 Approval of agenda

The agenda was approved.

3 Unanimous Consent Agenda (including Minutes of the Previous Meeting) [AB-19-12-11-03]

A request had been received to remove one item from the Unanimous Consent Agenda for discussion (Item 10.1(3) Report of the College Education Committee – Guidance on using module evaluations in PDRs). A further item required removal in order to consider recommendations (Item 10.1(2) Report of the College Education Committee – Undergraduate External Examiner Reports. It was also proposed that the report of the Acting Dean (13.1) be added to the Unanimous Consent Agenda given that the Acting Dean had had to give apologies for the meeting.

Decision

That the reports on the Unanimous Consent Agenda, including item 13.1 and with the exception of items 10.1(2) and 10.1(3), be taken as read and noted or approved.

4 Matters Arising from the Minutes**4.1 Ethical issues concerning business with China and the SUSTech Joint Framework**

Academic Board had noted that ethical issues and the role of the General Medical Council (GMC) would need to be covered in the joint quality assurance and academic regulatory framework with the Southern University of Science and Technology SUSTech when considering the framework in December 2019. The Board had also agreed that a comprehensive statement around the ethical issues of doing business with China should be developed to be led by Professor 'Funmi Olonisakin, Vice-Principal & Vice-President (International) with assistance from Professor Kerry Brown of the Lau China Institute.

Professors Olonisakin and Brown reported that they were drafting a comprehensive statement around the ethical issues of doing business with China. The draft would be discussed by the Senior Management Team on 12th March and the College International Committee on 22nd April before being presented to Academic Board on 29th April. The statement would take the form of a risk framework around the following set of principles: (i) maintaining a consistent line on freedom of speech and the autonomy of UK universities; (ii) avoiding any form of over-dependence on the People's Republic of China but seeking balance; (iii) conducting risk assessments for any King's students or staff travelling to and/or working or studying in China and clarifying protocols for dealing with any problems with staff or students while in China; (iv) recognition of the wider geopolitical context, especially US/China relations and acknowledging that finding a balance between working with the US and China may not always be possible; and (v) explicit statements of the ethical principles underpinning research and education and recognising the risks related to assuming that these are shared and agreed. The following issues were raised in discussion:

- Some staff had asked a member to find out whether the university would cover legal costs in the event that a King's academic was arrested in China for what King's would consider acceptable research. The Principal stated that King's would provide the legal support if the arrest was for an academic matter, but this would not be open-ended to extend, for example, to activity that would be criminal in the UK.
- Members found the paper very helpful and a good step forward.
- Wide consultation was required in drafting the risk framework in order that there was a clear understanding of the way in which King's engages globally. The regional networks would be helpful and had been established in order that every staff

member had the opportunity to be engaged. King's was engaging in parts of the world that presented challenge and did not share our values and views in some respects and this work would provide a good basis for success.

- The SUSTech project was well advanced having been through the representative panel that reviews all international projects from an ethical/safety perspective. This framework would provide a mechanism for other new projects to be assessed, but would also be used for regular reviewing of existing projects.

4.2 Update on Bush House (to note)

The College Secretary reported that the university had received a decision from the Information Commissioner's Office (ICO) concerning the privacy breach in March 2019. In view of the review, actions and training undertaken within King's subsequent to the breach, the ICO had decided not to take any formal regulatory action.

The Bush House Implementation Steering Group would continue to work on the recommendations of the Gibbs report into the incident and would bring forward an update on progress to the Academic Board in due course.

5 **Research Integrity** [AB-20-02-05-05]

Academic Board considered proposals to improve and support research integrity: (i) developing engagement for research integrity; (ii) developing training in research integrity; and (iii) Increasing resources to support research integrity. There was increased scrutiny of the conduct of research in the sector and there were increased instances of failures of good practice/research misconduct within King's which suggested that understanding of current research governance and good research practice was not consistent.

College Research Committee had considered the proposals earlier that day and endorsed the recommendations which enhanced the screening currently undertaken to scrutinise more areas and to ensure that researchers and students are fully aware of good practice in research.

In discussion the following points were raised:

- Research training would require different content in different areas of the university. There would be research integrity champions within the faculties, usually the vice deans research, who would ensure that the training was appropriate to the discipline.
- Where an issue was upheld, it would be forwarded on to the appropriate disciplinary panel for a decision to be made on a case by case basis. It would be helpful to have a list of potential consequences for this misconduct in the same way that there is a list for student misconduct.
- Two models had been considered for the additional resource – embedded within faculties or centrally-located - and the clear preference had been for faculty champions to be created.

Decision

Academic Board endorsed the approach outlined to improve and support research integrity.

6 **Equality, Diversity and Inclusion** [AB-20-02-05-06]

The Director of Equality, Diversity & Inclusion presented an update report on milestones reached and current and future work. Major milestones included the publication of the ED&I Annual Report and the inaugural meeting of the innovative Race Equality Board. King's must continue to focus on digital accessibility so that disability or specific impairments do not present barriers to learning. Our

efforts university-wide on gender equality through Athena SWAN consultation channels have been insightful and build a compelling case to improve gender inclusion.

The function worked across six themes: (i) Legal compliance and supporting the HR transformation; (ii) Governance, executive management and leadership, including data driven insight and functional alignment; (iii) Inclusive culture – promoting benefits of inclusive behaviour and tackling bullying harassment and discrimination; (iv) Disability inclusion; (v) Education, awareness and development; and (vi) Recognition, through Athena SWAN, Race Equality Charter Mark and Stonewall. These themes were intersectional - no person identified with a single characteristic and discrimination often happened at the intersections.

King's had significant gender and ethnicity pay gaps, as outlined in the annual report, and race equality had been a focus in the last year with the establishment of the Race Equality Board including external members for challenge. A review of the policy framework was underway which would include a bullying/harassment policy. In addition, five networks were now in place to develop community and enable voices to come through.

The overall university Athena Swan application would be submitted at the end of April with the aim of achieving a silver award having held bronze for some time. Progress had been made towards the silver award, but there remained significant work to be done.

In discussion the following points were raised:

- Members asked whether the outcome of the overall university submission to Athena Swan would affect the awards received in constituent departments and faculties. The Director reported that a failure to receive any award at institutional level would affect those individual awards, but that an award of bronze or above would mean that they remained unaffected.
- Understanding bias tendencies when considering module evaluations would be assisted by the data now available through the new HR system. Cultural competency and bias training for students would be addressed through the Education Strategy.

The Chair congratulated the Director of Equality, Diversity & Inclusion on the progress made to date. Academic Board would receive regular reports in future on progress made.

7 National Institution for Health Research Competition Submission [AB-20-02-05-07] (Private & Confidential)

Academic Board received the submission made in December 2019 by King's Health Partners (KHP) Academic Health Sciences Centre for the 2020 NIHR AHSC competition. KHP had 43,000 staff, 31,000 students, 4.2million patients per annum and a combined turnover of £3.3billion. It had been launched in 2009 and re-accredited in 2014 along with five other AHSCs in England. It was now obliged to submit for the 2020 competition and interviews for shortlisted partnerships were anticipated for 25 & 26 February 2020. Due to the competitive nature of the process, the submission was commercial and confidential at this stage and members were advised to keep it confidential.

The submission set out the achievements and excellence of the Centre and the major themes and goals for the next five years. Success in the competition would be a significant mark of achievement and would attract attention and likely eligibility to bid for funding.

Decision

Academic Board endorsed the submission made by KHP for the National Institution for Health Research Competition.

The Principal reported on the following key current matters:

- [REDACTED]
- Detailed checks on fire risk initiated by King's in the light of Sector focus had revealed that there were flaws in the student residences at Champion Hill that made the fire risk higher than was anticipated or acceptable. Students had been relocated and remedial work was being undertaken on the building. A comprehensive, independent review of the circumstances that led to the buildings' shortcomings would be conducted later this year. King's had received praise from government for the exemplary way in which the matter had been addressed.
- The Principal had signed the King's and KCLSU Relationship Agreement in December 2019. It outlined the way in which the two institutions would work together and set out four shared key priorities for the 2019-20 academic year: to increase mental health support; to improve support and opportunities from King's Careers & Employability Service; to campaign to decolonise the curriculum and liberate education at King's; and to improve student voice and representation.
- Academic Board considered the meaning of decolonising the curriculum which was currently being explored across the staff and students of King's. The VP (International) reported that the literature around decolonisation was rich and contested and included: issues of worldview; power dynamics in the classroom between faculty and students and among the students themselves; and issues of content. Internationalisation at King's must go beyond the presence of international students to involve all staff and students being able to see the world through the eyes of others. Academic staff would need to develop pedagogy that meets students' needs inside and outside of the classroom addressing intersectional views beyond race to include class, gender and world views of all sorts.
- Work was underway on plans to remedy the Surrey Street buildings.
- The Science Gallery London had been named best refurbishment project at the 2019 Architecture Journal Architecture Awards.
- King's commitment to gender equality and reducing inequalities had been celebrated by the Times Higher Education (THE) Awards 2019. Winner of the THE DataPoints Merit Award for success in meeting specific United Nation's Sustainable Development Goals (SDGs), King's commitment to supporting women at work and tackling discrimination had been recognised.
- King's had been ranked 11th in world on internationalised university rankings and 4th in UK.

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- The King's Awards 2019 took place on the evening of Thursday 21 November and 18 awards had been made for wonderful achievements. The Principal reported that King's could take great pride in the type of institution it is.

Decision

A full discussion on decolonising the curriculum would be scheduled for Academic Board.

9 Portfolio Simplification [AB-20-02-05-09]

Academic Board was asked to approve the next tranche of recommendations for changes to in-scope programmes and modules made by the Curriculum Commission in connection with the Portfolio Simplification process, the majority of which were module recommendations from the Faculty of Arts and Humanities. The remaining recommendations from Arts & Humanities and all other outstanding recommendations will be brought to the April meeting of Academic Board.

Academic Board members raised the following issues in discussion:

- Responses had been received from some members of the Arts and Humanities Faculty expressing concern about the modules proposed for decommissioning. These members felt that the process was threatening areas that were central to research and removed specialisation that might be required for professional qualification. They believed that specialists, and sometimes heads of departments, had not been included fully in the decision-making.
- The Dean of the Faculty of Arts and Humanities reported that a conversation around the issues of concern expressed had begun and would be taken forward within the Faculty by the Vice Dean Education. The process had been more consultative than she had seen in any other institution, but inevitably with this kind of large-scale exercise not everyone would feel adequately consulted nor agree with every outcome from the Commission.
- The discussions had been intense and the majority of the proposals made by the departments, though one Head of Department reported that this had not been so in his case.

Decision:

That, by a majority show of hands with six votes against, the recommendations made by the Curriculum Commission on the submission from the Faculty of Arts & Humanities were approved.

The Chair encouraged those who voted against to engage with the VP (Education) on their concerns.

10 Reports of Committees

10.1 Report of College Education Committee (CEC) [AB-20-02-05-10.1]

(i) Lecture Capture

Academic Board was asked to approve the amended Lecture Capture Policy for a further year. It noted that the amendments were editorial and added greater clarity.

In discussion some members questioned the evidence for the benefits of lecture capture and voiced concerns about Intellectual Property Rights and also about students giving module evaluation when they had chosen not to attend lectures in person. It was noted that these issues had been considered in detail at the time that the policy had been introduced and that the student body was strongly in favour of having lecture capture as an option. However, a more in-depth review and discussion was warranted.

Decision

That, by a majority show of hands with two votes against, Academic Board approved the amended Lecture Capture Policy for a further year.

That Academic Board would discuss the benefits and issues of the Lecture Capture Policy at a future meeting.

(ii) **Undergraduate External Examiner Report**

Lynne Barker, Associate Director, Quality Standards & Enhancement, presented the Undergraduate External Examiner Report which summarised the views of the external examiners and presented recommendations arising from those reports proposed by College Education Committee.

Academic Board could assure Council that the academic standards were being appropriately upheld.

Decisions

Academic Board approved the following recommendations:

- 1 The College continues to keep under review the awarding of 1st and 2:1 degrees to ensure grade inflation is not being experienced. Assessment Boards should discuss any concerns raised by external examiners in relation to grade inflation to affirm that their concerns will be investigated, raising any matters of concern to the Academic Standards Sub-Committee if required.
- 2 Standardisation of faculty marking schemes with generic College marking schemes to be considered. While these are being reviewed, consideration should also be had on the recent publication from the QAA on classification descriptors for level 6 in the Framework of Higher Education Qualifications.
- 3 The Academic Standards Sub-Committee reviews faculty late submission policies to ensure they are fit-for-practice.

(iii) **Module Evaluations Policy Implementation Update**

Academic Board noted the update report.

(iv) **Using Module Evaluations in PDRs**

In the absence of the Chair of College Education Committee, the VP (Education), the Principal reported that the VP (Education), had had extremely positive meetings with UCU about this issue and will be going back for further discussions within Faculties and would make a full report to the next meeting of the Board.

Decision:

Guidance on the use of the data in performance development reviews would be brought back to Academic Board for consideration before implementation and the Board would receive updates on the implementation of the policy.

Members who had comments were invited to direct these to the College Secretary, Irene Birrell.

Items on Consent (all noted)

- (v) Chair's Report
- (vi) Executive Director's Report
- (vii) Matters Arising from FECs
- (viii) Digital Design
- (ix) Examinations Processes and Resourcing
- (x) King's First Year
- (xi) Debiasing Module Evaluations

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- (xii) Peer Observation Scheme
 - (xiii) Policy Approval Process
 - (xiv) Unanimous Consent Agenda
-

10.2 Report of College International Committee (CIC) [AB-20-02-05-10.2]

Items on Consent (all noted)

- (i) Partnership Agreements
 - (ii) Website Development Plans
 - (iii) Student Engagement
 - (iv) Global Business Development
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10.3 Report of the College Service Committee (CIC) [AB-20-02-05-10.3]

Items on Consent (all noted)

- (i) The Sustainability of Service Activity
 - (ii) Service Children's Progression Alliance (SCiP) London
 - (iii) Homeless London
 - (iv) Diversity and Inclusion – Equality Impact Assessments
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11 Quinquennial Review - Theology and Religious Studies [AB-20-02-05-11]

A light touch review is undertaken for Departments that have approached five-years since the previous quinquennial review and such a review had been undertaken for the Department of Theology and Religious Studies. The light touch review considers any structural changes since the last review, progress made against the outcomes of the previous review, and plans for the next five years. Academic Board considered the Report of the Review and the Response made by the Department which was presented by the Head of the Department, Dr Marat Shterin.

The Review outcomes reflected the incredible trajectory of the Department and showed that it was moving in the right direction to define what this discipline can be in the modern world.

Dr Shterin thanked the Panel for its work and for the conversations held. He noted that there was nothing wrong with TRS that could not be cured by what is right with TRS. He remarked that religion was high in the concern of the public but low in public understanding.

The Chair congratulated the Department on its work and the positive review.

12 Report of the KCLSU President [AB-20-02-05-12]

Item on the Unanimous Consent Agenda.

13 Report of The Acting Dean [AB-20-02-05-13]

Items of the Unanimous Consent Agenda

- a) Report of the Acting Dean [AB-20-02-05-13.1]
- b) Election of Associates of King's College [AB-20-02-05-13.2]

Decision:

Academic Board elected as Associates of King's College those students and staff listed in the report.

14 Any Other Business

There being no other business, the Principal declared the meeting adjourned.

Irene Birrell
College Secretary
February 2020



Academic Board	
Meeting date	29 April 2020
Paper reference	AB-20-04-29-04
Status	Final
Access	Members and senior executives
FOI release	Subject to redaction
FOI exemption	None, subject to redaction for commercial interest or personal data

Implementation of the Recommendations in the Report on Security Arrangements for the Opening of Bush House

Action required

- For approval
- For discussion
- To note

Executive summary

This paper and accompanying recommendation tracker provides a final report to Academic Board on the implementation programme for the recommendations from the external report on the security arrangements for the opening of Bush House (the Report). The event itself on 19 March 2019 raised numerous issues that were both practical but also went to the heart of how we, staff and students, work together effectively as a community when we disagree on matters of both policy and practice.

The Report made numerous suggestions for changes and self-reflection on the part of both King's College London and KCLSU. This paper presents highlights of the substantial work joint work completed to date against the recommendations in the Report. It covers both the short-medium term actions on review and change of policies, procedures and governance, and the planned longer-term community consultation and engagement exercise. In addition, it proposes the hand-over of on-going work to operational areas (business as usual) to ensure that the recommendations of the Report are addressed in full. To complement this summary paper, the accompanying tracker gives a breakdown and further details of how each of the recommendations from the review has been addressed jointly by the university and KCLSU.

Implementation of the Recommendations in the Report on Security Arrangements for the Opening of Bush House

1. Context

In October 2019 the Bush House Steering Group presented a plan for implementation of the recommendations from the report into the security arrangements for the opening of Bush House (the Report), which was endorsed by SMT and College Council and shared with the King's community. This plan comprised of two distinct parts to the implementation to reflect the different nature and timescale of the component activities: repair and strengthening our community (Part A), and review of policies, operational processes and governance arrangements (Part B). This report provides an update on the work completed at the end of Part B and proposes next steps for full completion of the remaining actions.

2. Review of Policies, Operational Processes and Governance Arrangements (Part B)

Work has progressed in implementation of the recommendations from the Bush House in all areas emphasised in the previous report. The following progress and achievements are highlighted:

- **Data Protection and Policy:**

In January the Information Commissioner's Office (ICO) advised King's that it would not take any formal regulatory action over the university's self-reported data breach due to the remedial actions it has undertaken (recommendation #76). These have included: offers of help and support with making subject access requests (SARs) to the Metropolitan Police Service to the affected students and staff member (#77), revision of the policy on CCTV and Surveillance Technology to ensure GDPR compliance (part of implementing recommendation #87) and, review of the operational use of mobile communication tools (e.g. WhatsApp) and inclusion of a policy statement of their use in the IT Acceptable Use Policy (#93).

- **Events Operations Management and Governance:**

A system for involvement of members of senior academic and professional services staff as 'duty deans' has been trialed successfully at a number of high-risk events (#85). Here the 'duty deans' have worked alongside senior members of Estates and Facilities and in collaboration with KCLSU to provide additional, independent leadership and decision-making, and ensure an appropriate balance is protected between freedom of expression and safety. Feedback on the operation of this approach has been collected both to inform management of future events and its on-going development. To date members of ASSET and SMT have been trained as 'duty deans', with plans to extend this training to the KCLSU Leadership Team and Officers, senior security staff and nominated Faculty staff once normal working resumes.

In addition, the structure and remit of FESAG has been reviewed (longer-term action #89). Following this review, it is proposed that FESAG retains responsibility for strategy and policy relating to freedom of expression with a new, joint KCL-KCLSU Operational Sub-Group set-up to manage the day to day operational matters for specific events and development of operational procedures. Consultation on these changes is in its final stage, and it is expected that these changes will be implemented following resumption of normal working. In addition to these structural changes, FESAG is overseeing update of the KCL and KCLSU risk assessment process to ensure the different risks and exposure of the university and union are recognised and better integrated (part of implementation of recommendation #84).

- **Training and Support for Community-Facing Security Staff:**

The scope of the joint KCL-KCLSU 'It Stops Here' campaign has been broadened to protect staff from the threat of verbal or physical abuse with an 'It Stops Here' statement now displayed in the reception areas of King's buildings (supports recommendation #78). In addition, a range of existing university support mechanisms and resources for community-facing staff have been identified and shared through the Estates and Facilities Representatives Group (#78). The Group is currently reviewing these activities and considering the further need for specific resources focussed on the needs of those staff.

Although not a formal recommendation of the Report, a new university Head of Security has now taken up their post. Recruitment for this role involved interview by a student panel as an important part of the selection process.

- **Policy Review:**

To date, review of the policies related to the recommendations of the Report has focussed on ensuring compliance with GDPR, as highlighted above (including under recommendation #87). Broader review of policies including room-bookings and, staff and student conduct will be undertaken within the on-going programme of policy reviews.

Completion of Part B of the implementation programme was planned for the start of Summer Term 19/20. Good progress has been made since October with most of the remedial actions completed. Full implementation of the some of the recommendations that have needed more substantial or longer-term work is on-going. This remaining work has been handed-over to the relevant operational area (BAU) for completion (see Section 4).

3. Community Repair and Strengthening (Part A)

The Bush House review identified a critical longer-term need for the university and KCLSU to work together on repair of the damage to the King's community from the incident (recommendation #75). The plans presented in October described a King's-KCLSU co-sponsored community consultation and engagement exercise involving a range of student, professional services and academic staff groups across King's. Since then, the university and union have worked together to agree the approach to this exercise, and secure an experienced, independent partner to run the exercise. We have now engaged The Tavistock Institute of Human Relations a not-for-profit organisation with a strong record of working with communities and organisations to explore and resolve difficult and complex problems. To ensure relevance to our student community, The Tavistock Institute will also be working with Love for the Streets, who bring expertise in creating media content to support discussion around sensitive subjects.

Over recent weeks we have been working with the team from the Tavistock Institute to adapt how we run the exercise in the current coronavirus pandemic. This exercise was due to be completed by the end of June 2020. It is still anticipated that the first part of this work involving individual interviews can be completed within this timescale, however, the valuable face-to-face group events planned for the second part of the exercise cannot take place until normal working has re-started. The university and KCLSU are working with The Tavistock Institute to adapt to the evolving situation to ensure the most benefit is gained from the exercise.

4. Priority Work for Completion in Operations (Business As Usual)

The university and KCLSU remain committed to implementation of the full recommendations of the review, and to ensure this on-going work has been handed-over to the relevant operation area. The priorities include:

- Revision of the student regulations to separate non-academic misconduct from academic misconduct (recommendation #86).
- Confirmation of the procurement approach and commissioning of conflict resolution training for security staff (#83).
- Update of the King's and KCLSU risk assessment process (part of implementation of recommendation #84).

Professor Evelyn Welch
Provost and Senior Vice-President (Arts and Sciences)

Shaswat Jain
President, KCLSU

21st April 2020

Academic Board	
Meeting date	29 April 2020
Paper reference	AB-20-04-29-05.1
Status	Final
Access	Members and senior executives
FOI release	Subject to redaction
FOI exemption	None, subject to redaction for s.43, commercial interests; or s.40, personal data



Principal's Report

Action required

- For approval
- For discussion
- To note

Executive summary

The report outlines key current issues for the attention of Academic Board.

Principal's Report

Executive summary

Coronavirus update

The university continues to manage the risks around coronavirus. We have Gold and Silver incident response teams in place as well as a Coronavirus Co-ordination Group and Network. We have a response framework in place in line with Public Health England and Government advice to ensure the ongoing safety of our staff and students. Things are moving fast and our planning remains agile. There will be a number of updates at the Academic Board meeting.

Industrial Action

The current strike action ended on 20 March and action short of a strike continues until 28 April 2020 although the General Secretary of the UCU has acknowledged our gesture of not deducting pay from those who took part in the strike.

Citizens UK

Citizens UK has announced King's as the UK's first 'Refugees Welcome University' in recognition of its contribution to understanding and responding to the global issue of forced displacement in order to realise the educational potential of refugees. The Refugees Welcome accreditation scheme recognises universities that have made a commitment to welcome forced migrants into their institution and community, offer a comprehensive programme of education and research on migration, and develop an action plan to improve the lives of forced migrants in the UK. In addition to a migration research programme and inclusion into the curriculum of issues faced by migrants, King's offers a scholarship scheme for forced migrants in the UK, leads the development and delivery of PADILEIA (an online educational programme for forcibly displaced people in the Middle East), and is working to bring a family to the UK under the UK's Community Sponsorship Scheme.

League table rankings

QS (Quacquarelli Symonds) released the 2020 subject rankings on Wednesday 4 March.

- Dentistry is ranked 1st globally; the first time a King's subject has been ranked best in the world in an international league table. Seventeen subjects have seen their ranking improve, 11 subjects' ranking remain unchanged and five subjects have seen their ranking worsen.
- Out of the 33 academic disciplines King's are included in, three subjects are in the world top ten and 11 subjects are in the world top 20.

Climate Change

At King's we are committed to taking responsibility to address the climate emergency. In 2017, we set the ambitious target to reach net zero carbon emissions by 2025. While this is a challenging task, we are making progress towards this target and are reducing our impact on the environment by:

Reducing Carbon Emissions:

- Reach net zero carbon emissions by 2025. We are on target to achieve this, having already reduced our carbon emissions by 41% between 2005-06 and 2018-19. We are confident we will achieve our interim target of 43% reduction by 2020.

- Since October 2017, all electricity directly purchased by the university has been 100% UK wind power, and last year we signed a power purchasing agreement with a wind farm to purchase renewable electricity directly from wind farms across Scotland and Wales.
- Investments in fossil fuels have reduced from 7.3% in 2017 to 1.3% 2020. We are on track to fully divest by the end of this year.
- We will invest 40% of our funds in investments with socially responsible benefits by 2025.

Waste management & living sustainably:

- Nearly 500 members of staff from across King's are committed Sustainability Champions.
- Recycling has increased from 39% to 64% in just two years.
- Students living in our halls of residences now have the option to join one of the country's first university Sustainable Living Community, following vegan or zero-waste lifestyles.
- Creating a dedicated sustainability fund of £50,000 for projects suggested by staff and students using proceeds from charging a 20p levy on disposable coffee cups.

Other updates (Annexes)

- I. Estates update
- II. HE environment
- III. King's Health Partners
- IV. Health & Safety update
- V. Fundraising & Supporter Development
- VI. Diversity and Inclusion

Ed Byrne
President & Principal
April 2020

Estates Update

This annex is redacted from the published set of papers

HE Environment Update

Universities UK table their requested package of support for the sector with the Government

On 10 April, Universities UK (UUK) published a [proposal](#) to Government urging a package of enhanced measures to support the sector through the COVID-19 pandemic and likely subsequent economic turbulence in the aftermath.

In their paper, UUK recognise both the short- and long-term financial ramifications for the sector, ranging from loss of accommodation income to reduced international recruitment.

Key takeaway points below to Government include:

Scale of the financial challenge and key risks

- Immediate financial impacts in academic year 2019-20 – resulting from factors such as the loss of income from accommodation, catering and conference in the final term and Easter and summer vacations. This is estimated to amount to around c£790 million.
- Significant financial exposure to non-UK student recruitment shortfalls. A 100% fall in income from EU and non-EU students would cost the sector £6.9bn in income in AY 2020-21.
- Another risk is a rise in UK student deferrals due to societal public health fears.
- UUK warns that more aggressive competition for the domestic student market could put some providers at significant financial risk. They argue that this could worsen regional skills gaps and regional economic disparities over time.
- They argue that without mitigating measures, some research activities and high-cost STEM provision will have to stop as income from international students is used to cross-subsidise these areas. This would result in a loss in research capacity and impact and a research ‘brain drain’ as talent is attracted overseas.

Notable proposed solutions in the package of measures

- They call for **Quality-related (QR)** research funding for universities to be increased by **100%**.
- They call for **UKRI and NIHR research grants to be provided with full economic costing** (100% as opposed to the low 70s-80% at present).
- They call for additional **innovation spending** to be provided to help rebalance the economy and aid re-skilling.
- Instead of a resumption of an outright student number controls regime, they recommend a **‘one year stability measure’ for admissions** whereby HE providers in England and Wales may recruit students up to the sum of the existing 2020-21 forecast already submitted to the OfS and Welsh HE regulator for total UK and EU domiciled students, plus 5% of the intake. They argue this protects student choices and avoids sector volatility with providers embarking on large, unplanned student expansion drives. As part of the stability measure, HE providers would agree to accept any applicant who held a place as a conditional firm and meets the grades, but the **clearing and adjustment process** would also take place as normal.

- They propose that HE providers that exceed their total forecast provided to the Office for Students would be required to explain the reasons to the regulator, who could then take appropriate **sanctioning** action in line **with clear guidance** that would be co-developed by OfS and the sector in advance. This would be buttressed by a **new sector agreement on fair admissions practices**, aimed at discouraging providers from putting students under undue pressure to accept a place.
- UUK advocates that the Government **delay** the introduction of a **new visa system for EU students** during the 2020-2021 academic year. They also call for flexibilities in the recruitment of international students in terms of English language requirements where testing centres were closed.
- They advocate an unspecified amount of additional financial support for universities delivering **high-cost STEM provision**, with particular priority over the next two academic year cycles to **growing** medicine, nursing and allied healthcare recruitment.
- A taxpayer funded **transformation fund** to help provide resource the sector adjust through **federations, partnerships and mergers** over the next few years so capacity is not lost.
- They argue planned **teaching grant cuts** should not take place in 2020-21, they propose that the government **provide bridging loans** to HE providers in some circumstances, and they also call for the Government to take action to clarify that UK universities are **fully eligible** for the Coronavirus Job Retention Scheme, Coronavirus Business Interruption Loan Scheme and the COVID-19 Corporate Financing Facility.
- UUK's submission states that in return for any financial support package, the sector "reduce costs, increase efficiency and moderate certain behaviours to increase stability and sustainability".

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[REDACTED]

[REDACTED]

The Government insists it will not agree to an EU request for an extension of the Brexit transition period beyond 31 December 2020

UK-EU negotiations in respect to the future relationship have resumed following the recovery from COVID-19 of both David Frost and Michel Barnier, the UK and EU Commission’s chief negotiators respectively.

The UK Government has continued to insist, in the face of growing media interest that the UK Government’s policy position on exiting on 31 December 2020 from the transition period, agreed as part of the Withdrawal Agreement, stands even in the event that a comprehensive free trade agreement cannot be negotiated in time.

In addition to repeated statements from spokespeople in Number 10 that the position stands, Mr Frost has decided to robustly spell out the position on Twitter, saying an extension of the transition period would not be in the UK national interest:



Mr Frost and Mr Barnier discussed progress via video conference on Wednesday. The new timetable was confirmed in a joint statement, which described Wednesday's talks as "constructive" and reaffirmed both parties' commitment to being able to announce substantial progress in the negotiations by the end of June. The dates have been set for three full weeks of talks commencing on weeks beginning 20 April, 11 May and 1 June.

Macro-economic context

On 14 April, the International Monetary Fund released a further blog commentary "[The Great Lockdown: Worst Economic Downturn since the Great Depression](#)" to follow on from recent publication of its latest edition of the flagship [World Economic Outlook](#) forecast. The IMF's bleak warning correlates with other multilateral institutions like the World Bank but goes a step further in saying that Asia could likely see zero growth this year, for the first time in 60 years, with China's projected growth across 2020 revised down from a 6% forecast in January to just 1.2%, with further caveats that this depends on China avoiding a second major outbreak and relapse to lockdown in the coming months.

It forecasts a 3% fall in the size of the world economy across 2020, and sees potential for a sharp contraction across advanced economies, with the UK expected to see a 6.5% decline against a 6.1% average decline in real GDP across advanced economies in 2020. Germany, France, Italy and Spain are all forecast to see even bigger hits to real GDP.

The IMF's explanatory blog accompanying its analysis, explains that if the pandemic fades in the second half of 2020 and current and expected policy actions taken around the world are effective in preventing widespread firm bankruptcies, extended job losses, and system-wide financial strains, the IMF project global growth in 2021 to rebound to 5.8%. However, this would still be lower than the pre COVID-19 expectations for global growth, and the impact on unemployment and productivity could last for some years to come.

The COVID-19 pandemic will severely impact growth across all regions.

(real GDP, annual percent change)	PROJECTIONS		
	2019	2020	2021
World Output	2.9	-3.0	5.8
Advanced Economies	1.7	-6.1	4.5
United States	2.3	-5.9	4.7
Euro Area	1.2	-7.5	4.7
Germany	0.6	-7.0	5.2
France	1.3	-7.2	4.5
Italy	0.3	-9.1	4.8
Spain	2.0	-8.0	4.3
Japan	0.7	-5.2	3.0
United Kingdom	1.4	-6.5	4.0
Canada	1.6	-6.2	4.2
Other Advanced Economies	1.7	-4.6	4.5
Emerging Markets and Developing Economies	3.7	-1.0	6.6
Emerging and Developing Asia	5.5	1.0	8.5
China	6.1	1.2	9.2
India	4.2	1.9	7.4
ASEAN-5	4.8	-0.6	7.8
Emerging and Developing Europe	2.1	-5.2	4.2
Russia	1.3	-5.5	3.5
Latin America and the Caribbean	0.1	-5.2	3.4

Source: [IMF, World Economic Outlook, April 2020](#).

- EU finance ministers agreed a \$500bn [rescue package](#) for member states hit hardest by the pandemic. However the proposal for more significant long-term 'Corona Bonds' as ECB financial instruments presently remain off the table given Chancellor Merkel's opposition to Germany potentially having to foot the bill for economic recovery across the EMU19 and EU27. Politico Europe has an excellent and [in-depth account](#) of the behind the scenes developments in the macro-economic policymaking battle to prevent a global depression in the EU and the United States.

The Office for Students puts the TEF on pause as critics in the sector speculate over its future

An Office for Students [letter](#), circulated to providers on 14 April, has confirmed that the next planned Teaching Excellence and Student Outcomes Framework (TEF) exercise is currently without a date due to a backlog of outstanding tasks relating to the framework.

The letter states that the pandemic means that the Government is not in a position to offer a response the Independent Review of the TEF by Dame Shirley Pearce (also still to be published), and this subsequently has left the OfS unable to follow through with a planned consultation with providers on the future composition of the framework. TEF is effectively on pause for now.

It has also been confirmed that publication of the subject-level REF pilot evaluation reports is also delayed. Some have speculated whether the TEF exercise as a whole will even emerge from the pandemic, with [Wonkhe](#) highlighting issues with its administration costs and doubts over its utility to prospective students.



While the value for money and utility of the TEF will no doubt be keenly debated across the sector and considered carefully within government, it is unlikely that any decision will be made in haste during the COVID-19 crisis over its long-term future.

Rishi Sunak says major investment in research and innovation remain an essential priority

The Chancellor Rishi Sunak has [reiterated](#) the Government's commitment to investment in R&D as part its 'levelling up' agenda even in the event of tackling an expected pandemic-induced global recession in the coming months.

Speaking at the Government's daily briefing on 14 April, the Chancellor said that spreading opportunity, investing in infrastructure and ensuring the UK remains a globally competitive hub for both education and research would remain central to Government ambitions over the coming months and 'will only become more important as we exit from this crisis'. Sunak added that the Government will be looking to ensure the UK "[is] the best place to go and study and research the next generation of vaccines... or indeed anything else that our country is so good at doing to create the next companies of the future".

Research England postpones KEF submissions until mid-October

On 14 April, UKRI's Research England Council [circulated a letter](#) to universities stating that the submission of the institutional and thematic perspective narratives for the first full-scale Knowledge Exchange Framework (KEF) exercise has been postponed from 15 May to 16 October 2020.

Additional support for PhD students announced

The Science, Research and Innovation minister, Amanda Solloway, has [announced](#) a 'costed extension' for all PhD students whose research has been impacted by the COVID-19 pandemic. This extension entails the provision of extra time for research and additional grants for up to six months. This announcement is intended to build on existing advice to research councils on the use of existing grants to support students.

UUK responds to NUS calls for clear 'no detriment' approaches to student outcomes

Earlier in April the National Union of Students [wrote](#) to providers calling for a national response to exams, assessments and other 'no detriment' policies in the face of the COVID-19 pandemic's impact on students. The NUS notes positive responses from many institutions on these matters, and the development of welcomed institutional policies, but also acknowledges that more could still be done to ensure all students receive adequate support.

A [response](#) from UUK President Professor Julia Buckingham was sent in an open letter published on 14 April, detailing the collaborative work that has already taken place between providers and regulatory bodies to mitigate the impact of the pandemic on students. Professor Buckingham wrote that central to the approaches being taken by universities both for teaching and assessments is a principle of fairness.

The UUK response adds that the work of universities is also being strongly guided by regulatory notices from the Office for Students and guidance published by the QAA. These stress that while 'no detriment' and 'safety net' approaches may be appropriate in some instances, the operationalisation of these cannot be at the expense of academic standards.

King's Health Partners Update

Covid-19 response

- **Support for our NHS trusts - King's Health Partners Institute teams** are providing **tactical support** to the trusts. Electronic dashboards and databases are being built by King's Health Partners teams and project management support is being provided. Significant support is being given to trust **workforce and occupational health** teams in the management of staff sickness and absence – helping people back to work is a major priority - and this support will continue throughout this period.
- **Staff health and wellbeing – King's Health Partners Mind & Body** is supporting the launch of staff wellbeing hubs at King's College Hospital NHS Foundation Trust. The team has also,
 - developed [a hub of resources to support staff](#) mental health and wellbeing, and
 - worked with Health Innovation Network, to provide advice and guidance to staff and students [on how to look after their mental health and wellbeing](#).
- **Physical health advice for patients with mental health conditions** – building on the strong progress of the Physical Healthcare in Severe Mental Illness programme (IMPHS), King's Health Partners are working closely with the acute trusts and with the Mind & Body team to develop a model of medical registrar led advice and virtual health clinics during this period. King's Health Partners will use this learning to develop a long-term model of care to support mental health practitioners and patients.
- **King's Health Partners Education & Training** – The [King's Health Partners Learning Hub](#) has [launched a series of new COVID-19 recourses](#), including "[Quick look](#)" [procedure resources for non-critical care staff](#) which includes 19 new posters for staff to refer to while working with patients on wards that are different from their usual places of work. The guidance covers a number of topics, including how and when to perform procedures, what to do in response to blood pressure alarms, fluid balance and fluid management, and an [Introduction to critical care nursing course](#).
- **Working with health system partners - King's Health Partners is convening discussions between our Institutes, health system partners, including south east London GPs**, to develop and launch Covid -19 specific guidelines for the treatment and management of [Breathlessness](#) and Palliative care in the community. Discussions are ongoing to finalise the resources and launch a consensus statement on oxygen.
- **Launch of Life Lines** – King's Health Partners is working closely with the King's College London Fundraising & Supporter Development team and ICU clinicians at St Thomas' Hospital to **launch a programme for gifting iPad style devices loaded with the A Touch Away App to ICUs across south east London and the UK** to ensure patients are able to connect with their families. Major donors are involved, (£1m +) through the Gatsby and True Colours Foundations, and gifted SIM cards and national logistics through BT. More than 50 devices have already been distributed to ICUs across King's Health Partners.
- **Communications - King's Health Partners News has been** reformatted to amplify national and partner messaging on Covid-19. On 26 March, the newsletter, that goes out to staff and students across the partnership included [a message from Prof Sir Robert Lechler and Jill Lockett](#). The newsletter was opened by more than 19,000 people.
- **King's Health Partners Global Health** - teams are working with the government of Sierra Leone and the leadership of Connaught Hospital to prepare for Covid-19. Over the past few weeks they have developed facility preparedness checklists, scrubbed and organised the Infectious Disease Unit, trained nursing staff, assessed the state of the oxygen factory, advised the Ministry of Health and the international donor and NGO community, and prepared standard operating procedures and guidelines for health professionals.

[King's Health Partners has been designated as an Academic Health Sciences Centre](#)

On 1 April, King's Health Partners was re-designated as a National Institute for Health Research – NHS England/Improvement (NIHR-NHSE/I) Academic Health Sciences Centre (AHSC) for a further five years. In Autumn 2019, NIHR-NHSE/I announced a new competition for AHSCs. With applications to be submitted in December 2019, and interviews taking place in February 2020. The AHSC team plans to launch its new five-year plan in the early summer.

Health & Safety Update

SAFETY MANAGEMENT SYSTEM

- **Annual Health & Safety Review**
No change since January report. Reports are posted on our SharePoint site.
- **Accident Management System (AMS)**
Following formal procurement of an extension to the WorkRite system to include accident & incident reporting and investigation, H&SS is outlining requirements for its content and function. IT is providing support via their project process. The plan is to develop and test over the next six months so that it is ready to replace the current system in Autumn 2020.
- **Auditing**
No change since the last report.
- **Compliance E-Learning (Workrite)**
A new agile working e-learning course is due for publication before the end of April 2020, to replace the existing Display Screen Equipment course, the DSE self-assessment will be simplified as there are two additional environments to office based learning, home-working and 'on the go' (working away from a typical office environment). With more home/remote working due to COVID-19 emergency restrictions, the release of this new course is a priority. A Basic Laser Safety course has recently been published and courses that are in the final stages of development are Student Induction, Health Surveillance for Sensitisers and Principal Investigator & Academic Supervisor Responsibilities.
- **Occupational health**
Due to H&SS resource limitations existing OH contracts will be extended to March 2021. Health Surveillance appointments for work with respiratory sensitisers has been replaced temporarily with a signs and symptoms questionnaire following advice from Health & Safety Executive. Anyone who identified as displaying symptoms of allergy through the questionnaire process will be contacted by OH for further investigation.
- **System Development**
The following system developments are under way by H&SS:
 - Review of the Health & Safety Policy and Arrangements document, beginning with the Statement of Intent.
 - Contributing to the College Secretary's review of travel policies and arrangements. H&SS hosts detailed guidance for staff and students travelling abroad on its webpages and plans to develop an e-learning course on travel safety to be hosted on the Compliance E-learning (WorkRite) system.
 - Development of university arrangements for the prevention and management of laboratory animal allergy in response to the HSE Improvement Notice issued against the university in December 2019.
 - Development of tracking processes, for health surveillance and incident reporting to monitor long term actions is in progress.

SERIOUS INCIDENTS / INVESTIGATIONS

- Health Surveillance

There are currently ten individuals under annual health surveillance who have been assessed as “fit with restrictions” and one assessed as “unfit” until seen by an OH physician¹. Of these, four have been referred to Brompton for further assessment and expert opinion as to whether the symptoms are work-related. Two of these referrals has been reported by Brompton as LAA related rhinitis and conjunctivitis but not Occupational Asthma. The above cases should be considered alongside the current HSE Improvement Notice (IN) actions, in particular with regard to room air handling and local exhaust ventilation. H&SS, E&F and BSUs are undertaking a project of re-validation of room air handling in all BSUs as part of the IN action plan.

- RIDDORs (reportable to Health & Safety Executive (HSE))

None since last report

- Other Significant Incidents/Investigations

AIRSWeb Reference	Date Reported	Brief Event Description	RIDDOR/ Significant Incident	Event Outcome	Investigation Status
9088	06/02/2020	Lab-related manual handling incident. Moving stacked empty clinical waste containers leading to sprained wrist and 7 days off work	Significant Incident	Injury below >7 day reporting threshold. Lack of safe system of work.	OPEN
9117	16/02/2020	Fall on stairs in auditorium following performance rehearsal leading to knee ligament damage. No obvious cause, IP stated simple mis-step.	Significant Incident	Injury not work-related	OPEN

¹ Unfit requires the manager to ensure that the user does not use the BSU until advised otherwise. Fit with Restrictions requires the manager and the individual to implement additional precautions as advised by OH

9131	18/02/2020	Lab-related manual handling incident. Injury to back and hip when attempting to pull liquid nitrogen dewar from lift. Not aware of safe system of work. Attended GP.	Significant Incident	Injury. No time off. Supervision and training issue.	OPEN
9138	21/02/2020	Musculoskeletal pain from microsurgery.	Potential RIDDOR awaiting outcome of OH referral	Illness. Referral to OH and requirement to risk assess before restarting microsurgery.	OPEN
9148	21/02/2020	Vehicle collision with pedestrian (agency staff) on SLAM road managed by KCL. Police and ambulance attended. IP initially went home then chose to attend hospital. Bruising.	Significant Incident	Injury. Review required of safe system for vehicle/pedestrian management.	OPEN
9173/9174	25/02/2020	Coughing and sore eyes experienced following testing and fumigation of safety cabinets.	Significant incident	Injury Revision of safe system of work for testing and fumigation	OPEN

Regulatory Visits and Enforcement

- King's
 - HSE investigation into the RIDDOR report of occupationally acquired asthma, commenced November 2019.
 - Outcome - breaches of legislation were identified resulting in the issue of an Improvement Notice in December 2019. Fees for Intervention will be incurred once HSE has completed its investigation. A formal response detailing the remedial actions was required by 31 March 2020. Due to COVID-19 the HSE has agreed to an extension to 8 May 2020 with formal response by 30 April.
 - Occupational Asthma is one of the HSE's priority enforcement areas and as such all reports of occupational asthma automatically trigger an investigation. H&SS is leading on the implementation of this plan with the key stakeholders (namely BSUs, E&F and Health Faculties).
- National HE

Following a large fire at a University of Bolton student residences in mid-November the Secretary of State for Education sought assurances that *all buildings* used by students (university owned and third party) were safe with respect to fire safety, with particular reference to the Fire Safety Order, Building Regulations and recent Government information on external cladding (following the Grenfell fire). This assurance is expected to be in the form of a review of management arrangements and legal compliance.

Outcome - King's submitted a written response providing assurances that a review would be undertaken by May 2020.

Further work – The review is being led by E&F Assurance & Risk with advice and support from H&SS. Information on fire safety and other regulatory compliance aspects of King's buildings and 3rd party residences is being collated.

Communication and Consultation

- Safety Notices

Three Safety Notices are due to be issued as part of the action plan arising from the HSE Improvement Notice that:

 - addressing the importance of reporting and investigating suspected and confirmed work-related allergy symptoms arising from the health surveillance process.
 - addressing monitoring the effectiveness of Local Exhaust Ventilation, user checks and inspection and testing regimes in between statutory 3rd party competent person visits and maintenance and Respiratory Protection Equipment (RPE) requirements for face fit testing
 - reminding managers and staff of the general requirement for risk assessment and implementation and monitoring of resultant control measures.
- Infographics

H&SS is publishing regularly updated PowerBI reports on self-isolation numbers.

A wallet card has been published on signs and symptoms of laboratory animal allergy (LAA) in response to the HSE Improvement Notice. No other Safety Essentials and wallet cards have been published since the last report.
- Microsoft Teams & SharePoint

H&SS has a number of Teams sites it is using for regular meetings and to progress particular workstreams. For example: Trade Union Consultation and the current HSE Improvement Notice.

Risk Management & Assessment

- **Novel coronavirus (COVID-19)**

Chairmanship of Silver Team (Health) was passed from Acting Director H&SS to Jessica Cotton (Chief of Staff/Deputy COO (Arts & Sciences) as a full-time role in mid-March.

H&SS team continues to provide support and advice on health and safety aspects of COVID-19 through membership of Silver Team (Health), COVID-19 Research Steering Group and optional attendance at Silver Team (BCP). H&SS is also providing advice on H&S aspects of various COVID-19 research and diagnostics proposals.

Notable health and safety matters H&SS are advising on include:

- COVID-19 research proposals,
- handover of labs for diagnostics and training purposes,
- manufacture of hand sanitizer gel,
- work from home advice with HR,
- management of buildings during “lock-down” ,
- subsequent gradual re-opening when restrictions begin to be lifted.

H&SS manages the Microsoft Form and Flow for collection of information relating to self-isolation reporting and publishes regularly updated anonymised data in a PowerBI report shared with identified members of SMT and PSE.

H&SS has produced a checklist to enable the university to seek assurance on the health, safety and fire safety aspects of handover of Champion Hill residences to KCH for nurse accommodation. The checklist requires provision of written and/or photographic evidence for review before the buildings were handed over to KCH. To obtain this evidence H&SS is liaising with E&F Director of Operations, Paloma Lisboa.

- **Physical ergonomic risks**

Musculoskeletal injuries due to highly repetitive or moving and handling activities continue to be an issue at King’s, particularly in laboratory areas. Risk assessments need to be suitable and sufficient and control measures must be effectively communicated and enforced. H&SS provides information and advice regarding management of musculoskeletal risks in laboratories on its webpages. A supplementary risk assessment form for manual handling activities can be found under Risk Assessment.

- **3D printers**

With the number of benchtop 3D printers at King’s it is important to note that HSE published research (RR1146) states that the heated filaments emit large numbers of very small particles and volatile organic chemicals which can be breathed in. It is therefore vital that the use of all 3D printers is risk assessed and appropriate engineering control measures are put in place before these printers are brought into use.

CLEAPPSS (in consultation with HSE) have published guidance on managing risks and appropriate control measures. Risk assessments should be reviewed in accordance with this information and departments should ensure control measures are in place and effective.

- **Health & Safety Services Staff Resource**

The Deputy Director continues as Acting Director supported by the Head of Infrastructure Safety (currently Acting Deputy Director). Limited staff resource is affecting H&SS capability to anticipate and meet the university's needs. This remains a significant challenge, particularly whilst the university is subject to enforcement action and responding to the current national COVID-19 emergency.

Fundraising & Supporter Development Update

The Fundraising and Supporter Development (F&SD) team raises money for its three partners: King's College London (KCL), King's Health Partners (KHP) and Guy's & St Thomas' Trust (GSTT). Income secured for our partners for the current College financial year (latest figures for August 2019 to February 2020) is £19.8m. By partner, this is £4m for KCL, £9.7m for KHP and £6.1m for GST.

Response to Coronavirus

F&SD are responding to the current situation and supporting partners as follows:

1. Appeal to Support King's College London's Response to coronavirus

On 2 April, F&SD launched the **King's COVID-19 Response Fund Appeal**, with an email sent to over 60,000 of our alumni community (split roughly two-thirds UK and one-third international). Alumni and other supporters are directed to a dedicated giving page (<https://covid19-appeal.kcl.ac.uk/>), which includes a short video introduction from Robert Lechler.

All funds will go towards the **KCL COVID-19 Response Fund** and will be allocated to where the need is greatest across the COVID-19 projects as detailed on the appeal site. The site highlights four key areas of work:

- i. King's Research into Covid-19 (clinical trials, antibody research, understanding immune response, ventilator development)
- ii. Mental Health (the impact on our NHS colleagues and our 5th year medical students - who are very much on the front line)
- iii. Global Health (looking at how Covid-19 could be brought under control in developing countries)
- iv. Student Support and the additional impact on student hardship, with many more students likely to struggle financially at this time.

In addition to the alumni email, there will be further communications shared over the next few weeks (in collaboration with the university's External Relations directorate), to continue to encourage support of the appeal. These include a press release, social media posts and a range of follow-up emails and communications with alumni.

Launching an appeal of this scale would typically take two months of careful planning but was achieved in a week, with collaboration across the university to develop content and areas of focus. As of 7 April, over £35k had been raised.

2. Campaign to Support Guy's and St Thomas' staff

Working with senior leadership across Guy's & St. Thomas' Trust and Charity, F&SD has developed a campaign to support the response by the hospitals to Coronavirus and to help to address the extreme pressures being placed on staff in particular. This has been focussing initially on working with existing corporate partnerships and developing new ones, to secure a range of vitally important in-kind contributions, such as food deliveries, transport and accommodation. Another key element has been generating engagement from the wider public and asking them to provide messages of support to all those working in the hospitals. Although fundraising is not a direct focus at this point, the campaign aims to build longer-term engagement with a large community of individuals and organisations, who might in time be able to make financial contributions as the needs of the Trust evolve. A platform has been made available for donations and already over £300k has been secured.

3. Other Support for Hospital Partners

F&SD has also been central to an initiative, which is being co-ordinated via KHP, to secure and distribute tablet devices to Intensive Care Units across a range of NHS Trusts, which will enable patients and their doctors to connect with families, at a time when visits are not permitted. This has involved considerable engagement with major corporate partners, such as BT. Gift agreements totally £1m have so far been signed to support this endeavour.

Alongside the above activities, F&SD staff will also be supporting recruitment and retention work by engaging with current and prospective students, in conjunction with colleagues in External Relations.

Other Highlights of Recent Fundraising Events and Activities

During the current first (non-public) phase of Campaign III, the F&SD team's focus has been on building the prospect pipeline and bringing in transformative gifts through tailored and appropriate cultivation and fundraising activities, and through engagement with Alumni and prospects in key markets. Many events and meetings planned for coming months have been re-scheduled or moved online. Examples of events and activities undertaken prior to the current phase of social distancing are listed below, by partner:

KCL & KHP

- On the 5 February, F&SD hosted a reception for Donors and Scholars, providing an opportunity for donors to meet beneficiaries of student scholarships across a variety of disciplines. A recipient of a Sanctuary Scholarship spoke about his experience at King's and what student support has enabled him to do. A number of scholars attended and were able to personally thank their donors for their generosity, and guests enjoyed the opportunity to meet a range of students and senior leadership from across the college.
- The Pears Foundation have confirmed a £5m capital funding gift to name the 'Pears Maudsley Centre for Children and Young People', with an additional pledge of £500,000 to support revenue/research. On the 4 February, a press release was published announcing the plans for this new centre, marking an important milestone in this children and young people's mental health project and the significant progress being made. A new website has also been launched which will generate greater awareness of our leadership position in this area: <https://kingsmaudsleychildren.org.uk/>
- The Garfield Weston Foundation have pledged £1m towards the capital costs of the Pears Maudsley Centre for Children and Young People. This pledge is conditional on confirmation of planning permission and full funding for the building. Discussions will take place regarding appropriate naming opportunities to recognise and celebrate this major grant.
- The Trusts and Foundation team were invited to submit a stage 2 application to the Wolfson Foundation's Science and Medicine funding stream which was sent on the 1 March. An outcome is due to be announced in June and the team are hoping for a £1m-3m grant in support of the capital costs of the Pears Maudsley Centre for Children and Young People.
- In January, the first Kingsmaker Guild stewardship report was sent to 120 alumni who engage with this scheme and support students at King's with a gift of over £1,000 per year. This report highlighted the impact they have had over the last year and has so far brought in an additional £6,000. The first anniversary of the Kingsmaker Guild is in March, when alumni will be asked to renew their membership.
- The KCL Direct Marketing Autumn Hardship campaigns have now raised over £65,000 from 572 gifts to provide student support.
- The Alumni Team hosted a stand at the graduation ceremonies in January, with 3,200 graduates registering for a free e-video clip. The video received up to 45,000 page views, and importantly 76% of graduates opted in to hear from the alumni team. Across Facebook, Twitter and Instagram, the alumni team posts reached 83,073 views.
- An email was sent to all alumni to inform them that the President and Principal has announced that he will complete his term of office by the end of the academic year 2020-21. The email had over 42,000 opens, with an open rate of 34.8% (vs 28% on average). There were over 1000 total clicks and a comment via Twitter:

Guy's and St. Thomas' Trust

F&SD provides fundraising support to GSTT's agreed strategic priorities, principally Evelina London Children's Hospital and Guy's Cancer. These priorities will have some overlap with KCL/KHP in a number of areas including, for example, mental health and child health.

Key recent activities for GSTT include the successful re-engagement of the Rothschild family, Sir Evelyn de Rothschild and the Eranda Rothschild Foundation have confirmed a £1.6m gift to support a Nursing Scholarship Programme at Evelina London Children's Hospital over 10 years. In addition, a £700k pledge has been secured to support the purchase of an Intuitive DaVinci Xi dual console robotic surgery system for the urology team at Guy's Hospital.

Diversity & Inclusion Update

This EDI paper was originally prepared and submitted in March. Much of the substance of the paper holds true, however the detail around the Athena SWAN Institutional submission has been affected by the pandemic. Please note that our ambitions for gender equality have not changed, however the nationwide Athena SWAN deadline has been extended to November, and EDI are taking steps to plan for this longer timeframe. This section has been amended to reflect the current status.

Equality, Diversity & Inclusion underpins Vision 2029, a guiding principle of which is to 'create an inclusive environment where all individuals are valued and able to succeed. King's is striving to embed inclusion to provide an outstanding educational experience and to be an employer of choice. ED&I plays a key role in attracting and retaining talented staff and students and enables all staff and students to succeed. The broad reach of our work continues at pace.

We work across six themes:

- Legal compliance and supporting the HR transformation
- Governance, executive management and leadership, including data driven insight and functional alignment
- Inclusive culture – promoting benefits of inclusive behaviour and tackling bullying harassment and discrimination
- Disability inclusion
- Education, awareness and development
- Recognition, through Athena SWAN, Race Equality Charter Mark and Stonewall.

Strategic Objectives

- To be intersectional by default
- To develop a more inclusive culture via more capable, inclusive leadership and management so all parts of the community feel valued and able to succeed
- To diversify Senior Leadership
 - Increase proportion of women in senior and leadership positions
 - Increase proportion of BME colleagues in senior and leadership positions
- To ensure representation of protected groups of staff is proportionate throughout all Professional Services and Academic grades, especially for BME staff
- To address the Ethnicity Pay Gap
- To address the Gender Pay Gap
- To promote benefits of inclusive behaviour and to ensure there are mechanisms and processes which will hold people accountable for unacceptable behaviour

Governance, executive management and leadership

The Equality, Diversity & Inclusion Committee is now well established, and reports to SMT. The accompanying ED&I Forum co-chaired with KCLSU is in development to be launched ahead of September as a parallel, democratic sounding board and communication path for EDIC.

This means the highest level of ED&I governance has direct oversight by SMT.

EDI delivery and resourcing – the New Operating Model

ED&I are evaluating the implementation of the new operating model. This will involve gathering data from stakeholders in faculties (and EDI practitioners) in February. Over March and April, analysis and reflections on the data will form conclusions and recommendations which will shape delivery of future transformation activity.

Inclusive Culture – Dignity at King's

The *Dignity at King's - Acceptable Behaviour Policy Covering Bullying, Harassment, Discrimination and Victimisation* is in development alongside a suite of policy and regulation reform. This is a vital step in a university wide approach to tackling inappropriate behaviour.

Disability Inclusion

There is a programme of activity to achieve compliance with the disability accessibility regulations. Compliance requires cross university working and the design and development of ongoing maintenance and governance processes. The Accessibility working group has identified priority/higher risk areas for focused attention. The overall approach and progress was reported to the Audit, Risk & Compliance committee earlier in the year and a follow up report will be made in due course.

Communities and Networks

King's Staff Networks have been active hosting or planning events. Proudly King's has marked LGBT+ History Month with several blogs and events, including an intersectional LGBT+ and religion event, and LGBT+ age events. The Race Equality Network held two events for Holocaust Memorial Day inviting Auschwitz survivors as keynote speakers. Elevate (alongside GIWL and other areas of the university) will be celebrating International Women's Day through interactive sessions.

Recognition

King's Athena SWAN self assessment was planned to be submitted in April 2020. Our ambitions for gender equality have not changed, however the nationwide Athena SWAN deadline has been extended to November. EDI have taken steps to plan for this longer timeframe, and King's will be using the offered extension to submit in November 2020. We also note that one of the drivers for Athena SWAN Silver, the nationwide REF exercise, has been affected by the pandemic.

The Race Equality Charter Mark is due in July 2020. AdvanceHE has offered a similar extension. The Race Equality Charter Mark is due in July 2020. AdvanceHE has offered an extension to February 2021, and this has been actively considered by the university Race Equality Leadership and Action team. The application will continue to aim for a July 2020 submission.

Our joint approach between gender and race equality recognises the intersectionality of ED&I work. This means we understand that we all hold many overlapping characteristics, and activity to reduce barriers for any group needs to appreciate the multiple dimensions. That is, if we are to increase women's participation in senior roles, we will need to consider all women, women of colour, disabled women, trans women etc so that any intervention creates a more level playing for all.

King's holds an institutional Bronze award for Athena SWAN. Maintaining our Institutional Bronze award is essential. We are required to hold an award at University level to maintain the faculty silvers held by all Health Faculties, upon which NIHR funding is contingent (c. 120M over five years). However, in 2020 we are aiming to achieve a Silver award at university level. Silver accreditation has to be our goal, partly to maintain our credibility amongst our key competitors, such as UCL, Imperial and QMUL but more importantly because it is a business and moral imperative to achieve gender equality.

We need to optimise our talent pipeline to achieve our academic ambitions. Unlocking the talents of women and BME staff will increase productivity and innovation. Athena SWAN Silver provides us with significantly more powerful evidence for the REF environment statement in contrast to Bronze status which will have a much less persuasive impact in terms of the perception of our environment and codes of practice.

To achieve Athena SWAN Silver, we need to demonstrate:

- progress
- continued commitment in relation to resource
- intention to tackle the barriers and issues identified by our self-assessment to gender inclusion at King's.

Council are asked to note:

- There are significant identified barriers to gender and race equality and inclusion at King's
- The self-assessment has identified wide ranging recommendations and best practice to tackle the barriers
- This comprehensive set of recommendations and the associated costs will be discussed with SMT for their agreement and financial support.

Our data sources confirm there are gendered experiences within King's, and identify barriers to the full participation of women. More detailed information on the inputs into the Athena SWAN self assessment is available on request. Inequalities frequently connected to these themes:

- Transparency
- Fairness
- Consistent practices across King's
- Supporting parents and carers
- Flexibility by default
- Leading by example
- Recognising differences and accommodating differences – in connection with gender, race, and also connected to roles, location, local culture, etc.

There were key areas where change is needed:

- Recruitment and Selection, and redeployment
- Flexible Working
- Recognition and Reward
- Line Manager Capability and Capacity, Management and Leadership
- Enabling Processes
- Celebration and Communication
- Culture

- Policies
- Research Staff Facing Actions
- Career Support
- Student Facing Actions

Academic Board**Meeting date** 29 April 2020**Paper reference** AB-20-04-29-05.2**Status** Final**Access** Members and senior executives**FOI release** Subject to redaction**FOI exemption** None, subject to redaction for commercial interest or personal data

Covid-19 Update

Action required

- For approval
- For discussion
- To note

Executive summary

The Senior Vice President (Quality, Strategy & Innovation) will provide a verbal update to the meeting. The following reports are attached with this paper:

Annex 1	Update on framework for community building, fulfilling King's civic purpose and continuing to serve (external)	To Note
Annex 2	Wellbeing and Mental Health	To Note
Annex 3	English testing	To Note
Annex 4	Education: Assessment, Student Support <i>Academic Strategy 20-21 – TO FOLLOW</i>	To Note To Note

#ContinuingtoServe

King's was built on an ambition to serve society and this commitment is stronger than ever. During this period of uncertainty and change, King's is stepping up efforts to deliver on its promise to make the world a better place by continuing to serve our local, national and international communities.

The paper provides an overview of #ContinuingToServe, our university-wide approach to bringing together, strengthening and celebrating the many ways in which King's people are making a difference, wherever they may be, fulfilling our purpose as a civic university that serves the world.



#ContinuingToServe

Deborah Bull, Vice Principal (London) and
Jonathan Grant, Vice Principal (Service)

Academic Board
29 April 2020

KING'S STRATEGIC VISION 2029

#ContinuingToServe

Fulfilling our purpose as a civic university that serves the world

During this period of uncertainty and change, King's is stepping up efforts to deliver on its promise to make the world a better place by continuing to serve our local, national and international communities.

#ContinuingToServe is our university-wide approach to bringing together, strengthening and celebrating the many ways in which King's people are making a difference, wherever they may be.



SERVE TO SHAPE AND TRANSFORM

#ContinuingtoServe within King's response to coronavirus

Last updated: 31st March 2020
V1.0

KCL coronavirus management framework

GOLD GROUP: (Principal, SVPs)
PMO: Sarah Rowe
Comms lead: Annabel Chalker

1. Assesses external and internal dynamic
2. Manages reputation; external communications
3. Sets parameters for response

CV co-ordination group

Maintains coherent workstream structure, ensure common context across them

Lead: Chris Attendees: Principal, SVPs, VPs, COOs, Sarah Rowe, Jess Cotton, Bron Parcell, Annabel Chalker

1. Personal Health Silver Group

Manages University response to incidents of self-isolation and COVID-19 infection
Lead Jess Cotton

2. BCP Silver Group

Manages business continuity including estates, facilities, technology and core business services
Lead Steve Large

3. Student Recruitment Silver Group

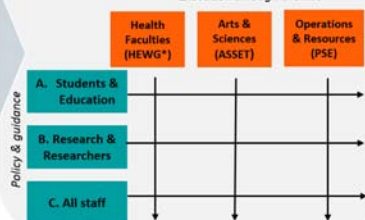
Manages student recruitment issues
Lead Evelyn Welch

PMO: Risk & Resilience

4. Core delivery matrix

- Horizontals take lead on shaping policy & guidance
- Verticals manage risk 'through the line', within agreed framework; feedback risks and issues

Execution through the line



PMO: Strategy, Planning & Analytics

5. Mental health/Wellbeing

Makes plan to support mental health for current staff and students
Leads Rachel Parr

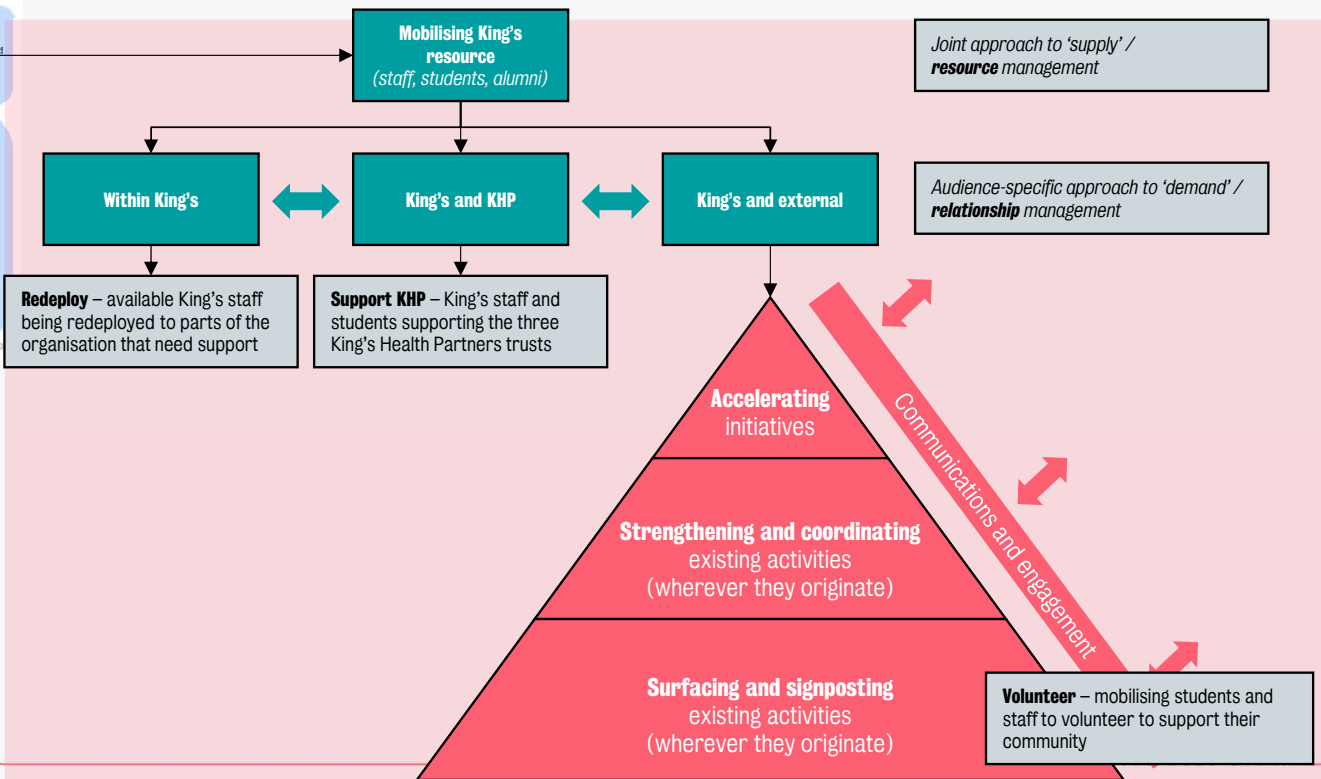
6. Community building

Makes plan to support community building for current staff and students
Develops civic and service response for wider community
Leads Jonathan Grant, Deborah Bull

7. International profile and reputation

Develops plan to support current international students through the immediate crisis
Works with Marketing to develop enhanced 'keep-warm' plan for offer-holders
Works with Students & Education to accelerate new teaching proposition for international markets
Lead 'Funmi Oloisakin

*HEWG = Health Executive Working Group



#ContinuingToServe

Overview

- Surfacing and signposting
- Strengthening and coordinating
- Accelerating



#ContinuingtoServe – Overview

Activity and projects that

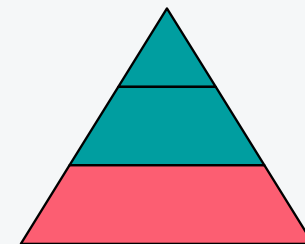
- apply King's assets, eg
 - time, expertise, talent or skills from staff, students or alumni
 - resources in the form of equipment, estates or funding
- have impact beyond King's – locally, nationally or internationally – including within King's Health Partners
- are driven by an identified need

Operating principles

- mutually beneficial
- cost-effective
- timely
- properly evaluated

Criteria for investment (time, networks, money)

1. Surfacing and signposting



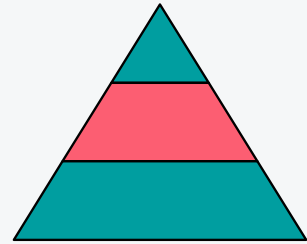
University objectives

- To centralise calls for support from our communities (internal and external) and share appropriately to maximise impact
- To minimise duplication and wasted effort from both those delivering activity and those looking to help
- To surface activity that could benefit from strengthening, or development into a flagship project
- To surface activity that can be communicated as part of a coherent narrative

Tasks for central team

- Collating information about requests and offers through light-touch triage, proactively and reactively
- Creating and maintaining a central King's listing of calls for support from our communities
- Joining up requests and offers
- Coordinating with civil society organisations, including local authorities and charities
- Communicating listing to both promote opportunities and gather new activity
- Escalating activity with potential for growth to higher layers of pyramid

2. Strengthening and coordinating



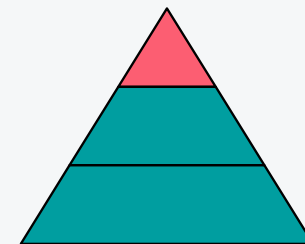
University objectives

- To add value to existing initiatives (within and external to King's) in order to increase their impact

Tasks for central team

- Pulling together an asset list of projects and activities that already exist within King's with the potential to deliver more impact in our communities, including current operating status
- Maintaining the asset list as enquiries come in
- Determining with the lead for each project or activity whether and how it could be extended appropriately
- Brokering connections and collaborations between existing activities, communities and partners
- Building capacity by allocating resource (time or funding)
- Communicating this function/opportunity with calls to action

3. Accelerating



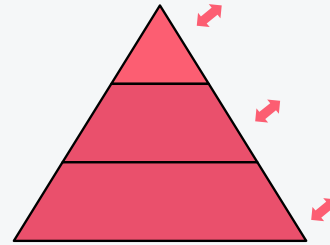
University objectives

- To identify and accelerate new ideas that will contribute positively to our external communities at scale

Tasks for central team

- Working with local, national and international partners to identify gaps in the response (horizon-scanning)
- Working collaboratively across King's and our communities to broker connections, develop project plans, secure buy-in and initiate projects
- Communicating flagship initiatives from across King's as part of this #ContinuingtoServe framework
- Evaluating initiatives where possible

Communications



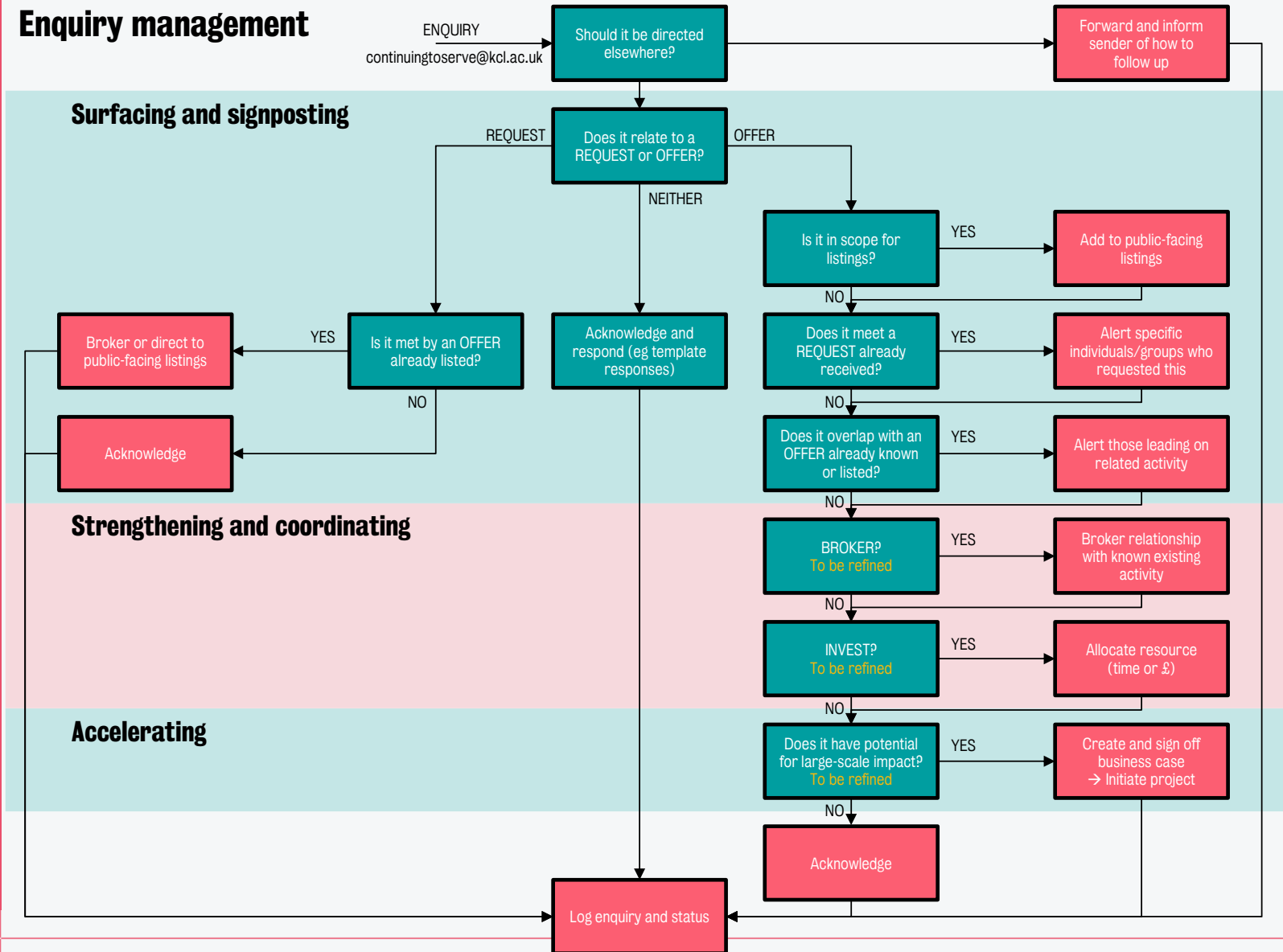
Communications objectives

- To deliver against objectives re surfacing, strengthening and accelerating layers
- To communicate the framework and approach effectively
- To celebrate the continuum of projects and activities within the Continuing to Serve framework
- To share good news stories in order to boost morale and incentivise others
- To reinforce King's reputation as a civic university in service of society

Planning update

- Communications strategy in development, followed by comms plan – aligning with Corporate Comms
- Identifying target audiences
- Identifying and securing channels – internal and external
- Key message: *King's is continuing to serve our communities*
- Will encourage audiences to follow @ServiceAtKings and tag #ContinuingToServe #WeAreKings #KingsLocal #UniSupport (as appropriate)

Enquiry management

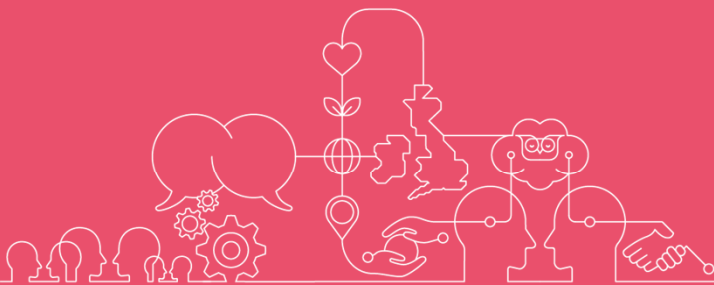


- ### NEXT STEPS TO OPERATIONALISE
- Corporate alignment
 - Policy framework
 - Agreed mechanism for considering requests from King's/KHP/external
 - Inbox management
 - Access to continuingtoserve@kcl.ac.uk mailbox and Remedyforce
 - Rota and guidance
 - Template responses and automatic reply
 - Full view of other enquiry management processes and when to direct to which (and the inverse)
 - Recognition
 - Consider formal/informal, public/private routes to recognition and celebration
 - Public-facing listings
 - Initial simple tool potentially followed by version with more functionality (live at www.kcl.ac.uk/service/service-in-action)
 - Process and guidance for updating, eg avoid duplicating third-party content while not dissuading users with too many links
 - Internal request and offer log
 - Microsoft Form live, which auto-updates spreadsheet log
 - Process and guidance for updating
 - Strengthening and Accelerating process
 - Definition of the offer(s)
 - Eligibility and prioritisation criteria
 - Asset list – identifying existing activity and exploring potential growth
 - Communications
 - Communications plan drafted

#ContinuingToServe

Fulfilling our purpose as a civic university that serves the world

Visit the [#ContinuingToServe webpage](#) to find out more, let us know how you can help or discover existing projects that need support.



SERVE TO SHAPE AND TRANSFORM

Wellbeing and Mental Health

As part of the KCL management response to COVID-19, the Wellbeing & Mental Health Workstream was created. The pandemic has resulted in significant changes to ways of working for our staff and students, presenting challenges such as limited interaction with colleagues.

The paper outlines the approach taken to supporting the wellbeing and mental health of our community with examples of activities, training and specialist support services. It also provides a new framework for meetings which has been endorsed by King's Senior Management Team. The paper also highlights the new wellbeing portal on King's website which brings wellbeing resources together in one place for staff and students to find the support they need.

Wellbeing & Mental Health Workstream Update

COVID-19 Response

Academic Board 29 April 2020

Prepared by Rachel Parr, Niamh Godley, Lorraine Kelly, Sue Li and Natalie Galley

Why do we need a Wellbeing & Mental Health Workstream

During this challenging time, members of King's leadership team have repeatedly reemphasised the importance of looking after our own and each other's wellbeing.

The COVID-19 pandemic presents unique and difficult circumstances as many people are working and studying from home, many for the first time. Social isolation is not good for our mental health, so we need to stay connected. Research shows that during uncertainty we tend to look to our managers and peers for guidance and for emotional support, rather than those in high-profile positions.

We all have a personal responsibility to ourselves and our teams to support each other during this time. This pack outlines the approach that we have taken to support Wellbeing & Mental Health.

“In addition to the remarkable work you are doing for the university, I know that you are all experiencing significant disruption to your home lives and caring responsibilities. Please be assured of our commitment in supporting you to have the flexibility you need to look after yourself, your children and family.

I encourage you to take advantage of the variety of resources that have been developed across the university to support our wellbeing and health.”

Professor Edward Byrne, Principal & President

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3

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How to use this document

The purpose of this document is to:

1. *Highlight existing Wellbeing & Mental Health support for staff and students at King's*
2. *Share the information as widely as possible*
3. *Enable people to adapt and use these resources*

Below is guidance on using this document:



Read it – use the contents page to dip in and out of the most relevant section at the time



Share it – use the resources to support conversations. We hope they will provide some examples of good practice and facilitate collaboration



Adapt it – we hope you identify the most appropriate activities in your context and adapt them, particularly the meetings and breaks guidance



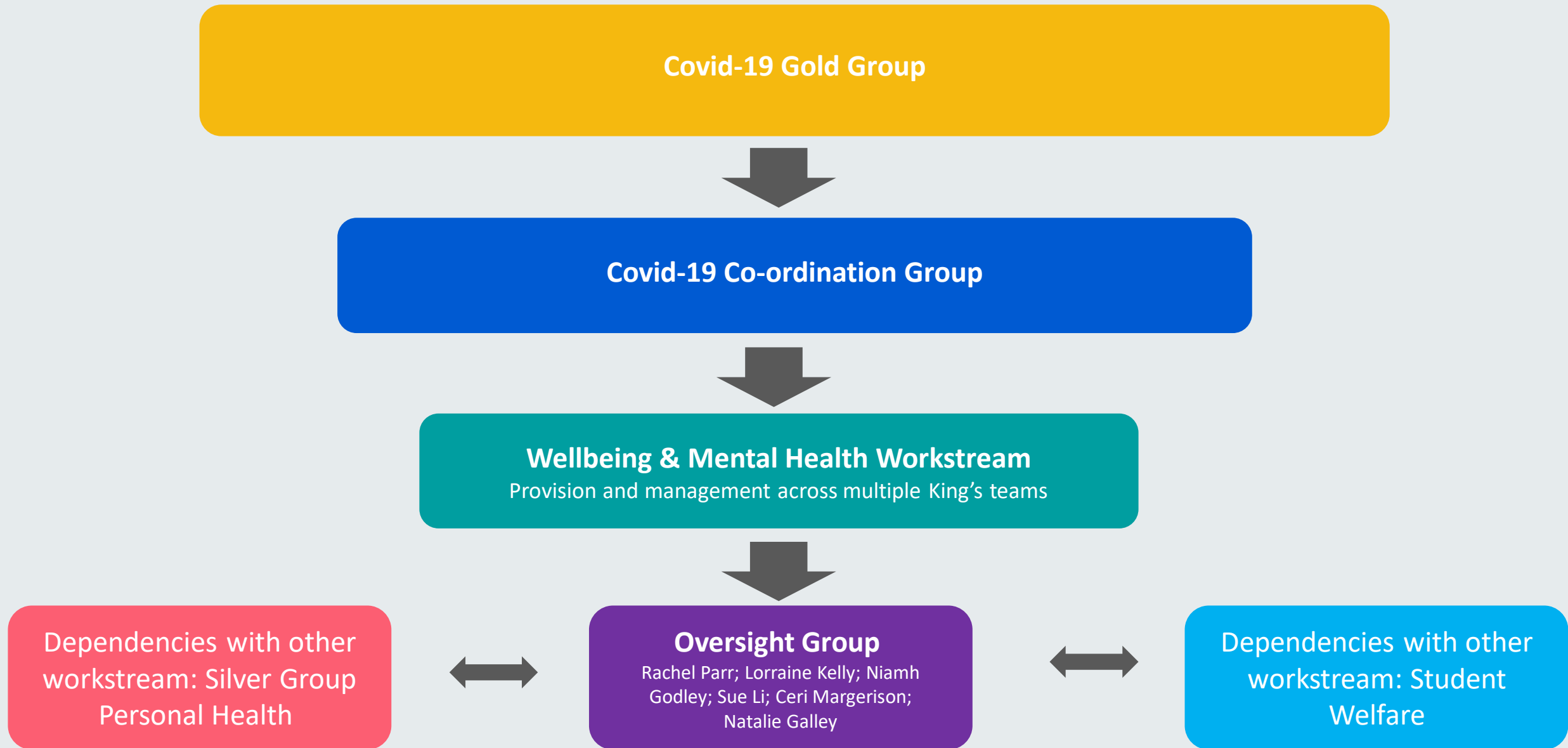
Feedback – tell us what you are doing, what's working well and what else would be helpful

About the Wellbeing & Mental Health Workstream

King's Wellbeing & Mental Health Workstream was created in March 2020 in response to the Covid-19 pandemic. The objectives of the workstream are to:

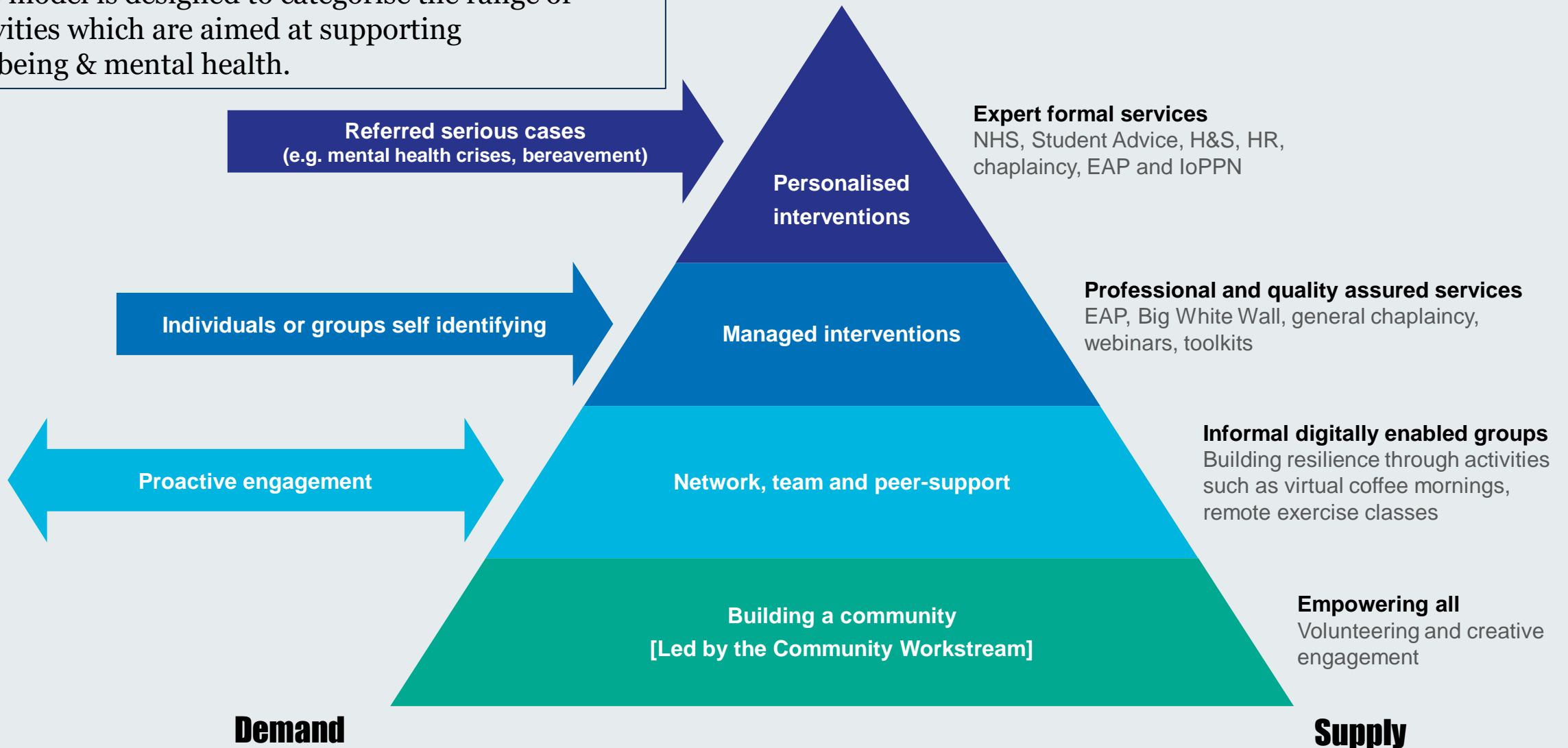
- 1 Coordinate mental health and wellbeing activity to give the greatest impact across the different levels of provision
- 2 Lead associated new ways of working by communicating and reinforcing good practice
- 3 Collaborate with internal and external communities to drive best practice across King's
- 4 Identify and address gaps in provision

Governance Structure

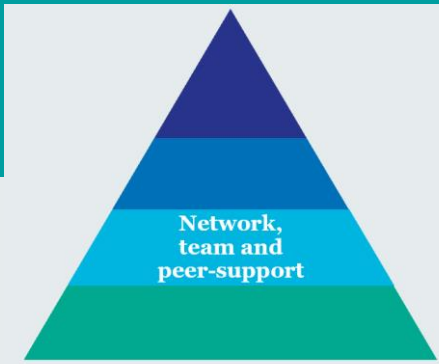


Our model for Wellbeing & Mental Health Support

This model is designed to categorise the range of activities which are aimed at supporting wellbeing & mental health.



Informal digitally-enabled groups and engagement examples



“Ask the Dean *Virtually Anything*” and similar Faculty and Directorate-led all-staff meetings

New online community events
Get together with colleagues for coffee mornings, mindfulness, knitting and more.

Technical Staff Network
University-Wide Meetings

PARENTS' & CARERS' HUB

<p>MATERNITY LEAVE & PAY</p> <p>King's provides a generous maternity leave and pay package for eligible staff; guidance for managers; and information and resources for new and expectant mothers.</p>	<p>PATERNITY / PARTNER'S LEAVE & PAY</p> <p>Eligible staff, of any gender identity, are entitled to take up to two weeks' paternity / partner's leave at full pay.</p>	<p>SHARED PARENTAL LEAVE & PAY</p> <p>A generous shared parental leave and pay package is available to eligible staff.</p>
<p>ADOPTION, SURROGACY AND IVF LEAVE & PAY</p> <p>King's provides generous leave and pay packages for eligible staff.</p>	<p>CHILDCARE</p> <p>Information about nurseries, government childcare schemes, childcare vouchers and other childcare support.</p>	<p>OTHER LEAVE & SUPPORT FOR PARENTS & CARERS</p> <p>The university offers many more types of leave and support, such as a parents' & carers' network; a carers' career development fund; opportunities to apply for flexible working or career breaks; parental and dependant's leave; and parenting rooms, etc.</p>

Research Management Network
THE NETWORK FOR STAFF WHO SUPPORT OR MANAGE RESEARCH AT KING'S

KING'S RESILIFE
Your life at King's Resilife

SharePoint
Community Engagement Corner
Home | Guidance & Resources | Training & Development | Community & Inclusion | Parents & Carers support | Health & Wellbeing

KING'S SPORT
MOVE YOUR MIND

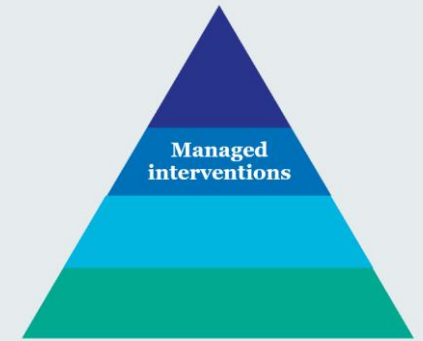
MT-King's COVID-19 Research Community

KBS Wellbeing Day!
26 March 2020

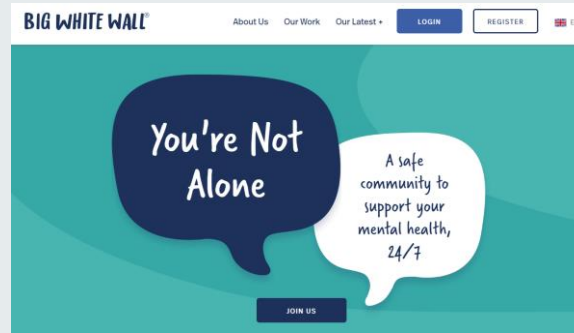
- Morning coffee break
- The Language of Disability: Inclusive Communication tips
- Building your Resilience Muscles
- Lunch! Cooking Pizza with a Pro Chef!
- Still Life: Drawing with Pencil
- Faculty Online Forum
- Meditation
- Afternoon tea
- Personal Wellbeing tips

TAKE TIME IN

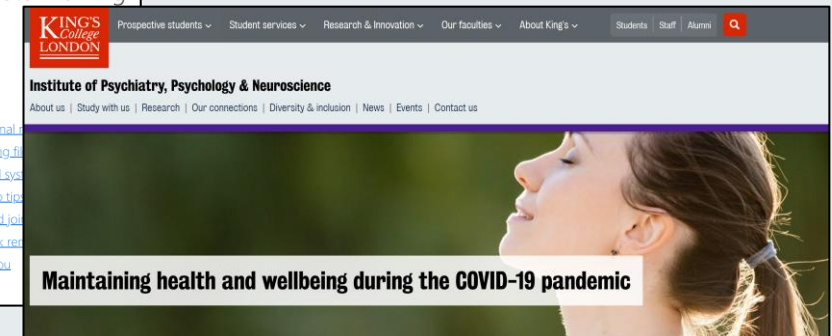
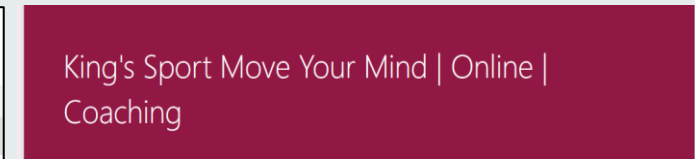
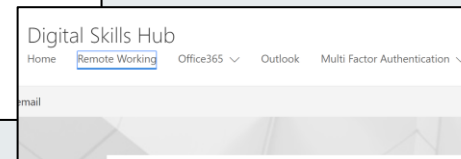
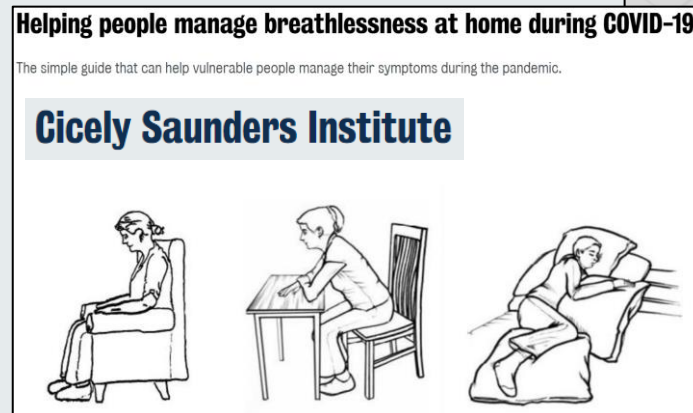
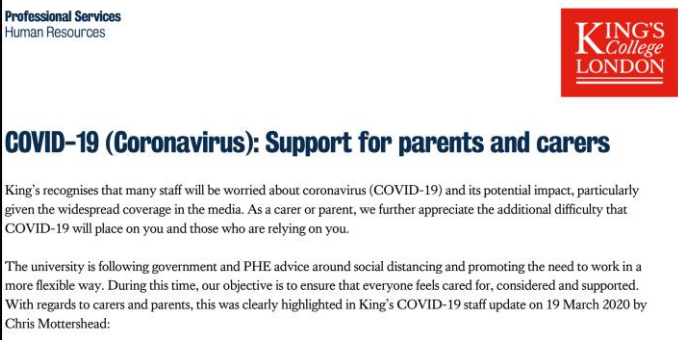
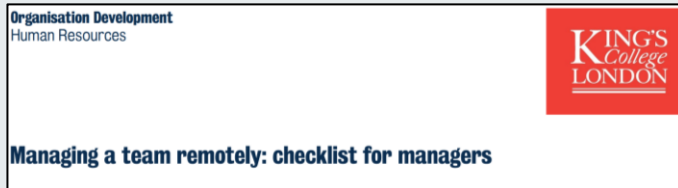
Professional and quality assured services examples



Employee Assistance Programme



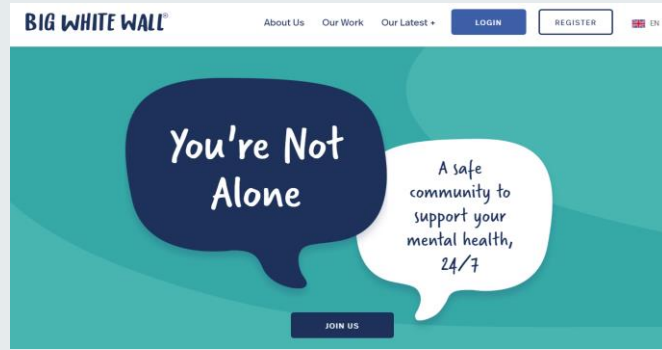
Big White Wall



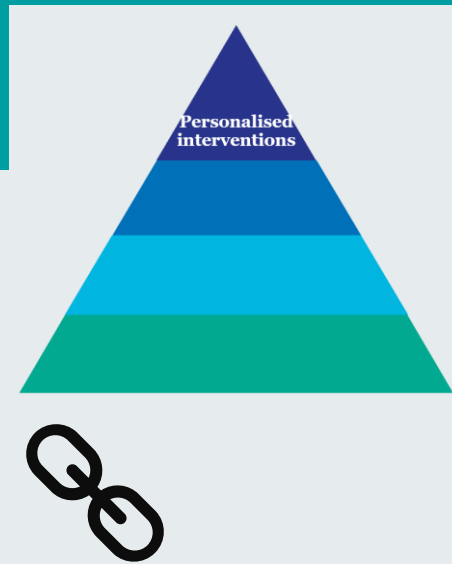
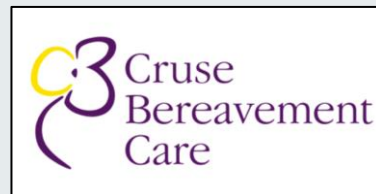
Expert formal services examples



Employee Assistance Programme

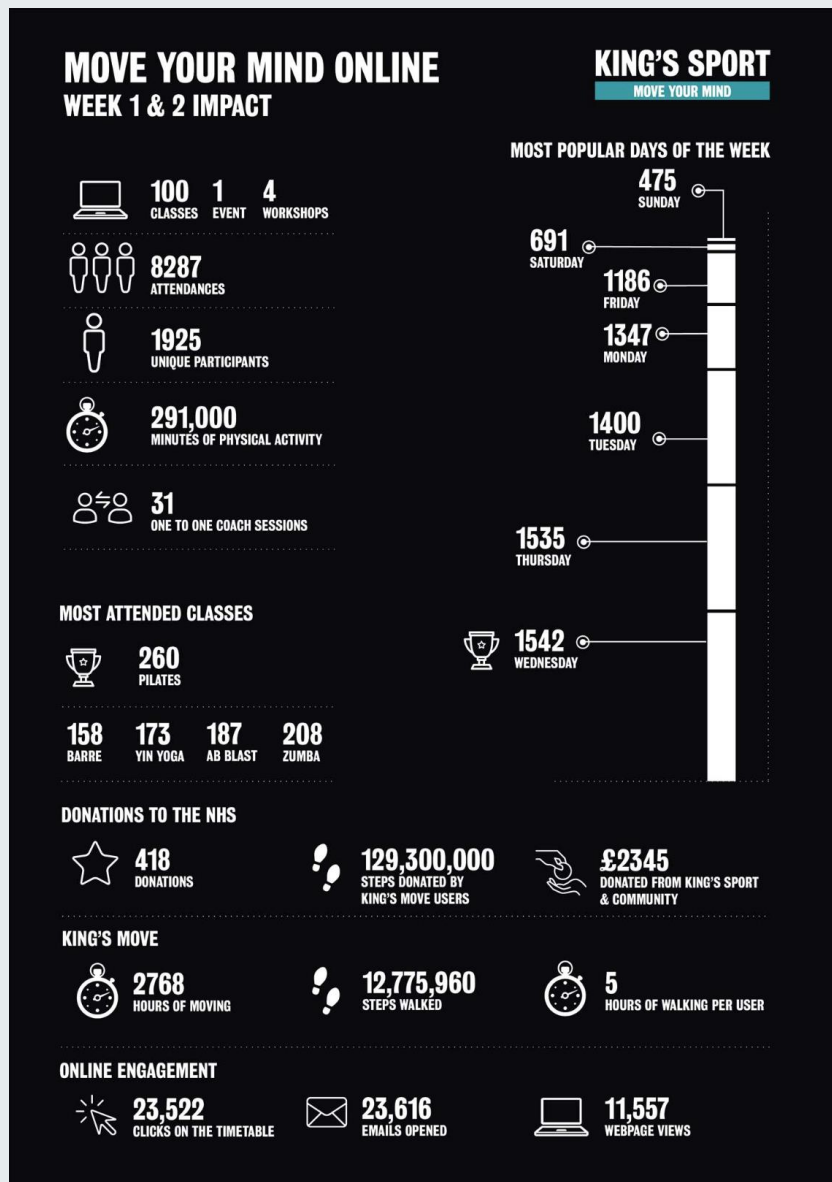


Big White Wall



Physical Health Silver Group
Bereavement Support

Response and feedback on selected activities to date



LEARNING & DEVELOPMENT

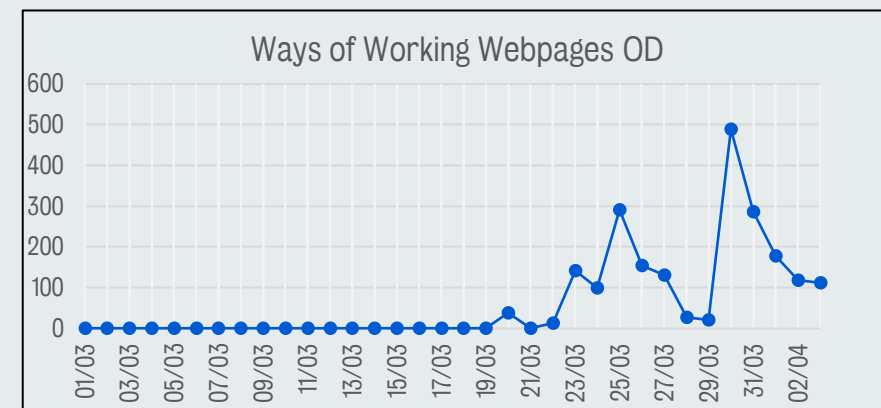
200+ staff supported with online training courses as at 26 March

SARS-CoV and related Coronaviruses

Agar A. Dandekar & Stanley Perimon. Nature Reviews Immunology 5, 937-947

Layang Di et al. Nature Reviews Microbiology 7, 338-356

+208 JR MA AL



Thanks to [Dunlop](#), [Zoe](#) and [Norman](#), [Ian](#). Another very welcome session this morning. This is a really helpful way to keep us all connected and informed as a Faculty.

Thanks all really nice to here about the amazing response from the technical community

Next steps and calls to action

Meetings – a new framework for implementation

Staff have raised concerns about the number of meetings being scheduled throughout each working day. This not only reduces the time available to complete work but is also, in some cases, having a negative impact on wellbeing. This Meetings Framework has been created to address some of these concerns.

By creating consistency on the timing of meetings, we hope that colleagues will benefit from some structure to their days that includes a one-hour meeting-free break for lunch. By moving committee and large meetings to mornings, it is hoped that staff will more easily be able to dedicate their afternoons to completing their education, research and administrative work.

These guidelines – which have been endorsed by King’s Senior Management Team – provide an overarching framework, but local flexibility and discretion will need to be applied to accommodate staff members, including parents and carers, with non-standard working patterns.

King’s Meetings Framework	
09.00-13.00	All cross-university and faculty-level committees; all BCP groups; all staff engagement events; one-to-ones; local project and team meetings
13.00-14.00	No meetings in any capacity
14.00 – 17.00	One-to-ones, local project and small team meetings only

- ❖ Meetings to start on the hour or half hour, to facilitate scheduling across King's.
- ❖ Meetings to end at least five minutes before the half hour or hour (e.g. 10.00 to 10.25 or 10.30 to 11.25), to allow those with consecutive meetings to take a short break between sessions and prepare for the next one.

Tips for chairing virtual meetings

Anyone who has attended a virtual meeting will know that they can be challenging. Aside from connectivity issues and teething problems associated with new software and apps, it can also be difficult to ensure that conversations are inclusive, productive and engaging. Here are some simple tips to help lay the foundations for a successful virtual meeting:

- Start and finish meetings on time
- Let everyone know if the meeting is being recorded
- Begin with introductions if needed, check in with attendees and run through the agenda, highlighting any specifics that need to be agreed during the meeting
- When noting apologies, ask for volunteers to brief absent colleagues at the next available opportunity
- Stop periodically to check for comments in the chat box
- Try not to let participants become distracted by tangents, by asking if unrelated points can be addressed at another time
- Summarise agreed actions at the end of the meeting
- Periodically review your meeting frequency, timings, membership and objectives
- For larger meetings, consider appointing a facilitator to ensure that questions and comments in the chat box are not missed

Meeting etiquette: have you adopted guidelines for your meetings?

Some faculties and directorates will already be familiar with our meeting etiquette guidelines that are shown to the right.

These guidelines still apply, but colleagues are also asked to consider the following ways of working during virtual meetings:

- Be mindful not to multi-task: close email accounts and turn off pop-up notifications
- Try to minimise background noise
- Remember to mute your mic when you're not speaking. You can also 'mute all' if you can hear others while you are speaking
- Turn your camera on when speaking
- Ask questions and make comments using the chat box, rather than interrupting the speaker

Come prepared, be on time and stay fully present	Let everyone participate and don't interrupt others	Think before speaking: don't react in the moment
Listen attentively, with an open mind	Practice empathy for colleagues and assume their good intent	Say 'I', not 'we' or 'people': you can't truly speak for others
Challenge the issue, not the person	Speak up if you feel time is not being used productively	Reflect on your contributions and note your actions

Actions for managers: how can you support your team's wellbeing?

Encourage your staff to join at least one informal virtual network or group

Lead by example by taking regular breaks and annual leave encouraging your staff to do the same

Complete the 'checklist for managers on managing remote teams'

Write a personal note of thanks to individual staff members for their work

Keep wellbeing on the agenda at your team meetings

Host a virtual 'ask me anything' session or social event

Take part in a King's Sport or other wellbeing activity and tell others about your experience

Check in informally and regularly with each member of your team

Find out more about and help us to promote wellbeing activities at King's

The new **wellbeing portal** on King's website:

- Brings wellbeing resources together in one place
- Visibly demonstrates King's commitment to supporting the health and wellbeing of our community
- Makes it as simple as possible for staff and students to find the support they need
- **King's Essentials** weekly will continue promoting to staff our wellbeing-focused events, resources and guidance



www.kcl.ac.uk/wellbeing

English Testing

This paper outlines the current situation with regards to English language requirements and is for information for Academic Board. Approval from the College Education Committee (CEC) is sought. (CEC is due to consider this paper on 24 April). CEC Members are being requested to:

1. Approve the recommendation to accept Password Solo
2. Approve the recommended approach to the cost of the test.

Covid-19: Impact on English Language Requirements

Introduction

This short paper brings together a summary of updates around how students can meet their English language requirements for degree entry for 2020 entry given the current suspension of major English language testing centres. This paper is informed by conversations held with the major testing bodies. Tests need to be not only secure (which is the prevailing requirement for UKVI compliance) but also reliable, valid and timely i.e. useful indicators of a student's ability to use English appropriately in the target context, ideally with results delivered in an acceptable time frame. Some tests in the market meet some of these criteria but not others.

For **degree entry** at King's, we can use a wide range of tests and these are listed on the prospectus. We are also able to assess English language ability in a way we see fit (institutional assessment) as long as we can demonstrate how we have done this, have clear records of our process and these follow UKVI guidelines. This is why most universities simply use the tests on the approved UKVI list.

For **Pre-sessional programmes**, which run in summer and feed through to September start degrees, under normal UKVI rules we can use the same range of tests as long as we a) issue an integrated CAS or b) teach online so a tier 4 visa is not a primary concern. Pre-sessional programmes are now running online and the range of acceptable English language tests for degrees is being applied to all Pre-sessional programmes.

UKVI Updates

UKVI issued updated guidance on 20/04 allowing all compliant HEIs to self-assess English language competency for Pre-sessional programmes as long as clear records are kept as to how assessment took place. King's had already solved this challenge, but this is now supported further by the shifting UKVI stance. The broader decision-making process is given in the appendix. For **Foundation** programmes, a SELT is still currently required. The King's Visa Compliance Team are asking for a similar approach to be taken for Foundation programmes around assessing English language levels (updates to follow) as this will unlock this group for September entry.

Admissions Stats

The data below captures the numbers, accurate 21/04, of students with active offers dependent on English language requirements (i.e. a student has not yet met the degree language conditions) and those currently holding offers for the Pre-sessional. In 2019, around 1 in 3 of those holding PGT offers dependent on English language converted into degree students.

Faculty	Number of active offers with ELR	Number of those seeking to attend PSE	%
King's Business School	1701	268	15.8%
Faculty of Social Science & Public Policy	1805	244	13.5%
Faculty of Arts & Humanities	980	169	17.2%
Faculty of Natural & Mathematical Sciences	1036	119	11.5%
Dickson Poon School of Law	746	84	11.3%
Faculty of Life Sciences and Medicine	428	43	10.0%
Institute of Psychiatry, Psychology and Neuroscience	197	10	5.1%
Faculty of Dentistry, Oral & Craniofacial Sciences	49	7	14.3%
Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care	35	5	14.3%
Grand Total	6977	949	13.6%

Test Updates

IELTS (SELT¹)

- Testing is currently suspended in most locations and vastly reduced in the remaining ones. IELTS hope to start re-opening test centres in China (Wuhan excepted) in early May. They put the probability of this restart around 80%+.
- They are developing a computer delivered online SELT for the rest of the world with online proctoring (launch date was not given). Secure online tests are hard to deliver in China given firewall issues.
- The recently launched IELTS indicator is **not** a SELT and does not look like a suitable alternative to the full IELTS.

TOEFL (non SELT)

- Home testing started late March, 2020 and is currently offered in all countries where the computer-based tests are normally delivered, except mainland China and Iran. Questions around whether this would work in China given the firewall and proctoring challenges.
- To note that we should exercise caution around any Chinese students presenting with a TOEFL Home qualification as we have heard anecdotally that students can work around the non- mainland China limitation (test security therefore becomes an issue).

Pearson PTE

- Testing suspended in most key markets or vastly reduced in terms of availability.
- The test was due to be added to an updated SELT list in early May and Pearson are working with the Home Office to still make this happen (tbc).
- They are aiming to open their test centres in early May in China and, again, see an 80-90%+ likelihood this will happen (except Wuhan). Extra capacity added to deal with demand.

Duolingo (not currently accepted by King's)

- Speaking and writing are not assessed explicitly in this test and it does not currently break down scores into 4 skills, which other tests do. The test is secure but lacks a detailed assessment of the use of English in an academic environment. Whilst we are aware some other universities are accepting this, we do not recommend that King's takes this as a proof of English competency on its own as it is a limited test from a content perspective and accurate level placement.

Pearson Versant (not currently accepted by King's)

- Fully online, *general* English test i.e. has no academic focus which IELTS/ Pearson/ TOEFL/ Password do. The test is well-constructed, with inbuilt test security and remote proctoring available (additional cost), but not in mainland China.
- Results come through only to the institution (they are not portable) and price is around £15 per test (additional for proctored version).
- The test could work **only** as part of a hybrid approach as it is not focused on academic English and lacks complete test security.

¹ SELT means a secure English language test as recognised by UKVI

Password (not currently accepted by King's)

- The 'solo' test version can be taken fully online. Password tests academic English and reports back on all four skills. We would require remote proctoring to ensure test security and minimal input from King's (NB there is some input required from Admissions around matching students to test codes and receiving the results). Password have confirmed that the remote proctoring works in China.
- This test works in a different way to others, where students take the test and then use those results for any university for which they hold an offer. In Password, the target university owns the results and they are not portable. Admissions would identify the students who were unable to take any other English language test, issue a code and pass them over to the proctoring service, who would carry out the test.
- Password partner with many other universities and can supply paperwork outlining how the approach is UKVI compliant.
- King's Foundations are satisfied that the test is robust and should produce an outcome broadly in line with IELTS. The test can be used for both direct and Pre-sessional entry.
- There are 2 broad limitations to this test being a neat solution:
 - The speaking component does not currently work reliably in China (it does work in all other countries). This issue emerged over the weekend so a date for a resolution is not yet known. King's would need to conduct speaking interviews with all Chinese students coming via this route. In mitigation, if IELTS, TOEFL and Pearson test centres open in China in May as planned, this would reduce some of the demand for alternative English language assessment from Chinese students.
 - Given the way the test works, there is a cost to King's: a one-off flat fee for the remote proctoring, which is \$2,000, and then the purchase of test codes, broadly £85 per student (around £40 per test and £40 for proctoring). This price reduces the more test codes are purchased.
 - This is a significant cost (£500K+) if we are looking at the 7,000 students currently needing to take a language test.
- If we wish to add in a further layer of security/focus on language in the academic discipline, we could also require students to submit a piece of writing (see section below).

Developing a King's own Test

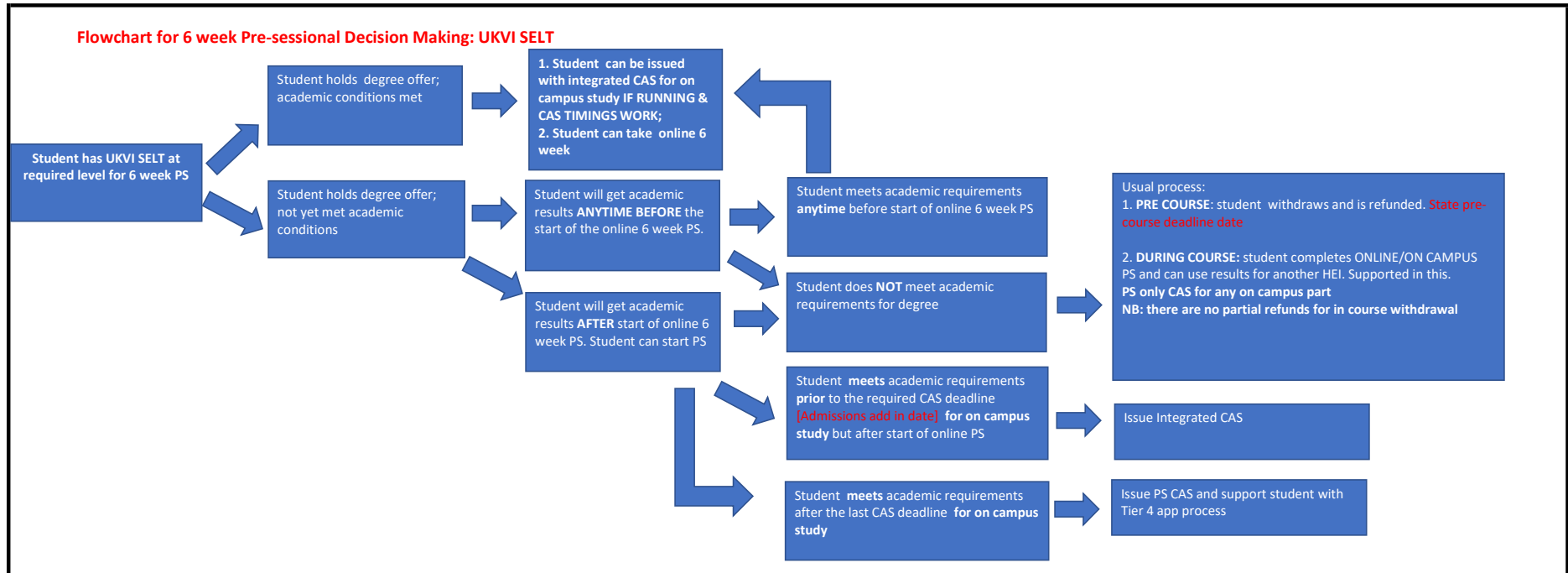
- Most universities do not now offer their own language test given UKVI compliance regulations so there is no ready-made test we could use from a respected institution.
- Fully developing our own tests is highly labour-intensive (each test can only be used once for security reasons) and open to questions around security, which is a key UKVI concern. Given what is available in market, we do not recommend this approach for these reasons.
- Any King's specific test should therefore take a hybrid approach to testing to mitigate risk, reduce workload and build in security checks which should satisfy any UKVI audit. This would be using a currently available test, such as **Pearson Versant/ Password Solo** as a first step, followed by a short piece of discipline focused reading into writing, and interview on that piece of writing, if a student scored above a particular level. Students scoring below a set level would not progress to the next stage of the test.
- King's Foundations could support Faculties around the approach to discipline specific writing/speaking through benchmarking and training academics/GTAs around what an e.g. IELTS 6.5-7.0 in writing/speaking looks like.
 - Faculties would need to develop a reading into writing set of questions and commit to a turnaround time in marking. We recommend basing this on current degree reading lists with the writing as a short summary/ report etc. Faculties would need to have a suite of resources assuming testing takes place on more than one day.

- Turnitin could be used to detect plagiarism.
- King's Foundations could support with moderating if required.
- Speaking interviews would provide an opportunity to validate identity and check that the student understood the reading and writing. King's does bear the risk around checking the student taking the test is the student who takes the degree, but several checks are built in with the above approach which should address this.

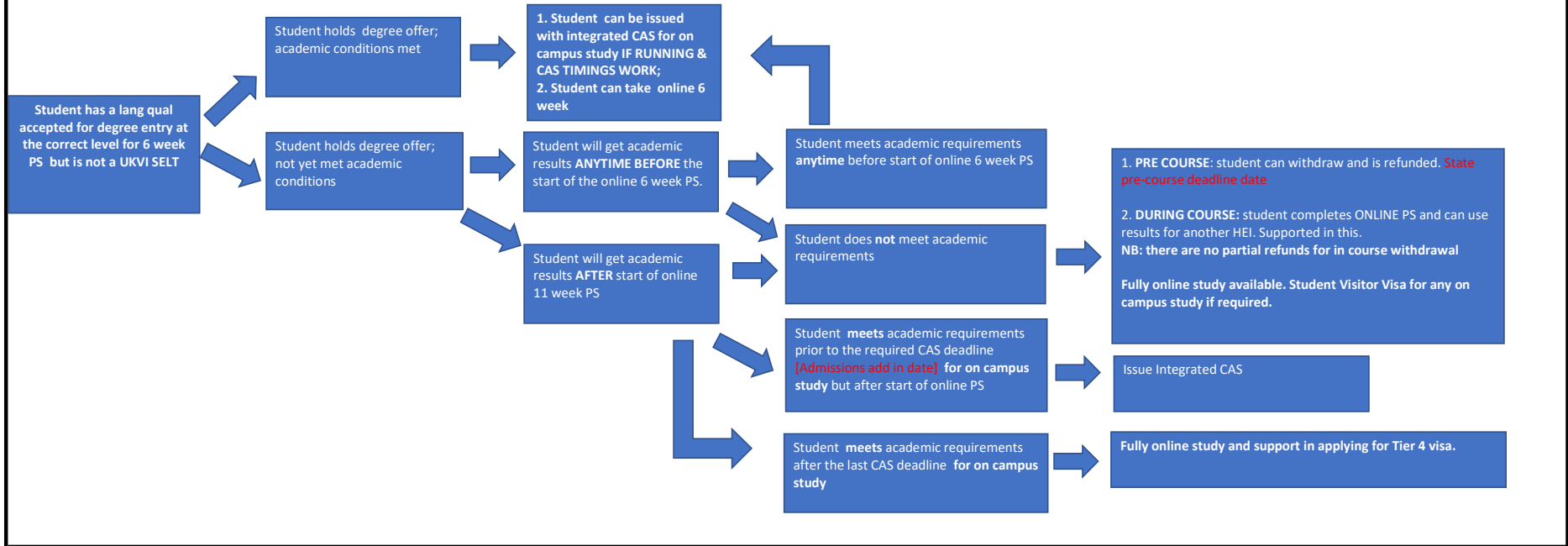
Recommendations

1. We recommend that King's looks to accept Password Solo as an acceptable language test. Whilst not perfect, it is an acceptable academic alternative to IELTS and limits the additional work required by King's staff.
2. Given the potential number of students who may wish to take this test, we recommend that students are charged for the test (with Admissions working out a payment system). If a student subsequently confirms acceptance on the Pre-sessional/degree, we recommend the test amount is deducted from their fees balance. Testing therefore becomes free if students enrol.
3. We recommend that we communicate this option to students holding offers conditional on English language.
4. The addition of a discipline specific piece of writing/speaking may be one Faculties wish to take forward, particularly in competitive entry programmes. This could be piloted for the next PGT intake with 1-2 Faculties this year. Faculties to indicate their interest in this approach.

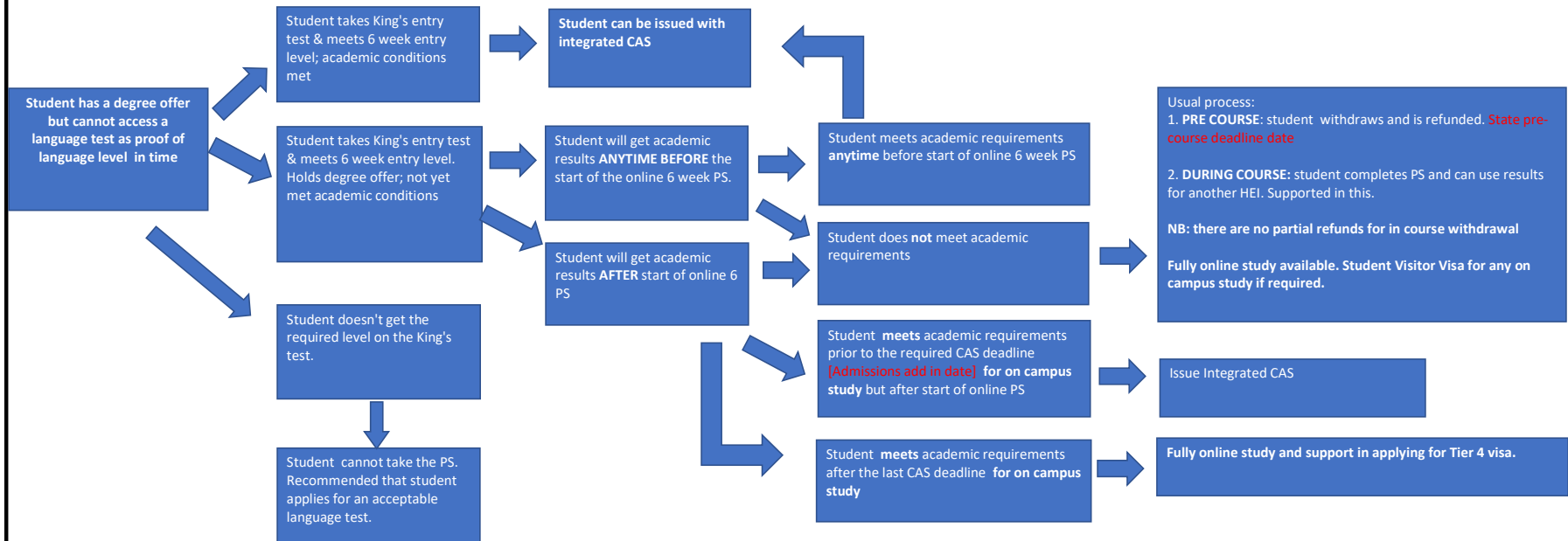
Authors: Nina McDermott/Maeve Huttly 21/04/20



Flowchart for 6 week Pre-sessional Decision Making: Language Qualifications Accepted for Degree Entry



Flowchart for 6 week Pre-session Decision Making: Student unable to take a test



Student has a degree offer but cannot access a language test as proof of language level in time

Student takes King's entry test & meets 6 week entry level; academic conditions met

Student can be issued with integrated CAS

Student takes King's entry test & meets 6 week entry level. Holds degree offer; not yet met academic conditions

Student will get academic results ANYTIME BEFORE the start of the online 6 week PS.

Student meets academic requirements anytime before start of online 6 week PS

Student will get academic results AFTER start of online 6 PS

Student does not meet academic requirements

Usual process:
 1. **PRE COURSE**: student withdraws and is refunded. **State pre-course deadline date**
 2. **DURING COURSE**: student completes PS and can use results for another HEI. Supported in this.
NB: there are no partial refunds for in course withdrawal
 Fully online study available. Student Visitor Visa for any on campus study if required.

Student doesn't get the required level on the King's test.

Student cannot take the PS. Recommended that student applies for an acceptable language test.

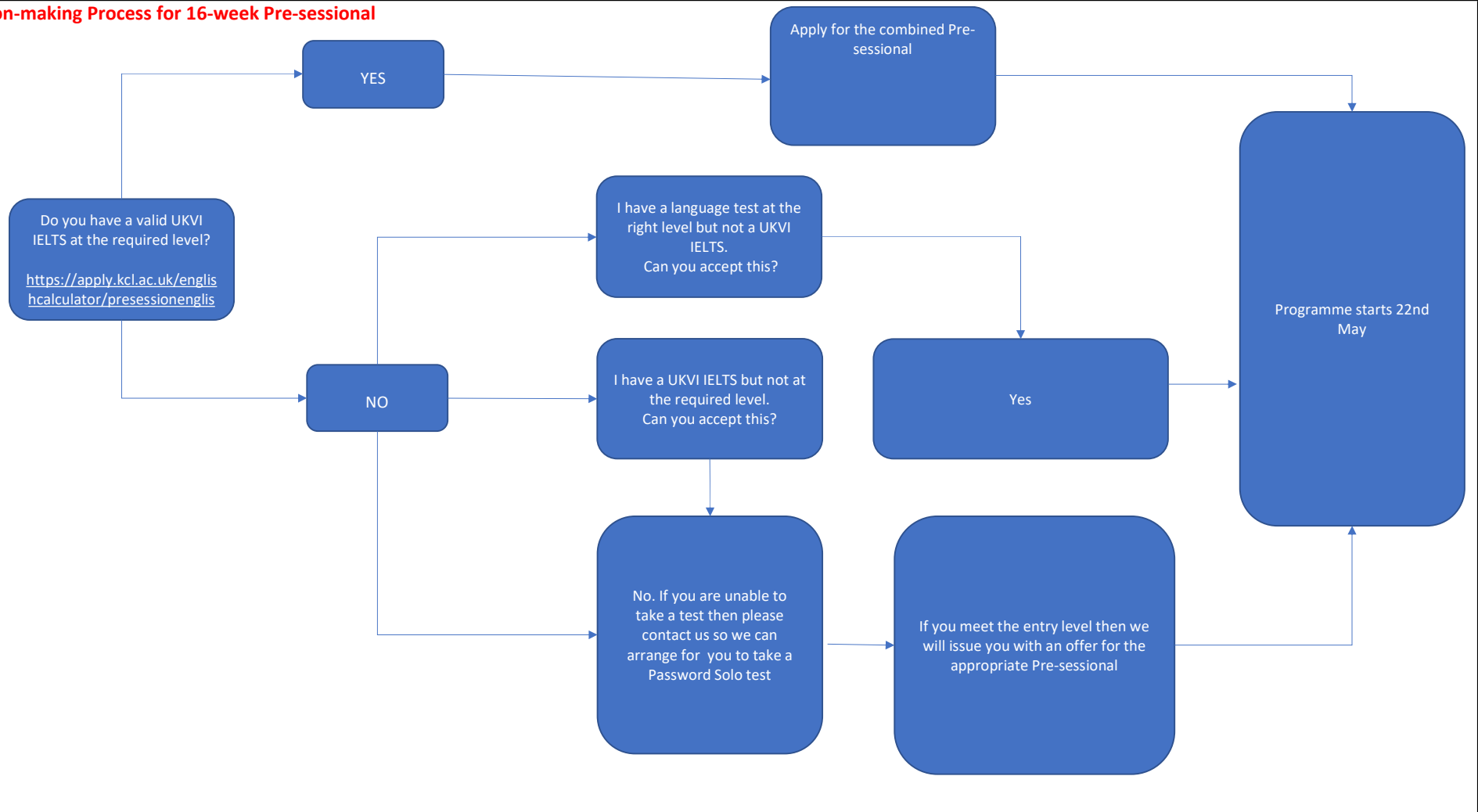
Student meets academic requirements prior to the required CAS deadline [Admissions add in date] for on campus study but after start of online PS

Issue Integrated CAS

Student meets academic requirements after the last CAS deadline for on campus study

Fully online study and support in applying for Tier 4 visa.

Decision-making Process for 16-week Pre-sessional



Education: Assessment, Academic Strategy 20-21, Student Support

This paper provides an overview of the education response to COVID-19. It covers updates on the following issues:

- the move to online teaching and assessment for the remainder of the 19/20 academic year
- measures put in place to manage the impact on assessments and outcomes
- arrangements for the ongoing provision of student welfare, advisory and support services, including mental health support

A separate paper covers our draft academic strategy to underpin education in AY 20/21 (TO FOLLOW).

Professor Nicola Phillips and Darren Wallis
Vice-Principal (Education) and Executive Director Education & Students
22 April 2020

Education: Assessment, Academic Strategy 20-21, Student Support

BACKGROUND

- 1.1 The Education & Students COVID-19 Management Group, chaired by the Vice-Principal (Education) and the Executive Director of Education and Students, has been in operation since mid-March. A number of workstreams were initially established to cover the move to online teaching and learning for the remainder of 19/20, the move to online assessments, and welfare and support services.
- 1.2 Since Easter our attention has also turned to planning for the academic year ahead, through the 20/21 Academic Strategy Group chaired by the VP (Education) and with representation from the Health Faculties, Arts & Sciences faculties, KCLSU, and other key individuals. A separate paper provides the draft framework for our 20/21 academic strategy.
- 1.3 The Academic Strategy Group works closely with the Marketing, Recruitment and Admissions Silver Group co-chaired by the SVP/Provost Arts & Sciences and the Executive Director of Education and Students.

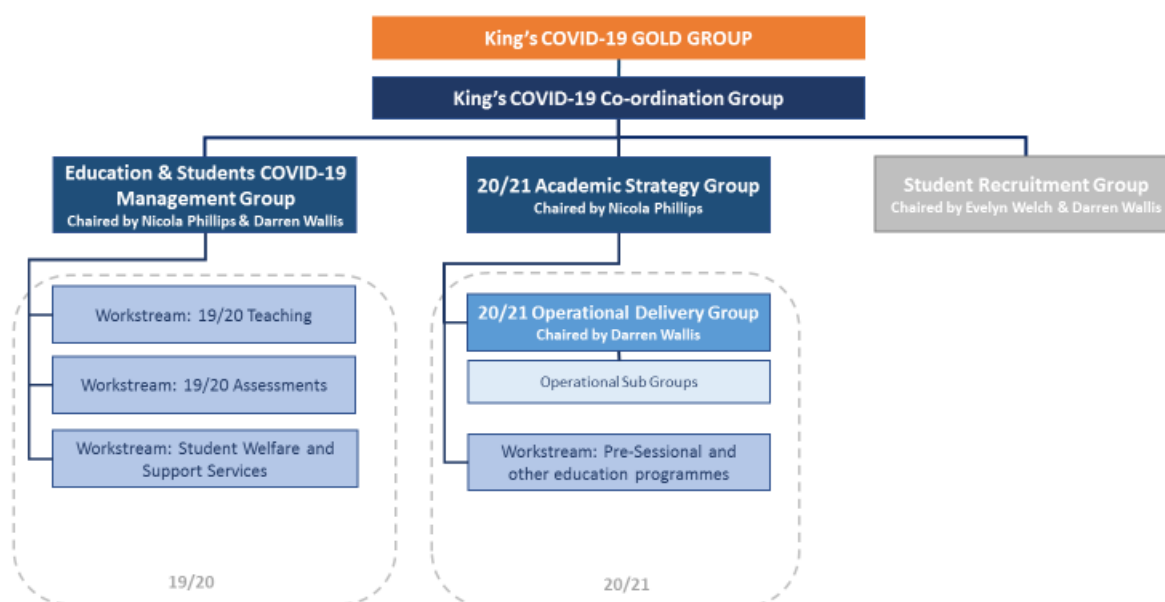


Figure 1 Education & Students COVID-19 Governance Arrangements at 20 April 2020

2. 19/20 TEACHING

- 2.1 The immediate priority in March was to support the immediate adoption of online teaching and learning for the remainder of 2019/20 academic year. For most faculties, this was needed for the last two weeks of term running up to the Easter break. A more limited amount of teaching is ongoing following the break. The speed and sense of purpose with which colleagues across the university made this transition – literally overnight – was astonishing, as was the pace at which students adapted to this sudden change in teaching, in both cases in the midst of considerable personal upheaval.
- 2.2 While the effort was deeply impressive, it was not possible to move all aspects of teaching online for the last couple of weeks of term, for instance where teaching was heavily clinical or laboratory-based. Many students have also had heavily to revise plans for dissertations and projects, where their planned work required access to facilities like archives, laboratories, or performance studios, or the possibility to conduct field research. Departments and faculties have been looking at possibilities – where feasible – for some of our students to be able to make up for some of those lost opportunities in the future.

- 2.3 In terms of support, a webpage with dedicated resources to support online teaching was launched: www.kcl.ac.uk/teachlearntech, which has been used amply by staff and students.
- 2.4 Working with KCLSU and faculties, student feedback has been gathered on a range of issues, such as the impact of timetabling on online learning and assessments, and equity of access to laptops and Wi-Fi. A process has been put in place to ensure students who need them have access to laptops and Wi-Fi dongles. A student section of the TeachLearnTech website has been developed to support students with online learning.
- 2.5 A KEATS usage dashboard indicated that February and March 2020 usage of KEATS generally stayed consistent and Faculty usage patterns have remained similar, indicating an apparently good level of engagement with the new online provision.

3. 19/20 ASSESSMENTS

- 3.1 Considerable time and energy have been devoted across the university to the urgent task of developing our approach to assessment. The principles that inform our approach to assessment in spring/summer 2020 are as follows:
- Our priority is the well-being of both students and staff during this period, and an approach which offers fairness and equity across the university.
 - We are committed to the maintenance of academic standards and the quality of our students' education, as well as the quality of the degrees and professional training they will take from King's.
 - It is important to provide opportunities for students to continue their studies and complete the academic year, and we seek to support all students to progress or graduate as planned.
 - There is merit in providing as much academic continuity as possible in the interests of students.
 - At the same time, to cater for the difficult circumstances which many of our students will experience, the emphasis is on making all assessments inclusive and fair for all students, and introducing the right kinds of flexibility, progression arrangements, and enhanced mitigation to ensure that their outcomes are not adversely affected by this period of crisis.
 - We need to be realistic and pragmatic about what can be achieved under these adverse circumstances, recognising the challenges for both students and staff.

- 3.2 The key components of the resulting assessment policy are as follows:

Extension to the assessment period

In order to allow for greater flexibility, the provision of extensions where needed, and accommodation of the circumstances of both students and staff during this time, the standard assessment period 2 has been extended to run for nine weeks, from 27 April 2020 to 26 June 2020.

Most assessment boards will convene between 20-24 July 2020, and the standard assessment period 3 will run from 24 August to 4 September.

Alterations to assessments

Across faculties, assessment formats have been altered so as to allow students to complete them remotely. This has included, where appropriate and justified, replacing some unseen, timed exams with open-book exams, or alternative forms of coursework.

Departments have also worked to consolidate assessments to ensure that the load is proportionate, and, for many students, the overall volume of assessments has been reduced, where the learning outcomes for the year or programme can be demonstrated to have been met.

All assessment plans have been tailored to avoid any disadvantage to students arising from their geographical location and time zone. Arrangements for students with personalised assessment arrangements (PAA) have been preserved.

Deferral and interruption of studies

We strongly encourage students wherever possible to take assessments in period 2, but understand that there may be a range of good reasons as to why they are unable to do so. Where this is the case, they have the option to defer some or all of their assessments to period 3, or the next assessment opportunity where this may vary in specific faculties. A deferral request could be made by submitting a [special mitigating circumstances form](#), no later no later than 26 April 2020 (the day before the start of the assessment period), or the date advised by their faculty where assessment period timings are different.

Students are asked on the form to provide details on the reason for the deferral request, but, where the reasons are COVID-19-related, no evidence is required to be produced.

Our aim is to explore all possible ways to enable students to sit their assessments this academic year, and thereby progress or graduate on time. If a student is still unable to complete their assessments in period 3, they have the option to interrupt their studies and take their assessments in the next academic year. However, this would be a big decision affecting a student's progression and graduation, which may also have implications for career progression or for professional recognition where the programme is regulated by a Professional, Statutory or Regulatory Body (PSRB), as well as visa implications. It should therefore only be taken after seeking advice and considering the implications carefully.

If a student is considering doing this, they will be advised to speak to their programme director, personal tutor and/or other advice services to discuss whether ways can be found to enable them to take their assessments in periods 2 or 3.

Mitigating circumstances

We have introduced a streamlined process for considering mitigating circumstances, where students are required to provide details of the reason for the request, but are not required to supply evidence.

Students should use the MCF procedure where they did not know in advance that they would be unable to take an assessment, and the deadline for deferral has already passed. They should also use this process where they experience unexpected difficulty in undertaking or completing their assessments due to COVID-19-related issues.

Support with domestic circumstances and access to facilities/technology

It is unfortunately not in our power to relieve students of all of the difficulties they may experience in creating appropriate working conditions to focus on assessments, or in accessing the technology and other facilities they may need to undertake their assessments.

However, our priority is to understand individual students' circumstances and find ways to help wherever possible. Students will be asked to let us know at the earliest opportunity, via the same MCF form, of any specific needs they have which they know or fear will prevent them from being able to undertake their assessments properly.

Where we can, we will try to help, including by exploring making a laptop or dongle available where feasible, or by suggesting alternative means for submitting an assessment. These may include writing coursework by hand, or using a smartphone to download an exam paper, and scan or photograph a hard copy of answers and submit to the department in that way.

Where a student's circumstances prevent them from taking their assessments in period 2, and it is not in our power to help, they have the option to defer some or all of their assessments and take them instead in period 3 (or the next assessment opportunity depending on faculty).

We have identified instances where students' domestic circumstances may mean that they are unable or ill-equipped to take their assessments in either period 2 or period 3, and are liaising with KCLSU on possible avenues for those students.

Undergraduate first year

The first year has been removed from the degree algorithm for this cohort of first year students. This measure is a part of the new degree algorithm that we are rolling out from 2021, and so this is an acceleration of something we had already decided to do for subsequent years. It aims to take some of the pressure off our first-year students without compromising on standards.

It will work as follows (replicating the model we will move to with the new algorithm from 2021):

- First year marks will not be included in the final degree classification
- Progression to the second year will be on a pass/fail basis
- All work will still be marked, and a grade awarded for all assessments
- These grades will be reflected on students' transcripts, enabling them to demonstrate strong performance
- We undertake to ensure that no student is disadvantaged by having their first year performance excluded from the final classification, through careful management of borderline cases in final year assessment boards (see below).

'Safety net' policy

We have put in place a 'safety net' policy to seek to ensure that students' overall outcomes are not negatively affected by the impact of our current circumstances. Given significant differences in assessment systems between faculties, the details of how this will be operationalised in each case will be specified at faculty level. [At the time of finalising this document for Academic Board (22/4/20), these decisions have all now been taken and are in the process of being approved by ASSC, and will be communicated to students shortly.]

Current first years, Undergraduate

For current first years, to reflect our undertaking that no student's final outcome would be disadvantaged by the removal of the first year grades from the degree algorithm, we will put in place a check at the point of considering current first year students for the award of their final degree classification, where a student's overall c-score places them within one percentage point of the borderline zone (47, 57 or 67). In this event, they will also be run through the existing algorithm which includes marks obtained at level 4 (weighted one). The second c-score, determined by using the existing algorithm, will be used if it improves a student's outcome. If the inclusion of first year marks means that the c-score moves up into the borderline zone, the existing 'two percent' rule for managing borderline cases will be followed in order to determine whether the higher classification should be awarded. If the inclusion of first year marks moves the c-score over the boundary for the higher classification, this is the outcome that will be awarded.

All other years, Undergraduate

The aim is to make sure that a student's overall performance for the year is not negatively affected by circumstances associated with the COVID-19 period. In determining a student's performance, we will calculate an average based on all completed modules and summative grades available for work completed with submission deadlines up to 15 March 2020, where these can be considered sufficient to give a reasonable indication of prior performance. Where sufficient information is not available from this year, we will seek instead to use alternative appropriate data, which may include the previous year's performance or formative work this year.

This 'safety net' average will then be compared with the student's average for the full year, to ensure that we are picking up any instances in which a student's outcome for the year may have been negatively affected by poorer-than-average performance in the COVID-19 period. For those modules completed after 15 March 2020, marks may be adjusted to ensure that the average for the year is at least at the level

of the 'safety net' average. Marks for any failed modules will not be so adjusted and resit marks will continue to be capped.

Students must take all assessments set for them in order for the 'safety net' provisions specified above to be applied.

Current Finalists, Undergraduate

At the point of calculating the final degree classification, we will put in place an additional check. The existing two percent rule will be applied in two ways:

A c score within two percent of a higher classification boundary will be automatically upgraded to the higher classification where at least 60 credits at level 6 or above are in the higher range

or

A c score within two percent of a higher classification boundary will be automatically upgraded to the higher classification where at least 60 credits at level 5 or above, in a single given year, are in the higher range.

Postgraduate Taught

We wish to apply the same sort of 'safety net' commitment at PGT level, although obviously this is more difficult than at UG level. Discussions have been underway with faculties about how this could work, and are in the process of being finalised.

All students

For all current students, we will carry out additional checks at the point at which their final degree classification is being determined at the end of their programme, to make sure that we are satisfied that no disadvantage to their final outcome has been caused by the disruptions experienced in spring/summer 2020 as a result of COVID-19.

Progression requirements

Standard rules will apply with the following exception for current first year students:

At level 4, if a student does not meet the minimum progression requirements but has up to 30 credits in the condonable range, the regulation that prohibits condoned fails from being included in the progression minimum will be suspended to enable the student to progress carrying up to 30 deferred credits.

- 3.3 We have put in place some changes to **marking requirements** in recognition of the significantly increased pressures on staff (both academic and PS) during this period, and the probability that some will be off work ill, or caring responsibilities and domestic circumstances will mean they struggle to meet the usual turn-around times.

Under emergency regulation G4.9, the Chair of the Academic Standards Sub-Committee approved the following approach:

- Double marking for all dissertations;
- Single marking with retrospective sampling of at least 10% for all other work

Students have also been advised that despite colleagues' and departments' best efforts, it may not always be possible to meet the four-week turnaround rule for feedback.

- 3.4 A suspension of regulations for MBBS to enable students to graduate early and take positions in hospitals was approved. Likewise, emergency regulations have been enacted to enable nurses and midwives to move into practice, and to mitigate the impact this may have on students graduating / classifying their overall degree outcome.

3.5 In operational terms, a training plan has been developed for the IT Service Desk to support assessment queries. Mitigation for an increased load on IT systems (KEATS, Turnitin etc) has been a focus collaboratively with the Assessment Workstream, who are now taking this forward, and discussions with FEMs are ongoing.

4. STUDENT WELFARE & SUPPORT SERVICES

4.1 Student Support & Wellbeing Services are all offering virtual support for all of the main aspects of their services. This includes Counselling & Mental Health Support; Disability Support & Inclusion; Advice & Guidance Services (Housing, Money and Immigration advice); and the Student Services Frontline Team, who act as the first point of contact for student enquiries and signpost students onwards. Library & Collections and Curriculum Quality & Employability Services have also moved their offer online.

4.2 A full process and criteria for hardship applications has been approved by Finance. Work with Credit Control has been undertaken to set up an online form for students experiencing financial hardship, including supportive evidence required.

4.3 There is ongoing coordination with King's Residences around support for students still living in halls of residence, or who need accommodation.

4.4 There are some changes to the current provision of Counselling & Mental Health Support. A team of Counsellors, Counselling and Clinical Psychologists, Mental Health Advisors and a Consultant Psychiatrist continue to provide the following services using Microsoft Teams:

- free and confidential individual support;
- long and short term groups;
- CBT-informed groups;
- psycho-educational workshops;
- guided self-help (MHAs);
- psychiatric assessment and consultation;
- SOC support and management (Head of Mental Health Support and MHAs)

Therapeutic sessions have been reduced to 30-minute check-ins. This arrangement will be reviewed in the short to medium term.

4.5 Consideration is being given to how two external platforms/providers can complement and enhance existing resources: Big White Wall and Care First. The university's BCP Personal Health Silver Group is involved in discussions about Care First.

4.6 The Take Time In initiative was launched as a collaborative project between King's and KCLSU, which adapts the successful Take Time Out initiative to promote self-care during this exceptional period.

Academic Board

Meeting date	29 April 2020
Paper reference	AB-20-04-29-06.1
Status	Final
Access	Members and senior executives
FOI release	Subject to redaction
FOI exemption	None, subject to redaction for commercial interest or personal data

Report of the Academic Board Operations Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item
1. Election Process for Membership of Academic Board (Annex 1)	28 January 2020	Main	Approve	No
2. Election Process for Academic Board Members of Council (Annex 2)	28 January 2020	Main	Approve	No
3. Mechanisms for Decision-Making Out of Session	28 January 2020	Consent	Note	No

For Approval

1. Election Process for Membership of Academic Board

Academic Board Operations Committee reviewed the process adopted in 2019 for the first round of elections for membership of the Academic Board following the substantial changes made to the Board and its operation in the 2018/19 review. The review included the processes used for nominations, communications, online voting and eligibility, see **Annex 1**.

In discussion the Committee noted that there may be categories of individuals who hold affiliate King's email addresses who are currently excluded from standing and voting in the Academic Board elections and who might be considered as eligible to take part. These accounts are held by staff employed by the NHS for example who contribute substantial teaching and research. The Committee had intended to discuss this at a future meeting and bring proposals to Academic Board for approval, but requires more time to complete this work. Academic Board is asked to consider delegating authority to the Committee to make these decisions in order that these individuals might be included in the 2020 round of elections.

Motion 1: That Academic Board approve the following amendments to the process for the election of members of the Board:

- (i) That Faculties should define the Head of Department cohort to suit their internal structure and provide the lists of staff to be included in the Heads of Department category for each election.

- (ii) That the Head of Department category of Academic Board membership should be filled by Heads of Department (identified by the Faculty as outlined above) only.
- (iii) That the postdoctoral researchers election category should be replaced with “academic staff on research-only contracts”.
- (iv) That the final electoral register include staff on the HR system on the date two weeks before the date of the election.
- (v) That periods greater than six months of absence from the College for members of Academic Board be filled on a temporary basis until either the member returns or their term of office expires. In the case of an elected position, the runner up candidates should be invited to fill the temporary position and should be invited in order of votes received in the election, starting with the highest, with a by-election to be held in the event there is no runner-up.
- (vi) That an alumni category should not be added to the composition of the Academic Board.
- (vii) That hustings are not required, but that candidates are welcome to canvass for support.
- (viii) That the Academic Board terms of reference be amended as follows:

Existing Terms of Reference	Proposed New Terms of Reference
3.4 Four academic staff members from each faculty (and five in the case of larger faculties) will be elected by and from the staff of each faculty. At least one of the members from each faculty will be a Head of Department or equivalent. In faculties where there is no Head of Department/equivalent, the seat will be filled by a member of academic staff.	3.5 <u>Three</u> academic staff members <u>on contracts which include teaching</u> from each faculty (and five <u>four</u> in the case of larger faculties) will be elected by and from the <u>academic staff members on contracts which include teaching of each-in that</u> faculty. 3.4 <u>At least one</u> <u>One of the members from each faculty will be a</u> Head of Department or equivalent <u>will be elected from each faculty by the whole staff of the faculty. In faculties where there is no Head of Department/equivalent, the</u> <u>Each faculty will determine its own head of department equivalent list of eligible nominees and</u> the seat <u>will may only</u> be filled by a member of academic staff an eligible candidate from that list.
3.5 Three members of professional staff, one each from education support, research support and service support will be elected by and from the professional staff.	3.7 Three members of professional staff, one each from education support, research support and service support will be elected by and from the professional staff.
3.6 One post doctorate will be elected by and from the post doctorates of the health faculties and one post doctorate will be elected by and from the post doctorates of the arts & sciences faculties.	3.6 One post-doctorate <u>member of the academic staff on research-only contracts</u> will be elected by and from the post-doctorates <u>academic staff on research-only contracts</u> of the health faculties and one post-doctorate <u>academic staff on research-only contracts</u> will be elected by and from the

	post-doctorates academic staff on research-only contracts of the arts & sciences faculties.”
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Motion 2: That Academic Board delegate authority to the Academic Board Operations Committee to determine whether any categories of individual who hold affiliate King’s email accounts should be declared eligible to stand and vote in the Academic Board elections.

2. Election Process for Academic Board Members of Council

Academic Board Operations Committee reviewed the process adopted in 2019 for the first round of elections from Academic Board for membership of Council, noting the issues raised during the process and the responses agreed by Council at the time, see **Annex 2**.

Motion: That Academic Board approve the following amendments to the process for elections from the Board for membership of Council:

Existing guidance	Proposed new guidance
Senior Academic Staff definition: Professor, Reader and Senior Lecturer (and their clinical equivalents); Professorial Research Fellow, Principal Research Fellow and Senior Research Fellow.	Senior Academic Staff definition: Professor; Reader; and Senior Lecturer; -Professorial, Principal and Senior Research Fellow - and their clinical equivalents. Professorial Research Fellow, Principal Research Fellow and Senior Research Fellow.
Junior Academic Staff definition: Lecturer, Research Fellow, Teacher, Teaching Assistant, Senior Demonstrator, Demonstrator/Prosecutor and equivalent	Junior Academic Staff definition: Lecturer, Research Fellow, Teacher , Teaching Assistant Fellow , Senior Demonstrator, Demonstrator/Prosecutor and equivalent.

For Note

3. Mechanisms for Decision-Making Out of Session

Academic Board Operations Committee considered the processes available for decision-making by the Board and agreed that decisions that need to be taken outside of the regular meeting schedule of the Academic Board be managed through one of the following three means:

- (i) Special meeting – as set out in Ordinance B9, which enables the Chair of a standing committee of Council to convene a special meeting – and enables members to request this with the signatures of no less than one third of the membership.
- (ii) Delegated authority – as set out in the Charter, Statutes and Ordinances for delegation with certain restrictions from Council to Officers and Committees including Academic Board and from Academic Board to Officers and its Committees. There were long standing delegations set out in the terms of reference, but Academic Board could also decide to give specific delegated authority for an upcoming decision to an individual or group of individuals or to one of its committees or a working group established for the purpose. The Committee agreed that this

mechanism would be useful in allowing Academic Board to retain its authority and to decide on the appropriate course of action in specific instances which couldn't be predicted on a long-term basis.

- (iii) Email approval – as set out in Ordinance B9.5(v), which enables any standing committee of Council (of which Academic Board is one) to approve a resolution by email by a simple majority.

The Committee considered the practice of Chair's Action, which was often cited by committees in the Sector (but not explicitly permitted by King's Statute or Ordinances except in the case of the Chair of Council), but agreed that this was not appropriate for the business of Academic Board. The Board's role was to provide assurance to Council and the potential conflict of interest for the Chair of the Board being also the chief executive meant that Chair's action on any given issue might not be appropriate. The Board had already delegated many routine decisions to Officers and Committees and had the facility to delegate specific instances to individuals which might include the Chair on occasion where appropriate.

The Committee also considered the technical possibility of holding a remote access meeting which was enabled in Ordinance B9. It noted that whilst it was a technical option for Academic Board, it was unlikely to be workable in practice given the size of the Board. [Secretary's Note: the current circumstances have caused this view to be reviewed!]

Professor Nicola Phillips
Chair of Academic Board Operations Committee
April 2020

Election Process for Membership of Academic Board

Academic Board Operations Committee reviewed the process adopted in 2019 for the first round of elections for membership of the Academic Board following the substantial changes made to the Board and its operation in the 2018/19 review. The review had resulted in substantial changes to the composition of the Academic Board in line with its primary aims of increasing the proportion of elected staff and student membership, expanding the categories of staff and students represented and improving the opportunities for those staff and student members to contribute to strategic matters. The review included the processes used for nominations, communications, online voting and eligibility and the following specific questions were considered:

- (i) *Can we identify an HoD group for election from each faculty as requested by Council? The role of HoD does not appear in many departments and it is difficult to identify consistent equivalency across faculties. HR does not hold such a list and the list used in 2019 was provided by the HoD Forum which is a self-selecting group.*

In discussion the Committee confirmed its view that it was important that Heads of Departments and Heads of Schools were included in the composition as a specific category and that the Faculties should determine how best to define the category for their structure.:

- (ii) *Is it acceptable to hold a non-HoD election to fill a faculty position of Academic Board in the event that no HoDs stand?*

In discussion it was noted that this had been allowed in the 2019 elections, but that the Committee was of the view that this should not be allowed in future in order to preserve the integrity of the category. Heads of Department had stressed the importance of their being represented on the Academic Board as a distinct group and they needed to step up and be nominated now that representation had been agreed.

- (iii) *Can we identify the postdoctoral researchers to form a discrete election group? Several individuals identified as postdoctoral researchers self-identified as being academic staff and did not want to be in the post doctoral category. HR does not hold a post doctoral researcher list, it was produced by the Centre for Postgraduate Research and the College Secretariat had to manually remove those people from the academic and professional service lists.*

In discussion it was noted that this was a large group of staff who were often marginalised and should be explicitly included. The category could mirror the Research Excellence Framework and be specifically for academic staff on research-only contracts. This would still capture [the](#) post-doctoral cohort. The Academic Staff category would then be specifically for academic staff on teaching and research contracts and on teaching-only contracts.

- (iv) *Can we include very new staff who are not yet on the HR list? Or is there a cut-off point [perhaps](#) two weeks before the election?*

In discussion it was agreed that a cut-off point two weeks before the date of the election was sensible for finalising the electronic electoral register.

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- (v) *Should we continue to accept nominations for candidates currently on extended leave (maternity, sabbatical, illness)?*

In discussion it was agreed that periods of absence greater than six months should be treated as an absence to be filled on a temporary basis until either the member returned or their term of office expired. In the case of an elected position, the runner up candidates should be invited to fill the temporary position and should be invited in order of votes received in the election, starting with the highest. If there were no runner-up, a by-election would need to be held.

- (vi) *Should we add an alumni category?*

In discussion the Committee was of the view that alumni were better suited to external advisory roles and not appropriate for the business of Academic Board.

- (vii) *Should we continue to include only currently employed staff on the election and continue to exclude those with affiliate King's email accounts?*

In discussion it was noted that King's affiliated email accounts were held by a broad set of individuals including staff on NHS contracts who deliver programmes, current and former members of the governing body, and many others. It was agreed that further analysis of the categories of individual who hold affiliate accounts was required and then decisions should be taken on a group-by-group basis to determine which should be eligible to take part in the Academic Board election.

- (viii) *What changes should be made to the promotion of the election and the results afterwards? Should there be hustings and posters or continue to be all-staff emails and cascaded emails to individuals?*

In discussion it was noted that staff awareness of the elections would be higher next year following the 2019 election and that hustings were not required, but candidates were welcome to canvass for support as they wished.

Election Process for Academic Board Members of Council

The election process approved by Academic Board and Council and adopted in 2019 was as follows:

Terms of Office

1. In accordance with the terms of reference and of the Academic Board set out in the Ordinances, the Academic Board shall elect three of its elected staff members to the membership of Council.
2. The term of office will run from 1 August to 31 July in whichever year of appointment and term end applies. Where an appointment to Council begins after 1 August, the term will end on 31 July less than three years after that date.
3. The members to be appointed to Council for three years or as long as their appointment to Academic Board continues, whichever is the shorter.
4. Members may stand for further election at the end of their period of Council Membership if they are still members of Academic Board.

Nomination

5. Any member of the elected staff membership of the Academic Board may be nominated for election to Council.
6. Members will be elected from the following categories provided that nominations are received from each: (i) senior academic staff; (ii) junior academic staff (iii) professional staff.
7. Members may self-nominate or be nominated by another member of the Academic Board. Non-elected Academic Board members cannot stand for election to Council, but they can nominate an elected member and they can vote.
8. Nominees will provide a statement of up to 150 words which will be included in the ballot information.
9. A period of not less than one week will be given for nominations.

Voting

10. All members of Academic Board will be eligible to vote for the elected staff members of Council.
11. The election shall be conducted by electronic ballot as three separate elections, one for each category, providing that sufficient nominations are received to run all three categories. Each Academic Board member shall have three votes, one in each election. In the event that no nominations are received for any category, the highest polling nominee from those put forward for the other categories shall take the position.
12. A period of not less than one week will be given for members to cast their votes.
13. The winner will be the candidate in each category that receives the highest number of votes, subject to the arrangements set out in 11 above.
14. In the event of a tie, the winner will be selected by coin toss in the presence of an independent witness. The tied candidates will be invited to attend the coin toss.

The timetable was as follows:

22 October	Call for nominations issued
1 November	Nominations closed
5 November	Ballot issued

18 November	Balloting closed; winners announced
25 November	Initial induction meeting
26 November	First meeting of Council that members attended

Comments and suggestions for improvement

The following issues were raised during the process and reported to Council which agreed the responses of the College Secretary on each, listed here:

1. *Will there be a secret ballot?*
Yes, the electronic voting process used by the Secretariat ensures that votes are anonymous.
2. *Will AB members have to put themselves forward or be nominated by colleagues?*
The process includes provision for either.
3. *Will candidates have to produce a written description of their aims?*
The process asks candidates to provide a written statement. It is not prescriptive as to the content of any such statement.
4. *Will such documents be promulgated to the AB elected membership, the entire AB or to the entire KCL community.*
As the statements are posted with the ballot, all members of the AB see them. There is no provision in the proposal for statements to be circulated beyond the electorate for the posts.
5. *What will be the role/involvement of the non-elected members of the AB in the election? Or will such non-elected members be obliged to maintain neutrality?*
There is nothing in our Statutes, Ordinances or terms of reference that say that ex officio members of our governing bodies have a status any different from elected members. The role/involvement of ex officio members would be the same as elected members unless Academic Board and Council determine otherwise. To exclude them from participation in the election process would require Council approval.
6. *Will there be hustings at which candidates for Council can be quizzed? Before whom?*
This is not contemplated in the current process.

The Committee considered two additional questions:

1. *Academic candidates self-select their category – senior or junior, with the guidance set out below. Is this sufficient?*
The Committee considered the guidance for the categories, and the research-staff definitions in the light of decisions taken in minute 4 above and agreed that nominees should continue to self-select the junior or senior category, with some amendments to the guidance as set out below.
2. *A query was raised as to the length of the statement (set at 150 words)*
The Committee noted that the 150-word limit was for inclusion in the ballot paper, and agreed that it should not be increased, but that there was no reason why candidates could not circulate additional information and canvass for votes if they wished to do so.

Academic Board	
Meeting date	29 April 2020
Paper reference	AB-20-04-29-06.2
Status	Final
Access	Members and senior executives
FOI release	Subject to redaction
FOI exemption	None, subject to redaction for commercial interest or personal data

Report of the College Education Committee

Contents	Meeting at which Considered	Main or Consent Agenda	Academic Board Action	Reserved Item?
1. Fitness to Study Policy (Annex 1)	April 2020	Main	Approve	No
2. Complaints Policy (Annex 2)	April 2020	Main	Approve	No
3. Mitigating Circumstances Policy (Annex 3)	April 2020	Main	Approve	No
4. Chair's Report	April 2020	Consent	Note	No
5. Executive Director's Report	April 2020	Consent	Note	No
6. Examinations Action Plan	April 2020	Consent	Note	No
7. PDASC Report – Sunset Policy (Annex 4)	April 2020	Consent	Approve	No

To Approve

1. Fitness to Study Policy (*Annex 1*)

Motion: That Academic Board approve the Fitness to Study Policy

The Committee approved this new policy, which was developed at the request of The Office of the Independent Adjudicator for Higher Education. It was endorsed by the Academic Standards Sub-Committee at the 4 March meeting.

2. Complaints Policy (*Annex 2*)

Motion: That Academic Board approve the Complaints Policy

The Committee approved minor updates to the policy. It was endorsed by the Academic Standards Sub-Committee at the 15 January meeting.

3. Mitigating Circumstances Policy (*Annex 3*)

Motion: That Academic Board approve the Mitigating Circumstances Policy

The Committee approved the updated policy for the next academic year, which stripped out any procedural aspects.

For note

4. Chair's Report

The Chair gave a verbal update on the external regulatory environment, including subject-level TEF. The Chair discussed the internal environment and the impact of the Covid-19 pandemic. Students had received communications on changes to assessment and progression and the College would now be moving out of the

acute management phase to look longer term and at the measures that would be needed to prepare for the beginning of the next academic year.

5. Executive Director's Report

The Committee received a verbal update from the Executive Director of Education & Students. Two new appointments had been made within the senior management team of the Directorate. One would be responsible for student facing services and the other for admissions, registry services etc.

6. Examinations Action Plan

The Executive Director of Students & Education presented the Examinations Action Plan, noting that the Exams Office had faced increasing difficulties in the last three exams periods. The intention behind the paper was to get CEC agreement to a detailed action plan for the May exam period but Covid-19 meant that the College would not be offering exams requiring students to be present. The committee discussed the paper, which proposed short term solutions and longer-term options for the Examinations process.

To Approve (Consent Agenda)

6. PDASC Report – Sunset Clause Policy (*Annex 4*)

Motion: That Academic Board approve the Sunset Clause Policy

The Committee approved the report of the Programme Development and Approval Sub-Committee, including a Sunset Clause Policy (*Annex 4*). The purpose of the sunset clause policy is to continue the practices that have been established by the Portfolio Simplification exercise and review all new taught programmes after a fixed period of time to ensure the proposed student numbers agreed at the proposal stage have been met

Fitness to Study Policy	
Policy category	Academic
Subject	Fitness to Study
Responsible officer	Director of Students & Education
Delegated authority	Student Support & Wellbeing Services
Related university policies and regulations	G27 Misconduct Regulation G29 Fitness for Registration and Fitness to Practise Regulation G28 Academic Progress T44 Taught Programme Academic Appeals R17 Research Degree Programme Academic Appeals
Related procedures	Fitness to Study Procedure (appendix to this policy) Student of Concern Procedure Student Conduct & Appeals Committee Procedures
Approving authority	Academic Standards Sub-Committee
Date of approval	
Effective date	1 September 2020
Supersedes	G30
Expiry date	1 September 2023
Review date	1 September 2022
Who will communicate the new or amended policy	SED

Date policy amended, reviewed or endorsed		
Endorsed		
Amended		

I. Purpose & Scope

King's College London recognises the importance of a student's health and wellbeing in relation to their academic performance, progression and wider student experience.

There may be occasions where a student's physical or mental health may give rise to concerns about the student's fitness to study and capacity to engage with their studies and/or about the appropriateness of their behaviour in relation to the university community.

The aim of this Policy is to enable a student to succeed and progress in a supportive environment, whilst being mindful of the need to ensure safety and wellbeing of the student themselves and of other university members.

The university is committed to its duty of care and its obligations under government legislation:

- Equality Act 2010
- General Data Protection Regulation (GDPR) and the Data Protection Act 2018
- Mental Health Act 2007
- Safeguarding Vulnerable Groups Act 2007
- Human Rights Act 1998

This Policy and the Fitness to Study Procedure are supportive measures and should not be considered from a disciplinary perspective. If a student states that the behaviour giving rise to a disciplinary concern is related to their disability, the university may consider whether to proceed with disciplinary action, or to refer the student to this Policy.

The university reserves the right to invoke the Conduct Policy, where a student's health, wellbeing or behaviour pose a risk of harm to either themselves or others, or where the student does not respond to supportive intervention.

The university reserves the right to invoke the Fitness to Practise Policy where the university has concerns about the student being fit to register and practise under a professional programme, as outlined in the Fitness to Practise Policy. Please see **10 Fitness to Study and Fitness to Practise** for further details.

The Fitness to Study Policy does **not** apply to:

- Any dangerous or acute situation where a member of staff believes that a student's behaviour presents an immediate risk to themselves or others. In such circumstances, the

emergency services should be contacted, and security staff should be informed to aid directing emergency services to the correct location.

- Behaviour which does not meet the expected standards of a member of the university community as set out in the Conduct Policy and which is unrelated to a diagnosed or undiagnosed medical or mental health condition, or disability.
- Professionalism and other Fitness to Practise concerns as set out in the Fitness to Practise Policy.
- Failure of academic progress where lack of engagement is not indicated as a result of welfare concerns.

II. Definitions

University	King's College London.
Student	Someone enrolled on a course of study at the university.
Fitness to Study	A student's ability to engage fully with their programme of study whilst maintaining appropriate standards of behaviour required by the university and collaborative partners and in a manner which does not have a negative impact on the student, other students, staff or third parties.
King's Residences	All residential accommodation buildings owned by, or leased to, King's College London for provision of student accommodation.
Student of Concern Management Group	The group which meets to discuss students of concern within the university.
Academic Activity	Any assigned work or project used to determine academic credit, including (but not limited to) an examination, coursework or other project; scheduled teaching sessions; or activity on or off campus sponsored or sanctioned by the university in which the student participates for the purpose of their studies.

Suspension	A total prohibition on attendance at or access to the university and on any participation in university activities.
Interruption	An approved break from programme of study on the grounds of illness or other adequate cause.
Withdrawal	A permanent end to a course of study and termination of a student's registration at the university.
Mode of Attendance	Full-time or part-time and/or on-campus, blended or distance learning for a programme of study.

III. Policy

1. Introduction

- 1.1. This Policy details the university's response to situations where there are concerns about a student's capacity to engage with study, progress academically, and/or function in a university environment, including where a student is unaware that they are not well enough to study. It sets out the framework for providing a positive and coordinated approach to ensuring fairness in terms of fitness to study for all students.

2. Responsibilities

- 2.1. The university has a range of support mechanisms in place to assist students in meeting their academic obligations:
- [Personalised Assessment Arrangements](#);
 - [King's Inclusion Plans](#);
 - [Mitigating Circumstances Procedure](#);
 - Access to support from King's professionals, including Student Services, Disability Support, Counselling & Mental Health, and Advice & Guidance;
 - Senior Tutors, Personal Tutors; Research Supervisors and Programme/Module Leaders;
 - Voluntary interruptions of study;
 - [Student of Concern Procedure](#) (formerly Student at Risk Procedure);
 - Fitness to Study Procedure. Where a concern is raised about a student's health and wellbeing and with their ability to engage with academic life, and when standard support mechanisms have proved insufficient, the Fitness to Study Procedure enables

staff to refer the student to the Student of Concern Management Group. The purpose of the Fitness to Study Procedure is to provide a route for both informal and formal escalation of concern as well as an informed coordinated institutional approach including both academic and welfare considerations.

- 2.2. Students with physical and/or mental health concerns are strongly recommended to contact the available support services, including the Disability Support Service, as early as possible in order to facilitate reasonable adjustments and to implement or review a King's Inclusion Plan (KIP). Students should maintain regular engagement with the support services, this Policy and associated Procedure as recommended.

3. When this Policy applies

- 3.1. A student may be deemed unfit to study where they are unable to meet the definition under Fitness to Study as set out in **II Definitions** above and/or where one or more of the following criteria apply:
 - 3.1.1. The student is unable to actively engage in their programme of study, to attend classes or meetings with tutors or supervisors, or to spend sufficient regular time in private study in such a way as to enable them to succeed.
 - 3.1.2. The student's health, wellbeing and behaviour is causing concern to others, although there may be no negative impact on their academic work and progression.
 - 3.1.3. The student's continued study is likely to have a detrimental impact on fellow students, staff or the university's collaborative partners.
- 3.2. This Policy is applicable to any academic activity the student engages in as well as to any activity that occurs on or off-campus or in King's residences that gives justifiable cause for concern about the student's fitness to study.
- 3.3. A student may choose to engage with this Policy and its associated Procedure in order to see what support is available from the university and/or they may decide to take one or more of the following steps:
 - 3.3.1. Interruption
 - 3.3.2. Withdrawal
 - 3.3.3. Transfer of programme or institution

3.3.4. Change of Mode of Attendance

4. Procedure

- 4.1. This is a summary of the Fitness to Study Procedure. For the full Procedure, see p. 14.
- 4.2. The purpose of the Fitness to Study Procedure is to provide support and direction to both the student and the university for emerging or continued concerns about a student's health, wellbeing and/or behaviour, including the impact this has on their ability to progress on a course at the university. Such concerns may include significant deterioration in engagement, health, appearance, attitude, and particularly when there is an impact on attendance, ability to meet deadlines, succeed academically or participate in normal student life.
- 4.3. The Procedure is comprised of three stages:
 - 4.3.1. **Stage One - Departmental Meeting:** Explore at the department level the student's situation with regard to their academic studies, progress and engagement; identify any additional support which might be needed; and signpost to the relevant university support services.
 - 4.3.2. **Stage Two - Pastoral Meeting:** Explore a student-led decision on support and academic study options where a continued or ongoing concern has been identified and for the university staff member to facilitate a formal structured package of support for the student.
 - 4.3.3. **Stage Three - University Specialist Support Meeting:** Specialist-led meeting in which further options for support are explored as well as possible courses of action available, including mandatory interruption or, in very limited exceptional circumstances, withdrawal of the student by the university.
- 4.4. Stages One and Two can be recommended by any member of staff who is closely involved in student support or academic progression.
- 4.5. Stage Three is initiated if actions agreed at an earlier level meeting have not been achieved, or only partially achieved, and the difficulties persist; and/or a case is referred by the Student of Concern Procedure.
- 4.6. The student may be represented at any point in the proceedings by another university member or by a member of the King's College London Students' Union. Additionally, the

student may be accompanied by a family member or a friend. This person will not be able to speak on the student's behalf, unless this is a reasonable adjustment, such as, a sign language communicator or interpreter.

- 4.7. The meetings detailed under the Fitness to Study Procedure may be a single or series of meetings held at each stage as deemed appropriate by the parties involved.
- 4.8. If, during a Fitness to Study Procedure, an acute, urgent or serious concern arises in relation to the student's general welfare, the Fitness to Study Policy and Procedure should not be used to address this concern. In these cases, staff should use the [Student of Concern Procedure](#) to refer the student. Examples of when this is appropriate are: hospitalisation of the student, victim or perpetrator of serious crime, serious risk to self or others. Further guidance can be found at [Student Services Online](#)
- 4.9. The Student of Concern Procedure and the Fitness to Study Procedure are not mutually exclusive. However, if the Student of Concern Procedure is being used to deal with an acute or urgent welfare concern, any in-progress Fitness to Study Procedure may be paused.

5. Possible outcomes

- 5.1. The university is committed to make all reasonable efforts to support students whilst they are enrolled. However, there may be occasions when further steps may be necessary to ensure the safety and wellbeing of the student and/or other members of the university.
- 5.2. The university will endeavour to ensure that the student plays an integral part in the Procedure associated with this Policy but concern for their health and wellbeing and that of other members of the university will be of paramount consideration. One or more of the following steps will be considered in very limited circumstances where all other options for support have been exhausted through the Fitness to Study Procedure:
 - 5.2.1. Transfer of Programme or Institution.
 - 5.2.2. Change of Mode of Attendance.
 - 5.2.3. Voluntary Interruption: A student may choose to interrupt of their own accord at any time and may also consider interruption to safeguard their welfare as part of the Fitness to Study Procedure.
 - 5.2.4. Mandatory Interruption: Under the Support for Students Procedure the university may interrupt a student on a mandatory basis if it considers this to be in the best interests

of the student. In the case of Mandatory Interruption, all other options of support whilst studying must have been exhausted. The student will receive the relevant advice and support regarding their student funding, housing, tier 4 visa compliance, as appropriate. A date will be agreed to review the student's circumstances prior to resuming study.

- 5.2.5. Mandatory Interruption due to Incapacity: In exceptional circumstances when a student has been deemed incapacitated or not capable of giving informed consent, for example, due to their mental health under the Mental Health Act, the university will interrupt the student until such time as they are deemed to have capacity by an independent medical professional. This can include the KCL Health Centre but not the university's Counselling & Mental Health Service. Once the student is able to engage with the university, they will be invited to be involved in the processes under this Policy and/or the Support for Students Procedure if appropriate.
- 5.2.6. Suspension: Under the Conduct Policy, the university may consider an emergency suspension or exclusion of a student from the university, where a student is considered to be a serious risk to themselves and to other members of the university community. For further details please see the Conduct Policy.
- 5.2.7. Withdrawal by the Student: A student may choose to withdraw of their own accord at any time, but it is recommended that they discuss alternative options with the university.
- 5.2.8. Withdrawal by the university: Under the Fitness to Study: Supporting Students Procedure, in extreme and very limited circumstances, the university may withdraw a student if it considers this to be in the best interests of the student. In the case of withdrawal of the student, all other options must have been exhausted, including interruption (whether mandatory or voluntary), unless an independent medical professional recommends that a student be withdrawn in their best interests. The university will offer support during this transitional period, such as, support with alternative accommodation or advice on immigration or finances.

6. Non-engagement with the Fitness to Study Policy and Procedure

- 6.1. If a student is unwilling to engage with the Fitness to Study Policy and Procedure, the university may decide to continue the process in their absence.

- 6.2. Where a student does not engage with this Policy and Procedure and there is serious risk of harm to the student or other members of the university community, further steps listed in section **5 Possible Outcomes** may be considered by the Student of Concern Management Group.

7. Support whilst on interruption and return to study

- 7.1. During a period of interruption, students can access support from university support services, including Student Advice & Guidance, Disability Support, Counselling & Mental Health Support and Student Services.
- 7.2. At the university's discretion, students on an interruption under this Policy and Procedure will continue to have access to their King's email, KEATS and Library services as deemed appropriate.
- 7.3. The student's faculty should also have in place a coordinated communication and return plan which should be discussed and agreed with the student prior to interruption. This should include a communication plan, if necessary, a suggested return date and other requirements of the programme on their return.
- 7.4. When a student has interrupted either on a voluntary or mandatory basis under this Policy, the university may put in place conditions which the student will need to meet before they may return to study. For example, the university may require the student to engage with support whilst on interruption and/or provide medical evidence from an independent medical professional stating that they are fit to return to study.
- 7.5. The student should be invited for a meeting with their department prior to their return to discuss any additional support needs they may have and whether any adjustments may be needed to their studies, such as, changing their status to part-time. A further meeting may be necessary with Student Support & Wellbeing Services and/or Residences to discuss support needs.

8. Appeal

- 8.1. A student may appeal against a decision reached at Stage Three to mandatorily interrupt or withdraw them. Students should note that an appeal will only be accepted if there is evidence of one or more of the following:

- 8.1.1. Procedural irregularity;
 - 8.1.2. Bias, or failure to reach a reasonable decision in handling the process;
 - 8.1.3. Evidence of further material circumstances which could not reasonably have been expected to have been submitted for consideration in the meeting.
- 8.2. Students can appeal via Student Conduct & Appeals by submitting a written statement detailing the grounds for their appeal within 10 working days of being notified of a decision at Stage Three.
- 8.3. The appeal will be considered by the Vice-Principal of Education or their nominee, having reviewed the case documentation and evidence to date. The student will be told of the outcome within 15 working days. There is no further right to appeal internally.
- 8.4. When all internal procedures are complete, students may request an independent review of their case by the [Office of the Independent Adjudicator for Higher Education](#), if they remain dissatisfied with the university's final outcome.

9. Fitness to Study and Conduct

- 9.1. There may be instances where a student states that the behaviour giving rise to a disciplinary concern is related to their long term medical/mental health condition or disability. The university may consider whether to proceed with disciplinary action or refer the student to this Policy and Procedure. This decision will be made by the Students of Concern Management Group and may include consultation with members of staff from the student's faculty or other relevant members of the university community, collaborative partners or external professionals.
- 9.2. Students considered under this Policy and Procedure may be referred for action under the Conduct Policy where:
- 9.2.1. the student at any time represents a serious and immediate risk to themselves, to others or to the university's reputation;
 - 9.2.2. the student's conduct continues to have an adverse effect on the learning or working environment, or on the health or wellbeing of other students or members of staff;
 - 9.2.3. the student fails to provide adequate documentary evidence about their health or wellbeing.

10. Fitness to Study and Fitness to Practise

- 10.1. There may be instances where a student's fitness to study also impacts on their fitness to practise (for professional programmes). In cases where it is deemed appropriate by the university (and/or its collaborative partners), the student's case may be dealt with under the Fitness to Practise Policy. For example, where there is a cause for concern relating to a professional clinical placement, patient safety will be the paramount consideration.
- 10.2. There may be occasions where a student is deemed fit for study at the university but not on a professional placement. In these cases, the Fitness to Practise Policy and its associated procedures will be invoked, but support may also be provided under this Fitness to Study Policy and Procedure.

11. Confidentiality and non-disclosure

- 11.1. The university will limit the disclosure of information involving any case where a student is referred under this Policy in line with GDPR legislation and other statutory obligations.
- 11.2. The scope of disclosure will vary in each case. Relevant parties, who are deemed necessary by the university and/or who are directly involved in the facilitation of support for the student, will be kept informed and will be notified accordingly of any directives or sanctions arising from proceedings under this Policy.
- 11.3. A student may disclose a mental health illness or disability but elect to opt-out of receiving relevant support and for this information to not be shared further. The student should complete a "Student Non-Disclosure Form" which should be retained by the Faculty.
- 11.4. Students on professional programmes, which are subject to the professional, statutory or regulatory bodies may have additional separate and overriding obligations to declare significant health issues.

Fitness to Study Procedure

1. Purpose and Scope, including interaction with the Student of Concern Procedure

The purpose of this Procedure is to provide support and direction to both the student and the university for emerging concerns about a student's health, wellbeing and/or behaviour, including the impact this has on their ability to engage with and progress on a course at the university. Such concerns may include significant deterioration in health, appearance, attitude, and particularly when there is an impact on attendance, ability to meet deadlines, succeed academically or participate in normal student life.

Stages One and Two can be recommended by any member of staff who is closely involved in student support or academic progression.

The student may be represented at any point in the proceedings by another College member or by a member of the King's College London Students' Union. Additionally, the student may be accompanied by a family member or a friend who will not be able to speak on the student's behalf, unless this is a reasonable adjustment, such as, a sign language communicator or interpreter.

The meetings detailed below under the Fitness to Study Procedure may be a single or series of meetings held at each stage as deemed appropriate by the parties involved.

There may be times whilst the Fitness to Study Procedure is being used to support a student when an acute, urgent or serious concern arises in relation to the student's general welfare. In these cases, staff should use the Student of Concern Procedure to refer the student. Examples of when this is appropriate are: hospitalisation of the student, victim or perpetrator of serious crime, serious risk to self or others. Further guidance can be found at [Student Services Online](#).

The Student of Concern Procedure and the Fitness to Study Procedure are not mutually exclusive. However, whilst the Student of Concern Procedure is being used to deal with an acute or urgent welfare concern, the Fitness to Study Procedure may be paused.

Parties may need specialist support on how to proceed and may wish to consult with the relevant central services or External Services (in relation to professional programmes) at any stage during this Procedure. This includes but is not limited to:

- Student Support & Wellbeing Services
- Student Conduct & Appeals
- Registry Services
- Academic Regulations, Policy & Compliance
- Occupational Health Services

Stage One: Departmental Meeting (managed locally by the Faculty)

Aim: Explore at the department level the student's situation with regard to their academic studies, progress and engagement; identify any additional support which might be needed; and signpost to the relevant university support services.

When a student is identified as having a difficulty that is impacting adversely on their academic engagement, an informal but structured meeting has to be held between the Student and Personal Tutor (PT)/Residences Welfare Conduct Manager/Student Support & Wellbeing Services Staff member. The staff member coordinates this meeting and takes notes during the session.

During the meeting, the following points should be considered, as appropriate:

- Identification/explanation of the concern being raised (clear examples can be helpful);
- Opportunity for the student to give their perspective on what is happening;
- Information about the Fitness to Study Procedure, advice about possible outcomes and next steps;
- Clarification of whether this has happened before and, if so, what was previously helpful;
- Clarification of relevant university boundaries and rules that the student needs to be aware of;
- Clarification of the student's personal responsibility (e.g. to be 'well enough' to study and to be respectful to others);
- Consideration of what would be helpful and make a difference to the student in order to support them and minimise concerns;
- Signposting the student to any relevant University Support Services that they may benefit from;
- Clarification of agreed actions and options to support the student and minimise the concern (e.g. extended deadline, accessing Support Services, etc);
- Agreement of a date to meet again to review the situation and of who needs to attend. The length of time between the meeting and the review should be agreed by all present, considering relevant academic and personal factors;
- Explanation that a continuation of the same concern or any additional concerns could result in escalation to Stage Two of this procedure.

Notes and actions should be shared with the Student and retained by the staff member.

Options which may be considered in any combination and as appropriate:

1. Support from Student Support & Wellbeing Services, such as, Counselling & Mental Health, Student Advice and Disability Support
2. King's Inclusion Plans
3. Personalised Assessment Arrangements
4. Extra academic support available via KEATS or online resources
5. Transfer of course;
6. Transfer of university;
7. Voluntary interruption;
8. Change in Mode of Attendance

The staff member will arrange a review meeting with the student where progress against the actions are checked.

A case may be escalated to the next stage, 'held' for further review at this level or 'closed', depending upon the circumstances.

For non-engagement please see section “Non-Engagement”.

Stage Two: Pastoral Meeting – Senior Tutor/ESS/Professional Services

Aim: Explore a student-led decision on support and academic study options where a continued or ongoing concern has been identified, and for the university staff member to facilitate a formal structured package of support for the student.

This protocol may be initiated if one or more of the following occurs:

- A student does not attend a Stage One ‘departmental’ meeting and there is reason to believe that their difficulties are ongoing; and/or
- Actions agreed at a Stage One ‘departmental’ meeting have not been achieved and the student’s difficulties are ongoing; and/or
- The student’s difficulties are identified as putting the student’s academic progress/engagement at risk. The department itself may initiate a Stage Two meeting or may be advised to do so by Student Services. This includes as a result of a referral through the Student of Concern Procedure. In such instances, the Student of Concern Management Group will liaise with the Faculty/Department’s Designated Safeguarding Officer, regarding information that can be shared (and to whom) to aid the Procedure.

Options detailed in Stage One may be considered as appropriate.

Where the student is identified as having a significant difficulty that is impacting adversely on their academic engagement, a formal, structured meeting between the student, Senior Tutor (ST) and Personal Tutor is arranged by the Designated Safeguarding Officer or nominee. The student should be advised that they can be accompanied by a family member or friend for support or represented by a College member or KCLSU representative as outlined above.

During the meeting, the following points should be considered, as appropriate:

- Identification/explanation of the issue(s)/concern(s) (providing clear and specific examples), and of any past relevant information;
- Opportunity for the student to give their perspective on the issue(s)/concern(s) and if appropriate a history of events, past experiences and helpful strategies or support for managing these;
- Clarification of relevant University boundaries and regulations;
- Consideration of realistic academic timelines in relation to outstanding assessments;
- Clarification of the student’s responsibility at the University (e.g. to be ‘well enough’ to study and to be respectful to others);
- Consideration of what would be helpful or make the difference to the student in relation to their support and in order to minimise the issue(s)/concern(s);
- Signposting the student to any relevant University Support Services;
- Clarification of agreed actions and support options to change and improve the current situation (e.g. extensions, taking some sick leave, deferral, interruption, part time study, accessing University Support Services);
- Explicit clarification of the consequences of failing to complete the agreed actions, and/or a continuation of the cause for concern;

- Agreement of any interim monitoring or measures;
- Agreement of a date to meet again to review the situation.

The Designated Safeguarding Officer (DSO) or their nominee joins the meeting to record notes, agreed actions and review date. These are shared with all individuals present in the meeting and retained by the DSO.

A case may be escalated to the next stage, 'held' for further review at this level, de-escalated or closed, depending upon the circumstances.

1. If, at a review meeting, a student is identified as not making enough progress with the agreed actions and their academic engagement continues to be a concern, then the possible outcomes listed in the Fitness to Study Policy should be discussed. A department should advise the student, in writing, if they recommend that a period of interruption is the best course of action to support successful academic engagement. The student will be supported to connect with relevant services (e.g. Student Advice) to explore the impact that an interruption would have on their student funding/housing etc. If a student agrees to the interruption, a date will be agreed for a review of their circumstances prior to resuming study.
2. A case may be escalated to the next stage or 'held' for further review at any other stage, depending upon the circumstances. Escalation will be considered if not enough progress has been made against any of the actions and the difficulties persist.

Stage Three: University Specialist Support Meeting

Aim: Specialist-led meeting in which further options for support are explored as well as possible courses of action available, including mandatory interruption or, in very limited circumstances, withdrawal of the student by the university.

This protocol may be initiated if one or both of the following occur:

- Actions agreed at an earlier level meeting have not been achieved, or only partially achieved, and the difficulties persist; and/or
- A case is referred by the Student of Concern procedure or by another relevant party (e.g. Residences).

Where there is a significant concern about a Student's health and wellbeing and their ability to study and cope at university, a meeting is convened and chaired by a member of Student Support & Wellbeing Services.

The meeting is arranged by the Faculty Designated Safeguarding Officer (DSO) or nominee (attendees to include the Senior Tutor, Personal Tutor and Designated Safeguarding Officer or nominee). The meeting is facilitated/chaired by a member of staff from Student Support & Wellbeing Services. Evidence is collated about previous support interventions and all relevant data are collated so there is a clear understanding of the student's circumstances. The student is provided with a clear outline of the structure the meeting will take, the parties who will attend and the potential outcomes. The student should be advised that they can be accompanied by a family member or friend for support or represented by a College member or KCLSU representative as outlined above. Notes are taken by the DSO or nominee.

Any reasonable adjustments should also be considered.

During the meeting, the following aspects should be included:

- Summary of presenting situation, concern(s) being raised, and past relevant information;
- Opportunity for the student to give their perspective of current issues and if appropriate history of events, past experiences and helpful strategies or support for managing these;
- Clarification of relevant University boundaries and regulations;
- Clarification of the student's personal responsibility at University (e.g. to be 'well enough' to study and to be respectful to others);
- Identification of any further information which may be required;
- Clarification of the options available to the student at this stage which could include options such as continuing at university with clear deadlines/agreements in place, part-time study with support, a period of interruption, or a recommendation for withdrawal of the student;
- Consideration of what would be helpful or make a difference to the student in relation to the options available;
- Signposting the student to any relevant University Support Services;
- Clarification of agreed options/actions and support options that the student is encouraged to access;
- Explicit clarification of the consequences of failing to complete the agreed actions, and/or in the case of a continuation of the cause(s) for concern;
- Agreement of any interim monitoring or measures;
- Agreement of a date to meet again to review the situation, if appropriate;
- In cases where interruption is the outcome, the meeting should consider and make explicit what is required to happen before the student is permitted to return to study.

One or more of the following options will be considered:

1. All of the options as listed in Stage One.
2. Mandatory Interruption: With advice from specialists, the Faculty can decide that Mandatory Interruption is most appropriate.
3. Withdrawal of the student by the university. Withdrawal from the university will only take place in very limited exceptional circumstances including, but not limited to, when a student has previously interrupted on a voluntary basis or where the university has previously interrupted them mandatorily.

Outcomes

1. If it is determined that there is an opportunity to agree further actions and put on additional support in place for the student to continue on their course, then the case may be de-escalated to the previous level and a review date agreed.
2. A period of interruption is agreed between the student and the university (as appropriate to the student's programme).
3. If there is no agreement and the university has serious concerns for the student's health, wellbeing and ability to thrive in an academic environment, the university may decide that it is in the student's best interest to interrupt or withdraw them.
 - a. In the instance of a mandatory period of interruption being imposed, the student will receive the relevant advice and support regarding their student funding,

housing, tier 4 visa compliance, as appropriate. A date will be agreed to review the student's circumstances prior to resuming study.

- b. If the student is withdrawn from the university, the university will offer support during this transitional period, such as, support with alternative accommodation or advice on immigration or finances.

Non-Engagement

Where the student does not engage with this procedure at any stage, the university may offer a further meeting (as appropriate) with the student and/or escalate the case to the next stage. If a student does not engage with the process the university may ultimately decide to interrupt or withdraw them in their absence.

Appeal

A student may appeal against a decision reached at Stage Three to mandatorily interrupt or withdraw them. Students should note that an appeal will only be accepted if there is evidence of the following:

- Procedural irregularity;
- Bias, or failure to reach a reasonable decision in handling the process;
- Evidence of further material circumstances which could not reasonably have been expected to have been submitted for consideration by the Panel.

Students should lodge any appeal via [Student Conduct & Appeals](#) by submitting a written statement detailing the grounds for request within 10 working days of being notified of a decision at Stage Three.

The appeal will be considered by the Vice-Principal of Education or their nominee, having reviewed the meetings minutes and evidence. The outcome will be sent to the student within 15 working days. There is no further right to appeal internally.

The university will send the student a letter called a "Completion of Procedures Letter" when the student has reached the end of the Fitness to Study Procedure and there are no further steps the student can take internally. If the appeal is not upheld, the university will issue the student with a Completion of Procedures Letter automatically. If the appeal is upheld or partly upheld, the student can ask for a Completion of Procedures Letter if desired. Students can find more information about Completion of Procedures Letters and when they should expect to receive one [here](#).

Office of the Independent Adjudicator – Information for Students

A student will normally need to have completed the Fitness to Study Procedure and have received a [Completion of Procedures Letter](#) before a complaint can be made to the OIA.

Provided the complaint is eligible under the rules of the OIA's complaints scheme, the OIA will look at whether King's has applied its regulations properly and followed its procedures correctly. It also considers whether any decision made by the King's was fair and reasonable in all the circumstances.

Complaints Policy	
Policy category	Academic
Subject	Student Complaints
Responsible officer	Executive Director of Students & Education
Delegated authority	Head of Student Conduct & Appeals
Related university policies and regulations	G27 Misconduct Regulation G29 Fitness for Registration and Fitness to Practise Regulation G28 Academic Progress T44 Taught Programme Academic Appeals R17 Research Degree Programme Academic Appeals Information Disclosure (Whistleblowing) Policy
Related procedures	Student Conduct & Appeals Committee Procedures
Approving authority	Academic Standards Sub-Committee
Date of approval	
Effective date	1 September 2020
Supersedes	G31
Expiry date	1 September 2023
Review date	1 September 2022
Who will communicate the new or amended policy	
Date policy amended, reviewed or endorsed	

I. Purpose & Scope

King's College London is committed to considering and investigating genuine complaints from students. The College defines a complaint as an expression of dissatisfaction that warrants a response and this policy provides a clear mechanism for that to happen. The College will review what led to the complaint and where appropriate seek an early resolution. Outcomes can also be used to improve services to all members of the College.

In accordance with the Equality Act 2010 the College will consider any reasonable adjustments to this policy to take into account the needs of individual students.

The College may pause or stop the consideration of any complaint submitted where the student is suspected to be in breach of the [G27 Misconduct Regulation](#) or the [G29 Fitness for Registration and Fitness to Practise Regulation](#), and action should be taken under those regulations.

There are areas which fall out the scope and are detailed in the policy.

II. Definitions

Collaborative Partner	Another institution where the College has an agreement in place for offering a learning opportunity to students.
Collaborative Provision	Any type of educational opportunity where the achievement of the relevant learning outcomes for a King's module or programme of study is dependent on the arrangement made with a Partner. Also known as collaborative activity, collaborative partnership, collaborative arrangement, managing higher education provision with others.

Group Complaint	A complaint by a group of students raising the same matter of concern, at the same stage of the same College procedure, wanting the same outcome.
Student Conduct & Appeals	The service that provides procedural advice on matters concerning student conduct, complaints and appeals regulations led by the Head of Student Conduct & Appeals (HoSCA).

III. Policy

1. Introduction

- 1.1. The majority of cases are resolved through informal (Stage One) discussions at the earliest opportunity without the need for a formal complaint to be made. Where a complaint relates to the provision or delivery of a programme or part of a programme students should normally use their programme representative system in the first instance.
- 1.2. All parties involved in a complaint are expected to act reasonably and fairly and treat the process in a respectful manner. If inappropriate behaviour is displayed, action may be taken.
- 1.3. The Student Complaints policy and Committees procedure covers the following areas:
 - a) provision or delivery of programmes or parts of programmes;
 - b) inadequate supervision on a research degree programme;
 - c) inadequate services or facilities of the Faculty;
 - d) decisions, actions or perceived lack of action taken by a member of College staff;
 - e) decisions, actions or perceived lack of action taken by a central College service; or a member of staff acting on its behalf;
 - f) complaints relating to discrimination, harassment or bullying.

- 1.4. The Student Complaints policy **does not** cover the following areas:
- a) complaints arising from action taken under the [G27 Misconduct Regulation](#);
 - b) complaints arising from matters related to fitness to practise, academic progression, assessment or examination. Students are referred to the appeals procedures of the respective regulations: [G28 Academic Progress](#); [G29 Fitness to Practise](#); [T44 Taught Programme Academic Appeals](#); and [R17 Research Degree Programme Academic Appeals](#). Students cannot use the Student complaints procedure following an unsuccessful appeal under the regulations listed above;
 - c) complaints relating to services provided by collaborative partners or other organisations involved in the delivery of the student's programme. In such instances, students are referred to the complaint's procedure of the partner organisation but have the ultimate right of appeal to the College in the case of issues which impact on a student's programme of study. Therefore, if students are dissatisfied with the outcome once they have exhausted all stages of the complaints procedure at the partner organisation, they have a right to appeal to the College for a review of their complaint at Stage Three of the Student Complaints policy;
 - d) complaints against King's College London Students' Union. Students are referred to KCLSU Student Complaints (non-election) Procedure;
 - e) complaints relating to a student's fee status. In the first instance, students are referred to the King's Admissions Office's Procedure for contesting fee status decisions for enrolled students.
- 1.5. Complaints relating to the activities of another student (including, but not limited to, bullying, harassment and discrimination by another student) will be investigated as allegations of misconduct under the [G27 Misconduct Regulation](#). Any further action under this policy will be paused pending the outcome under that regulation.
- 1.6. Complaints relating to the activities of a member of staff (including, but not limited to, bullying, harassment and discrimination by a member of staff) will be initially investigated under this policy. However, if there is evidence of behaviour which

warrants investigation under the Human Resources Disciplinary procedure, then any further action under this policy may be paused, pending the outcome of that procedure.

- 1.7. In certain circumstances complaints may be investigated in conjunction with other departments or with due regard to other College regulations and procedures. If the investigator determines that this would be appropriate, the student shall be informed. If a complaint is referred for consideration under another procedure any further action under this policy shall normally be paused, pending the outcome of the other procedure.
- 1.8. Group complaints are permitted. In the first instance, a group should raise any issues with the programme lead via their student representative or a nominated member of the group. If the matter is not resolved, the nominated student will submit the complaint and communicate with the College on behalf of the group. The outcome of the complaint will apply to all members of the group.
- 1.9. The scope of the Student Complaints policy extends to former students of the College, provided that any time limitations are observed.
- 1.10. At any point during Stage One or Stage Two of this policy, a student may request mediation, run by the [King's Legal Clinic](#). It will be for the Clinic to ascertain whether the complaint is suitable for mediation, and their decision in this regard is final. If mediation is deemed appropriate, and the other party/ies agree to participate, consideration of the complaint under this policy will be paused whilst mediation takes place. If mediation is unable to resolve the complaint, consideration of the complaint under this policy will be resumed.

2. Rejection of a complaint

- 2.1. A complaint may be rejected by the HoSCA in the following circumstances:
 - a) complaints which are obsessive, harassing, prolific or repetitive;

- b) insistence on pursuing non-meritorious complaints and/or unrealistic, unreasonable outcomes;
- c) insistence on pursuing what may be meritorious complaints in an unreasonable manner;
- d) complaints which are designed to cause disruption or annoyance;
- e) demands for redress which lack any serious purpose or value;
- f) complaints which are submitted outside of the normal timeframe, where an adequate reason for the delay has not been provided;
- g) complaints which are considered to be without foundation or in bad faith.

2.2. If the complaint is rejected at this stage, the College will write to the student to explain why it is terminating consideration of the matter. The student can challenge this decision but is not able to submit additional evidence.

2.3. Any challenge must be submitted to HoSCA within five working days of the date of notification of the decision. The HoSCA will consider whether the decision to reject the complaint was made in accordance with this policy. If the challenge is accepted the complaint will be considered in the usual way under this policy.

2.4. Where it is found that a student has raised a complaint in bad faith or used false information, the College will consider taking disciplinary action under the [G27 Misconduct Regulation](#).

2.5. The College will not consider anonymous complaints.

3. Confidentiality and record keeping

3.1. The College will do all in its power to limit the disclosure of information as is consistent with conducting an investigation and in accordance with the College's [Information Disclosure \(Whistleblowing\) Policy](#), the provisions of the Human Rights Act, the General Data Protection Regulation, the Freedom of Information Act and any other relevant legislation.

3.2. If a student makes a formal complaint, a record will not be held on their student file but kept securely by Student Conduct & Appeals.

4. Stage One: local informal resolution

4.1. Complaints should, in the first instance, be raised informally with the relevant person, at the earliest opportunity. Often, this will be the student's Personal Tutor, Graduate Tutor, Senior Tutor, Supervisor or Programme Tutor. If the complaint is concerned with the delivery of a service by a central College Department, the student should raise the matter informally with the relevant manager or Head of Department. If the complaint is concerned with a staff member who would ordinarily be the first point of contact, the student should complain to the member of staff's line manager, or seek advice from the persons listed on the [Student Conduct & Appeals webpages](#).

4.2. The relevant person, as defined above, will listen to and discuss the nature of the complaint. Although they will not carry out a formal investigation, they can advise on how the matter could be resolved and will normally keep informal notes.

4.3. If the complaint requires a more thorough investigation or is particularly complex, the relevant person may refer the student to Stage Two of this policy.

4.4. The HoSCA has the discretion to consider reasonable requests for a complaint to be escalated directly to Stage Two.

5. Stage Two: formal investigation

5.1. Students who are dissatisfied with the outcome of informal resolution may submit a Stage Two Complaint, for a formal investigation by the Faculty/Department to be undertaken.

5.2. Students should submit a [Stage Two Complaint Form](#) to the HoSCA within three months of the incident complained about or the last event in a series of incidents. Complaints received after this deadline will only be accepted at the discretion of the HoSCA.

- 5.3. The HoSCA will appoint an appropriate member of staff from within the College to investigate the alleged issues in the Faculty/Department. In exceptional circumstances, the HoSCA may appoint an external investigator where it is deemed appropriate to do so.
- 5.4. The investigator will investigate the circumstances of the complaint as well as the College's procedures. The investigation may involve interviewing the student making the complaint and others directly involved, as well as seeking opinion and information from anyone with an interest in, or knowledge of, the matter being complained about.
- 5.5. The investigator will consider the merits of the complaint and if upheld, in part or in full, will make proposals for the resolution of the complaint and may recommend further appropriate action.
- 5.6. The decision of the investigator shall normally be communicated in writing to the student and the HoSCA within 25 working days of receipt of the Stage Two complaint.

6. Stage Three: appeal

- 6.1. Students who are dissatisfied with the outcome of a Stage Two complaint may submit an appeal to the Vice-Principal (Education) on either or both of the following grounds:
- a) that there is new evidence that could not have been, or for good reason was not, made available at the time of the investigation by the HoSCA and that sufficient evidence remains that the complaint warrants further consideration;
 - b) that evidence can be produced of significant procedural error on the part of the College in investigating the complaint, and that sufficient evidence remains that the complaint warrants further consideration.
- 6.2. The Vice-Principal (Education), or nominee, has discretion to take into account grounds (including grounds of compassion) other than those stated above in deciding whether to allow an appeal to be heard.

- 6.3. Students should submit a Stage Three Complaints Form to the HoSCA within ten working days of the Stage Two Complaint outcome. Appeals received after this deadline will only be accepted at the discretion of the Vice-Principal (Education).
- 6.4. The Vice-Principal (Education) will normally advise the student in writing of their decision on the appeal within 20 working days of receipt.
- 6.5. There are three possible outcomes from the Vice-Principal (Education)'s review:
- a) that the appeal should be dismissed;
 - b) that an offer to resolve the complaint is made;
 - c) that the appeal should be heard by an Appeal Committee in accordance with the Appeal Committee structure.
- 6.6. If an Appeal Committee is convened, they will determine whether there is sufficient reason to challenge the Stage Two Complaint outcome. If there is sufficient reason, the Appeal Committee will consider the merits of the complaint and if upheld in part or in full, will determine proposals for the resolution of the complaint, and may recommend further appropriate action. If there is insufficient reason, the Stage Two Complaint outcome will stand.
- 6.7. New evidence that has not already been submitted as part of the appeal will not normally be considered by the Appeal Committee. Should either party wish to submit new evidence this must be done at least five working days before the Committee date. The Chair of the Appeal Committee may accept or reject new evidence, and their decision will be final.
- 6.8. The decision of the Appeal Committee shall normally be communicated in writing by the HoSCA to the student and other College Officers as appropriate, within five working days of the decision of the Appeal Committee.
- 6.9. The decision of the Appeal Committee is final. There is no further right of appeal.

7. Victimisation: declaration of intent

- 7.1. Subject to the above, the College undertakes that any student seeking to use this policy and the Student Conduct & Appeals Committee procedure will not be treated less favourably for the remainder of their studies with the College as a result of action taken to pursue a complaint.
- 7.2. If a Student wishes to make a complaint about Student Conduct & Appeals (SCA) it will be investigated under this policy. However, SCA will not deal with the complaint at Stages Two and Three. Students should refer to the policy on Complaints made against the Student Conduct & Appeals Service for further details.

Head of Assessment, Boards and Awards

Mitigating Circumstances Policy	
Policy category	Academic
Subject	Mitigating Circumstances
Responsible officer	Executive Director of Students & Education
Delegated authority	Head of Assessment, Boards and Awards
Related university policies and regulations	<u>Academic Appeals for students on taught programmes</u> <u>Mitigating Circumstances</u> <u>Programme Specification</u> <u>Module Status</u> <u>Progression requirements</u> <u>Glossary</u> <u>Exemptions</u>
Related procedures	Exemption Request
Approving authority	Academic Standards Sub-Committee or College Education Committee
Date of approval	25 March 2020
Effective date	15 September 2020
Supersedes	<u>Mitigating Circumstances</u>
Expiry date	1 September 2023
Review date	1 September 2022
Who will communicate the new or amended policy	
Date policy amended, reviewed or endorsed	

I. Purpose & scope

- 1.1 This Policy sets out the College's arrangements for considering requests for mitigation in certain circumstances in accordance with the regulations T43.
- 1.2 This Policy applies to King's Foundations, Undergraduate and Postgraduate Taught students. It will only apply to Postgraduate Research students when they are studying the taught elements of a doctoral programme of study.

2. Definitions – [[link through to glossary](#)]

- **Academic Appeal**
- **Alternative Assessment**
- **Assessment**
- **Assessment Sub Board Programme Chair**
- **Authorised absences**
- **Deferred**
- **Disruptive/unexpected events**
- **Examination**
- **Exemption**
- **Extension**
- **Mitigating circumstances**
- **Progression**
- **Reassessment**
- **Replacement**

3. Policy

- 3.1 The College considers mitigating circumstances to be recognisably disruptive or unexpected events beyond the student's control that might have a significant and adverse impact on their academic performance.
- 3.2 It is the student's responsibility to declare any circumstances in accordance with the mitigating circumstances process and to provide independent evidence to support the circumstances.
- 3.3 It is the College's responsibility to ensure that responses to mitigating circumstances claims are made in a timely manner.
- 3.4 All students will be treated equally and fairly in the consideration of their mitigating circumstances regardless of their programme of study.

- 3.5 All students will have a consistent experience of the mitigating circumstances process. However, due recognition will be given to the specific challenges faced by off campus based programmes where the mode of assessment can lead to a different set of circumstances.
- 3.6 Under no circumstances will mitigating circumstances be grounds for adjusting marks awarded.
- 3.7 It is the College's responsibility to ensure that learning outcomes for module(s) affected by mitigating circumstances are still met.
- 3.8 Relevant College staff will have easy access to information students have willingly shared as part of the mitigating circumstances process, as relevant for their role in the process.

Eligibility

- 3.9 A student who has experienced disruptive or unexpected events beyond their control that might have a significant and adverse impact on their academic performance is eligible to submit, for consideration, a Mitigating Circumstances Form (MCF) if they satisfy one of the following:
- The MCF is submitted any time before the affected date of assessment¹
 - The MCF is submitted no later than 7 calendar days (normally) after the affected date of assessment.**Error! Bookmark not defined.**
 - The MCF is submitted after the 7-day deadline but the student is able to provide good reason and supporting evidence why they did not follow the correct procedure.

Consideration

- 3.10 A student who has satisfied the eligibility criteria above will have their MCF considered by the Assessment Sub Board Chair (or nominee) responsible for their programme of study.

Outcomes

- 3.11 If satisfied with the MCF and supporting evidence the ASB Chair (or nominee), can decide the following outcomes:
- Replacement/alternative assessment granted
 - Extension granted
 - Late submission accepted without penalty
 - Attempt nullified
 - Adjustment to College and/or course specific regulations
- 3.12 If the Assessment Sub Board Chair (or nominee) is dissatisfied with the MCF and supporting evidence the MCF will be rejected and the assessment attempt will stand; there is no right of appeal against the outcome of an MCF. However, there is an academic appeal process available to undergraduate and taught postgraduate students, but academic appeals cannot be used to challenge academic judgement.

¹ Independent supporting evidence must be submitted within 21 days of the affected date of assessment.

Policy 1.0: Sunset Clause for New Taught Programmes Policy

Policy Category:	Academic
Subject:	Reviewing programmes after initial set-up
Approving Authority:	Academic Board
Responsible Officer:	Vice-President and Vice-Principal Education
Responsible Office:	Quality, Standards and Enhancement, Students and Education Directorate
Related Procedures:	Procedures for Programme and Module Approval and Modification
Related College Policies:	[new] Policy on Programme and Module Specifications
Effective Date:	1 September 2020
Supersedes:	n/a
Next Review:	2023/24

I. Purpose & Scope

The purpose of this policy is to continue the practices that have been established by Portfolio Simplification exercise in 2019/20 and review all new taught programmes after a fixed period of time to ensure the proposed student numbers agreed at the proposal stage have been met.

This policy will ensure the Office for Students (OfS) ongoing conditions of registration are being adhered to, specifically those conditions relating to Condition B: Quality, reliable standards and positive outcomes for all students, and Condition C: Protecting the interests of students.

II. Definitions

New Taught programme:	a new taught programme (UG or PGT) that has been approved by Faculty Education Committees
Programme proposal:	outline proposal for new taught programme that has been approved by the Programme Development and Approval Sub-Committee. The Programme Proposal Form includes proposed student numbers.
Sunset Clause:	a provision for new taught programmes that these will be reviewed after a 3-year recruitment period (from the first student registration) to determine if the programme should continue to recruit students.

III. Policy

1. General

- 1.01 All new taught programmes (undergraduate and postgraduate taught) will be reviewed after a 3-year recruitment period (from the first year the programme runs). The review will provide assurance to the College that:
- The predicted student numbers noted at the time of programme proposal have been met
 - The programme remains marketable for future students

- The programme remains consistent with College and Faculty strategies

2. Sunset Clause Process

- 2.01 The Programme Development and Approval Sub-Committee is authorised to approve new taught programmes on behalf of Academic Board.
- 2.02 Three-years after the new programme has commenced recruitment, the Programme Development and Approval Sub-Committee is authorised by Academic Board to review the programme against a set of agreed criteria, and make a decision as to whether the programme should continue to be marketed or be formally closed to new applicants.
- 2.03 The agreed criteria for review are:
- Actual student enrolments over the three-year period against the predicted student numbers at the time of the programme proposal.
 - Comparison of programme marketability against the rest of the sector i.e. has the market in that subject area grown, changed.
 - Any further academic context that the department/faculty deems to be relevant.
- 2.04 When considering formal closure of the programme, the Programme Development and Approval Sub-Committee shall take into consideration the College's Student Protection Plan, and any implications relating to Competition and Markets Authority (CMA) regulations.
- 2.05 Considerations will also be required on the impact of closing a programme where a programme has collaborative activity attached, or where a programme involves a Professional, Statutory or Regulatory Body (PSRB).
- 2.06 Responsible Officers shall be responsible for the communication of outcomes from the review undertaken by the Programme Development and Approval Sub-Committee to Academic Board, via the College Education Committee.

3. Review

- 3.01 This policy shall be reviewed at least every three years.

4. Reporting

- 4.01 The Responsible Officer will provide updates of the review of new taught programmes to College Education Committee, who has delegated authority from Academic Board for this work.

Academic Board	
Meeting date	29 April 2020
Paper reference	AB-20-04-29-06.3
Status	Final
Access	Members and senior executives
FOI release	Subject to redaction
FOI exemption	None, subject to redaction for commercial interest or personal data

Report of the College Research Committee

Contents	Meeting at which considered	Main or Consent agenda	AB action	Reserved item?
1. REF Update	31/03/2020	Main	Note	No
2. Covid-19 and Research	31/03/2020	Main	Note	No

For note

1. REF Update

- Research England: REF Contingency Planning (Covid-19): (<https://www.ref.ac.uk/publications/further-update-on-coronavirus-covid-19-and-ref-timetable/>)
 - In response to the current situation related to the Covid-19 outbreak, Research England has revised plans for the REF2021 exercise, which include putting the exercise on hold in order to allow institutions to prioritise activities related to Covid-19.
 - The planned submission deadline of 27 November 2020 therefore *no longer applies*, and a new deadline will be announced by Research England no later than 8 months prior to the deadline.
 - At this point in time, the staff census date of 31 July 2020 remains unchanged, though Research England is monitoring the outbreak situation and recognises that current plans might need to be adapted in future.
- Update on King's REF Preparations
 - King's work in preparation for the REF 2021 exercise continues to progress: the internal timetable will be updated once the revised Research England deadlines are announced.
 - Work is currently underway to review and update the REF 5b documents (UoA Environment Statements). First drafts have been reviewed by the REF Oversight Group on 30/03/2020
 - 176 draft impact case studies have been reviewed with positive feedback for quality of content and progress being made; UoAs encouraged to keep logs of any impact-related activities that might be hampered by COVID-19 as well as positive impact made as a result of the crisis (e.g. COVID-focussed clinical work and research being done (successful KT Rapid COVID-19 proposals)).

2. Covid-19 and Research

- In response to the Covid-19 outbreak, a number of fast-track initiatives have been put in place to support King's response to the situation. These include:
 - Funding for new research grants (up to £20k) through the King's Together programme to support research teams across all disciplines to tackle research questions related to the

Covid-19 outbreak. Over £500k have been committed to support over 30 projects (<https://www.kcl.ac.uk/news/kings-commits-500k-in-funding-for-new-and-immediate-coronavirus-research>)

- A joint initiative with Arizona State University and UNSW Sydney, through the PLuS Alliance, to support collaborative research initiatives focusing on *Systems resilience* and *Diagnostic and treatment* applied to the Covid-19 outbreak.
- A range of measures have been put in place to support staff involved in research. They include:
 - Extension up to June of fixed-term contracts for researchers and professional services staff involved in research (whose contracts would have been renewed in normal circumstances).
 - Extension of the submission deadlines of all PhD students by three months initially, with a view to a further extension dependent on the length of the disruption caused by coronavirus. No postgraduate tuition fees will be payable for the period of the extension.
 - Extensions will also be granted to staff on fellowships who have paused their research and moved across at this time to support the NHS. For clinical researchers, the NHS have in principal committed to make good the resource implications for extension to the fellowships or grants to make up the lost time. For non-clinical researchers, the university will provide this support if the funder is unable to.
- King's is coordinating with the other members of the Russell Group to engage with Government, UKRI and Research England on more long-term plans to support the research endeavour.
- In line with Government guidance and King's policy, professional services staff supporting research are now working from home whenever possible. Teams are now fully operational and can continue to support the breadth of day-to-day operations. Whenever working from home is not possible (e.g. for the maintenance of research platforms, or to support our biological services), structures have been put in place to ensure that necessary services are maintained.

Academic Board	
Meeting date	29 April 2020
Paper reference	AB-20-04-29-06.4
Status	Final
Access	Members and senior executives
FOI release	Subject to redaction
FOI exemption	None, subject to redaction for commercial interest or personal data

Report of the College London Committee

Contents	Meeting at which considered	Main or Consent agenda	Committee action	Reserved item
1. Chair's Report	09 March 2020	Consent	Note	No
2. Faculty annual London report	09 March 2020	Consent	Note	No
3. King's London Highlights	09 March 2020	Consent	Note	No
4. King's External Affairs insight	09 March 2020	Consent	Note	No
5. King's in Cornwall	09 March 2020	Consent	Note	No

For note

1. Chair's Report

The Chair's Report (CLC_200309_03) provided an update on initiatives, including Student Board Bank and King's Civic Challenge, that enable staff and students to collaborate with local communities in King's home boroughs.

During Student Volunteering Week in February 2020, Student [Board Bank](#) offered students opportunities to attend information sessions, including Lunch & Learns, on the basics of trusteeship such as understanding charities and the environment they work in, and the practicalities of board meetings. This was followed by bespoke application workshops and a trustee fair that allowed students to meet local charities.

The grand finale of [King's Civic Challenge](#) took place on 13 March in City Hall where ten shortlisted teams pitched for seed funding. Projects ranged from raising awareness of potential housing problems facing young people through film, through combating social isolation by residents co-creating a cookbook, to using sport and mentoring to raise career aspirations of 13 – 16 -year-old girls.

2. Faculty Annual London report

The Faculty of Social Sciences & Public Policy (SSPP) presented the Faculty's annual London report.

Highlights included:

- The Faculty offers modules which exemplify *London as a Living Classroom*. For example, the 'London: History and Governance' module includes site visits to Canary Wharf and the City of London Corporation, alongside guest lectures from key contemporary figures, including senior leaders of those organisations.
- The Faculty 's research connections demonstrate *London as a Living Laboratory*. Examples include staff members seconded to work for the Greater London Authority and research collaborations with Business Improvement Districts arising from the King's Commission on London, among others.
- The presentation included a snapshot of the Faculty's many examples of teaching partnerships, secondments, research projects and shared facilities with London councils, universities, Think Tanks, and the UK government.

3. King's London Highlights

A paper (CLC_200309_05) providing an update on London highlights drawn from the entire King's community was submitted to the CLC. The examples included in the paper demonstrate the wide range of King's engagements and collaborations with communities and organisations across London. Copies are available from the College London Committee Secretariat.

4. External Affairs insights

Daniel Cremin, Director of Public Affairs & External Insight, delivered a presentation on the Knowledge Exchange Framework (KEF) (CLC_200309_11). Daniel noted that KEF is implemented by former minister Jo Johnson and places special emphasis on augmenting the use of data-driven evaluation exercises to assess and spur on improvements in the quality of university provision. There is growing emphasis on the importance of place in the Research and Innovation Strategy with the Government keen to help spur the development of high-tech, knowledge intensive clusters around the country.

Daniel also delivered a short verbal update on the Government's 'Levelling Up' agenda.

5. King's in Cornwall

Louise Gough, Director of Service Strategy & Planning, delivered the paper CLC_200309_12 outlining King's commitment and ambition to serve communities and to have an even greater impact across the UK. King's commissioned the Nous Group to research potential areas of national partnerships. The report presented several possible options, including an option which is now being taken forward, for King's to explore a university-wide focus on Cornwall where the King's Service Centre is located.

Academic Board

Meeting date 29 April 2020

Paper reference AB-20-04-29-07

Status Final

Access Public/Members and senior executives

FOI release Subject to redaction

FOI exemption None, subject to redaction for commercial interest or personal data

KCLSU President report

Action required

- For approval
- For discussion
- To note

Executive summary

The Academic Board receives a report from the KCLSU President at each meeting.

KCLSU President and Officers Update for KCL College Council

Written by:

Shaswat Jain - SJ	President
Nafiza Mamun - NM	Vice President Postgraduate
Gurbaaz Gill - GG	Vice President - Education (Arts & Science)
Nakul Patwa - NP	Vice President Activities and Development

Supported by: Amy Lambert (KCLSU Campaigns Coordinator)
Benjo Taylor (KCLSU Head of Community Development and Campaigns)
Denis Shukur (KCLSU CEO)
Tony Logan (KCLSU Director of Services)

Date: 20 March 2020

Executive Summary

At the 25 of September 2019 KCL College Council meeting, the KCLSU Sabbatical Officers presented their priorities to the members of the Council. This document provides an update on these priorities.

This paper articulates the development of these projects via two sections:

1. **Section 1 Relationship Agreement:** objectives undertaken by KCLSU and KCL and agreed by both the KCLSU Board of Trustees and KCL Senior Management Team (SMT). These objectives either stem from the officer's original objectives or were submitted by KCL SMT.
2. **Section 2 Officer Objectives:** objectives related to individual or groups of Sabbatical Officers. These objectives stem from officer manifestos and are created via a facilitated session led on by both the Campaigns Coordinator and Head of Community Development and Campaigns.

The progress of the projects in this update will be provided in two sections, to demonstrate the state of the project and actions currently being taken; these sections are (i) Relationship Agreement and (ii) Officer Objectives.

Keys for understanding progress updates

The update on the projects will be made via a RAG rating system broken down via termly vs overall progress columns that can be interpreted using the below keys. Termly updates highlight the periodic progress, whereas the overall progress indicates the likelihood of the project being completed to scope.

Tracking Key – termly progress		
Red	Amber	Green
0 – 25% complete	26 – 75% complete	76 – 100% complete

Tracking Key – overall progress		
Red	Amber	Green
Progress not likely – complication	Some progress, some areas need clarification	On track, no foreseeable problem

Section 1: Relationship Agreement Objectives

Please note that KCL and KCLSU have signed a relationship agreement on the 28 November 2019, which will include the below priorities Table 1.

Table 1: Relationship Agreement Objectives

Number	Change achieved as...	Theme	Officer	Objective	Updates	Termly Progress (Red/Amber/Green)		Overall Progress (Red/Amber/Green)
RA 1	KCL partnership	Increased mental health support	All	Increase awareness amongst the Kings community, cultural competency, scope and availability of mental health services and increase in community support for health students on placement as well as postgraduate students through implementation of the recent review of Counselling & Mental Health Services	<p>The below outcomes were agreed</p> <ul style="list-style-type: none"> Increased provision and accessibility of a defined range of wellbeing services; inclusive of pastoral support services, informal and student-led support and student self-knowledge, self-care and self-regulation. To hold each other to account for the implementation of the West Review of Counselling & Mental Health Services and to implement the Student Mental Health Strategy within agreed timeline. To ensure that appropriate services are available to all students as per the aforementioned strategies and reviews, and that all persons working in wellbeing and mental health receive comprehensive communication to ensure an awareness of all services available to refer students to. 	RED		AMBER

RA 2	KCL partnership	Improve support for students from KCL careers	All	Work with KCL Careers & Employability Service to improve visibility, broaden and increase services.	<p>The below outcomes were agreed</p> <ul style="list-style-type: none"> • Create more student opportunities for part-time, short-term jobs within the University and maximise King's talent bank as the mechanism for students to find more job opportunities. • Host a part-term jobs fair which will provide the opportunity to connect students with more term time, part time jobs outside of the University • Work with KCL Careers & Employability to support student staff at KCLSU to reflect on the key skills they develop whilst working at KCLSU • Seek to find ways to improve connectivity between KCLSU student groups and KCL careers. • Explore how KCLSU and KCL can support students with their career aspirations throughout their student life cycle/journey. 	AMBER		AMBER
RA 3	KCL partnership	Campaign to liberate curriculum	All	Work with the Liberate Our Education team to decolonise the curriculum.	<p>The below outcomes were agreed</p> <ul style="list-style-type: none"> • Commitment to develop the inclusive education strand of the education strategy in partnership with KCLSU. • Develop resources and share best practice of work going on across the University which works towards decolonizing the curriculum. 	RED		AMBER

RA 4	KCL partnership	Student Voice and Representation	All	Work with the Education & Student Function to oversee the implementation of the recommendations as listed in the audit finding report.	<p>The below outcomes were agreed</p> <ul style="list-style-type: none"> • Work together to implement the recommendations from the Rep Review • Consistent expectations of student representatives at every level within Kings. • Consistent and transparent (election) of student representatives. • Consistent training and support for student representatives. • Engaged student representatives. Clear vision developed for KCL and KCLSU with appropriate leadership and resources to support changes • Clear implementation plan and strategic oversight group for recommendations from the Student Representation Review, ensuring implementations are appropriate for postgraduate students. 	RED		AMBER
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Section 2: Officer Objectives

The below objectives in table 2 are the objectives that the current sabbatical officers were elected upon and created via a facilitated session.

Table 2: Officer Objectives 2019/20

Number	Change achieved as...	Theme	Officer	Objective	Updates	Termly Progress (Red/Amber/Green)			Overall Progress (Red/Amber/Green)
1	Campaigner	Increase in KCL and KCLSU wellbeing initiatives	Nakul, Nafiza	Work with KCLSU staff and KCL staff to identify wellbeing initiatives such as nap pods and develop a campaign around the importance of rest and sleep and looking after yourself.	Sleep campaign was decent during wellbeing week and a lot of resources are still left over. Currently planning on having another event related to raising awareness on the importance of sleep across other campuses (esp DH due to the complaints of lack of engagement) Meeting a colleague from King's to help us translate GSU's wellbeing check into our services and then get training from GSU wellbeing checkers so we can tailor the training relevant to King's and train some mentors and officers so do a trial. On 11th Dec, currently there is a translation of wellbeing check into King's services and decided to carry out the trial during January enrolment. Upon the planning, there has been communication that these resources won't be delivered by the time we need, which leads to a drastic failure of the project as they are strictly supposed to be done for enrolments. 16/01 - well-being checks has been done this week, positive feedback has	G			G

					been done. Will be helpful for UG students. Plus bath bomb making session at Strand on 16th Jan.				
2	Campaigner	Improve lecture capture	Furqan, Shaswat, Gurbaaz	Improve consistency, quality, accessibility and use of lecture capture.	Campaign page has been set up and due to start the process of mobilising support. Publicity of the campaign has been generated via attendance of rep meetings as well email communication with reps to understand breadth and depth of issues.	A			G
3	KCLSU staff member/student engagement	Develop the volunteering opportunities available for KCLSU members	Shaswat	Increase awareness and number of volunteering opportunities available through KCLSU	Working with KCL volunteering via a workshop with the intention to streamline a method for collaboration where a single digital platform could be created to advertise opportunities of volunteering to all students.	A			G
5	Campaigner	Campaign against attendance monitoring	Furqan	Develop the stop watching us campaign against attendance monitoring and prevent agenda	Waiting for project to commence.	R			A
6	KCLSU staff member/student engagement	E-Sports varsity	Nakul	Introduce an E-Sports version of varsity	Meeting with E-Sport society has taken place, wider consultation is planned to deliver the project.	A	A		A
7	Student engagement	Increase in PG engagement	Nafiza	Working with societies and KCLSU staff to create more activities and events for postgraduates	Various events have taken place across our different campuses. However, there is a need to understand the barriers to PG student engagement in KCLSU activities, with a view to	A	G		G

					increase their participation. One issue highlighted is the lack of awareness about KCLSU activities. Currently planning on how to engage well with the PG students individually and as an organisation as students still keep feeding back to me with disappointment that there is a lack of engagement and events for PG students				
8	Campaigner	Campaign for Postgrad funding	Nafiza	Developing and continuing the fairer funding campaign for reduced fees and more flexibility in fee payments	Waiting to launch the survey as part of the KCL Go Fund Yourself Campaign.	A	A		A
9	Representative/Campaigner	Improve assessment and feedback	Gurbaaz	Working with Kings to provide better feedback, better resources and clearer guidance on marking	Campaign artwork is ready, rep meeting underway in January, hoping to co-present with Kathryn Connor at ASSC next month	A	A		A
10	Campaigner	Campaign to scrap marking cap	Gurbaaz	Work with existing campaigners to scrap the cap and have a fairer marking system	Paper has been presented to ASSC. Working group has been formed with membership among professional services staff, academic staff and students. Group convenes later this month.	G	G		G
11	Campaigner/ KCL Partnership	Develop It stops here	Rhiannon	Tackle sexual harassment by reviewing reporting, making the consent matters course compulsory for students and create a sex and wellbeing module	The campaign will be changed over to 'KNOW' and will focus on domestic Violence. This will be jointly run with Queen Mary Students' Union (QMSU). Events are due to take place 26 th and 28 th Nov 2019.	A			A
12	Campaigner	Improving financial situation for health students	Rhiannon	Understanding the impact of loss of bursaries for NHS students and the particular	Waiting to launch the survey as part of the KCL Go Fund Yourself Campaign	A			A

				financial hardship these students face					
13	Student engagement	Increase intersociety events	Nakul	Work with KCLSU societies to create a calendar and plan of internationalise intersociety events to mark cultural events throughout the year	Work with One World project delivered by KCLSU as well as working with KCL's Internationalisation project.	G	G		G
14	Campaign	Campaign for increase in prayer rooms	Nakul	Work with KCL to create a prayer room for Hindu staff and students at Kings on at least one campus	A space has been identified and waiting to confirm opening date.	G	G		G
15	Campaign	Campaign for Slice the Price	Shaswat	Work on the slice the price campaign bringing in a third instalment for self-funded students	This will now fall under the fairer funding network called KCL Go Fund Yourself.	A	A		A
16	Campaign/Trustee	Sustainability	Gurbaaz	To review and explore KCL and KCLSU commitments to sustainability and divestment	Presented to academic board alongside Jonathan grant and others (Not physically present owing to being in recruitment activity), Campaign underway, hoping to launch in January, brought together all KCL sustainability stakeholders and discussed the strategy, waiting for signoff. Planning for sustainability week, which is due in the end of February. Also working with Tom to put in guidance for societies and also working to empower the sustainability committee on their agenda by putting them in touch with various King's stakeholders.	G	A		G

Section 3: Latest updates

Strike action	<ol style="list-style-type: none">1. Meeting with academic reps to provide detail and clarity on every action2. Discussing with Darren Wallis and Nicola Phillips on the next course of action3. Assisting the university in preparing an appropriate remedial action4. Providing feedback on effective use of Salary Savings
Co-vid-19	<ol style="list-style-type: none">1. Denis and Shaswat are a part of the Co-vid-19 steering group chaired by Chris Mottershead aimed at understanding the impact and next steps2. Developing business continuity planning for KCLSU3. Guiding instructions and remedies to student societies4. Looking at the revised assessment process to make it more inclusive and accessible

Academic Board**Meeting date** 29 April 2020**Paper reference** AB-20-04-29-08.1**Status** Final**Access** Members and senior executives**FOI release** Subject to redaction**FOI exemption** None, subject to redaction for commercial interest or personal data

Acting Dean's Report

Action required

- For approval
- For discussion
- To note

Executive summary

This paper provides an update on areas within the remit of The Dean's Office, particularly in relation to:

- 1) updates to the progress of this year's AKC Programme; and
- 2) events within the Chaplaincy.

This paper has been produced by The Dean's Office. Deans of Faculties are asked to encourage Heads of Department to promote the AKC among students and staff, and all members are asked to send comments to the Acting Dean in regard to the ongoing community and network building across the College in the current Covid-19 situation.

Report from the Acting Dean

1. AKC

- a. Semester Two's lecture series on 'Inside London: The Life-Story of a City in Nine Buildings' was affected by the strike action, as two lectures were cancelled, but those which did happen were much appreciated. We were particularly grateful to the Revd Dr Jamie Hawkey who wrapped up the series with a poignant lecture about Westminster Abbey, on the last Monday when teaching was possible before the coronavirus lockdown, and when a lot of people had already headed home.
- b. Numbers are still being collated for the overall completion of the programme, and for those who chose to enter the AKC essay competition, so full details will be provided at the June meeting of the Academic Board. However, it appears that moving to this continuous process of assessment, rather than relying on the end-of-year exam, has resulted in a higher retention rate, which is extremely encouraging.
- c. Two topical lecture series for 2020/21 are currently being curated, keeping in view the possibility of online delivery. Semester One's series is titled "The Life of the Mind: What Is Mental Health?" and is being co-ordinated by Dr Clare Carlisle, AKC Director and Reader in Philosophy & Theology in Theology & Religious Studies. This series will draw on research expertise across the College, from Arts & Humanities to the Faculty of Medicine and the IoPPN. Semester Two's series is titled "Voices in the Wilderness: Leadership in Troubled Times", and will be co-ordinated by Dr Daniel Nilsson DeHanas, Senior Lecturer in Political Science & Religion in TRS.

2. Chaplaincy

- a) Some of our regular activities in Semester Two were affected by the strike action, meaning that there were fewer people attending the weekly international lunches on some campuses (particularly the Strand). However, attendance at the international lunch at Denmark Hill on Thursdays continues to grow, and the Revd Jenny Morgans is developing some good connections amongst staff and students (building on the work done by the Revd Jane Speck).
- b) On Monday 10 February, though, we replaced our regular international lunch at the Strand with a special seder meal to celebrate the Jewish feast of Tu B'Shevat, the New Year of Trees. This was co-ordinated by our Jewish Chaplain, Dr Harrie Cedar, and we were joined by a local rabbi; there was a good attendance from both Jewish students and those interested to find out more about this aspect of the faith.
- c) The visits to different places of worship on Wednesday afternoons have also been well-received, including the New London Synagogue, the East London Mosque, and Wesley's Chapel. These are now likely to be a regular part of the Chaplaincy programme, so if you've missed out this year do look out for other opportunities in the future.
- d) Of course, though, the end of this term has been overtaken and overshadowed by the coronavirus outbreak, meaning that our big choral services for Passiontide in the Strand and Guy's Chapels weren't able to take place. We are not expecting to be able to hold regular

services during the summer term either, which means that there will not be the Anglican or Roman Catholic Confirmation Services in the last week of May as planned, and we will have to find another way of marking Ascension Day on 21 May.

- e) In the new circumstances, obviously the team are now all working from home, and we are finding ways of keeping in touch both as a team and with staff and students across the College. Microsoft Teams is proving to be a good resource for one-to-one conversations as well as group meetings, and we are also exploring ways of holding regular times of prayer (if Board members would be interested in having information, do please let me know). Quite a few team members are involved in streaming worship in their own communities, so in particular we are not looking to replicate anything on Sundays (when a lot of churches are doing their own thing), but a time for people to gather together during the week seems to be welcome.
- f) We very much enjoyed having Mr Edward Jones with us to direct the Chapel Choir during Dr Joe Fort's study leave this term, who introduced some new items to the repertoire. Unfortunately, we were unable to say goodbye and thank him properly for his hard work and his time with us, as he took the sensible decision to take his family back to the USA before the full travel restrictions related to the coronavirus outbreak took hold, and he therefore left us sooner than was intended. We hope to be able to make it up to him at some point in the future, though!
- g) We were extremely sorry to hear the news at the start of April of the death (not related to coronavirus) of Stephen Harrow AKC FKC, a long-standing friend and supporter of the Chapel and particularly the Chapel Choir. Stephen and his wife Jenny have been funding Choral Scholarships for over fifteen years, and their overall commitment to the life of the Choir is hugely valued. We hope to be able to take part in some kind of memorial service or event for Stephen in due course.
- h) Given the current situation, the Choir's various upcoming concerts have of course had to be either cancelled or postponed – some things are being rearranged for 2021, so do look out for more information in due course. It is also very unlikely that the annual tour in July will go ahead, especially since it was supposed to be to China this year ... ! However, Joe Fort is hopeful that at least one of the two planned recordings (if not both) can take place before September, although there is still discussion ongoing about this.
- i) However, as mentioned last time, one of the recordings which the Choir did last year will be available on CD from 24 April. Once again, we are very pleased that this is a premiere recording of a little-known piece of music, in this case a chamber version of Holst's 'The Cloud Messenger' by Joe Fort (see <https://www.kcl.ac.uk/aboutkings/principal/dean/choir/holst-recording> for more information). Unfortunately, while the team are working from home we're not able to process orders through the King's e-store, although we will pick this up as soon as we're able to. If you really can't wait then it may be possible to buy the CD direct from the record company (<https://www.delphianrecords.com/products/holst-the-cloud-messenger>), but the easiest way to listen to it will probably be via Spotify – which should also be free!

Tim Ditchfield
College Chaplain & Acting Dean
16 April 2020



Academic Board	
Meeting date	29 April 2020
Paper reference	AB-20-04-29-08.2
Status	Final
Access	Restricted to Academic Board members only
FOI release	Restricted due to Data Protection Act requirements
FOI exemption	s.40 (personal information)

Election of Associates of King's College

Action required

- For approval
- For discussion
- To note

Motion: That the Academic Board approves the election as Associates of King's College those students and staff listed.

Executive summary

The Council has delegated to the Academic Board this request to elect as Associates of King's College London those students and staff listed.

The AKC is the original award of the College and was first used in 1833. The course is unique to King's College London, and is the only course open to students from every department. King's has had a lively and intelligent religious tradition from its foundation. The AKC reflects this with a series of open, academic lectures. It provides an opportunity to think about fundamental questions of theology, philosophy and ethics in a contemporary context. The Royal Charter states 'the objectives of the College shall be to advance education and promote research for the public benefit. In so doing the College shall have regard both to its Anglican tradition as well as of its members' backgrounds and beliefs, in its education and research mission'. The AKC is the primary way of fulfilling this and the Mission Statement of the College also states that 'All students will be encouraged to follow the AKC'.

Once students have completed the course, and graduated from King's, they are eligible to apply for election by the College Council as an Associate of the College. Once elected, they can use the letters AKC after their name. The AKC is also open to staff.

Election of Associates of King's College

This item is redacted from the published set of papers