Academic Board		
Meeting date	16 June 2021	
Paper reference	AB-21-06-16-02	
Status	Final	

KING'S College LONDON

Meeting of the Academic Board to be held on **Wednesday, 16 June 2021** at 14.00 – _remotely by Microsoft Teams_

Please join via the calendar invitation

Agenda

	Introduction and Opening Remarks from New President & Principal		President & Principal
1	**Welcome, apologies and notices**		Interim Chair
2	**Approval of agenda**	AB-21-06-16-02	Interim Chair
3	**Unanimous Consent Agenda** (including Minutes of the Previous Meeting and Actions Log)	AB-21-06-16-03	Interim Chair
4	**Matters arising from the minutes** Any matters arising from the minutes not covered elsewhere on the agenda		Interim Chair
STRATEGIC DISCUSSION			
5	**Online Professional Education: A framework to facilitate flexible lifelong learning at King's** (to discuss)	AB-21-06-16-05	VP (Education)
REGULAR BUSINESS ITEMS			
6	**Report of the President & Principal** 6.1 Summary Report on Key Issues (to note) 6.2 Equality, Diversity and Inclusion 6.3 Community Charter (to discuss) On the Consent Agenda: _6.4 Student Terms & Conditions (to approve)_ _6.5 Portfolio Simplification (to approve)_	AB-21-06-16-06.1 AB-21-06-16-06.2 AB-21-06-16-06.3 AB-21-06-16-06.4 AB-21-06-16-06.5	Interim Chair Director EDI Strategic Director, Education & Students
7	**Reports of Committees** 7.1 Report of College International Committee (i) Cultural Competency (to discuss) _See Consent Agenda for remaining items – all to note_	AB-21-06-16-07.1	Chair, CIC
	7.2 Report of the Academic Board Operations Committee (i) Academic Board and Committee Terms of Reference (to approve) (ii) King's Education representation on Academic Board (to approve) (iii) Business Schedule/Annual Agenda Plan (to discuss)	AB-21-06-16-07.2	Chair, ABOC
	7.3a Report of College Education Committee		

See Consent Agenda for items from CEC	AB-21-06-16-07.3a	Chair, CEC
7.3b Report of the Academic Standards Sub-Committee (ASSC)	AB-21-06-16-07.3b	
See Consent Agenda for items from ASSC		
7.4 Report of College Research Committee	AB-21-06-16-07.4	Chair, CRC
See Consent Agenda for all items – all to note		
7.5 Report of College Service Committee	AB-21-06-16-07.5	Chair, CSC
See Consent Agenda		
7.6 Report of College London Committee	AB-21-06-16-07.6	Chair, CLC
See Consent Agenda		

8   The Dean
Items for Consideration

8.1 Report of The Dean (to note)	AB-21-06-16-08.1	Dean
Item on Consent		
8.2 To elect Associates of King's College (to approve)	AB-21-06-16-08.2	Dean
9 Report from Council (to note)	AB-21-06-16-09	AB members elected to Council
10 Report of the President of KCLSU (to discuss)	AB-21-06-16-10	KCLSU President
11 Any Other Business		

Irene Birrell
College Secretary
June 2021

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 Consent Agenda, listed below.

Item		Title	Paper	Action
3.2		Minutes of April 2021 meeting of Academic Board	AB-21-06-16-03.1	**Approve**
3.3		Actions Log	AB-21-06-16-03.2	Note
Reports of the Interim President & Principal				
6.4		Student Terms & Conditions	AB-21-06-16-06.4	**Approve**
6.5		Portfolio Simplication	AB-21-06-16-06.5	Note
Report of the College International Committee (CiC)			AB-21-06-16-07.1	
7.1	(ii)	Climate Action and Internationalisation		Note
	(iii)	Arts & Sciences Faculties Priorities		Note
	(iv)	Global Business Development		Note
Report of the College Education Committee (CEC)			AB-21-06-16-07.3a	
7.3a	(i)	Fitness to Practise Policy & Procedure	Annex 1	**Approve**
	(ii)	Proposal for a New Type of King's Award: Executive Master of Public Administration	Annex 2	**Approve**
	(iii)	PSRB Update: FoLSM	Annex 3	Note
	(iv)	External Examiner Working Group Update	Annex 4	Note
	(v)	PGR Student Involvement in Teaching & Learning at King's – Update		Note
	(vi)	Late Submission of Coursework: Change to T43 Mitigating Circumstances		Note
	(vii)	Student Attainment Steering Committee Report		Note
	(viii)	Arriving at Thriving Audit – May 2021		Note
	(ix)	Race Equality & Inclusive Education Fund Update		Note
	(x)	Student Handbooks Update		Note

	(xi)	Programme Enhancement Process 2021/22		Note
	(xii)	Programme Enhancement Plans – Overview Report		Note
	(xiii)	Periodic Programme Review: Proposed Working Group		Note
	(xiv)	Core Code of Practice for PGT Research Governance & Dissertation Framework		Note
	(xv)	Proposal for the Fast-Track Appeals Process		Note
	(xvi)	Regulations & Policies 2022/23		Note
	(xvii)	Formation of King's Education		Note
Report of the Academic Standards Subcommittee (ASSC)			AB-21-06-16-07.3b	
7.3b	(i)	King's 2021/2022 Academic Regulations (to approve)		**Approve**
	(ii)	Royal Academy of Dramatic Arts (RADA) Regulations (to approve)		**Approve**
	(iii)	Inns of Court College of Advocacy (ICCA) Academic Regulations (to approve)		**Approve**
Report of the College Research Committee (CRC)			AB-21-06-16-07.4	All to Note
7.4	(i)	Overseas Development Aid		
	(ii)	Research Culture		
	(iii)	E-Research		
Report of the College Service Committee (CSC)			AB-21-06-16-07.5	All to Note
7.5	(i)	Chair and Director's Report		
Report of the College London Committee (CLC)			AB-21-06-16-07.6	All to Note
7.6	(i)	Chair's report		
	(ii)	SC1: London's Health Science District		
	(iii)	Widening Participation & London		
	(iv)	Faculty annual London Reports		
	(v)	King's London Highlights		
Report of the Dean				
8.2		To elect Associates of King's College	AB-21-06-16-08.2	**Approve**

Irene Birrell
College Secretary

Minutes

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

Date   28 April 2021, 14.00

Location   Remote Meeting held by MS Teams

Composition			Members	Attendance 20210-21				
				07.10.20	09.12.20	03.02.21	28.04.21	16.06.21
Ex officio	President & Principal (Chair of Academic Board) (*Interim*)		Professor Evelyn Welch*	P	P	P	P	
	Senior Vice Presidents & Vice Presidents	SVP/Provost (Health)	Professor Richard Trembath	P	P	P	P	
		SVP/Provost (Arts & Sciences)	*Professor Evelyn Welch**	P	P	*	*	
		VP (Education)	Professor Nicola Phillips	P	P	P	P	
		VP (International)	Dr 'Funmi Olonisakin	P	P	A	A	
		VP (Research)	Professor Reza Razavi	P	A	P	A	
		VP (Service)	Professor Bronwyn Parry	P	P	P	P	
		VP (London)	Baroness Bull	P	P	P	P	
	The Dean		Rev'd Canon Dr Ellen Clark-King	P	P	P	P	
	The President of the Students' Union		Salma Hussain	P	P	P	P	
	KCLSU Vice Presidents Education	Vice President for Education (Arts & Sciences)	Vatsav Soni	P	P	P	P	
		Vice President for Education (Health)	Aless Gibson	P	P	P	P	
		Vice President for Postgraduate	Heena Ramchandani	P	P	P	P	
	Executive Deans of Faculty	Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care	Professor Irene Higginson	P	A	A	A	
		Social Science and Public Policy	Professor Frans Berkhout/Deputy Provost (A&S)	P	P	P	P	
		Dickson Poon School of Law (*Interim*)	Professor Alex Türk	P	P	P	P	
		Arts and Humanities	Professor Marion Thain	A	P	P	P	
		Institute of Psychiatry, Psychology & Neuroscience	Professor Ian Everall	P	P	P	P	
		King's Business School	Professor Stephen Bach	A	P	A	P	
		Natural, Mathematical & Engineering Sciences	Professor Bashir Al-Hashimi	P	P	P	P	
		Life Sciences & Medicine (*Interim*)	Professor Ajay Shah	P	*	P	P	
		Dentistry, Oral & Craniofacial Sciences	Professor Mike Curtis	P	P	P	A	
	Dean for Doctoral Studies		Professor Rebecca Oakey	P	P	P	A	
Elected Students	One student from each faculty, split equally across UG/PGT/PGR	Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care	John Imaghodor	v	A	A	P	
		Social Science and Public Policy	Bryan Strawser	v	P	P	P	
		Dickson Poon School of Law	Rebecca Seling	v	P	P	A	
		Arts and Humanities	Adam Roberts	v	P	P	P	
		Institute of Psychiatry, Psychology & Neuroscience	Malikkca Kanoria	v	P	P	P	
		King's Business School	Raghav Bansal	v	P	A	A	
		Natural, Mathematical and Engineering Sciences	Jhanelle White	v	v	P	P	
		Life Sciences & Medicine	Bilyana Batsalova	v	P	P	A	
		Dentistry, Oral & Craniofacial Sciences	Hiba Asrar	v	v	P	A	

Elected Staff	Four academic staff members from each faculty (and five in the case of larger faculties) elected by and from the staff of each faculty.	Arts & Humanities (5 members)	Professor Anna Snaith	P	P	P	P
			Dr Jessica Leech	P	P	P	P
			Dr Simon Sleight	P	P	P	P
			Professor Matthew Head	P	P	P	P
			Professor Mark Textor	P	P	P	P
		Dentistry, Oral & Craniofacial Sciences (4 members)	Professor Kim Piper	P	P	P	P
			Dr Barry Quinn	P	P	P	P
			Dr Anitha Bartlett	P	P	P	P
			Dr Ana Angelova	P	P	P	P
		Dickson Poon School of Law (4 members)	Professor Alison Jones	P	P	P	A
			Dr Federico Ortino	P	P	P	A
			Dr Ewan McGaughey	P	P	P	P
			Professor Satvinder Juss	P	P	P	P
		King's Business School (4 members)	Crawford Spence	P	P	A	A
			Dr Chiara Benassi	P	P	A	P
			Professor Riccardo Peccei	P	P	P	A
			Dr Susan Trenholm	A	P	P	P
		Life Sciences & Medicine (5 members)	Dr Alison Snape	P	P	P	A
			Dr Samantha Terry	P	A	A	P
			Professor Maddy Parsons	P	P	P	P
			Dr Baljinder Mankoo	P	P	P	P
			Dr Susan Cox	P	P	P	P
		Natural, Mathematical and Engineering Sciences (4 members)	Professor Paula Booth	P	P	P	P
			Professor David Burns	P	A	A	A
			Professor Michael Kölling	P	P	P	P
			Professor Sameer Murthy	P	P	A	P
		Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care (4 members)	Dr Tommy Dickinson	A	A	P	P
			Professor Jackie Sturt	P	P	A	P
			Dr Julia Philippou	P	P	P	P
			Irene Zeller	P	P	P	P
		Institute of Psychiatry, Psychology & Neuroscience (5 members)	Professor Guy Tear	P	A	A	P
			Dr Marija Petrinovic	P	P	P	P
			Dr Yannis Paloyelis	P	P	P	P
			Dr Eamonn Walsh	A	P	P	P
			Professor Robert Hindges	P	P	P	P
		Social Science and Public Policy (5 members)	Professor Kerry Brown	P	P	P	P
			Dr Rebekka Friedman	A	A	A	A
			Dr Clare Herrick	A	P	P	P
			Dr Ye Liu	P	P	A	P
			Dr Jane Catford	P	P	P	P
	Three professional staff	Education Support	Syreeta Allen	v	P	P	P
		Research Support	James Gagen	P	P	P	P
		Service Support	Kat Thorne	P	P	P	P
	Two academic staff on research-only contracts	Arts and Sciences Faculties	Dr Hannah Murphy	P	P	A	A
		Health Faculties	Dr Moritz Herle	v	P	P	P

v= vacant post

In attendance:

Lynne Barker, Associate Director, Quality Standards & Enhancement

Rebecca Browett, Head of Education Transformation, Students & Education Directorate

Darren Wallis, Executive Director, Students & Education Directorate

Nina McDermott, Executive Director, King's Foundations (for Item 6.3)

Oliver Austen, staff member of the Climate Action Network - Students and Education subgroup (Item 5)

Peter Heather (substitute for Rebecca Oakey, Dean for Doctoral studies)

Thomas Owen-Smith (Strategy & Planning)

Mark Mulligan, Head of Department, Geography Department, (for item 8)

Secretariat:

Irene Birrell (College Secretary)

Xan Kite (Director of Governance Services)

Joanna Brown (Governance Manager)

1	**Welcome, apologies and notices**

The Chair welcomed members and guests in attendance to the meeting.

2	**Approval of agenda**

The agenda was approved.

3	**Unanimous Consent Agenda (including Minutes of the Previous Meeting)** [AB-21-04-28-03]

The Chair noted that the following items had been removed from the Unanimous Consent Agenda at the request of individual members:

Item 9.2 (ii) (College Education Committee report) - PGR Student Involvement in Teaching and Learning Policy

Item 9.2 (iv) (College Education Committee report) – Mitigating Circumstances Policy

Decision
That the remaining reports on the Unanimous Consent Agenda be taken as read and noted or approved.

4	**Matters Arising from the Minutes**

None

5	**Climate Change and Academic Implications of Sustainability**

The Vice President and Vice-Principal (Education), the Director of Sustainability, and the KCLSU Vice President for Welfare and Community introduced a discussion on the academic implications of climate change and sustainability and the commitment to making climate and sustainability a cross-cutting issue integral to Curriculum 2029. The Sustainability Team was looking to receive input from across education and research in early-stage discussions. (Presentation attached at **Annex 1**).

A King's Climate Action Network would provide a visible, central hub with the aim of bringing together all climate change and sustainability work being done at King's. While King's was doing well in sustainability rankings, there was currently no central tracking or celebration of this work, and there would be a curriculum audit to identify what already existed. The sustainability team referenced HE sector responsibility and examples of interdisciplinarity practices being put in place in other universities. Among possibilities being considered were a stand-alone KEATS module, and extra-curricular activities. Questions put to the Academic Board for discussion were:
- o How to get all students engaged
- o How can research and education be used to fuse with one another
- o Curriculum audit examples

The Academic Board indicated strong support for the plans, and points raised in discussion included:
- This initiative was welcomed as part of the service function. The Service Team had already proposed that a centrally offered module might form one of the micromodules for a scaled service-learning offer on social impact, enabling students to become impactful change makers. It was suggested that this opportunity could be provided early on in study programmes, and that a Social Impact Exchange be adopted.

- Climate change is an important issue in relation to health care and medicine. The Health Faculties had determined that a broad review was needed of its offering in relation to population health and the impact of climate change on health care.

- The ability to take courses across the institution regardless of where a degree program sits needed a higher profile.

- How would the reduced environmental impact from remote learning and working be maintained as activities began to return to campus? It was also noted that the hugely increased engagement with MS Teams used a lot of electricity.

- There were already existing structures in which the central hub could be embedded, but it was intersectional, and its home was as yet undecided. The idea being proposed and discussed was that of having a dedicated team with senior sponsorship, and access to specialist expertise.

- A question on investment funds was referred to the Senior Vice President (Operations) for follow-up outside of the meeting as this discussion's focus was on academic impact. However, it was noted that King's had fully divested from fossil fuels.

The Vice-Principal (Education) thanked members for their input noting that it was very early days for this discussion and that the Board's advice would no doubt be sought again as the proposals developed.

6 Report of the President & Principal [AB-21-04-28-05]

6.1 Key Current Matters

The Interim Principal provided updates and responded to questions on some of the key current matters covered in the summary report.

Regarding the selection of the next person to hold the VP (Education) role, the Interim Principal confirmed that there would be student representation on the panel; there always were student representatives involved for the senior level roles.

Government and HE

- Confirmation had been received from the Government that students could not return to campus until 17 May and that the return of students in September might be staggered due to government concerns about the movement of large groups of young people around the country. Universities had also been told that an increase in uptake of testing to 70 percent would improve ability to return. It was hoped that the vaccination scheme roll-out to young people would also help.

- The impact of the cuts to foreign aid for King's was estimated at £3million. Some of the most important research that King's did in the developing world was now at risk, and King's was working hard to have the funding restored; the cuts were deeply disappointing.

- Another area of concern was that the Government's financial review would be considering the Augur recommendations regarding tuition fees, which would have significant financial impact on the College, as well as far wider-reaching implications, given the value that universities offer to the country and to students' long-term success.

King's Health Partners (KHP) Update
- KHP had undertaken a governance review supported by an external advisory group, with the principal conclusion being a change to an independent board chair with the President & Principal of King's remaining a key member.

- Regarding the Royal Brompton and Harefield (RBH) NHS Foundation Trust merger with Guy's and St Thomas' (GSTT) NHS Foundation Trust, there were no immediate academic implications but there would be academic opportunities. King's would be working closely with colleagues at Imperial College, who were the former partners of the Royal Brompton.

Freedom of Expression
- A member remarked that the Government's Free Speech and Academic Freedom policy paper was steering the debate in a very specific direction and that would achieve the opposite of free speech. The Interim Principal confirmed that the university was pushing back robustly, but was not as yet making a lot of headway. It was noted that King's could claim to be in a good position on this issue, and had a good story to tell regarding engagement with students and the student union, with strong, effective processes in place. The KCLSU President concurred and added that the National Union of Students wanted to use King's as a model. She added that the KCLSU was working with Russell Group student unions on a common stance on freedom of expression. The Interim Principal stated that the university was also working with Russell Group colleagues on this issue. It was noted that the Prevent legislation could be contradictory to the Government's freedom of expression position.

Return to Campus
- The next review date regarding return to campus was 17 May. Assuming there were no unforeseen issues, all students would be able to return to campus from that date should they wish to do so. All King's buildings would be open from that date, but a significant return from staff was not expected until 21 June, which was the next government review date for lifting most remaining restrictions. It was anticipated that it would probably not be until early September before the preponderance of staff were requested to return to campus. A communication plan was scheduled following the 4 May bank holiday and this would clarify guidance around ways of working and ground rules going forward.

6.2 ███

6.3 **Formation of King's Education – final proposal** [AB--21-04-28-06.3]

The Executive Director, King's Foundations, presented a report requesting that Academic Board recommend to Council the formation of a new unit, currently titled *King's Education*, which would align King's Foundations, King's Online, KPED, the Modern Language Centre and Summer Programmes. *King's Education* was a working title: the name was still under discussion and input would be sought from the university community.

The aim of the proposal was to expand what was meant by education at King's: it was a holistic approach with a sustainable platform and would bring together lots of existing areas of work done in order to recognise their collective impact, as well as ensure that the five areas were fully aligned with the core academic mission. The alignment under a single umbrella would also allow for diversity of education and

for removal of barriers to growth and visibility. Further to questions and comments at the February meeting of the Academic Board on the relationship between modern languages in Arts & Humanities and the Modern Language Centre, there was now a robust model for moving forward and addressing issues as they arose.

During discussion, points raised included:

- The spirit of collaboration was key. The five areas already existed and functioned well. They would retain their own successful identities in market, but *King's Education* would provide a higher level of co-ordination, opportunity and support using the hub and spoke model already used by KPED.

- The increased focus on digital education was a cross-university issue and it would be important to ensure that the university has systems in place agile enough for all needs.

- It was clarified that each of the areas already had a commercial focus, and this was therefore not a big cultural change for the university. The Interim President & Principal noted that there were many commercial educational activities already taking place across the institution. She pointed out that in the event tuition fees drop to £7,500, the shortfall would need to be made up somehow and the new structure would provide support for that in a thoughtful, innovative way. It was also pointed out that the units involved were not engaged in purely 'commercial' activities. The educational opportunities they provide form part of King's academic provision, and this proposal would foster a closer relationship between these units and the faculties.

- The KCLSU President commended the proposal, acknowledging the importance of looking at the whole educational offering. She suggested that the university and KCLSU work together to build the student experience of those enrolled in the programmes, particularly executive education. The Executive Director agreed noting that there needed to be focus on the student journey regardless of what that journey is.

Decision:
That the formation of King's Education: aligning King's Foundations, King's Online, KPED (King's Online and KPED are currently known as Online Professional & Executive Education), Modern Language Centre and Summer Programmes, be recommended to Council for approval.

6.4   SUSTech Project: Update on Progress [AB-21-04-28-06.4]

Academic Board noted a report which updated on progress on developing a Joint Education Institute (JEI) in Shenzhen, China. The original aim was to start taking students from September 2021. This had now been delayed to September 2022 to give the project teams time to provide additional information required by the General Medical Council (GMC) as part of its process to approve the joint medical programme. The paper outlined the GMC requirements and revised timelines.

Items noted on the Consent Agenda:
6.5   IoPPN Revised Academic Configuration
6.6   Proposed consolidation of the MEng/BEng Biomedical Engineering – FoLSM & NMES

7   Report of the President of KCLSU [AB-21-04-28-07]

Academic Board received the report of the President of the KCLSU which provided an in-depth view into the KCLSU sabbatical officers' objectives for the year. In particular, the KCLSU President highlighted student concerns around tuition fees, financial well-being and mental well-being. While recognising the serious financial issues facing the university, the KCLSU had joined the recent Students United Day of Action Against Fees. In light of COVID-19, the KCLSU officers wanted a review of hardship funding for students. KCLSU was committed to understanding the rapidly evolving student perspective on a number of issues and Town Halls would continue as one way of gathering student feedback and experiences. It had been a useful tool in pointing students towards the Office for Students hardship fund, for example. The

KCLSU officers were reviewing the different models they had used of obtaining student feedback with the aim of combining the best parts into a programme of consultation.

The KCLSU was planning a number of in-person in events in June on how to foster a community with blended learning.

Points raised during discussion of the report included:

- A request for more context and data regarding the comment on quality of education within the report. Some academic staff felt there was a discrepancy between the report's statements and their own experience where explicitly positive and unsolicited comments on the quality of the education offer had been received from their students. There was concern that the comments under 'student sentiment' were anecdotal rather than representative. The KCLSU President pointed out that the student body was not homogeneous and there were pockets of issues everywhere. There were also areas where the provision was viewed as very good but the key was to be consistent across all faculties and departments. It was acknowledged that the students who chose to attend the Town Hall meetings tended not to say positive things about the university, but all feedback was valuable and the KCLSU was responsible for reporting what was conveyed at those meetings.

- Regarding the recommendations for action in the Town Hall Annex, a member commented that everyone was aware that students were missing the extra-curricular and social activities, and that perhaps the KCLSU could provide more initiative for arranging such opportunities for students, or – if they were already doing so – clarifying this. Sabbatical Officers clarified that the Students Union is a key part of the student experience and that they did many things not included in the report to Academic Board. The KCLSU would welcome collaborating with faculties in developing events for post 17 May.

- There was a discussion on student fees. A member challenged KCLSU about campaigning for student tuition fee refunds, which in his view was unlikely to be successful, instead of campaigning for the discontinuation of tuition fees. The President of the KCLSU pointed out that her organisation was involved in campaigning on both issues. However, with King's large proportion of PGT students, many would not benefit from a campaign on discontinuation of tuition fees which would not reflect their specific needs this year. One of the main accountabilities for this year's sabbatical officers was to this year's students, who felt as strongly about tuition fee refunds as they did about the abolition of tuition fees in the future. The Chair noted that the tone, language and personalised nature of the commentary in the chat made by the Academic Board member fell outside the boundaries of acceptable Academic Board discussion and asked that it be withdrawn.

8   **Quinquennial Review – Department of Geography mid-cycle update** [AB-21-04-28-08]

The Head of Department and the Executive Dean presented the report to the Academic Board. The focus for the Department of Geography was in aligning research and teaching across undergraduate and postgraduate programs. The Executive Dean summarised: portfolio simplification had been important; progress had been made in stabilising and defragmenting in terms of part time and fixed term staff contracts; the succession process had been completed and the Executive Dean paid tribute to the current Head of Department's contribution over the last four years; the REF process had revealed that geography research was in good shape. While a huge amount of effort had gone into student experience, it was the main area still needing improvement.

9   **Reports of Committees**

9.1   **Report of the Academic Board Operations Committee** [AB-21-04-28-09.1]

(i)   **Academic Board and Committees Terms of Reference Review**
The Chair of the Committee reported that the one of the intentions of the review had been to ensure the delegation of authority structure was effective, and the result was a minor amendment

suggested for the College Education Committee (CEC) and Academic Standards Subcommittee (ASSC) terms of reference. The review also looked at the language used in describing the Board's role, and the view was that there could be some editing but that no substantive change was suggested. The Secretariat would provide for the next meeting some wording changes for the Board's terms of reference reflecting its authority and a table as an annex to the terms of reference that would show how various categories of issues were dealt with within the Board and its committee structure. The Chair noted the very significant amount of work carried out by the Secretariat in conducting the review which had been very helpful to the Committee and thanked the staff for their efforts.

Decision:
That the terms of reference for the College Education Committee include the delegation of authority to Academic Standards Subcommittee for specific items of business to be presented directly to Academic Board for approval; and that the terms of reference for Academic Board include delegation of final approval for items that are sent back for further attention to ASSC or CEC as appropriate wherever possible.

(ii) **Academic Board Meeting Cycle 2021/2022**
The amendments proposed were considered with a view to enabling increased time for paper circulation for meetings of the Academic Board for 2021-22 forward, as requested by members of Academic Board.

Decision:
That the changes to the meeting schedule attached at Annex 1 to the report be approved.

Items approved or noted on Consent:
> *(iii) College Service Committee Terms of Reference (**approved**)*
> *(iv) Business Schedule/Annual Agenda Plan*

9.2 **Report of College Education Committee (CEC)** [AB-21-04-28-09.2]

(i) **PGR Student Involvement in Teaching and Learning Policy**
This item had been removed from the Unanimous Consent Agenda for discussion.

It was suggested that the paper provided a perception that there are fewer Graduate Teaching Assistant (GTA) roles; and that the statement that GTA roles should be offered to all PhD students raised a query about Postgraduate Research students who were not PhDs. The Vice President and Vice-Principal (Education) stated that there had never been an intention to restrict to PhDs, and that this paragraph had now been edited. For clarity and to avoid confusion, any instances where PGR students were described as 'PhD students' had now been replaced with 'PGR students'. An amended version would be circulated to Academic Board. [*ACTION LOG*]

Regarding the broader question about the of number of GTAs, it was noted that budgets had not yet been assigned so it was too early to say whether the number of positions would be less than in any previous year. It was important to consider how and in what contexts GTAs were recruited, and this varied from faculty to faculty. As always, arrangements for GTA employment were conditioned by need and faculty budgets.

A member noted a concern that the language of the revised policy could cause potential confusion with respect to the marking framework and had suggested some alternative wording for consideration. The Vice-Principal (Education) replied that there had been no intention to suggest any amendment to the College marking framework and was happy to adopt the member's suggested rewording.

The Board agreed the editorial changes but asked that the document be recirculated to the College Education Committee for final approval (using the delegation to CEC approved at 9.1(i) above). *[ACTION LOG]*

Decision:
That the PGR Student Involvement in Teaching and Learning at King's Policy be further updated as discussed by the Academic Board and be recirculated to the College Education Committee for final approval.

(ii)   **Mitigating Circumstances Policy**
This item had been removed from the Unanimous Consent Agenda for discussion.

A member withdrew his questions about academic appeals processes noting that they were based on a misunderstanding of the process. Concerns had been raised by the KCLSU about the local implementation of the policy and about its alignment with regulations and related policies. The Executive Director, Students & Education Directorate would follow up with the KCLSU President on these concerns.

Decision:
That the Mitigating Circumstances Policy be approved.

Items approved and noted on Consent:
- *(iii)   Degree Outcomes Statement (**approved**)*
- *(iv)   PG External Examiner Overview Report (**approved**)*
- *(v)   CEC Composition Amendment (**approved**)*
- *(vi)   Breakthrough Investment in Education and the Student Experience*
- *(vii)   A Shared Approach to Student Voice*
- *(viii)   Curriculum Innovation Modules*
- *(ix)   Service Learning*
- *(x)   Late Submission Cap*
- *(xi)   Welcome to King's 2021*
- *(xii)   PSRB Update*
- *(xiii)   Online Professional Education*
- *(xiv)   SUSTech Request for non-standard module sizes*
- *(xv)   REIEF Update*
- *(xvi)   Fair Assessment Policy Working Group Update*
- *(xvii)   King's First Year*
- *(xviii)   Delivering Cultural Competency*
- *(xix)   E-Assessment and Proctoring*
- *(xx)   Module Evaluation Response Rates*

9.3   Report of College Research Committee (CRC) [[AB-21-04-28-09.2]
Items noted on Consent

(i)   Internal Centres for Doctoral Training
(ii)   Scholarly Publishing and Negotiations with Publishers
(iii)   College-Wide Impact Review

9.4   Report of the College International Committee (CiC) [AB-21-04-28-09.4]
Items noted on Consent

(i)   Cultural Competency
(ii)   Health Faculties Priorities
(iii)   *Research Impact*

9.5   Report of the College Service Committee (CSC) [AB-21-04-28-09.5]
Items noted on Consent

    (i)   Chair and Director's Report

9.6   **Report of the College London Committee (CLC)** [AB-21-04-28-09.6]

Items noted on Consent

    (i)   Chair's Report

    (ii)   Faculty Annual London Reports

    (iii)   King's London Highlights

    (iv)   *Extracurricular report*

10   **Report of The Dean**

Items approved on the Unanimous Consent Agenda:

    10.1   **Report of the Dean** [AB-21-04-28-10.1]

    10.2   **Election of Associates of King's College** [AB-21-04-28-10.2]

          Decision:

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

11   **Report from Council** [AB-21-04-28-11]

Academic Board received the report from Council, presented by Dr Susan Trenholm, one of the three elected staff members of the Board who serve on Council. Issues considered by Council had included the Access and Participation results for the academic year; debt raising; cyber-security, and a petition on Council membership, for which there would be a fuller report at the July meeting of Council.

12   **Any Other Business**

There was none. The meeting adjourned at 16:15.

Irene Birrell

College Secretary

April 2021

Climate Change and Academic Implications of Sustainability

Academic Board, 28th April 2021

The King's Climate Action Network

Zero Carbon Estate

Procurement & Waste

Travel

Responsible Investment

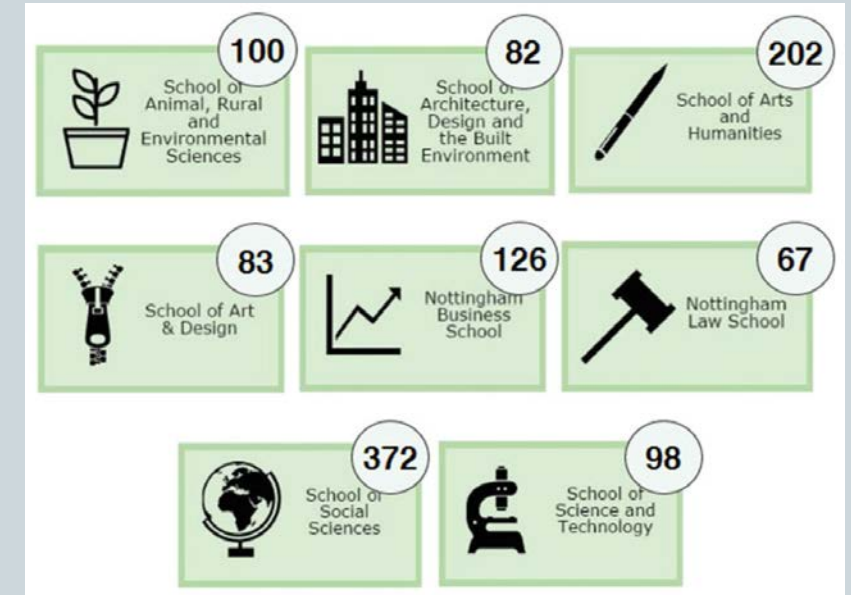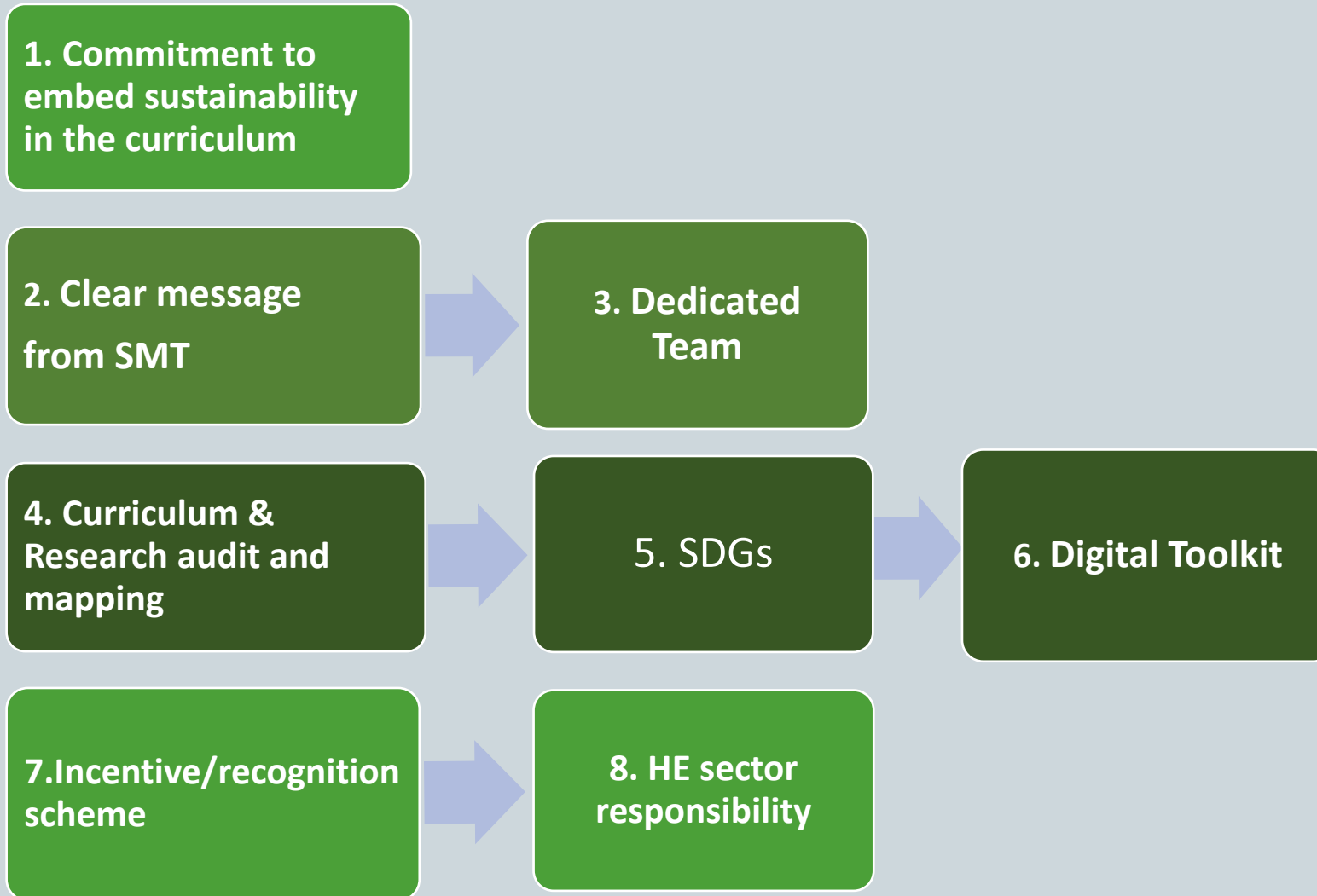**Community & Engagement**

Zero Carbon Research

Students & Education

King's students care about climate change – King's 100 feedback

- 95% of them are fairly or very concerned about climate change

- 62% say they are fairly knowledgeable about climate change, but nearly a third (31%) said they were not very knowledgeable

- 71% said they have not been taught about climate change at King's – either in their course, or through extracurricular activities

- When asked how King's should deliver climate education:
  - 30% ranked building material into existing course content as most useful
  - 18% ranked offering a climate/sustainability module related to their degree programme as most useful

How to Embed Sustainability in the Curriculum

1. Commitment to embed sustainability in the curriculum

2. Clear message from SMT → **3. Dedicated Team**

4. Curriculum & Research audit and mapping → **5. SDGs** → **6. Digital Toolkit**

7.Incentive/recognition scheme → **8. HE sector responsibility**

(Nottingham Trent University)

How could education for climate action be built into education?

- Curriculum audit to identify what already exists
  - Could apply to both teaching and research
  - Some best practice already identified: interdisciplinary Sustainability in Practice module in Geography, sustainability teaching in the Business School, QI in medicine and many more
- Build climate and sustainability into all degree programmes
  - Dedicated support needed
  - Example: University of British Columbia have Climate Teaching Connectors, a group of students who support educators in embedding material into courses

- KEATS module available to all students – examined or non-examined
- Engage students by offering extracurricular activities, and sharing opportunities
  - Currently no single place for all sustainability and climate-related activities at King's
  - This could be departmental events and opportunities, work experience, university-wide initiatives, KCLSU activities, as well as student-led initiatives

Questions for discussion

- How do we make sure that all students can engage with education for climate change and sustainability?

- And how can this be an area in which research and education can fuse with one another?

- Curriculum audit: What examples of teaching and research on climate are already in place?

Academic Board

Meeting date	28 April 2021
Paper reference	AB-21-04-28-03.2
Status	Final

Actions Log

Action required

☐ For approval
☐ For discussion
☒ To note

Executive summary

The Board is asked to note the Actions Log.

Actions Log

Meeting	Minute	Topic	Decision for Action	Owner	Deadline (*and any Revisions*)	Notes	Progress
28 April 2021	9.2	Report of CEC – PGR Student Involvement in Teaching & Learning Policy	That the PGR Student Involvement in Teaching and Learning at King's Policy be further updated as discussed by the Academic Board and be recirculated to the College Education Committee for final approval.	VP (Education)	June 2021 meeting	See CEC report on the June agenda. All edits were incorporated into the version approved at CEC.	Complete
3 February 2021	4	Update on the Thomas Guy Statue	SVP (Health) to communicate the recommendations from February/March meeting of the Guy's & St Thomas' Foundation arising from its community consultation	VP (Health)	April meeting (June 2021 meeting)	The Trust has conducted a thorough consultation and we await its conclusions.	In progress
3 February 2021	5.2	COVID-19 (Education) Update	VP (Education) to report back to the Board on the new enrichment activities portal	VP (Education)	June 2021	See Principal's report on the June agenda	Complete
9 December 2020	8	Decolonising the Curriculum	Academic teaching community to be consulted on what kind of cultural competency support would be helpful. Temporary research staff and relocation expenses issues impact of attracting diverse individuals away from King's. Ongoing visa fees	VP (Education) & VP (International)	June 2021 meeting	See College International Committee report on the June agenda	Complete
9 December 2020	10.6	Academic Board Operations Committee report	Academic Board agenda planning – develop a calendar of business to be recommended through ABOC on an annual basis	College Secretary	Spring 2021 (June 2021) (Oct 2021)	See ABOC report on Agenda – schedule of business to be presented in October 2021	In progress – see Agenda
9 December 2020	10.6	Academic Board Operations Committee report	Powers of Academic Board – Secretariat to undertake a review of the Terms of reference of the board and its standing committees with particular attention to delegations of authority	College Secretary	Spring 2021 (June 2021)	See ABOC Report on Agenda	Complete – on Agenda for approval

Irene Birrell, College Secretary
Xan Kite, Director of Governance Services
Joanna Brown, Governance Manager

Online Professional Education

Action required

☐ For approval
☒ For discussion
☐ To note

Executive summary

A sequenced academic development and implementation plan (**Annex 4),** for the expansion of online Continuing Professional Development (CPD) and Executive Education at King's, was formally approved by the College Education Committee in January 2021. The paper followed eight months of lively and productive discussion between members of an Academic Working Group, made up of senior colleagues from all nine faculties and leading representatives of Quality, Standards & Enhancement, King's Academy, King's Professional & Executive Development (KPED), and King's Online. All nine faculties are committed to enhancing and enlarging their online professional education portfolios, decisively shifting the lifelong learning agenda from fringe activity to the mainstream.

This paper seeks to publish the current thinking of the Academic Working Group, specifically with regards to enabling the expansion of flexible online CPD at King's.

Academic Board is invited to discuss the paper, provide feedback, and endorse the following next steps:

1. The Academic Working Group to discuss and approve detailed proposals for flexible CPD.
2. The proposals to be discussed and approved by the College Education Committee (6 October 2021).
3. The proposals to be finalised, discussed, and approved by Academic Board (3 November 2021).
4. Matters arising from the proposals, including any modifications to the Academic Regulations, are progressed through established governance pathways, with the endorsement of Academic Board.
5. In parallel, operational resilience is sought through Business Process Redesign and through the KPED professional education hub and spoke model sitting within *King's Education* (working title).

The group aims for King's to emerge as a leader in affirming the credibility of quality micro-credentialing and stackable awards as part of our Online Professional Education portfolio. Our approach will support public and private sector partners in developing pathways with the agility and flexibility to respond to the needs of individuals, employers and societies, both in the UK and around the world. Equally, our framework will take care to ensure academic rigour, faculty engagement, and a common language as we accept the task of framing flexible lifelong learning for the post-pandemic landscape. We plan to develop awards that are not confined by disciplinary or national boundaries, enabling us to mobilise the best of King's to respond to current and new global challenges. In doing so, the portfolio will support King's enduring legacy of bringing together the study of mind, body and society.

Online Professional Education: A framework to facilitate flexible lifelong learning at King's

Our aim is to launch our first interdisciplinary, stackable postgraduate awards in 2022-23 to meet the needs of businesses, organisations and individuals (figure 1). Building on King's grand heritage of educational innovation, such as the Associateship qualification dating back to 1829, we aim to enable employers and participants to create their personalised programme of study across a range of academic disciplines. The awards will be underpinned by defined pedagogic boundaries achieving the principles of higher learning, while individual networking will be at the heart of the support system, enabling the different modules to be brought together as a cohesive package.

Policy makers	Participants	Universities	Employers
Increased need for upskilling and reskilling to support economic growth

Support social mobility and the fight to overcome intersectional social inequalities | An entry mechanism to a PGT award

Acquire interdisciplinary knowledge

A way to flexibly plan their studies around work/ life | Increase responsiveness to students and labour market

Experiment with new pedagogy and partnerships

Enhance reputation | Package module diet to meet their specific requirements

Aligned to on-the-job training

Cost effective commitment to staff development |

Figure 1: The case for stackable awards by stakeholder group

The stackable awards will enable participants to accumulate credit bearing micro-credentials that are achieved over time. We define a micro-credential as a level 7 certification of assessed learning (5-15 credits) that is additional, alternate, complementary to, or a component part of a formal qualification. We see micro-credentials as a system of interoperable building blocks, whereby participants are able to move seamlessly from credit bearing CPD to postgraduate awards. In doing so, we achieve genuinely 'continuing' professional education and serve our citizens of lifelong learning.

We have developed three types of 'stacking' that will be enabled, encouraged and accredited through this framework (figure 2):

Independent stacking	Potential stacking	Planned stacking
Earns two or more micro-credentials independent from one another

Largely not intended but a consequence of participant or client selections | Participants who earn only one micro-credential but have the potential to stack

Completed the first stepping stone, then stopped for a period before completing a second | Participants who enrol on a flexible masters degree from the outset, selecting all their modules in advance |

Figure 2: Potential progression routes within a stackable framework

We plan to propose the following awards to underpin the stackable framework:
- MA/ MSc/ MRes Professional Development (180 credits)
- PgDip Professional Development (120 credits)
- PgCert Professional Development (60 credits)
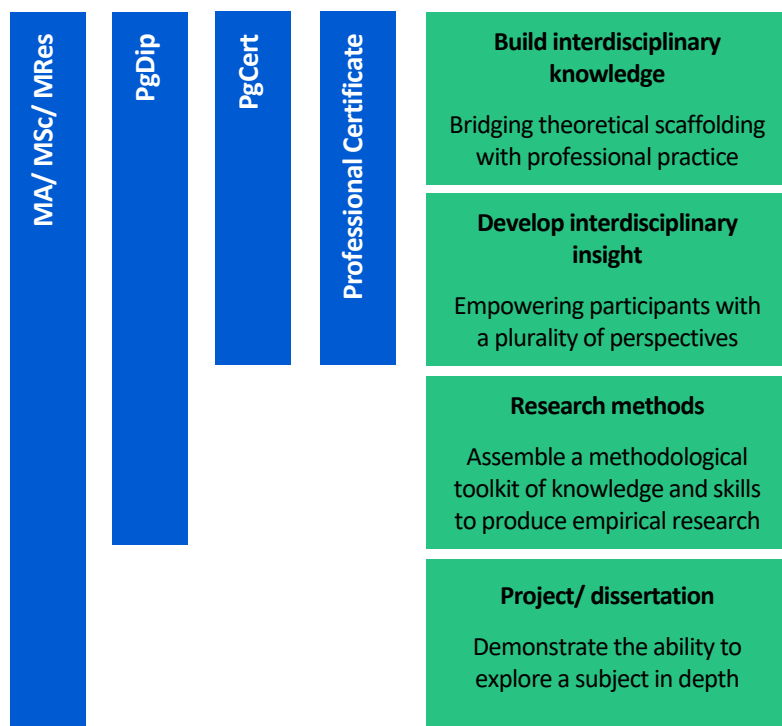- Professional Certificate (non-credit bearing)

MA/ MSc/ MRes | **PgDip** | **PgCert** | **Professional Certificate**

Build interdisciplinary knowledge

Bridging theoretical scaffolding with professional practice

Develop interdisciplinary insight

Empowering participants with a plurality of perspectives

Research methods

Assemble a methodological toolkit of knowledge and skills to produce empirical research

Project/ dissertation

Demonstrate the ability to explore a subject in depth

Figure 3: Proposed stackable framework

The Master of Arts or Sciences decision would be based on the weighting of the module diet and project/ dissertation. The new non-credit bearing Professional Certificate will be equivalent to 30 credits in learning hours, enabling the participant to combine accredited micro-credentials with non-accredited short courses, masterclasses and bootcamps. The certificates will be non-assessed and awarded locally by faculties.

Participants will be supported through recommended module selections in order to build flexible, interdisciplinary postgraduate awards with a coherent and self-conscious design. In addition, progression maps will indicate the sequence of micro-credentials that we recommend a participant should take to successfully complete the award. Equally, however, available modules will be offered without prerequisites. Where modules are specialised and non-transferrable, we determine that the solution is a new masters degree or standalone CPD rather than being part of the stackable framework. Critical to success will be the agility to the module diet, replacing and adding new micro-credentials, to maintain pace with research output and global events, and minimising the lag time between participant demand and module approval.

Mike Bennett
Head of Portfolio & Instructional Design
16 June 2021

Annex 1 – The case for flexibility
Annex 2 – Module selection and prioritisation
Annex 3 – Regulatory and operational considerations
Annex 4 – Strategic context: Online Professional Education project

The Case for Flexibility

The Academic Working Group recognise the important role this strategy will play in the wider global context. Even before the current health and economic crisis, there was a risk of automation causing a socially unjust transition in employment. Automation and technology will bring millions of new jobs in the UK, with a big rise in demand for skills such as digital, STEM and leadership (CBI, 2020). However, many other roles will change significantly or disappear, and the occupations that are most likely to shrink have the lowest rates of training, the highest unemployment rates, and the lowest wages. A Confederation of British Industry (2021) study estimates that by 2030, over 30 million people, equivalent to 90 per cent of the current workforce, will need to be reskilled.

The group determines that King's must play its part in the response to the crisis. Without bold action, we state, growing skills gaps and job shortages have the potential to deepen inequality and jeopardise our businesses. Indeed, now is the time to expedite the vision behind Curriculum 2029, leading the long-awaited resurgence in part-time, professional higher learning. That is why we will develop stackable, modular short courses for flexible lifelong learning. By expanding our global reach, from executives and directors to new graduates and mid-career professionals, we will enhance our student community, heighten our worldwide reputation, and embolden our abiding legacy to make the world a better place.

In addition, the political and regulatory discourse has swung dramatically towards renewed flexibility. The white paper, *Skills for Jobs - Lifelong Learning for Opportunity and Growth*, published in January 2021, highlights that participants should be able to accumulate and transfer credit "over time fitting in with their personal and work circumstances" (Department for Education, 2021:41). The Quality Assurance Agency's consultation of a renewal of the credit framework (figure 2) has similar aspirations, pointing out that "micro-credentials can be used to offer accessibility to more traditional higher education certification, like degrees, by being produced from within a 'stackable framework' where qualifications articulate and accumulate" (2020:17). Providing such stacking is quality assured and subject to robust governance, the QAA adds that "it can provide the flexibility for both access and lifelong learning to address real skills shortages" (ibid).
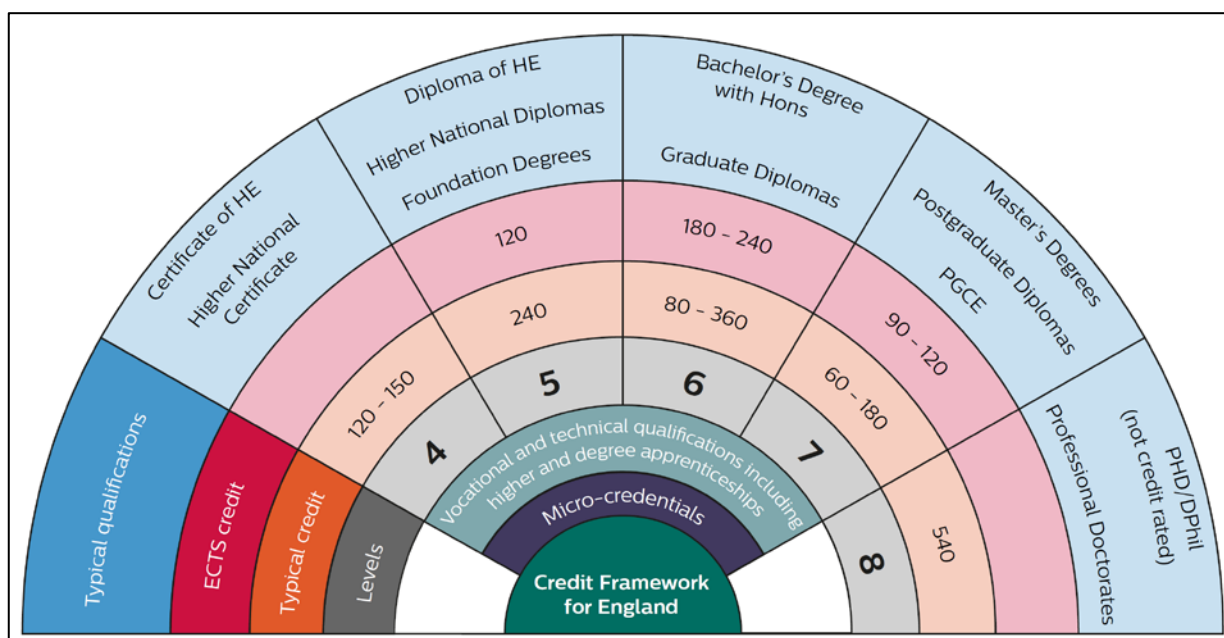

Figure 4: QAA credit framework (subject to consultation) (QAA, 2020)

Module Selection and Prioritisation

In order to support senior academic colleagues to make informed decisions about their future CPD offer, the Academic Working Group approved a prioritisation framework (table 1), aligned with the Curriculum Strategy, Curriculum 2029 and Portfolio Simplification. The group is keen for the model to be market-led, building on courses with a track record of successful recruitment and employer demand. Equally, we recognise that the model will be applied at a particular point in time, with unique characteristics. We must also be prepared to look again when circumstances change, taking regional variations into account, to ensure the King's portfolio remains relevant.

Principle	Criteria	Evidence	Scoring (/100)
1. Sustainability	a) Module/ related module recruits the minimum thresholds for Portfolio Simplification. b) Market intelligence indicates current and future demand from employers.	a) Headcount in preceding academic year. b) Module proposal demonstrates employer demand to the satisfaction of the faculty.	a) 20-49 = 5 points; >50 = 10 points b) 10 points
2. Professional outcomes	a) Learning aims focus on the development of the knowledge and skills needed to perform in a professional context. b) Module meets the requirements of a Professional, Statutory and Regulatory Body (PSRB). c) Module is supported by, or co-created with, an employer or organisation.	a) Module proposal identifies target profession(s) for the course. b) Module proposal mapped to PSRB. c) Module proposal names employer or organisation.	a) 5 points b) 10 points c) 10 points
3. Interdisciplinarity	a) Module is infused with perspectives from other disciplines despite being taught within a single department. b) Delivered collaboratively between departments and across faculties.	a) Module proposal identifies more than one discipline. b) Module proposal identifies collaborative delivery between departments or faculties.	a) 5 points b) 10 points
4. Access	a) Module is open to all with no prior qualifications required. b) Module design maximises the number of participants who can experience education at King's.	a) Module proposal entry requirements do not require prior qualifications but indicate an experience level. b) Module proposal caps student numbers >100.	a) 10 points b) 10 points

Principle	Criteria	Evidence	Scoring (/100)
5. Internationalisation	a) Diverse and internationalised module, which fosters a diverse range of regional outlooks and approaches. b) Module design enables learning across continents/ time zones.	a) Module reading list/ case studies incorporate a range of global perspectives. b) Module proposal includes commitment to asynchronous assessment.	a) 10 points b) 10 points

Table 1: CPD prioritisation framework

Interdisciplinarity

Drilling down into one aspect of the prioritisation framework, the group believe that interdisciplinarity will be the unique selling point for King's in the market for Online Professional Education. The interdisciplinary module map, received by the College Education Committee in September 2020, is designed to be a live document, responding to global change, and enhanced by the world class research of King's academics. The group believe that interdisciplinary modules will enable participants to 'see all sides of the story', recognising the extent to which disciplines offer alternative ways of viewing reality, each grounded in a worldview that has demonstrated its value over time. Indeed, the plurality of views will enable participants to achieve a sense of empowerment to examine problems or opportunities in their full complexity.

The themes of the golden thread are currently:

Artificial intelligence | Big Data | Commercialisation | Corporate Law | Cultural Competency | Cyber Security | Ethics | Governance | Sustainability | Health Psychology | Leadership | Mental Health & Wellbeing | Public Health | Safety

Operational and Regulatory Considerations

The Academic Working Group strongly believe that King's must ensure that many pieces are in place to truly enable wide-scale, flexible CPD stacking. If King's attempts to embark on a comprehensive stacking model without taking the steps outlined in this annex, the participant experience will suffer or, alternatively, the programme design is likely to remain departmentally siloed. Central coordination, therefore, will be an essential component of success and, we determine, must be prioritised to match the pace of curriculum development.

Operational framework

The group recognises that adopting this level of programme and service integration will not easy. However, as the market evolves, it is likely that more participants and clients will be looking for programmes that will allow them to stack credentials and customise their education in ways that best suit their busy lives as well as their professional objectives. To achieve this, a great deal of coordination is required, which KPED's resourcing requests through the Business Planning Round will support. Key priorities include:

1. KPED will lead programme design discussions and will have a portfolio-wide mandate to encourage, influence, and negotiate interdisciplinary integration and module sharing.
2. KPED, supported by Human Resources, will develop a model for reward and recognition, built on principles of equity, sustainability, and simplicity, for academics involved in the design and delivery of CPD and Executive Education.
3. Led by the marketing team and supported by KPED, the external messaging for this model will be vital, leading students through the process of stacking in a clear and straightforward way.
4. KPED will lead a portfolio advising model in partnership with module leaders, to support participants to select modules that will result in a cohesive course design meeting the principles of higher learning at King's.
5. Enabled by the Business Process Redesign, tuition fees will follow modules rather than programmes, incentivising collaboration.
6. Led by the Students & Education directorate (SED), and supported by KPED, we will adopt a comprehensive tracking system providing diligent data reporting and relationship management.
7. Informed by participant tracking, KPED will support faculties to apply equity and efficiency to the Recognition of Prior Learning (RPL) processes and procedures.

Tuition fees

The Academic Working Group finds that differences in tuition fees, between modules and faculties, are inevitable and should not be discouraged. The external messaging around the fees will be significant, developing understandable differences rather than unexplained inconsistencies. In summary, should faculties wish to incentivise mass enrolments through a lower tuition fee, they should be able to do so. If faculties wish to charge a higher tuition fee for a premium module, equally this is at their discretion. However, the group determines that the great majority of fees will be around £1,300 for 15-credits.

Academic Regulations

The group determines that there are limited changes that will be required to the Academic Regulations to enable stackability in the CPD portfolio. Indeed, the existing quality handbook and Academic Regulations (section G7) provide a robust structure to shape our potential solution, including:

- Limits for part-time study for 'planned' stacking (PgCert: 3 years; PgDip: 4 years; Masters degree: 6 years) are in line with expectations in this space, while the limit between first registration and the College award under Recognition of Prior Learning (RPL) is 10 years, an ideal upper threshold.
- The two-thirds limit of RPL on the credit value of the programme can be sensibly applied to this provision.

- Marks from freestanding CPD modules being waived by faculties can be used as part of the final degree calculation, reflecting the principles of stackability.

However, we will seek advice and guidance for the final proposals (for example, the accumulation of five credit modules for RPL purposes) and address any matters arising for the Academic Regulations. In particular, the mechanism to enhance the Certificate of Attendance, as the sole tool for non-credit bearing CPD and Executive Education, to the proposed Professional Certificate, will require revisions to the Short Course Policy.

Recognition of prior learning

Similarly, the group is reassured by the existing regulatory framework for the process underpinning RPL, particularly the evidence and assessment. However, KPED will lead on devising a consistent approach to the participant experience through supporting faculties with a range of hub resources, including templates and a central database of applicable modules. There are four models which we will seek to develop and finalise in the next stage of our curriculum development work (table 2). The process would apply to stackable CPD modules only, with no expectation that faculties would use the forms for any other programmes in their respective portfolios.

RPL Category	Evidence required	KPED support	Fee
1. King's CPD credit	RPL form complete with: • student ID • module code(s) • credit value • grade • date achieved	• Central repository of stackable modules for access by SED, Assessment Sub-boards and admissions tutors • Advice and support for admissions tutors to support consistent decision-making	No fee
2. CPD credit awarded by UK institutions	Completed RPL form in addition to: • Transcript • Module outline/ specification	• Central repository of previous module equivalencies approved by Assessment Sub-boards	Fee applies (approx. £180 for 15 credits, to a maximum of 60 credits)
3. CPD credit awarded by overseas institutions	Completed RPL form in addition to: • Transcript • Module outline/ specification including student workload (hours)	• Central repository of previous module equivalencies approved by Assessment Sub-boards • Based on institutions recommended by Global Engagement and other experts for quality assurance purposes	Fee applies (approx. £240 per 15 credits, to a maximum of 60 credits)
4. Experiential learning	Completed RPL form in addition to: • A reference/ supportive letter from employer • CV or job description • Portfolio/ examples of work undertaken • Personal statement demonstrating how each of the learning outcomes have been achieved	• A discussion group comprising of the nominees will be formed to discuss best practice and share approaches across the College	Fee applies (approx. £240 per 15 credits, to a maximum of 60 credits)

Table 2: Potential RPL framework for stackable CPD

Strategic Context: Online Professional Education Project

A sequenced academic development and implementation plan (summarised in figure 5) for the expansion of online CPD and Executive Education at King's was formally approved by the College Education Committee in January 2021.
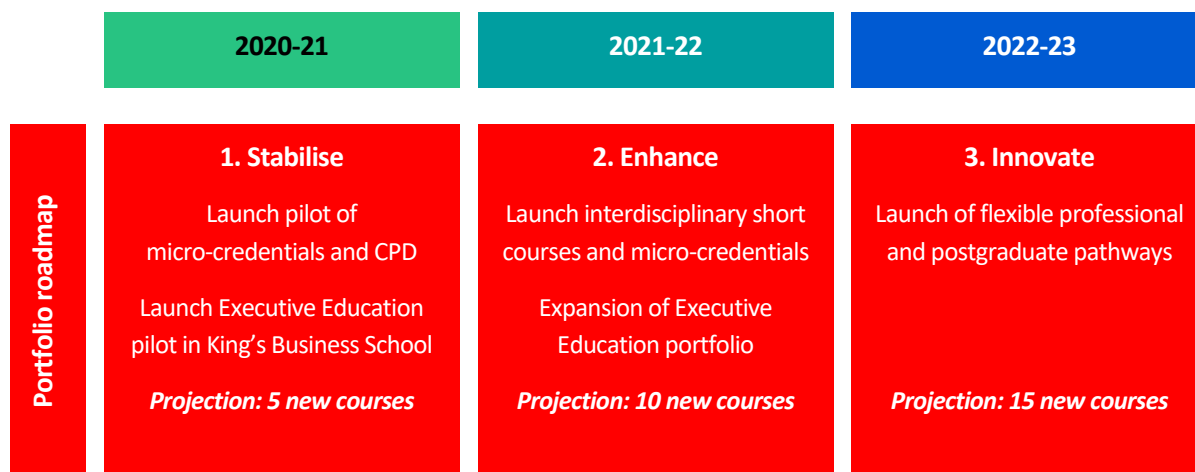
2020-21	2021-22	2022-23
1. Stabilise Launch pilot of micro-credentials and CPD Launch Executive Education pilot in King's Business School *Projection: 5 new courses*	**2. Enhance** Launch interdisciplinary short courses and micro-credentials Expansion of Executive Education portfolio *Projection: 10 new courses*	**3. Innovate** Launch of flexible professional and postgraduate pathways *Projection: 15 new courses*

Portfolio roadmap

Figure 5: Sequenced academic development and implementation plan

Working in parallel, an Operations Group of senior professional services colleagues, is seeking to ensure systems and processes are set-up to support sustainable, long-term growth in CPD and Executive Education. Solutions, therefore, will be built on agile principles and values, encourage automation where possible, and focus on minimising effort, for staff (both professional services and academic), participants, and clients. Importantly, the group seek to combine the operational design with other initiatives to support non-standard courses that do not fall in to the CPD category, in particular fully online masters degrees and face-to-face/ blended Executive Education.

Indeed, going further, as a consequence of developing Online Professional Education, we hope that best practice around blended and flexible online provision has the potential to play a role in driving and enabling the enhancement of mainstream education at King's, sparking further interdisciplinary collaboration that could lead to broader cross-college partnerships, even in research. In addition, we note the close link between these activities and the Internationalisation, London and Service strategic priorities, through exploring ways to create sustainable, accessible education pathways.

Membership
Co-chair: Professor Wyn Bowen, Head, School of Security Studies
Co-chair: Catherine Thristan, Director of Professional Education
Lynne Barker, Associate Director, Quality, Standards & Enhancement
Professor Louise Barriball, Vice Dean (Education), Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care
Mike Bennett, Head of Portfolio Management, Online, Professional & Executive Education
Dr Nicki Cohen, Deputy Dean of Assessment and Admissions, Faculty of Life Sciences & Medicine
Lauren Cracknell, Associate Director, King's Academy
Professor Kyle Dyer, College Academic Lead for Digital Education & IoPPN Director of Curriculum & Digital Innovation, Institute of Psychiatry, Psychology & Neuroscience
Professor Graeme Earl, Vice Dean (External Relations), Faculty of Arts & Humanities
Professor Michael Escudier, Deputy Executive Dean, Faculty of Dentistry, Oral & Craniofacial Sciences
Professor Alfredo Filho, Head of the Department for International Development
Professor Juliet Foster, Dean of Education, Institute of Psychiatry, Psychology & Neuroscience

Professor Anne Greenough, Director of Education and Training, King's Health Partners
Professor Chris Hobbs, Academic Director, King's Institute for Applied Security Studies
Professor Jamie Lee, Vice Dean (Education), The Dickson Poon School of Law
Dr Dionysis Markaksis, Director of Online Programmes, Faculty of Social Science & Public Policy
Dr Anatoliy Markiv, Director of Distance Learning Programmes& Academic Lead for Technology Enhanced Learning, Faculty of Life Sciences & Medicine
Professor Andrew Massey, Academic Director, International School for Government
Professor Crawford Spence, Vice Dean (Corporate Relations), King's Business School
Professor Luca Viganò, Vice Dean (External Relations), Faculty of Natural & Mathematical Sciences

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Principal's Report

Action required

☐ For approval
☐ For discussion
☒ To note

Executive summary

Council receives a report at each meeting from the President & Principal highlighting current issues and events and developments since the last meeting of Council.

Report of the Interim President & Principal

Coronavirus update

The university continues to manage the risks and impact of coronavirus.

- Following the Government's announcement regarding step three on the roadmap, all on-campus teaching resumed from 17 May and all buildings are now open. Footfall is increasing, particularly in libraries. We have told staff that they can, where appropriate, continue to work from home until 1 September 2021.
- We have launched King's Edge, a new programme of extracurricular initiatives and events available to all students including internships and volunteering opportunities, language courses and community organising to support their mental health and wellbeing and provide social interaction opportunities.
- Through UUK and Russell Group interventions, we are working through issues to do with red-country quarantine, post-study work visas for students who haven't made it to the UK in person this academic year, vaccination policies etc.
- Testing
  - We have performed over 12,000 tests since January 2021 with a positive rate of 0.35%
  - Staff and students coming on to campus are expected to take a test twice a week
- 2021-22
  - Academic strategy for 2021-22 will continue with a blended approach, undertaking as much on-campus activity as can be provided within Government guidelines
  - The safety measures are being reviewed in tandem with the education approach to ensure ongoing safety of staff and students

Government HE update

- Overseas Development Aid (ODA) funding cuts have been announced but have not had as great an impact on King's as expected given the protection afforded to international work impacting on patient groups.
- The Turing Scheme, which replaces the Erasmus funding following the UK's exit from Europe, bidding process has ended and we have submitted a strong case for over £1.2m funding.

Finance and Pensions

The projected end-of-year outturn looks potentially more positive than originally anticipated with income risks moving into the next financial year. Following the outcome of USS's 2020 Pension Fund valuation a consultation period to decide how to deal with the proposed increases in the contribution rate has just concluded underway. We have been holding town halls and providing information for all our staff concerning the implications of the contribution rate rise.

The key update is on the proposed pricing of a new UUK 'option 4' by USS and our response to the UUK consultation. Option 4 reduces the cap on Defined Benefit from 60k to 40k and introduces other significant benefit reforms. With the head of KCL's UCU, we met with USS Chief Executive Bill Galvin who indicated USS's potential ability to price the UUK proposal at 34.7%. This means that the gap between the price and what employers currently believe is at the limits of affordability (30.7%) is only 4%. To meet this price and reassure the Pensions Regulator, employers have to put forward a strong covenant, including a moratorium on leaving the scheme of up to 20 years and securing overall sector debt of between 10-15%; there are also required provisions for debt monitoring impact on us, particularly in terms of the surpluses we will be required to demonstrate on an annual basis. We have responded to UUK to indicate that, subject to further clarification on debt monitoring and to an in-depth and serious governance review, we are in favour of adopting the UUK 'option 4'.

In agreeing this, we drew on our College-wide consultation for USS members which indicated a range of different views that closely correlated to the length of time staff had invested in the scheme. We had over 400 responses. Younger staff and those on lower salaries express a strong preference of affordability based on current rates whereas senior staff would consider levels above 9.6% and some, indicate that they would be willing to consider contribution levels above 11%. More than 50% of staff said they would support flexibility, recognising that benefits will reduce if contributions reduce. In our response, we said we would like to see flexibilities that provide options through an individual's career path, basic provisions for death in service and ill health (which our staff survey indicates are particularly important to employees), flexibility around careers and career paths, price accessibility and affordability.

We raised in our response that we agree with UUK's call for an independent governance review of USS. We would like the scheme to work in a way that is more accountable, transparent and collaborative with the sector. We would also like to ensure that the governance, structure, management and investment and administration costs are more transparent and evidence value for money.

Our members (and our student body) are also clear that divestment from fossil fuels and a cleaner 'green approach' is a key requirement in a more open investment strategy. These issues were amongst the most prominent in our staff survey.

Evelyn Welch, Interim President & Principal
June 2021

Equality, Diversity & Inclusion

Action required

☐ For approval
☒ For discussion
☐ To note

Executive summary

There is a standing item on every other Academic Board agenda for Equality, Diversity & Inclusion topics. The presentations to this meeting are on LGBTQ+ inclusion and disability inclusion.

LGBTQ+ Inclusion and Stonewall Workplace Equality Index 2022

Nicole Robinson, Equality, Diversity & Inclusion Consultant

Our Aims:

- To provide an outstanding workplace, research and teaching environment for our **lesbian, gay, bisexual and trans community**.

- To demonstrate this commitment boldly and proudly in both our words and our deeds.

- To care for our LGBTQ+ staff and students, recognising their work, commitment and dedication to making King's a better place

Recent news about Stonewall

- Stonewall has received mass media coverage and criticism from campaign groups

- This is predominantly due to their stance on trans rights

- In the first four months of 2021 there were more than 900 template Freedom of Information requests sent to public sector bodies about their work with Stonewall. King's received this FOI.

- A number of organisations have withdrawn from Stonewall, most have said this is not to do with recent news coverage or criticism.

History of our Stonewall Partnership

2015: Athena SWAN criteria expands to gender equality broadly

2016: Proudly King's is revived

2016: Stonewall expands its remit to include trans inclusion

2016: IoPPN funds King's first membership to Stonewall

2017: Membership moves to centralised management and funding via EDI

2018/19: King's submits to the Stonewall Workplace Equality Index for the first time
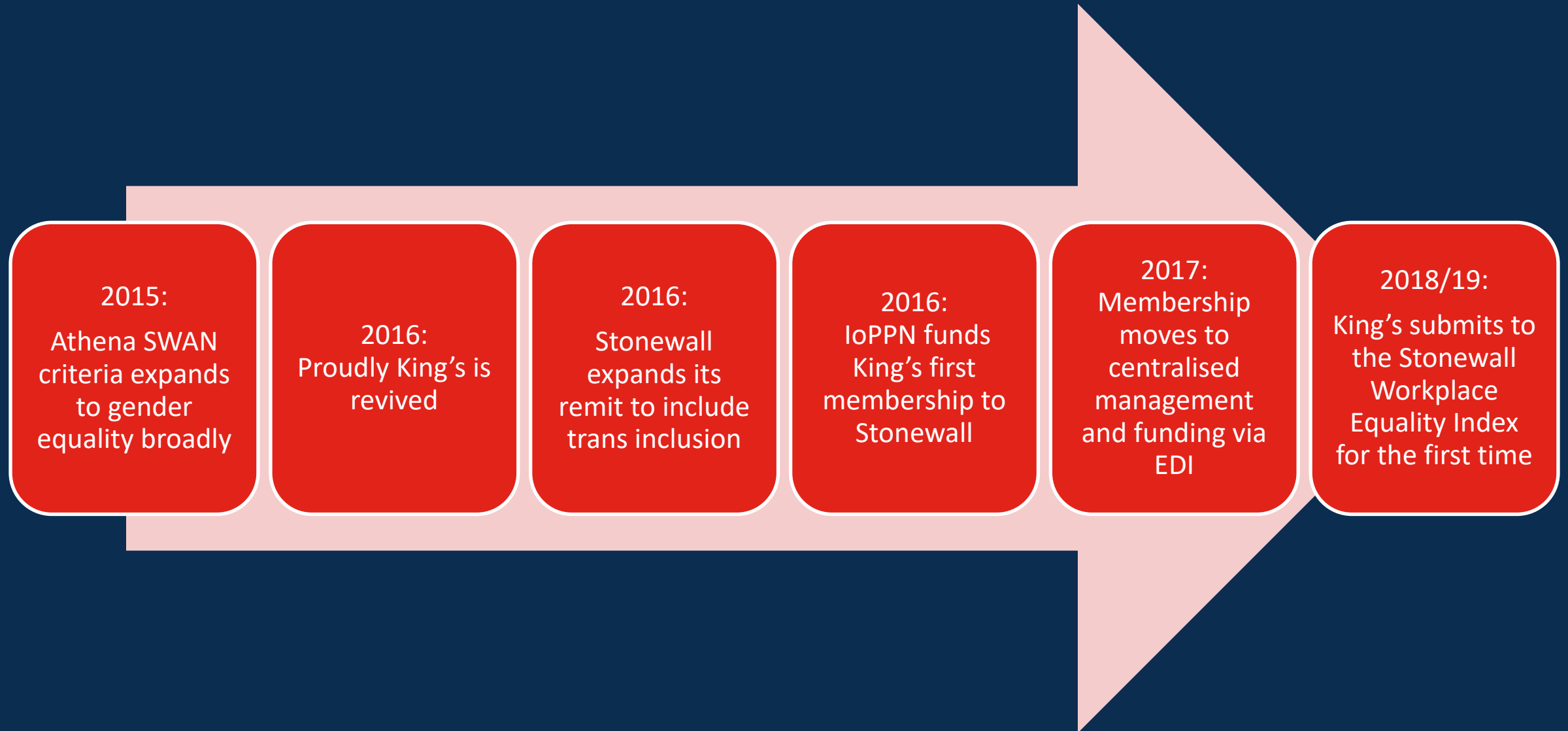
Stonewall Diversity Champions

- The Diversity Champions programme is the leading employers' programme for ensuring all LGBTQ+ staff are free to be themselves in the workplace.

- Stonewall works with 879 organisations across the UK, including 52 universities.

- Stonewall's team provides expertise, evidence and recent best practice to help us meet our goals.

- We have a relationship manager who provides consultancy, advises on submissions to the Workplace Equality Index, and supports the development of LGBTQ+ leaders, role models and allies.

How do we use this information?

Legal Duties
Equality Act 2010

Consultation
Staff
Students

University capability:
Systems, resource…

Best Practice
Advance HE
EHRC
Partners
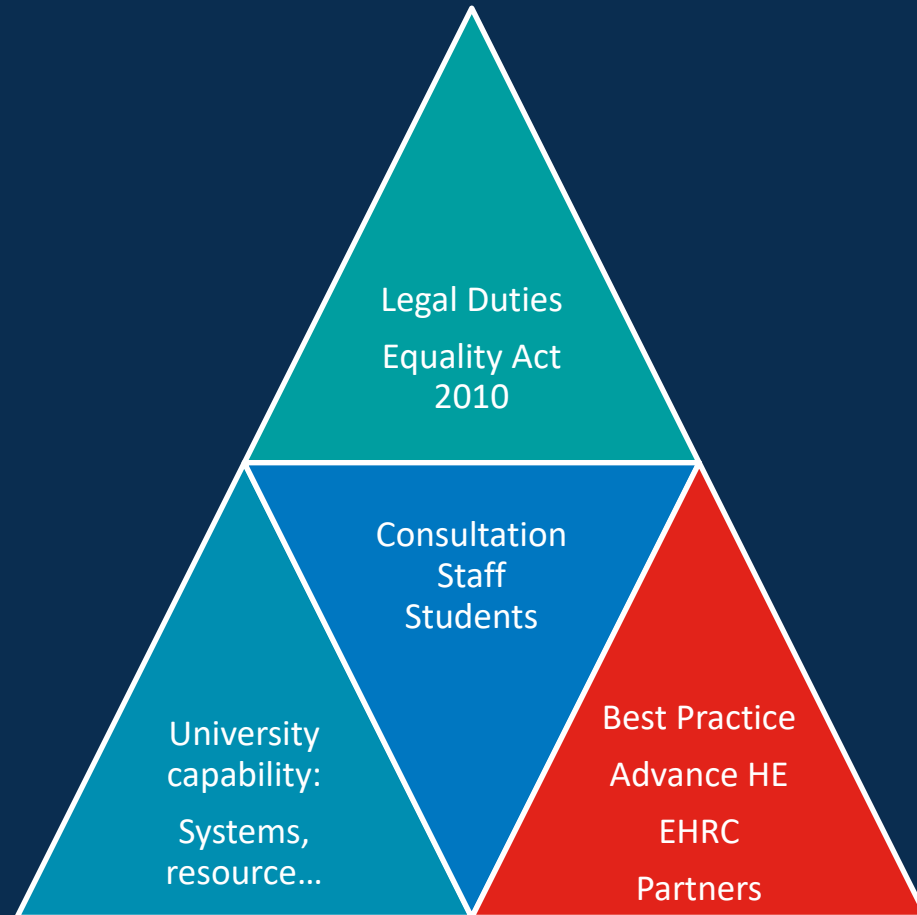
Our Staff and Students' Views

- Staff and Students at Equality, Diversity & Inclusion Forum and Proudly King's have reemphasised the need for our commitment to LGBTQ+ Inclusion- particularly trans inclusion and Stonewall membership at this time.

"Stonewall is the best benchmark for us to measure our progress in this area"

"If King's were to withdraw from Stonewall that would be a clear message to me that they were not willing to become trans inclusive"

Proudly King's:

In Pride Month, we stand with our Trans community:

"we believe that trans women are women, trans men are men, and trans rights are human rights.

During Pride month, you can show your support for **all** of our community"

January – May Progress on LGBTQ+ Inclusion

January 2021 Criteria Review RAG Summary

Section/Question	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
Policies and Benefits		*			*							
Employee Lifecycle	*		*		*	*						
Network			*									
Empowering Individuals												
Leadership												
Monitoring				?	?	?	?	?				
Supply Chains	?	?	?	?								
External Engagement and Service	?						?			?		

May 2021 Criteria Review RAG Summary

Section/Question	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
Policies and Benefits		*			*							
Employee Lifecycle	*		*		*	*						
Network			*									
Empowering Individuals												
Leadership												
Monitoring												
Supply Chains												
External Engagement and Service												

Our partnership with Stonewall

- We are committed to submitting to the Stonewall Workplace Equality Index

- We are confident in the guidance, expertise and frameworks we have from all of our sources of information that we can deliver results that are right for **everyone** at King's

Working Group

- Our Working Group is now online and will continue to progress until the October submission

- It will then be reviewed to continue any outstanding work

What can you do?

- Continue to sponsor the work happening in your areas

- Be public about your commitment – via communications, in talking to your teams, and in delivering your work

- Join Proudly King's in celebrating Pride Month, including Bi, Trans and Black Pride virtual and in person events.

Disability Inclusion Portfolio

May 2021

India Jordan (they/them)
Equality, Diversity and Inclusion
Consultant

The Social Model of Disability

People are disabled by barriers in society and structural inequality, not by their disability.

Barriers can be physical, like buildings not having accessible toilets. Or they can be caused by people's attitudes to difference, like assuming disabled people can't do certain things.

The social model helps us recognise barriers that make life harder for disabled people. Removing these barriers creates equality and offers disabled people more independence, choice and control.

The Social Model of Disability

Badly designed buildings

Poor job prospects

Stairs not ramps
No lifts

Isolated families

The problem is the disabling world

Special schools

Inaccessible transport
No parking places

Discrimination

Few sign language interpreters

The Social Model of Disability states that the oppression and exclusion people with impairments face is caused by the way society is run and organised.

Context – Students

Nationally -16.2% of all home students identify as having a disability

King's = 11%

Student Disability Profile

All Student Disability Over Time

■ Disability declared   ■ No known disability

Year	Disability declared	No known disability
2018/19	12%	88%
2017/18	12%	88%
2016/17	10%	90%
2015/16	9%	91%
2014/15	9%	91%

Disabled Students Benchmarked Over Time: Russell Group HEIs

■ Disability declared   — Russell Group HEI Benchmark

Year	Disability declared	Russell Group HEI Benchmark
2014/15	9%	8%
2015/16	9%	9%
2016/17	10%	10%
2017/18	12%	10%
2018/19	12%	11%

- The proportion of disabled students has remained consistent since 2017/18 at 12%

- King's continues to be above the Russell Group benchmark for disabled students, by 1% in 2018/19.

Context – Staff

Nationally - 16% of working age adults identify as having a disability

King's = 6%

Workforce Disability Profile

All Staff Disability Over Time

■ One or more disabilities ■ Information refused/ not known ■ No known disability

Year	One or more disabilities	Information refused/ not known	No known disability
2018/19	6%	4%	91%
2017/18	5%	4%	91%
2016/17	4%	3%	93%
2015/16	3%	3%	94%
2014/15	3%	2%	95%

There has been a year-on-year increase in the proportion of staff disclosing a disability.

All Staff Benchmark: Russell Group HEIs

■ Disabled —— Disabled Staff Russell Group Benchmark

	2014/15	2015/16	2016/17	2017/18	2018/19
Disabled	3%	3%	4%	5%	6%
Benchmark	4%	4%	4%	4%	

More than just data…

Angela's Story

- Waiting 6+ months for adjustments
- Occupational Health, to Disability Advisory Service, to People Partner, back to Occupational Health again
- On a year research contract
- Lifetime experience of being dismissed, intersections of race, gender and disability
- Emotional energy and labour involved in process

Context, History and Progress

Disability Inclusion Maturity Model and Action Plan

Disability Policy for staff, students, and visitors

Disability Inclusion Network – Access King's

Equality Analysis used and embedded

Governance and Board Level Mandate

Senior Sponsor – Richard Trembath
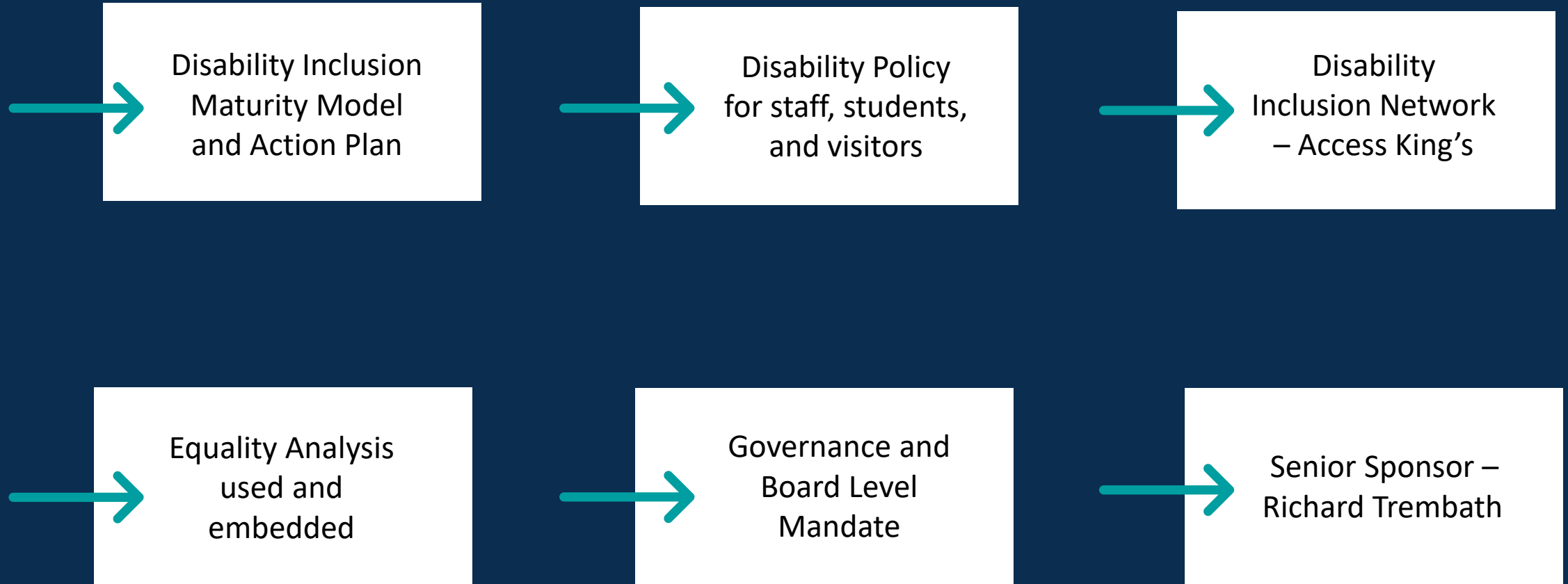
Disability Inclusion Action Plan and Maturity Model

Leadership, Governance & Culture

Policy, Process & Procedure

Local Experience

Data, Outcomes & Evaluation

| LEVEL 1: BASIC | LEVEL 2: REACTIVE | LEVEL 3: PROATIVE | LEVEL 4: INNOVATIVE |

Our Priorities

Disability Inclusion Steering Group

Research and develop a Staff Passport Scheme

Workplace Adjustments Redevelopment

Team, colleagues & management support

Recruitment, Selection and Onboarding

Disability Inclusion Steering Group

Objective: *Clear accountability and governance of King's Disability Inclusion Plan; with leaders knowing what is expected and required of them*

- Steering Group formed May 2021, chaired by Richard Trembath (Disability Inclusion Senior Sponsor)
- Strategic oversight of disability inclusion
- projects for staff and students Representation across College

Academic Board Representation

- Academic representation and input needed on projects such as Workplace Adjustments
- Academic lifecycle and disability inclusion – what can we do better?
- Professor or Head of Department who has supported disability inclusion initiatives for academic staff

Staff Passport Scheme – Pilot & Launch

Objective: *To have an established, sustainable and effective workplace adjustments process at King's*

- Research and develop a Staff Passport scheme Pilot & eventual across College roll-out
- Multiple departments/directorates
- Pilot review, improvements and eventual scheme implementation

Workplace Adjustments Development

Objective: *Find an agreed approach that means adjustments are recorded, portable and reviewed for effectiveness.*

- Short term plan: confidence building, improving existing resources, staff passport development, business intelligence improvement
- Long term plan and aim: Adjustments are adequately well-resourced and administered through a coordinated, integrated and College-wide approach

Team, colleagues & management support

Objective: *Managers are skilled in supporting and motivating disabled staff with all types of disabilities/long term conditions.*

- Disability inclusion training is available and delivered to all staff to ensure team and colleagues help foster an inclusive 'everyday' working experience.
- Skill Booster training embedded
- Workplace Adjustments guidance created
- Disability toolkit is updated and up to date

Recruitment, Selection and Onboarding

Objective: *Disability inclusion best practice is embedded throughout the recruitment, selection and on boarding*

- Collaborating with HR Recruitment and Access King's
- Develop disability specific guidance for staff involved in recruitment
- Ensuring disability is considered and represented in all development projects
- This will feed into Staff Passport Scheme & Workplace Adjustments redevelopment

What Angela's story could look like

- Ticket logged on adjustments system
- Specialist staff member assess ticket, assigns to appropriate area
- Case worker assigned to staff, supported throughout process
- Historic log of similar cases and disability support
- Adjustments received in less than 1 month
- Follow up contact 3, 6 and 12 months to check if adjustments are working

Thoughts, questions, areas for collaboration?

Thank you

India Jordan

Equality Diversity and Inclusion Consultant

india.jordan@kcl.ac.uk

Equality, Diversity and Inclusion Webpage

Community Charter: current position and future plans

Action required

☐ For approval
☒ For discussion
☐ To note

Executive summary

This paper provides an overview of current work on a Community Charter, as the successor to the Student Charter. The paper gives an overview of governance, timelines and issues for consideration (eg., in relation to the King's Race Equality Chartermark Action Plan).

Academic Board is asked to note and comment on this paper (and the ASSC paper appended at **Annex 1**), and specifically to review the timescale for finalising the Community Charter.

Joy Whyte
Strategic Director, Education & Students
7 June 2021

Community Charter – current position and future plans

Background

The attached paper was considered by the Academic Standards Sub-Committee in January 2021. The paper set out a proposal to establish a working group to take forward work on a Community Charter, as the successor to the Student Charter.

As outlined in more detail in the appended paper, this approach enables us to build on the content of the Student Charter, alongside:

- The successful King's Race Equality Chartermark (RECM) application;
- The Community Building steering group, set up following the Review of Bush House opening;
- Our Covid-related community commitment;
- The KCLSU/KCL relationship agreement; and
- The Quality Assurance Agency's Academic Integrity Charter

We also note the links with work that KCLSU are doing on developing a student Code of Conduct

Community Charter Working Group

The working group comprise of staff and students from Student Conduct and Appeals, Quality Assurance, Diversity and Inclusion, Student Support and Wellbeing, KCLSU, and faculties.

The purpose of the Community Charter Working Group is:

"To develop a new charter that speaks to the King's community, with a particular focus on the student experience, that brings together a range of initiatives and aligned guidance documents. There are a number of complexities within this area of work, the group will work to bring these together sensitively ensuring that the whole King's Community is reflected in the final version. The charter will be a positive statement of expectations that will also act as part of our compulsory student terms and conditions. In the case that the charter is not adhered to this may result in disciplinary action being taken.

The group will also be responsible for reviewing and updating the charter on an annual basis and for communicating the final version to students and staff in a way that is easy to understand and engaging."

Next steps

1) In the past, the Student Charter was formally approved by both College Education Committee (CEC) and then Academic Board. Given the tight timescale for developing the Community Charter this year, we are bringing this paper first to Academic Board and then to the July meeting of CEC. Following the development of the Community Charter during the summer, we will bring it to CEC and the Senior Management Team in September for endorsement, before going to Academic Board for final approval.

2) In Summer 2020, we updated the enrolment and reenrollment task for students, who were consequently each required to indicate that "I have read and accept the guidance about staying safe on campus and staying safe online".

Alongside a communications campaign about the Community Charter, we would ideally like to include a similar reference to it in the enrolment and reenrollment tasks, both to raise students' level of awareness,

and to signal – at an early stage – our expectation of a commitment to inclusive and respectful behaviours. This could be framed in such a way as to raise awareness of the charter, whilst not necessarily including the final text, i.e. students could – as in 2020 – commit to staying up to date with such guidance.

Recommendation

Academic Board is asked to note and comment on this paper (and the ASSC paper appended), and specifically to review the timescale for finalising the Community Charter.

In future years, any updates will be made ahead of the summer months, enabling timely approval through the normal committee routes.

For information – schedule of business for the Community Charter Working Group

Meeting date	Theme	Areas/documents to cover
19 May	Academic standards	- Academic integrity charter - Engaging in studies - Academic standards/plagiarism - Conduct and consequences of misconduct
16 June	Our campus, local and global community	- Service to society - Local communities/being 'neighbourly' - https://www.kcl.ac.uk/london#civic_charter - International community - Sustainability - Freedom of expression
21 July	Active inclusive culture	- Inclusive, accessible, safe environment - Inclusive culture - Mutual respect - Follow up from Bush House opening
18 August	Keeping ourselves and each other safe and well	- Wellbeing & student support - Safety on campus/active bystander/support/etc - Staying safe online - Keeping King's safe together (COVID)
8 September	Wrap up	Comms to students, staff, how to gather feedback, confirm review points

Academic Standards Sub-Committee

Meeting date	13 January 2021
Paper reference	ASSC: 20/21:
Status	Final
Access	Internal
FOI release	After one year
FOI exemption	None

Title	Community Charter: current position and future plans
Action required	To discuss
Why is this paper coming to ASSC?	For review and consideration
If there is a decision for ASSC to take, what is it?	No decision required at this stage
What should happen to the paper after it has been to ASSC?	A working group will be established further to scope this work
Name and job title of the person submitting the paper	Joy Whyte, Strategic Director, Education & Students

Context/background to the paper

In previous years, King's has had a Student Charter, which has summarised "the way King's will work in partnership with our student community to develop independent, skilled and employable graduates with an awareness of their place in, and contribution to, the local, national and international community".

At the start of the 2019/2020, we indicated that the student charter would be reviewed and – at the time – the Students and Education Executive Director suggested that the Principles in Action might replace the Student Charter. The Principles in Action "provide us with a framework to consider, talk about and develop how every member of the King's community can give our best to, and get the most out of, our work and interactions with others".

In practice, the Principles in Action have a predominantly staff-oriented focus. This short paper therefore sets out how we might proceed with developing a charter that speaks to the King's community, with a particular focus on students, and in the context of a range of initiatives and aligned guidance documents.

Further context

1.   In our successful Race Equality Chartermark (RECM) application, King's outlined a timescale for developing a community charter, as follows:

OBJECTIVE	ACTION	LEAD	START	END	MEASURES	PROGRESS
We want to ensure clarity of rights and responsibilities across the King's community – this will set and clarify expectations and	Create community charter, setting out the mutual expectations,	SED Strategic Director	Sept 2021	Sept 2022	• Charter established and communicated • Qualitative feedback on culture and responsiveness of King's	A new stream of work to be established

provide a framework to address microaggressions	values and principles of our staff and student community				• Positive feedback from KCLSU and staff networks	

2.   Sarah Guerra, Director of Equality, Diversity & Inclusion, has recently reinvigorated the Community Building steering group. This was set up following the Review of Bush House opening and will meet again early in 2021. Amongst other priorities, the steering group will be concerned with "assessing our policies relating to misconduct to ensure clear guidance outlining our behavioural expectations of our community is available for everyone".

3.   In 2020/2021, we established these clear behavioural expectations of our community with respect to Covid-related health and safety. These expectations are framed positively in our Covid-related community commitment, which speaks to the values King's places on student and staff health and wellbeing. Those expectations are also framed in the context of the non-academic misconduct guidelines, which outline problematic behaviour and the sanctions that might be enforced.

4.   Another relevant framework document is the KCLSU/KCL relationship agreement, which was last updated in December 2019, and is due for review early in 2021. The 2019 iteration outlines the ways in which the Students' Union and the university will work together, emphasising principles of respect & understanding; trust and openness; accountability; and collaboration & independence.

5.   Finally, the Quality Assurance Agency has asked King's to sign up to its Academic Integrity Charter. This "represents the collective commitment of the UK higher education sector to promote academic integrity and take action against academic misconduct".

QAA's work may also provide a helpful framework for developing the broader-based community charter promised in the RECM action plan. The seven principles outlined in the QAA Academic Integrity Charter are as follows:
-        Principle 1: Everyone is responsible as part of a 'whole community' approach
-        Principle 2: A 'whole community' approach
-        Principle 3: Working together as a sector
-        Principle 4: Engage with and empower students
-        Principle 5: Empower and engage with staff
-        Principle 6: Consistent and effective institutional policies and practices
-        Principle 7: Institutional autonomy

Proposal
In order to ensure alignment between the different areas that might be covered by a broad-based community charter, it is proposed that:

-        A working group be established by March 2021 to take forward our work on the community charter. This is six months ahead of our published timescale, and will allow for more extensive consultation.

-        That the working group comprise of staff and students from Student Conduct and Appeals, Quality Assurance, Diversity and Inclusion, Student Support and Wellbeing, KCLSU, and faculties; and that it report in both to ASSC (and ultimately to College Education Committee) and to the Community Building steering group. Other suggestions for membership are welcome.

-        That discussions about participation in the QAA Academic Integrity Charter progress immediately, in a way that allows for future alignment with the governance of the community charter.

Student Terms and Conditions 2022/23

Action required

☒ For approval
☐ For discussion
☐ To note

Motions:

1) That Academic Board approve the General Terms and Conditions 2022/23 (**Annex 1**)

2) That Academic Board approve the tailored terms and conditions (**Annexes 2 & 3**) in principle, on the understanding that King's Legal Services will be working with Pinsent Masons in the coming weeks to finalise those approved principal terms to create:

   a) Terms and Conditions for King's Online (which differ from the General Terms and Conditions)

   b) Terms and Conditions for King's Foundations (which differ from the General Terms and Conditions)

3) That Academic Board approve a new governance route to approve the Terms and Conditions

Executive Summary

King's has been working to reduce the number of sets of student terms & conditions used across the College. Whilst some programmes still produce their own terms & conditions each year because the King's General terms & conditions are not suitable for those programmes, King's Online and King's Foundations are able to use King's General Terms & Conditions, with a small number of tailored amendments. Originally the intention was for the King's Online and King's Foundations tailored amendments to be flagged to students by way of footnotes within King's General Terms & Conditions. However, upon receipt of external legal advice from Pinsent Masons LLP, there is some concern that incorporating the terms and conditions specific to King's Online and King's Foundations by way of footnotes, does not provide the clarity necessary for CMA compliance. Pinsent Masons have therefore advised that for 2022/23 admissions and beyond, King's should not use footnotes and instead should produce three separate set of Terms and Conditions as follows:

1) for undergraduate programmes, postgraduate taught programmes, postgraduate research programmes, blended programmes (the "General Terms & Conditions");

2) for King's Online students; and

3) for King's Foundation students.

The Terms and Conditions for King's Online and King's Foundation students are currently being drafted and will be finalised in the coming weeks. The General Terms and Conditions will be used as a base to which the clauses specific to the respective programmes (if approved by Academic Board) will be added.

We ask that Academic Board approve new governance arrangements for the Terms and Conditions as follows: For intake years 2023/24 onwards, the General Terms and Conditions, terms & conditions for King's Online and terms & conditions for King's Foundations can be approved by the Vice Principal, Education and added to the agenda for Academic Board to note.

General Terms and Conditions for Students

For study beginning in 2022/23

Contents

1. INTRODUCTION

1.1   This document contains important information about your agreement with King's College London and links to important information. You should read these carefully before You accept a place at King's (the "**Terms and Conditions**").

1.2   We explain below the basis upon which King's will provide your Course, and the obligations which You have both as an applicant and as a student. These Terms and Conditions create obligations that are legally binding both on You and on King's. If You accept an offer to study at King's, these Terms and Conditions will form your agreement with us.

1.3   Please contact King's Registry Services for clarification if there is anything in these Terms and Conditions that You do not understand.

1.4   Please note that these Terms and Conditions apply to King's undergraduate programmes, postgraduate taught programmes, postgraduate research programmes, and blended programmes.

2. DEFINITIONS

2.1   In these Terms and Conditions, the following terms have the following meanings:

"**Academic Regulations**"	means King's Academic Regulations
"**Additional Costs**"	has the meaning set out in Section 6.2
"**Cancellation Period**"	has the meaning set out in Section 8.1
"**Contract**"	has the meaning set out in Section 3.1
"**Course**"	means the course of study described in your Offer
"**Course Information**"	means subject to these Terms and Conditions, the description of the Course set out on our website as at the date You accept your Offer and the Course information sheet provided with your Offer (if applicable)

1

"**Data Protection Legislation**"	means any law, statute, declaration, decree, directive, legislative enactment, order, ordinance, regulation, rule or other binding restriction as updated and amended from time to time which relates to the protection of individuals with regards to the processing of Personal Data and privacy rights to which a party is subject, including the Data Protection Act 2018, the Privacy and Electronic Communications Regulations 2003 (amended by SI 2011 no. 6) and the GDPR (as incorporated into UK law under the UK European Union (Withdrawal) Act 2018) as the same are amended in accordance with the Data Protection, Privacy and Electronic Communications (Amendments etc.) (EU Exit) Regulations 2019 (as amended by SI 2020 no. 1586) as amended
"**Force Majeure Event**"	has the meaning set out in Section 9.5.2
"**GDPR**"	means Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and repealing Directive 95/46/EC (General Data Protection Regulation) OJ L 119/1, 4.5.2016
"**Intellectual Property Rights**"	means any patent, rights to inventions, copyright and related rights, performers' property rights, trade marks, trade names, domain names, rights in get-up, goodwill and the right to sue for passing off or unfair competition, rights in designs, rights in computer software, database rights, rights to preserve the confidentiality of information, and other intellectual property rights, in each case whether registered or unregistered and including all applications (or rights to apply) for and be granted, renewals or extensions of and rights to claim priority from, such rights and all similar or equivalent rights or forms of protection which may now or in the future subsist in any part of the world

"**King's**", "**we**", "**us**" and "**our**"	refers to King's College London, Strand, London WC2R 2LS
"**Offer**"	means our written offer to You of a place on the Course, sent to You either directly by King's or via UCAS
"**Personal Data**"	has the meaning set out in the Data Protection Legislation and for the purposes of this Agreement includes Sensitive Personal Data
"**Policies and Procedures**"	means our rules, policies procedures and other regulations in force from time to time that are relevant to the Course and that are made available to You on our website or otherwise provided to You
"**Process**"	has the meaning given to it in the Data Protection Legislation
"**Sales Tax**"	means any goods and services tax, VAT or equivalent sales tax
"**Sensitive Personal Data**"	means data revealing racial or ethnic origin, political opinions, religious or philosophical beliefs, or trade union membership, genetic data, biometric data, data concerning health or data concerning a natural person's sex life or sexual orientation
"**UKVI**"	means UK Visas and Immigration
"**You**" and "**your**"	refers to you the student or applicant

3. THE CONTRACT

3.1 By accepting our Offer of a place on a Course, You accept these Terms and Conditions in full, which along with:

    a) your Offer;

    b) the Course Information;

    c) the Academic Regulations; and

    d) our Policies and Procedures.

form the contract between You and King's in relation to your Course (the "**Contract**").

3.2 In the event of any conflict between a provision in these Terms and Conditions and the other documents forming part of the Contract, these Terms and Conditions shall take precedence.

3.3 The Contract is subject to these Terms and Conditions and is created once You accept the Offer.

4. APPLICATION AND ADMISSION

4.1 Application

4.1.1 You must meet the terms of your Offer and satisfy all necessary legal and other requirements, as set out in Sections 4.1 and 4.2, to secure your place on your Course.

4.1.2 Your Offer will be conditional or unconditional. If your Offer is conditional, we will set out the conditions which You will need to fulfil in order to be admitted onto your Course. If You have not fulfilled the conditions of your Offer before the date notified to You in your Offer or any other date notified to you, we reserve the right to withdraw your Offer.

4.1.3 It is important that You provide accurate information in your application to study at King's. If it is later found that your application includes false, fraudulent, or misleading information or material omissions, then we may withdraw your Offer, without liability to you.

4.1.4 King's may withdraw your Offer, refuse to enrol You or withdraw You from your Course for any failure to comply with the terms of any requirements (whether imposed by legislation or regulatory requirement, or otherwise reasonably required by King's) that your Offer, studies or research activity require, including:

    a) satisfactory criminal record/Disclosure and Barring Service (DBS) checks;

    b) Academic Technology Approval Scheme (ATAS) certificate (including compliance with its terms); and/or

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c) satisfactory occupational health checks (but subject to King's obligations under the Equality Act 2010 in respect of students with disabilities).

4.1.5   If You disagree with any decision made by King's under Section 4.1.4, You may request the Director of Students and Education (or their nominee) to review such a decision within fourteen days of the date it was notified to you. You will need to explain why You think the decision was wrong and supply any supporting evidence.

4.2   VISA requirements

4.2.1   If You require a visa to study in the UK, it is your responsibility to ensure that You have a valid visa at enrolment and throughout your Course. You must comply with any conditions that apply to your visa, including attendance on your Course. Requirements for monitoring attendance can be found in our Student Engagement & Attendance Policy. This may be amended by us from time to time.

4.2.2   If You are a British national, You will need to provide original evidence of Your status at the point of enrolment. We will also request a copy of such evidence (typically a passport, driver's licence or national identity document) during the application process.

4.2.3   If You are from a country outside of the UK, You may need permission to study in the UK and will need to provide valid ID that confirms your immigration status. Information on conditions of stay relevant to your particular immigration status can be found via the Government's Visa & Immigration webpages.

4.2.4   You will need to continue to hold valid immigration status confirming that You have the right to study throughout your Course and You will be required to provide evidence of your valid immigration status at the start of each academic year. If You hold limited leave to remain which is due to expire during your Course, You will be required to demonstrate to us that You have obtained further leave to remain or, where relevant, Indefinite Leave to Remain. If You fail to provide such evidence to us within a reasonable timeframe, we reserve the right to prevent You from registering on your Course (without liability to You) or withdraw You from your Course.

4.2.5   If You fail to comply with any immigration conditions, King's may be obliged to report this to UKVI in order to comply with King's own obligations to UKVI. If You lack the required permissions to study in the UK, or if You do not comply with the conditions attached to any permission then King's may refuse to admit, enrol, or re-enrol You, or may, on written notice, suspend or terminate your studies (without liability to You). If You believe such a decision is incorrect, You may submit a complaint through the relevant complaints procedure (see Section 4.1.5).

4.2.6   If You are studying your Course outside of the UK and the provision of your Course by King's is subject to Sales Tax in your country of residence, then you shall be responsible for paying any Sales Tax in relation to your tuition fees. Further details of any applicable Sales Tax will be set out in your Offer.

4.3   Applicants and students with disabilities

4.3.1   King's is committed to providing an inclusive and accessible environment and strives to make reasonable adjustments to accommodate individual needs. Disabled students and applicants with disabilities, including those with long term medical and mental health conditions, are encouraged to notify King's at the earliest opportunity so that appropriate support arrangements can be provided. Our aim is to ensure discussions about support options and the implementation of agreed arrangements are in place at the earliest opportunity.

4.3.2   We recommend that You contact King's [Disability Support Team](#) so that they can advise you and notify the relevant contacts at King's as appropriate. If the required reasonable adjustments are complex, such as fundamental changes to the King's estate, King's may need to defer your entry whilst adjustment works are undertaken.

4.4   Criminal offences

You must tell King's if You are convicted of 'relevant criminal offences' at any time whilst You are a student at King's. Details of what amounts to a 'relevant criminal offence' differs for students involved in teaching, health and clinical courses (for example, medicine, pharmacy and nursing). Further details are available on the King's Governance Zone.

5.   STUDENT OBLIGATIONS

5.1   Your obligations

5.1.1   We will use all reasonable efforts to deliver your Course in line with your Offer, the Academic Regulations and our Policies and Procedures.

5.1.2   You agree to:

a) comply with these Terms and Conditions;

b) comply with the Academic Regulations and Policies and Procedures;

c) maintain and evidence an immigration status that entitles You to undertake your Course; and

d) fulfil the academic requirements of your Course, including but not limited to, submission of coursework and other assignments, attendance at examinations, completion of online assessments, attendance at lectures, seminars and online live classes, and any such other teaching forums provided by us.

5.2   Enrolment

5.2.1   To begin study on your Course, You must:

a) enrol at King's within 14 days of the start date of your Course. If You do not enrol within 14 days, we reserve the right to refuse to enrol You and withdraw You form your Course (without liability);

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b) have paid any amounts that are due on enrolment (as outlined in the terms of Your Offer);

c) have supplied specific identity documents as set out in the terms of Your Offer; and

d) have confirmed your agreement to King's by completing the "declaration of enrolment" which reminds You of some of the important regulations and policies which are referred to in these Terms and Conditions.

5.2.2 Students who are not enrolled at King's cannot attend classes or participate in assessments for any modules.

5.2.3 You must also enrol for each subsequent year of your Course (and for each module where You are studying on a modular Course).

6.   TUITION FEES

6.1   Amount of tuition fees

6.1.1 The amount of your tuition fees will vary depending on whether your fee status is classified as "Home" or "Overseas". Your fee status is assessed as at the first day of each academic year of your Course. The latest information on your fee status is available here. Information about fees is available here and information about funding is available here.

6.1.2 The amount and payment date(s) for your tuition fees and any applicable Sales Tax are set out in your Offer. At the beginning of your Course, it is your responsibility to make arrangements to pay your tuition fees and any applicable Sales Tax in accordance with the payment terms set out in your Offer. Information about the payment terms is available here.

6.2   Additional costs

You are responsible for your own living expenses, travel and accommodation costs. Additional costs that will be incurred on your Course, for example for compulsory field trips, will have been detailed in your Offer and in the Course Information ("Additional Costs").

6.3   Deposits

6.3.1 The amount of any deposit You must pay and the date for payment are set out in your Offer.

6.3.2 Your deposit will be deducted from the first instalment of fees that You are due to pay.

6.3.3 Deposits are non-refundable except where:

a) You cancel your acceptance of a place within the Cancellation Period (see Section 8); or

b) King's is unable to confirm your place on the Course because You do not meet the conditions of your Offer of a place; or

c) You are an international student and unable to obtain a student visa necessary to study on the Course and King's is satisfied that You took all reasonable steps to ensure You obtained your visa prior to commencing your Course and that the failure to obtain the visa was not your fault.

6.4 Funding via the Student Loans Company

6.4.1 Where King's is informed directly by the Student Loans Company of approved undergraduate loan funding the relevant body will be invoiced directly for payment. Any balance of fees not covered by such funding will be invoiced to You and payable under the terms detailed in your Offer. Further information can be found here.

6.4.2 If You receive postgraduate or doctoral loan funding directly from the Student Loans Company You are responsible for making payments to King's directly. It is possible for Your tuition fee payments to be aligned with Your loan disbursement dates. Further information can be found here.

6.5 Self-funded students

Students will be invoiced as set out here. It is important to note that the invoicing arrangements for Home undergraduate students are different to the invoicing arrangements for Overseas undergraduate students, and different to the invoicing arrangements for all postgraduate students.

6.6 Sponsored students

6.6.1 If You are:

a) a sponsored student on a Study Abroad Course; or

b) a student whose fees are being paid by their "home" university,

You are not required to provide a valid sponsor letter. If You are in any doubts as to whether You fall into either of these categories, please contact the King's Admissions Office via King's Apply.

6.6.2 If You are a student being partly or fully sponsored by an external corporate body (not a friend or relative) agreeing to pay your tuition fees, You should provide a valid sponsor letter on or before enrolment.

6.6.3 The invoice for your Course fees as a sponsored student will be sent directly to the sponsoring organisation. Payment of the invoice is due 28 days from the invoice date. In the event of non- payment of part or all fees by the sponsoring organisation, the outstanding amount will be invoiced to the student and shall be payable within 14 days. If You are receiving part funding of your tuition fees from your sponsor then the part that is self-funded will be invoiced to You in the same way as for other self-funding students, and the amount and date(s) for payment will be specified in your Offer.

6.6.4 If You are a sponsored student, and your sponsor does not pay the fees on your behalf, You will be liable to pay the fees to King's.

6.7 Non-payment or late payment of tuition fees

6.7.1 If You do not pay your tuition fees or any applicable Sales Tax in accordance with the payment terms set out on our website, one or more of the following may happen:

    a) You may be suspended;

    b) You may not be allowed to enrol;

    c) You may not be allowed to graduate;

    d) your results may be withheld;

    e) we may not issue your degree certificate; and/or

    f) your registration may be terminated.

6.7.2 If You fail to pay your tuition fees or any applicable Sales Tax in accordance with the payment terms set out on our website, we will write to You requesting payment within 14 days. You may also discuss the outstanding payment with a member of the Finance Department. If You fail to make a payment within 14 days of receipt of the notification, we may suspend You from King's, meaning You will be prohibited from attending any premises at King's and You will not be permitted to:

    a) sit examinations/submit coursework;

    b) use library or computing facilities or services;

    c) attend classes; or

    d) access student records.

6.7.3 We reserve the right to take steps to recover unpaid fees in accordance with our legal rights and remedies. Further details in relation to non-payment or late payment of tuition fees are set out here.

6.7.4 Please also note that the Academic Regulations and Policies and Procedures also provide that interest may be charged on unpaid fees if we are required to issue court proceedings to recover any unpaid fees. Debt collection fees may also be recovered from You, and an administration fee of £25 may be charged in respect of dishonoured cheques and card chargebacks.

6.8 Tuition fee variations

6.8.1 Details of your tuition fees and any applicable Sales Tax in the first year of your study at King's will be set out in your Offer. Many programmes last several years, and King's reserves the right to increase your tuition fees each year, reflecting the changes in costs of delivering your Course, improving the educational services we provide to You, and any

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changes in government policy or regulation. Cost increases take account of matters such as increased staffing costs, the need to maintain and renew King's facilities (for example, buildings, IT and library facilities) and inflation. King's therefore reserves the right to increase tuition fees annually to recognise these changes (as set out in Section 6.8.3 below).

6.8.2   Fee increases for certain Home students (undergraduate and PGC students) are subject to regulatory control by the UK Government. For the avoidance of doubt, Home Island (Isle of Man, Guernsey and Jersey) students shall pay the same amount of tuition fees as Home fee status students.

6.8.3   In any event, a fee increase for current students shall not exceed a 5% (five percent) increase on the previous academic year's tuition fee for the Course in question, subject at all times to the tuition fees not exceeding any cap imposed by Government from time to time.

6.8.4   Where fee increases are applied, King's will give affected students no less than three months' written notice before the start of the academic year to which the fee increase is intended to apply.

6.8.5   If King's notifies You that your fees will be increasing and You are unhappy with the increased fees, You may end your Contract with us provided that You inform Registry Services by email or in writing no later than two weeks before the start of the academic term for which the fee increase is due to take effect. The effect of ending your Contract is that You will not incur fees for the next or subsequent academic terms and your studies with King's will terminate. You will remain liable for any fees incurred up to the date before the fee increase takes effect. If your studies are interrupted or suspended for any reason, the fees when You begin or resume your studies may have increased, on the basis set out above.

7   KING'S CANCELLATION RIGHTS

7.1   Subject to us complying with the Academic Regulations and Policies and Procedures we may cancel the Contract at any time with immediate effect by giving You written notice if:

a)   You have failed to meet the conditions of your Offer, or it comes to our attention that You have failed to meet or no longer meet the entry requirements for your Course (including by way of us discovering that You have falsified your qualifications or your application contains material inaccuracies or fraudulent information, or that significant information has been omitted from your application form);

b)   You do not pay your tuition fees, applicable Sales Tax or Additional Costs within 60 days of us notifying You that Your tuition fees are outstanding;

c)   we lose our right for the purposes of relevant legislation or regulatory requirements to provide your Course to You;

d)   if a Force Majeure Event prevents us from providing your Course for longer than one term or 16 weeks (whichever is shorter);

e) You have failed to meet the requirements of your Course or fail to make sufficient academic progress, as set out in your Course Information or the Academic Regulations or Policies and Procedures (including, without limitation, in respect of your attendance or academic results);

f) You are found guilty of a serious breach of the Academic Regulations and/or our Policies and Procedures at a disciplinary hearing;

g) You break the Contract in any material way, and, where that situation is capable of being corrected, You do not correct it within 14 days of us asking You to do so; or

h) You do not meet your obligations under a student visa or You no longer have permission to study in the United Kingdom.

7.2 If You are suspended from participation on your Course, You may be excluded from attending lectures, classes or seminars, using our facilities or services, submitting assessments, taking tests/examinations, or proceeding to any degree, diploma or other award of King's at our reasonable discretion.

7.3 If the Contract has been terminated (for any reason), You will no longer be entitled to attend lectures, classes or seminars, use our facilities or services, submit assessments, take tests/examinations, or proceed to any degree, diploma or other award of King's.

8 YOUR CANCELLATION RIGHTS AND WITHDRAWAL

8.1 You have the right to cancel the Contract and your acceptance of a place at King's for any reason during a 14-day cancellation period (the "**Cancellation Period**"), which for students studying an undergraduate, postgraduate taught, postgraduate research, blended or Foundation programme will start on the day You accept an Offer from King's, and for King's Online students will start on the date You make payment to King's for your programme.

8.2 To cancel the Contract, You must clearly inform us in writing of your decision to cancel before the Cancellation Period has expired. You can do this by:

a) sending a message through King's Apply; or

b) contacting the King's Admissions Office by letter, email or using the Cancellation Form, but You do not have to use the model form.

8.3 If You cancel the Contract within the Cancellation Period, we will reimburse any tuition fee and applicable Sales Tax payment including any deposit received from You as soon as we can, and no later than 14 days after the day on which You informed us of your decision to cancel the Contract. We will make the reimbursement using the same means of payment as You used for the initial transaction, unless You have expressly agreed otherwise. You will not incur any fees as a result of the reimbursement.

8.4   If your Course is due to begin within 14 days from the date You accept the offer of a place at King's (for example, if You have applied through adjustment or clearing) then, by accepting your Offer, You are expressly agreeing that the Course should begin within the Cancellation Period. If You then decide to withdraw from your Course within the Cancellation Period You may be liable to pay a proportion of your tuition fees and any applicable Sales Tax, as set out in Sections 8.6 and 8.7 below.

8.5   If You withdraw from your Course after the Cancellation Period has expired, we will not refund payments received from You. Depending on when You cancel the contract (in particular, whether it is before or after enrolment) You may be obliged to pay a proportion of your tuition fees and any applicable Sales Tax, as set out in Sections 8.6 and 8.7 below.

8.6   If You interrupt or withdraw from your Course, your fees will be revised based on the number of weeks You have attended your Course. Undergraduate fees are based on 30 weeks' worth of attendance. Further details about the tuition fees You have incurred will be calculated in accordance with the process set out here.

8.7   Where You withdraw from your Course and You are funded by the Student Loans Company, the fees that You have incurred for an academic year which has not ended will be calculated in accordance with the Student Loans Company guidelines.

9   KING'S OBLIGATIONS TO STUDENTS

9.1   Changes to Academic Regulations, Policies and Procedures

9.1.1   During your Course, we may update and replace our Academic Regulations, and Policies and Procedures from time to time in order to ensure that King's operates efficiently for students and meets relevant legal and regulatory obligations, and/or where changes are in the interests of students. Changes to the Academic Regulations, and Policies and Procedures will be appropriately notified to students via email or the website. Such changes will not affect the content of your Course (see Section 9.2 for provisions concerning changes to Courses).

9.1.2   Any changes made under this Section 9.1 will normally come into effect at the start of the next academic year. King's will take all reasonable steps to minimise disruption to students wherever reasonably possible.

9.1.3   The updated Academic Regulations, and Policies and Procedures will be made available on the King's website and may be publicised by other means so that students are made aware of any changes.

9.2   Changes to Courses

9.2.1   Once You have accepted your Offer, whilst we will use all reasonable efforts to deliver your Course as set out in the Contract, circumstances may arise where we are required to make changes to your Course. Examples of "changes" include changes to the content or structure of your Course, or to the location or method of teaching or assessment, or to the type of award. The circumstances where changes may be made or required are (without limitation):

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a) where changes are in students' overall interests, for example because of developments in teaching practice or technology, new assessment methods, or where a campus redevelopment or restructuring of King's means that teaching locations change to a different site;

b) where regulatory or government requirements mean that changes must be made to ensure compliance. Examples include changes to how King's is required to operate because of changes to a professional body's requirements (e.g. for medical students where the General Medical Council issues new guidance), or changes to immigration rules or other laws/regulations;

c) where King's decides for academic or operational reasons to revise the optional modules that are available on your Course; and/or

d) due to factors beyond our reasonable control, it may sometimes be necessary to vary the content of the Course or modules or services as described in the Course Information.

9.2.2   If King's sponsors You under a student visa, Course changes may have an impact on your sponsorship, and we will provide You with further information. If You wish to change your Course, You should speak to us before taking any action.

9.3   Closure of Courses

9.3.1   Once You have accepted your Offer, whilst we will use all reasonable efforts to deliver your Course in accordance with the Contract, circumstances may arise where we are required to close your Course. The circumstances where Course closure may be made or required are (without limitation):

a) where a key member of staff is no longer available (e.g. through illness or resignation) and suitable alternative teaching or supervision arrangements cannot be provided. This might be where the member of staff concerned has a particular specialism which cannot be adequately covered by other members of King's staff, or by other resources (e.g. temporary staff) that King's would normally engage in such circumstances; or

b) where a teaching location becomes unavailable due to a Force Majeure Event.

9.3.2   Any Course closure and/or refund application in relation to a Course closure would be considered in accordance with our Programme Closure and Suspension Policy and Student Protection Plan.

9.4   Consequences of changes to Courses or closure of Courses

Changes to Courses before enrolment

9.4.1   If we have to change your Course, we will use reasonable efforts to ensure that changes are

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kept to a minimum, but if we need to make any material changes to your Course (as described in your Offer and/or Course Information) before You enrol at King's, we shall bring the changes to your attention as soon as possible and if You reasonably believe that the proposed changes will have a material prejudicial effect on You, You may either terminate the Contract and/or withdraw your application for the Course without any liability to us for tuition fees, or transfer to another Course (if any) as may be offered by us for which You are qualified.

Changes to Courses or closure of Courses post enrolment

9.4.2   Where changes or Course closure is proposed or have to be made for the reasons outlined at Sections 9.2 and 9.3 above, King's will take all reasonable steps to minimise disruption to students (including where your Course is closed and King's is unable to complete delivery of your Course, using reasonable efforts to, with your consent, transfer You to a new course: (i) at King's for which You are qualified; or (ii) at an alternative higher education provider).

9.4.3   In the case of minor changes as determined by us (for example, changing a module from compulsory to optional), we will use reasonable efforts to keep such changes to a minimum and to keep You informed appropriately, for example by email or via notifications on the intranet.

9.4.4   In the case of substantial changes as determined by us (for example, closing your Course), before implementing any such change, we will consult with students to seek their views on the changes/proposals and any potential alternatives or steps to minimise the impact on students. Changes to the availability of optional modules, or changes which are to students' benefit will not normally be "substantial".

9.4.5   In the case of substantial changes which You reasonably believe will have a material prejudicial effect on You, You must notify us of this in writing, following which we may offer You a suitable alternative Course for which You are qualified. If You are unhappy with the alternative Course we offer You or we are unable to offer You a suitable alternative Course, You may end your Contract by giving Registry Services at least two weeks' notice by email here or in writing. The effect of terminating your Contract is that You will not incur fees for the next or subsequent academic terms and your Course will terminate. You will remain liable for any fees incurred up to the date when your notice to us expires.

9.4.6   You should consider your options carefully before terminating your Contract in such circumstances. You may for example want to contact other institutions about whether You might be able to complete your Course with them. You may also want to consider other matters such as accommodation and travel costs.

9.5   Liability for acts outside our control

9.5.1   King's will do all that it reasonably can to provide your Course as described on our website and in the Course Information or other documents issued by King's to You. Despite taking all reasonable steps to prevent them occurring, and to mitigate their impact, some events outside our control may mean that we are not able to provide your Course.

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9.5.2   We shall not be liable to You for any failure in the delivery of the Course arising from matters outside our control. This includes but is not limited to: industrial action which it is not within the capacity of King's to resolve; severe weather, fire, civil commotion, riot, invasion, terrorist attack or threat of terrorist attack, war (whether declared or not), natural disaster, restrictions imposed by government or public authorities, epidemic or pandemic disease or failure of public utilities or transport systems/networks (a "**Force Majeure Event**"). We would normally expect such events to be short term, and we will take steps to minimise any disruption to your Course.

9.5.3   If such an event results in the complete inability to deliver your Course for a continued period of six weeks or more then You will be entitled to terminate your Course with immediate effect by contacting Registry Services by email or in writing. You should consider your options carefully before terminating your contract, for example whether You are able to transfer any existing academic credits to an alternative programme and You may wish to contact the Student Advice Service to discuss this. Further information is available here.

9.5.4   If You decide to terminate your Course in such circumstances, You will remain liable for fees incurred up until the date when You inform us of your decision. You will have no liability for fees after that time, and You will be refunded any excess payment You have made. The fees You have incurred for an academic year which has not ended will be calculated on the basis described under Section 8.5.

9.6   Limitation of our liability to You

9.6.1   Nothing in these Terms and Conditions will limit or exclude King's liability:

   a) for death or personal injury arising from our own negligence; or

   b) for fraud or fraudulent misrepresentation; or

   c) in respect of any other liabilities which may not be lawfully excluded or restricted.

9.6.2   King's shall not be liable and expressly excludes liability for:-

   a) damage to, theft and/or loss of your personal property (including but not limited to personal possessions, your own IT equipment, bicycles or vehicles) unless caused by our negligence;

   b) for any injury to a student, financial or other loss or damage resulting from such injury, or for damage to property, caused by any other student, or by any person who is not an employee or authorised agent of King's;

   c) loss attributable to a breach of any procedural requirement detailed in these Terms and Conditions, or any other policy, procedure or regulation, if such loss would have arisen had the procedural requirement been met;

   d) any failure or delay, or for the consequences of any failure or delay, in

performance of our obligations under these Terms and Conditions, if such failure or delay is due to any event beyond our reasonable control; and

e) any losses which were not foreseeable to You and us when this Contract was formed and that were not caused by any breach on our part.

9.6.3   Subject to Sections 9.6.1 and 9.6.2, our aggregate liability to You under this Contract is limited to the total amount of tuition fees paid by You in respect of your Course.

10   COMPLAINTS

10.1   If You have a complaint about an admissions decision or an aspect of the admissions process, please follow our Admissions Appeals Procedure.

10.2   Once You have registered as a student of King's, if You have a complaint about us, please follow the Complaints Procedure in the Academic Regulations.

10.3   You may also be eligible to apply for a refund or compensation. Please view our Student Protection Plan for further details on how to apply for a refund or compensation if You are no longer able to continue your studies at King's. You can also request a refund through Your student records portal by completing the task called "Fee Payment Refund Request".

10.4   If, having followed the complaints procedure to completion, You remain dissatisfied You have the right to make a complaint to the Office of the Independent Adjudicator for Higher Education.

11   SAFEGUARDING

King's is very mindful of its duties under the Safeguarding Vulnerable Groups Act 2006 (as amended) and Care Act 2014, and shall comply with its obligations under its Safeguarding Policy.

12   INTELLECTUAL PROPERTY

Any Intellectual Property Rights developed by You during your Course are subject to our Code of Practice for Intellectual Property, Commercial Exploitation and Financial Benefits.

13   DATA PROTECTION

13.1   We will process Personal Data in accordance with the Data Protection Legislation. Our Student Data Collection Notice explains what data we might hold about You, how we use it, who we might share it with and the reasons for doing that.

13.2   Students who are involved in Processing Personal Data (for example in some research projects, or in the course of a work placement at a hospital) must ensure that they abide by the requirements of the Data Protection Legislation. They should refer to our Data Protection Policy, Research Data Management Policy or a placement provider's policy if applicable and seek guidance from their tutor or supervisor where appropriate.

14   GENERAL

14.1   On your first enrolment, You will be allocated a King's email account. All email communications from King's will be sent to that account and You are expected to use that account for all communications with us. You are expected to check your King's email account regularly. Any communication sent to You, by us, to your King's email account will be regarded as properly sent and received by You.

14.2   If any provision of the contract between You and us is held to be void or unenforceable in whole or in part by any court or other competent authority, that contract shall continue to be valid as to the other provisions contained in it and/or the remainder of the affected provision.

14.3   The Contract constitutes the entire agreement between You and us in relation to its subject matter.

14.4   Neither party intends that any of these Terms and Conditions will be enforceable by any third party.

14.5   These Terms and Conditions are governed by and construed in accordance with English Law. The English Courts have non-exclusive jurisdiction to deal with any dispute arising out of or in connection with them.

Terms and Conditions for King's Online Managed Programmes which differ from the General Terms and Conditions

1. **Enrolment**

   King's Online students must enrol within two days of the start of their module.

2. **Postgraduate funding via the Student Loans Company**

   1. At the time of writing postgraduate loans are paid directly to the student so You will be considered to be self-funded. You will therefore be expected to pay Your module fee by the dates set out here.

   2. At the time of writing, if You are based in the United Kingdom and are enrolled on the Postgraduate Certificate / Diploma, You will not be eligible for the SFE Postgraduate Master's Loan as per the UK Government guidelines

   3. Students enrolled on a Postgraduate Certificate or Diploma are not eligible for the loan as all 180 credits of study need to be undertaken whilst registered on a full master's degree. The SFE Postgraduate Master's Loan has been designed to fund full-length master's degrees only.

   4. Please also be aware that by enrolling on a Postgraduate Certificate or Diploma, You remain ineligible for the SFE Postgraduate Master's Loan throughout Your studies even if You subsequently transfer onto the Master's.

   5. Please be aware that the disbursement dates of Postgraduate Student Loan funding are not aligned to the module due dates so it is Your responsibility to ensure that You can meet these payment dates.

6. **Sponsored students**

   Due to the tight payment deadlines for King's Online Managed Programmes, all invoices will be sent directly to the student. Whilst payments can be accepted from 3rd parties (sponsors), the invoice will always be issued in the name of the student.

7. **King's Online students sponsored by King's College London**

   If Your Course is sponsored by a King's Academic Department, You should provide sponsor details and state amount of sponsorship at enrolment by submitting a sponsor letter to Your online student advisor.

8. Tuition Fees

1. Fees are payable on a modular basis. The first module fee is covered by the programme deposit, which must be received at least seven working days before the module start date.

2. For subsequent modules, students will receive an invoice via email from the College showing the balance to be paid and instructions on how to make payment three weeks before the module start date.

3. Students are required to make full payment within 14 days of invoice date or seven days prior to module start date, whichever is the latest.

9. Deposits

King's Online students must pay their deposit prior to enrolment.

10. Non-payment or late payment of fees

A student who fails to pay the tuition fee for a module by the due date, will have their access to that module's content cancelled and will not remain liable for the fees for that module. The student will retain access to any completed and paid modules in the King's Online virtual learning environment until such time as they withdraw from the programme or otherwise complete their studies.

11. Refunds

Refunds for continuing students will not be provided for modules already completed. A refund for a module fee will only be made where withdrawal from the module takes place on or before the module opt out date. If the withdrawal from the module takes place after the opt out date, the payment will not be refunded.

12. Withdrawal and academic fails

A student who pays for and is subsequently withdrawn from the module after the assessment board, pending reassessments, will have the payment held on their student account until reassessments have been passed. This payment will be used for the next module the student studies after successfully passing reassessments. A student who pays for a future module and is subsequently withdrawn from the programme as an academic fail will have the fee for the untaken module refunded in full.

Terms and Conditions for King's Foundation programmes which differ from the General Terms and Conditions

1. Tuition Fees

Tuition fees must be paid in full by the stated deadline. It is not possible to pay in instalments.

2. Deposits

1. Refunds are non-refundable except where:

   a) You cancel Your acceptance of a place within the Cancellation Period (see Section 8); or

   b) King's is unable to confirm Your place on the Course because You do not meet the conditions of Your Offer of a place. It should be additionally noted that: if the condition of Your Offer required You to achieve a higher IELTS score, You must show that You sat a valid IELTS exam in between accepting Your offer and the start of the Course. Offer holders who do not retake an IELTS exam in time for the start of the Course will not receive a refund; or

   c) You are an international student and unable to obtain a student visa necessary to study on the Course and King's is satisfied that You took all reasonable steps to ensure You obtained Your visa prior to commencing Your Course and that the failure to obtain the visa was not Your fault.

2. If the condition of Your Offer required You to achieve a higher IELTS score, You must show that You sat a valid IELTS exam in between accepting Your Offer and the start of the Course. Offer holders who do not retake an IELTS exam in time for the start of the Course will not receive a refund.

3. Fee refunds following interruption/withdrawal

1. If You withdraw from Your Course after the Cancellation Period has expired, We will not refund payments received from You. You will be liable for the full tuition fee and a pro rata recalculation of tuition fee payments will only be considered in exceptional circumstances.

2. If You interrupt or withdraw from Your Course, You will be liable for the full tuition fee. If You need to interrupt Your studies due to circumstances out of Your control, Your tuition fee will be calculated up to the point of interruption, and any remaining pro-rata credit will be applied to Your tuition fees for the following year on Your return to Your programme. Interrupting students must restart the programme in the August/September of the following year – entry at later points in the year is not possible. If You do not return to the programme the following year, tuition fee refunds will not be considered.

Students considering interrupting their studies should contact King's Foundations.

Terms and Conditions for King's Pre-Sessional Courses (16, 11 and 6 week, face to face, combined or online)

4. **Tuition Fees**

   Tuition fees must be paid in full by the acceptance deadline stated on the Offer.

5. **Fee refunds following interruption/withdrawal**

1. If You withdraw from Your Course after the Cancellation Period has expired, We will not refund payments received from You. You will be liable for the full tuition fee. Pro rata re-calculation of tuition fee payments will not be considered.

2. Pre-sessional students do not pay a deposit and are instead expected to pay the tuition fee in full on acceptance of their offer.

3. Refunds of fees will only be granted if:

   a) You cancel Your acceptance of a place within the stated Cancellation Period of fourteen days from the date You accept Your Offer (see 'Your Cancellation Rights' at Clause 8.1 of the general terms and conditions);

   b) You are unable to obtain a student visa necessary to study on the Course and King's is satisfied that the failure to obtain the visa was not Your fault.

   c) Your undergraduate or postgraduate degree application to King's is rejected and You cancel Your acceptance of a place on the pre-sessional programme application more than four weeks before the start of the pre-sessional programme. Please note that We will be unable to refund Your fees if Your degree application is unsuccessful after this deadline.

6. **For King's Combined Pre-sessional 16-week, 11-week and 6-week Courses only**:

   a) Students who start a Combined Pre-sessional Course but who do not receive their visa in time for the London portion of the Course will not receive a refund. However, they may be able to defer their entry for the London-portion of the Course and their main King's degree to the following academic year, subject to department approval.

   b) Students following the 6-week Course who do not complete the London based part of the pre-sessional will not be eligible to progress to their degree

7. **Interruptions and withdrawal**

   Interruptions are not permitted on the Pre-Sessional programmes. On withdrawal, You will be liable for the full tuition fee. Pro rata recalculation of tuition fee payments will not be considered.

Academic Board	
Meeting date	16 June 2021
Paper reference	AB-21-06-16-06.5
Status	Final

Portfolio Simplification

Action required

☒ For approval
☐ For discussion
☐ To note

Motion: Academic Board is asked to approve recommendations put forward by the Curriculum Commission to revise a number of decisions and timescales for implementation that were previously made by Academic Board. The rationales put forward are provided in the following paper for review and approval.

Executive summary

Dickson Poon School of Law. Summary of recommendations: 21 modules to change implementation year to 2021/22. Additional ten modules to discontinue.

Faculty of Life Science and Medicine. Summary of recommendations: One programme to change to discontinue.

Florence Nightingale Faculty of Nursing, Midwifery and Palliative Care. Summary of recommendations: One programme to delay implementation year.

Institute of Psychiatry, Psychology & Neuroscience. Summary of recommendations: Two modules to change implementation year to 2021/22.

Faculty of Social Science & Public Policy. Summary of recommendations: Two programmes and Two modules to change recommendations for.

Faculty of Arts & Humanities. Summary of recommendations: see paper

Portfolio Simplification

Curriculum Commission recommendations

Dickson Poon School of Law

21 modules to change implementation year to 2021/22. To be reconfigured as part of the transition to the 30:15 framework for PGT programmes. This process is under way and will see some redistribution of coverage and content in time for 2022/23.

Ten modules to discontinue. Seven modules to be discontinued from 2021/22, following the discontinuation of the Global Ethics programme. This had been reconfigured shortly before the Portfolio Simplification exercise; however due to staff departure and institutional factors we closed the programme to new entrants in 2020/21 (part-time students remain). A further three modules are being discontinued following further review.

See appendix for a full list of recommendations.

Faculty of Life Science and Medicine

Advanced Paediatrics (previously retain) has now been closed and was agreed by the Curriculum Commission.

Florence Nightingale Faculty of Nursing, Midwifery and Palliative Care

BSc Clinical Practice - delay implementation to 2022/23, as need extra time to implement and get right (no change to original outcome). Faculty to confirm in writing plan, resources and timescales involved.

Institute of Psychiatry, Psychology & Neuroscience

Delay implementation year of two modules to 2021/22 to allow the faculty to offer an extra year 3 module ("Health and Illness Psychology") for another year and time to restructure a complex module ("Research Methods and Statistics A").

See appendix for a full list of recommendations.

Faculty of Social Science & Public Policy

Programmes

"MSc Tourism, Environment And Development" – change recommendation to discontinue.

"PGCE Modern Languages (School Direct)" – change recommendation to retain, as all PGCE standard and school direct programmes need to be retained as they are part of larger contracts with DfE.

Module (discontinue): change to retain

"Contemporary Spanish Politics: Institutions and Actors". Change to retain this module and discontinue 6AAOB322. Some content from 6AAOB322 was absorbed into this module, as per recommendation of portfolio simplification. Numbers growing.

Module (reconfigure): change to retain

"Eurasian Political Economy and Energy Dissertation" – change from reconfigure to retain. Now the only dissertation module in the Russia institute.

See appendix for a full list of recommendations.

Faculty of Arts & Humanities

Full lists of all changes since last Academic Board approvals. Summary of changes:

	Previously approved recommendations	New recommendations	Change
Retain	259	257	-2
Reconfigure	393	340	-53
Discontinue	571	735	+164
Grand Total	**1223**	**1332**	**+109**

Recommendations are bought forward for:

- any changes to approved PS outcomes that would affect the overall portfolio quantitatively in the 'wrong' direction, e.g. requesting to retain an erroneously discontinued core module

- any changes to approved PS outcomes that would affect the portfolio qualitatively, e.g. requesting to change a reconfigure to a retain

- changes to implementation dates

Additionally, any changes that:

- needed explicit Faculty approval and were recorded for CC.

- were based on academic judgement and where there is a clear rationale, changes to approved PS outcomes that do not affect the overall portfolio quantitatively and which adhere to the Faculty's Guidelines for managing programmes (i.e. discontinue module A and retain module B)

- were based on academic judgement and where there is a clear rationale, changes to approved PS outcomes that affect the portfolio quantitatively or qualitatively in the 'right' direction, e.g. additional module discontinues; retain to reconfigure

- are where a department is following a non-final CC instruction, e.g. CC minutes say 'review in 2 years', results which must adhere to Faculty curriculum management guidelines and were reported to the Commission

See appendix for a full list of recommendations.

Nicola Phillips

Vice-President and Vice-Principal (Education) | Professor of Political Economy

09/06/2021

Annex 1 – [APPENDIX]

APPENDIX

Dickson Poon School of Law

Module Title	Implementation Timescales	Recommendation	Updated outcome	Notes
Comparative Freedom of Speech	2019/20	Reconfigure	**2021/22**	To be reconfigured as part of the transition to the 30:15 framework for our PGT programmes. This process is under way and will see some redistribution of coverage and content in time for 2022/23.
Corporate Actors in Sustainability Governance	2020/21	Reconfigure	**2021/22**	
Dissertation - Medical Law	2019/20	Reconfigure	**2021/22**	
Dissertation- Mental Health Ethics and Law	2019/20	Reconfigure	**2021/22**	
EU Public Procurement Law	2019/20	Reconfigure	**2021/22**	
European Internal Market	2019/20	Reconfigure	**2021/22**	
European Labour Law	2020/21	Reconfigure	**2021/22**	
European Union Environmental Law	2020/21	Reconfigure	**2021/22**	The Commission agreed the change to the implementation timescale.
Insurance of Commercial Risks	2019/20	Reconfigure	**2021/22**	
International and Comparative Trust Law	2020/21	Reconfigure	**2021/22**	
Law and Society in China	2019/20	Reconfigure	**2021/22**	
Law at the End of Life I: Assisted Dying	2019/20	Reconfigure	**2021/22**	
Mental Health Ethics	2019/20	Reconfigure	**2021/22**	
New Systems of Competition Law	2019/20	Reconfigure	**2021/22**	
Principles of Insurance Law	2019/20	Reconfigure	**2021/22**	
Reinsurance Law	2019/20	Reconfigure	**2021/22**	
Sociology of Law, Legal Culture and Transnational Challenges	2020/21	Reconfigure	**2021/22**	
The Law and Practice of the United Nations: Edging Towards Transnational Constitutionalism?	2020/21	Reconfigure	**2021/22**	
The UN Collective Security System: When Theory Meets Practice	2020/21	Reconfigure	**2021/22**	
Transnational Maritime Law	2020/21	Reconfigure	**2021/22**	
UK Competition Law	2019/20	Reconfigure	**2021/22**	

Module Title	Implementation Timescale	Recommendation	Updated outcome	Notes
Citizenship	2019/20	Reconfigure	**Discontinue**	7 modules to be discontinued from 2021/22, following the discontinuation of the Global Ethics programme. This had been reconfigured shortly before the Portfolio Simplification exercise; however due to staff departure and institutional factors we closed the programme to new entrants in 2020/21 (part-time students remain). The Commission agreed the discontinue recommendations
Conflict: Its Origins, Ethics and Containment	2019/20	Reconfigure	**Discontinue**	
Human Responsibility for the World and its Future	2019/20	Reconfigure	**Discontinue**	
Human Rights	2019/20	Reconfigure	**Discontinue**	
International Justice	2019/20	Reconfigure	**Discontinue**	
Internship: Global Ethics and Human Values	2019/20	Reconfigure	**Discontinue**	
The Ethics of Culture	2019/20	Reconfigure	**Discontinue**	

Module Title	Implementation Timescales	Recommendation	Updated outcome	Notes
Access to Information: Legal Rights and Remedies	2019/20	Reconfigure	**Discontinue, 2020/21**	A further three modules are being discontinued following further review. The Commission agreed the discontinue recommendations
Comparative Private Law	2020/21	Reconfigure	**Discontinue, 2020/21**	
Human Rights in War Times: Armed Conflict, Military Operations and Post-Conflict Justice	2020/21	Reconfigure	**Discontinue, 2020/21**	

Institute of Psychiatry, Psychology & Neuroscience

Module Title	Implementation Timescales	Recommendation	Updated Timescale	Notes
Health and Illness Psychology	2020/21	Discontinue	**2021/22**	BSc Psychology has students currently and will be deleted in 2021. Did have low numbers but now twice the size.

				The Commission agreed the change to the implementation timescale.
Research Methods and Statistics A	2020/21	Discontinue	**2021/22**	MSc Forensic Mental health has 12 students. Complex module with research and clinical pathways shared with another programme, need more time to rationalise structure. The Commission agreed the change to the implementation timescale.

Faculty of Social Science & Public Policy

Programme Title	Implementation Timescales	Recommendation	Updated outcome	Notes
MSc Tourism, Environment And Development	2019/20	Reconfigure	**Change to discontinue**	Old version not recruiting and also not yet reconfigured (dormant). The Commission recommended discontinue in line with other PS principles to not keep on the books dormant provision.
PGCE Modern Languages (School Direct)	2019/20	Discontinue	**Change to retain**	All PGCE standard and school direct progs to be retained as they are part of larger contracts with DfE The Commission agreed the retain recommendation

Module Title	Original Timescales	Recommendation	Updated outcome	Notes
Contemporary Spanish Politics: Institutions and Actors	n/a	Discontinue	**Change to retain**	18/19 - 10, 19/20- 12, 20/21 - 19.

				Some content from 6AAOB322 was absorbed into this module, as per recommendation of portfolio simplification. Numbers growing. The Commission agreed to retain "Contemporary Spanish Politics: Institutions and Actors" with a sunset clause to review numbers Discontinue 6AAOB322 instead
Eurasian Political Economy and Energy Dissertation	2020/21	Reconfigure	**Change to retain**	Russia Institute - Now the only dissertation module in the Russia institute. The Commission agreed to retain the module with a sunset clause to review numbers

Faculty of Arts & Humanities

Module Title	Code	Implementation Timescales	Recommendation	Updated outcome	Notes
Written Language Assessment in Spanish	5AASY002	2020/21	Discontinue	**Change to retain**	Accidentally omitted from the second-stage submission and therefore inadvertently reported and approved as discontinues. Request to retain modules. Numbers significant and picking up in last few years. The Commission agreed to retain these modules
Written Language Assessment in Spanish	5AASY022	2020/21	Discontinue	**Change to retain**	
Written Language Assessment in Portuguese	5AASY026	2020/21	Discontinue	**Change to retain**	
Written Language Assessment in Portuguese	5AASY031	2020/21	Discontinue	**Change to retain**	

Module Title	Code	Original Timescale	Recommendation	Updated Timescale	Notes
Portuguese Language 1A	4AASP01A	2020/21	Reconfigure	**Change to retain**	This is a core module, required for post-A level students – otherwise, students who have taken Portuguese at A level cannot study it at King's. The 'reconfigure' outcome from January CC indicated that the module would move to the MLC, but SPLAS and the MLC both confirm this will not be the case. MLC cannot teach advanced Portuguese. This module therefore needs to be retained in SPLAS going forward. The Commission agreed retain for now but look for Education Institute to ask MLC to pick up teaching this module in future

Module Title	Code	Original Timescale	Recommendation	Updated Timescale	Notes
Living in Byzantium I: Material culture and built environment in late antiquity	7AACM875	2020/21	Discontinue	**2021/22**	Need to run 7AACM875 in 2021-22 only, ahead of development of new modules. Running a Byzantine option each year is important for distinctiveness in the MA market. This is the better-recruiting of the two modules. The Commission agreed the swap in implementation year
Philosophy of Medicine	7AAN2058	2020/21	reconfigure	**2021/22**	These modules did not have a confirmed implementation year owing to uncertainties about the pending review of the MA Philosophy of Medicine and
The Concept of Mental Disorder	7AAN2003	2020/21	reconfigure	**2021/22**	
Philosophy of Psychology I	7AAN2066	2020/21	reconfigure	**2021/22**	
Philosophy of Psychology II	7AAN2067	2020/21	reconfigure	**2021/22**	

| | | | | | | Psychiatry. The review was dependent on a delayed appointment; the newly appointed postholder will now take the review forwards and submit module reconfigures in 2021-22.

The Commission agreed the change to the implementation timescale. |

The following module recommendations were all agreed by the Commission

Modules – **timescale only brought forward**

#	Department	Module Title	Code	Original Timescale	Updated Timescale	Recommendation
1	Classics	Living in Byzantium II: Material culture and built environment in the Middle Ages	7AACM876	2022/23	2020/21	Discontinue
2		Greek and Latin Literature: An Introduction	4AACAL01	2022+	2020/21	Reconfigure

Change to approved recommendation: change to **discontinue** (previously approved at Academic Board for reconfigure or retain)

#	Department	Module Title	Code	Implementation Timescales	Recommendation	Notes
1	Classics	Introduction to Ancient Philosophy	4AACAP01	2020/21 (was 2022/23)	Discontinue	Additional Discontinue - 2020/21
2	Comparative Literature	The Faust Tradition: Dramatic Transformations	5ABA0013	2020/21	Discontinue	Additional Discontinue - 2020/21. Can be discontinued now as already reconfigured into new L6 module (which is retain)
3	Digital Humanities	E-Texts, Annotation and Markup	7AAVDH06	2020/21	Discontinue	Additional Discontinue - 2020/21
4		Digital Archives	7AAVDM19	2020/21	Discontinue	
5	English	Autobiographical Writing	7AAEM645	2021/22 (was 2022/23)	Discontinue	Additional Discontinue - 2021/22

#	Department	Module Title	Code	Implementation Timescales	Recommendation	Notes
6	French	Research Methodology: Reading Practice/Reading Theory	7AAFM001	2020/21	Discontinue	Additional Discontinue - 2020/21. Superseded by new modules
7	German	History into Literature	5AAGB303	2020/21	Discontinue	Additional Discontinue - 2020/21. Result of a completed cohort reconfigure.
8		A Year in the Life of German-Language Film	5AAGB608	2020/21	Discontinue	
9		Translation from and into German II	5AAGLB03	2020/21	Discontinue	Additional Discontinue - 2020/21
10		Translation from and into German III	6AAGLC02	2022/23 (was 2020/21)	Discontinue	Additional Discontinue - 2022+ (will be taught 2021/22 and 2022/23)
11	History	Theories of Modern History	5AAH1004	2022+	Discontinue	Reconfiguration of portfolio rather than individual module
12		Art and Political Communication in Early Renaissance Italy	5AAH1028	2022+	Discontinue	
13		Medicine in Western Civilization	5AAH1030	2022+	Discontinue	
14		Medicine in Western Civilization II	5AAH1031	2022+	Discontinue	
15		Art in European Society 1500-1700	5AAH1032	2022+	Discontinue	
16		China: from empire to republic 1790-1945	5AAH1033	2022+	Discontinue	
17		China: from republic to people's republic 1937-1999	5AAH1034	2022+	Discontinue	
18		Nation Culture and Identity in the United States since 1865	5AAH1035	2022+	Discontinue	
19		Animals and their Humans, c.1800-2000	5AAH1040	2022+	Discontinue	
20		People, Machines and the Environment in Global History, 1900-2000	5AAH1051	2022+	Discontinue	Reconfiguration of portfolio rather than individual module
21		The Last Centuries of Byzantium, 1081-1453	5AAH1070	2022+	Discontinue	
22		An Island in the Ocean: Britain in the Early Middle Ages	5AAH1082	2022+	Discontinue	
23		Friends: Political Bonds in Late Medieval and Renaissance Italy, 1300-1550	5AAH2001	2022+	Discontinue	
24		Themes in Early Modern Cultural History	5AAH2004	2022+	Discontinue	
25		War in the Pacific, 1898 to 1975 and beyond: Strategy and Diplomacy	5AAH2034	2022+	Discontinue	
26		The History of Australia	5AAH3012	2022+	Discontinue	Reconfiguration of portfolio rather than individual module, 5AAH2*** version to be retained.
27		Faraway so close: the Middle East since 1800	5AAH3014	2022+	Discontinue	
28		The Civilising Mission: French Imperialism since 1750	5AAH3017	2022+	Discontinue	

#	Department	Module Title	Code	Implementation Timescales	Recommendation	Notes
29	History	Scotland: the Making of the Medieval Kingdom (exam)	6AAH3035	2020/21	Discontinue	Faculty confirm withdrawal
30		Defining Race and Culture: Understanding Human Difference from the Enlightenment to Genetics (exam)	6AAH3053	2020/21	Discontinue	
31		The Making of Independent India, 1945-1967	6AAH3064	2020/21	Discontinue	Document Special Subject module. Reconfiguration of portfolio rather than individual module. Faculty confirm withdrawal
32		Worlds of the French Revolution, 1780-1830	6AAH3066	2020/21	Discontinue	
33		Young Lives: Growing up in Liverpool, London, Melbourne and Sydney, 1870-1970	6AAH3070	2020/21	Discontinue	
34		Love and fear: political thought and the passions in Italy, ca. 1250-1550 (dissertation)	6AAH3074	2020/21	Discontinue	
35		The Global Cold War	6AAH3078	2020/21	Discontinue	Document Special Subject module. Reconfiguration of portfolio rather than individual module. Faculty confirm withdrawal
36		Uncivil Wars: Rebellion and Revolution in Britain and Ireland, 1625 - 1660	6AAH3086	2020/21	Discontinue	Reconfiguration of portfolio rather than individual module. Faculty confirm withdrawal
37		London, City of Capital	6AAH3092	2020/21	Discontinue	
38		Beyond the Silk Road	6AAH3094	2020/21	Discontinue	
39		Race, Orientalism and Islamophobia since 1800	6AAH3096	2020/21	Discontinue	
40		Dictatorship, Democracy and Human Rights in Latin America	6AAH3098	2020/21	Discontinue	
41		Thematic Special Subject: Ritual	6AAH4002	2020/21	Discontinue	Thematic Special Subject module. Reconfiguration of portfolio rather than individual module. Faculty confirm withdrawal
42		No more heroes? Commemoration in public life	6AAHCF02	2021/22	Discontinue	Reconfiguration of portfolio rather than individual module. Dept confirms should be discontinued
43		Magna Carta and Medieval Monarchy	7AAH1007	2020/21 (was 2022/23)	Discontinue	Additional Discontinue - 2020/21
44		The History of Medieval Women: Image and Reality	7AAH1009	2020/21 (was 2022/23)	Discontinue	
45		The Languages of Politics: Italy 1250-1500	7AAH1010	2021/22 (was 2022/23)	Discontinue	

#	Department	Module Title	Code	Implementation Timescales	Recommendation	Notes
46	History	The History of Script in Britain, 600-1100	7AAH1018	2020/21 (was 2022/23)	Discontinue	Additional Discontinue - 2020/21
47		Ritual in Early Modern Society	7AAH2005	2020/21	Discontinue	Optional module. Reconfiguration of portfolio rather than individual module. Faculty confirm withdrawal
48	Spanish, Portuguese & Latin-American Studies	Sex, Power, God and Race - The Writings of Medieval Portugal	5AASB086	2019/20	Discontinue	Additional Discontinue - 2020/21
49		Composition in Portuguese	6AASC091	2021/22	Discontinue	Faculty confirm withdrawal. Additional discontinue instead of 6AASC083.
50	Theology & Religious Studies	Philosophy and Film	5AAT2601	2022+	Discontinue	Faculty approved 'one in, one out' swap. 6AAT3601 will be retained instead. This module was due to move to L6 so change is to L6 curriculum. Implement 2022+ (module running in 2021/22)

Additional modules for **discontinue** (not previously approved, not in scope)

These are modules that were either not previously submitted, modules with old codes (duplicates), are the result of PS changes to in-scope modules, e.g. dissertation mergers or are not to be 'kept on the books' and so can be discontinued.

#	Department	Module Title	Code	Timescale	Recommendation
1	Classics	Art and Empire: The Legacy of Byzantium	4AACAB01	2020/21	Discontinue
2		Research Training and Dissertation	7AACM555	2020/21	Discontinue
3		Introductory Latin Texts IV (Verse)	5AACLT04	2022/23	Discontinue
4		Greek Prose Reading and Composition	6AACGPC1	2020/21	Discontinue
5		Introductory Greek Texts I (Prose)	6AACGTA1	2022/23	Discontinue
6		Introductory Greek Texts II (Verse)	6AACGTA2	2022/23	Discontinue
7		Introductory Greek Texts III (Prose)	6AACGTA3	2022/23	Discontinue
8		Introductory Greek Texts IV (Verse)	6AACGTA4	2022/23	Discontinue
9		Introductory Latin Texts I (Prose)	6AACLTA1	2022/23	Discontinue
10		Introductory Latin Texts II (Verse)	6AACLTA2	2022/23	Discontinue

#	Department	Module Title	Code	Timescale	Recommendation
11	Classics	Introductory Latin Texts III (Prose)	6AACLTA3	2022/23	Discontinue
12	Comparative Literature	Escape Attempts: Incarceration, Freedom, Expression	5ABA0017	2020/21	Discontinue
13		Introduction to Comparative Literature: Methods	4AAYCL04	2020/21	Discontinue
14		The Writer in the Text	4AAYCL05	2020/21	Discontinue
15		Introduction to Comparative Literature: Theories	4AAYCL06	2020/21	Discontinue
16		Forms of Shorter Narrative	4AAYCL07	2020/21	Discontinue
17		The Novel in 18th-century Europe	4AAYCL11	2020/21	Discontinue
18		Reading Modern Poetry Comparatively	4AAYCL21	2020/21	Discontinue
19		Literature of Empire	5AAYCL08	2020/21	Discontinue
20		Ideas of Nation	5AAYCL09	2020/21	Discontinue
21		The Ancient and Early Medieval Book (Comparative Literature)	5AAYCL15	2020/21	Discontinue
22		The Medieval Book (Comparative Literature)	5AAYCL16	2020/21	Discontinue
23		Travel Writing	5AAYCL19	2020/21	Discontinue
24		Romantic Britain and Italy, 1750-1820	5AAYCL23	2020/21	Discontinue
25		the Book in The Modern World	5AAYCL27	2020/21	Discontinue
26		The Canon	5AAYCL28	2020/21	Discontinue
27		Writing Africa: Anglophone, Francophone	5AAYCL29	2020/21	Discontinue
28		Forms of Discovery: Hardy, Cavafy and the Modern Short Poem	5ABA0019	2020/21	Discontinue
29		Dissertation	6AAYCL10	2020/21	Discontinue
30		Surrealism	6AAYCL18	2020/21	Discontinue
31		Imaginary Geographies: Novels and the Representation of Space, 1800-2000	6AAYCL26	2020/21	Discontinue
32		The Factographic Imagination: Reportage and Documentary Literature in The 1920S and 1930S	6AAYCL28	2020/21	Discontinue
33		Gender, Culture and the Political in Chinese Women's Writing	6ABA0004	2020/21	Discontinue
34		Dissertation	7AAYCL01	2020/21	Discontinue
35		Comparative Theories	7AAYCL03	2020/21	Discontinue
36		Comedy in Theory	7AAYCL13	2020/21	Discontinue
37		Surrealism and Visuality	7AAYCL17	2020/21	Discontinue
38		Theorizing Comparative Literature Across Cultures: Contemporary Debates	7AAYCL24	2020/21	Discontinue
39		The World Novel	7AAYCL25	2020/21	Discontinue

#	Department	Module Title	Code	Timescale	Recommendation
40	Comparative Literature	Translation, Colonialism and Postcolonialism	7AAYCL29	2020/21	Discontinue
41		The 'Worlding' of Chinese Literary Modernity: New Critical Interventions	7AAYCL31	2020/21	Discontinue
42		Narrating Illness across Cultures	7AAYCL33	2020/21	Discontinue
43		Advanced Topics in Comparative Criticism	7ABA0017	2020/21	Discontinue
44	Culture Media & Creative Industries	Culture and Commerce	7AACCC06	2020/21	Discontinue
45		Internship (Arts and Culture Management)	7AAIAM08	2020/21	Discontinue
46		Internship in the Cultural and Creative Industries	7AAICC05	2020/21	Discontinue
47		Bodies, Identities and Digital Media	7AAICC08	2020/21	Discontinue
48		CONTESTED CULTURE: FORMATIONS	7AAICC31	2020/21	Discontinue
49		Analysing the Cultural and Creative Industries	7AAICC32	2020/21	Discontinue
50		Social Media, Protest and Political Campaigning	7AAICC35	2020/21	Discontinue
51		The Social Life of Big Data	7AAICC39	2020/21	Discontinue
52		The Politics of Global Art	7AAICC58	2020/21	Discontinue
53		Dissertation	7AAYCC04	2020/21	Discontinue
54		Internship in the Cultural and Creative Industries	7AAYCC05	2020/21	Discontinue
55		Culture and Commerce	7AAYCC06	2020/21	Discontinue
56		Bodies and Identities in Digital Media	7AAYCC08	2020/21	Discontinue
57		Cultural Policy	7AAYCC10	2020/21	Discontinue
58		Visual Culture	7AAYCC12	2020/21	Discontinue
59		Film and American Culture	7AAYCC13	2020/21	Discontinue
60		Art of Management: Management of Art	7AAYCC16	2020/21	Discontinue
61		Culture and the City	7AAYCC19	2020/21	Discontinue
62		Music and American Culture	7AAYCC21	2020/21	Discontinue
63		Cultural Markets	7AAYCC22	2020/21	Discontinue
64		Youth Subcultures	7AAYCC23	2019/20	Discontinue
65		Digital Industries and Internet Culture	7AAYCC28	2020/21	Discontinue
66		Fashion, Culture and Society	7AAYCC29	2020/21	Discontinue
67		Research Approaches for The Cultural and Creative Industries	7AAYCC30	2020/21	Discontinue
68		Contested Culture: Formations	7AAYCC31	2020/21	Discontinue
69		Analysing The Cultural and Creative Industries	7AAYCC32	2020/21	Discontinue
70		The Aesthetic Economy and Aesthetic Markets	7AAYCC34	2020/21	Discontinue

#	Department	Module Title	Code	Timescale	Recommendation
71	Culture Media & Creative Industries	Digital Culture and Political Protest	7AAYCC35	2020/21	Discontinue
72		Transnational Screen Production	7AAYCC36	2020/21	Discontinue
73		Readings of the Music Business	7AAYCC38	2020/21	Discontinue
74	French	Introduction to French Literature	4AAFF121	2020/21	Discontinue
75		French Language for Liberal Arts 1	4AAFLIB1	2020/21	Discontinue
76		Comedy in French Literature Before 1700	5AAFF250	2020/21	Discontinue
77		From Naturalism to Modernism-the French Novel 1875-1925	6AAFF342	2020/21	Discontinue
78		Troubling Desires: Narcissism and its Vicissitudes in 20th-century French Literature	6AAFF351	2020/21	Discontinue
79		Desire and the Family in 19th-century French Culture	6AAFF357	2020/21	Discontinue
80		Forbidden Love in the Ancien Regime	6AAFF361	2020/21	Discontinue
81		Writing Woman/Writing Women: Female Subjectivity in French Narrative from 1850	6AAFF365	2020/21	Discontinue
82		Class and Conflict in Nineteenth-Century French Culture	6AAFF367	2020/21	Discontinue
83		Life' and 'Living' in Recent French Thought	7AAFM007	2020/21	Discontinue
84		The Clinical Encounter in 20th-century French Literature	7AAFM171	2020/21	Discontinue
85	History	The Making of a Colonial Regime: India 1780-1830 (Exam)	6AAH3013	2020/21	Discontinue
86		Worlds of the Early Modern Merchant 1500-1700 (exam)	6AAH3059	2020/21	Discontinue
87		Love and fear: political thought and the passions in Italy, ca.1250-1550 (exam)	6AAH3073	2020/21	Discontinue
88		Cultures of History in Modern Britain (exam)	6AAH3081	2020/21	Discontinue
89		Cosmopolitanism	6AAH4006	2020/21	Discontinue
90		Communications in Modern Europe	7AAH3007	2020/21	Discontinue
91		Empire, Nation & Modernity in Eastern Europe, 1914-1948	7AAH3012	2021/22	Discontinue
92		Demobbed: Veterans, Politics and Society 1914 - 2010	5AAH1046	2020/21	Discontinue
93		The Making of Medieval London	5AAH3101	2020/21	Discontinue
94		Money, Violence and Friendship in Modern India, 1660-1880	5AAH3111	2020/21	Discontinue
95		The politics of people in Britain and Ireland, 900-1300: rethinking the first English empire (dissertation)	6AAH3100	2020/21	Discontinue
96		Worlds in Objects: Contested Histories of Nature and Culture, 1800 to the Present	6AAH3102	2020/21	Discontinue
97		Intimacies	6AAH4001	2020/21	Discontinue

#	Department	Module Title	Code	Timescale	Recommendation
98	History	Land	6AAH4011	2020/21	Discontinue
99		Medieval Government	7AAH1026	2020/21	Discontinue
100		Early Capitalism from Reformation to Enlightenment	7AAH2020	2020/21	Discontinue
101		Religion and Politics in the 20th Century United States	7AAH3027	2020/21	Discontinue
102		Narrating India's Nations	7AAH4007	2020/21	Discontinue
103		the Transition to Colonialism in India	7AAH4008	2020/21	Discontinue
104		The Political Economy of Empires, 1750-1914	7AAH5005	2020/21	Discontinue
105		Making Sense of Contemporary Africa	7AAH5008	2020/21	Discontinue
106		The Birth of the Modern Middle East: State and Society in the Late Ottoman Levant	7AAH5010	2020/21	Discontinue
107		From Farm to fork: Food in Modern Britain	7AAH8004	2020/21	Discontinue
108		Skills for Medievalists: Palaeography I	7AAYM109	2020/21	Discontinue
109	Liberal Arts	Conspiracy Theories and Democracy	5ABLCF03	2020/21	Discontinue
110	Modern Languages	Nomads, Exiles, Travellers: Introduction to Modern Languages and Cultures	4AAYML01	2020/21	Discontinue
111		Marketing the Margins: Case Studies in the Cultural Marketplace	5AAYML01	2020/21	Discontinue
112		Governance & Culture: Between Censorship and Cultural Management	5AAYML02	2020/21	Discontinue
113		Maximising Performance? Brecht, Boal and Big Business	6AAYML01	2020/21	Discontinue
114		Dissertation: MA Modern Languages, Literature and Culture	7AAYML01	2020/21	Discontinue
115		Research Methodology: Reading Theory/Reading Practice I	7AAYML02	2020/21	Discontinue
116	Music	Music and Early Modern Theatre	6AAMS397	2021/22	Discontinue
117		Mozart in London	7AAMM003	2021/22	Discontinue
118		Issues in Biography and Criticism	7AAMM007	2020/21	Discontinue
119	Spanish, Portuguese & Latin-American Studies	INTRODUCTION TO THE STUDY OF LANGUAGE WITH SPECIAL REFERENCE TO SPANISH AND PORTUGUESE	5AASB101	2021/22	Discontinue
120		Comparing Romance Languages: Historical Evolution and Linguistic Interference	6AASC098	2021/22	Discontinue

Change to approved recommendation: change to **reconfigure** (was discontinue and previously approved at Academic Board) – no change quantitatively

#	Department	Module Title	Code	Implementation Timescales	Recommendation	Notes
1	Classics	Receptions of the Past: The Hellenic World from Antiquity to Today	4AACHB01	2022/23	Reconfigure	4AACAP01 has been discontinued instead
2	History	The Civilizing Mission: French Imperialism since 1750[1]	5AAH2033	2022/23	Reconfigure	Discontinue (duplicate module) instead
3		History of Australia since 1788	5AAH2013	2022/23	Reconfigure	
4		Authority	6AAH4012	2022/23	Reconfigure	Reconfigure in line with other Thematic Special Subjects. Swap for 6AAH4002 Ritual
5		Law and Society from Constantine to Charlemagne	7AAH1011	2020/21 > pushed back to 2022/23	Reconfigure	Reconfigure 7AAH1011 (Law and Society in the Middle Ages), so that it can be taught by multiple members of staff. Two additional discontinues noted 7AAH1007 and 7AAH1009 (one in, two out)
6	Spanish, Portuguese & Latin-American Studies	Lusophone African Literature: The Postcolonial Experience	6AASC083	2020/21	Reconfigure	6AASC091 discontinued instead
7	Theology & Religious Studies	The Search for Meaning	6AAT3601	n/a	Reconfigure	Faculty approved 'one in, one out' swap. Retain instead of 5AAT2B01 (which was due to move to move to L6 so change is to L6 curriculum). 6AAT3601 is being retained because it is broader/more flexible.

[1] The rationale is 'These duplicates existed because of the distribution requirements in the History programmes: students needed to select from two baskets of 2xxxs and 3xxxs, so to balance things out, they had different versions with slightly different forms of assessment. This is no longer the case, so there is no need for the duplicates, but the department wishes to keep the ones with their preferred assessments. We are correcting the codes but not the titles for three outcomes (see additional discontinues above, 5AAH3012; 5AAH3014; 5AAH3017).' Would expect to see History of Australia here too, or neither.

Additional modules for **reconfigure** (modules not previously in-scope or considered)

#	Department	Module Title	Code	Implementation Timescales	Notes
1	History	Rethinking Reform in Britain 1780-1850	7AAH3023	2021/22	Wasn't included in submissions for some reason but dept indicates should be reconfigure (with rest of portfolio). Part of outstanding cohort reconfigure.

Retain errata (corrections of mistakes in transcribing recommendations from CC minutes to AB papers

#	Department	Module Title	Code	Notes
1	Comparative Literature	Palestinian and Israeli Literature	5ABA0011	Was not in scope, recruits well, and for unknown reason listed as being merged with L7 module. The old code 5AAYCL31 should be discontinued. Change does not impact portfolio quantitatively owing to additional discontinues (5ABA0013; 5ABA0017; 5ABA0019)
2		Genres of World Literature	4ABA0007	Retain. Should be retain as is compulsory module and was not in scope (old code 4AAYCL22 should be discontinued).
3	Classics	Introduction to Ancient History (The Eastern Mediterranean the Near and Far East C.1200 - 200 BC)	4AACAH1A	Correction of inputting error. Previously agreed as retain at June CC 2020.
4		Introduction to Ancient History (Rome the Mediterranean and the Middle East to C.AD 600)	4AACAH1B	Retain as we offer 15 credit versions of our 30 credit 'Intro' modules for Study Abroad students).
5	History	Free Standing Long Essay	6AAH4000	Correction of inputting error. Previously agreed as retain at June CC 2020.
6	Theology & Religious Studies	Leadership in Religion and Politics: Sociological Perspectives	5AAT2851	Correction of inputting error. Previously agreed as retain. Discontinue of the old name. (Religion in Social and Political Contexts)

Report of the College International Committee

Contents	Meeting at which considered	Main or Consent agenda	AB action	Reserved item?
1. Cultural Competency **Annex 1**	25 Feb 21	Main	Discuss	No
2. Climate Action and Internationalisation	13 May 21	Consent	Note	No
3. Arts & Sciences Faculties Priorities	13 May 21	Consent	Note	No
4. Global Business Development	13 May 21	Consent	Note	No

For note

1. **Cultural Competency** (Main agenda)

King's Internationalisation Strategy defines cultural competency as the ability to see the world through the eyes of others, in all their diversity. The Cultural Competency programme aims to reach all new students and existing staff within three years, and to have established a sustainable and embedded model that will reach all students and staff at their point of entry to King's from that point on.

This programme is a key part of King's response to student and staff demand for decolonising the curriculum and a fundamental step towards rethinking the curriculum, transforming the student experience, and delivering on King's commitment to Equality, Diversity & Inclusion and on objectives of the Internationalisation 2029 Strategy and Education Strategy 2017-22. It is envisaged that the programme will be delivered by a Cultural Competency unit housed in the Faculty of Arts & Humanities, led by co-Directors from the Faculties of Arts & Humanities and Life Sciences & Medicine, with academic contributions from across the university. In this way, the programme also realises the inter-disciplinary ambitions of the university's Research Strategy.

Discussions about how to resource a new unit to support further development of resources and delivery of programme activities are still underway as part of King's annual business planning.

Recent developments include:

- A two-hour interactive introduction for all new undergraduate students is in development for launch in September 2021 as part of induction. This is being built by King's Online with contributions from Arts & Humanities, Life Sciences & Medicine, King's Foundations, the Institute of Psychology, Psychiatry & Neuroscience, Social Sciences & Public Policy and the Faculty of Dentistry, Oral and Craniofacial Sciences. It will feature as part of Welcome Week and all departments are encouraged to promote it to all new students as an essential part of their induction to King's.

- Pilot workshops were held in May for over 200 staff. In addition to feedback in the sessions, a survey was shared and responses to this are being evaluated. The outcomes will contribute to shaping the roadmap to support staff in their development and application of cultural competency.

Members are asked to endorse this roll out as an essential part of the King's experience for staff and students.

3. Climate Action and Internationalisation (Consent agenda)

The Committee received an update on the development of King's Climate Action Strategy, with a focus on the university's international activities and internationalisation.

4. Arts & Sciences Faculty Priorities (Consent agenda)

Representatives from the Arts & Sciences Faculties presented a report on their international priorities, opportunities, and challenges.

5. Global Business Development (Consent agenda)

The Committee received a report on the initial findings of research with a focus on opportunities related to delivery of transnational education.

Delivering Cultural Competency at King's

This paper summarises plans for the development of a College-wide cultural competency programme for all staff and students, and notes a forthcoming proposal for a central investment commitment over three years to ensure delivery of this significant long-term differentiator for King's. The vision, aims and benefits of a joined-up approach are summarised here, along with principles for the delivery of a sustainable programme.

This ambitious programme aims to reach all students and staff at their point of entry to King's and all existing staff through sustained engagement and interventions. It is a key part of King's response to student and staff demand for decolonising the curriculum and a fundamental step towards rethinking the curriculum, transforming the student experience and delivering on King's commitment to Equality, Diversity & Inclusion. It depends on contributions from all disciplines and commitment from every Faculty.

The programme seeks to make it a priority from September 2021 to introduce students to the concept of cultural competency, and to promote it is as an essential part of a King's experience – something all students are expected to engage with. Simultaneously, it sets out to engage and support all staff in every part of King's by embedding cultural competency in all induction and professional development programmes and training.

Members are asked to endorse plans to create the shared resource outlined here, and to act as champions by promoting cultural competency among staff and students as an essential King's value.

Sponsor: Professor 'Funmi Olonisakin
Authors: Dr Ben Schofield
                     Dr Shuangyu Li
                     Dr Sarah Bowden
                     Jen Angel

Vision & aims

At King's we define cultural competency as *the ability to see the world through the lens of the other*. It is at the heart of *Internationalisation* and *Vision 2029* and provides the foundation for delivery of an inclusive education and student experience. It is not simply about our students and staff discovering other cultures or integrating students who come into our campuses into the UK culture. Cultural competency, defined in this way, helps each student – home and international – to expand both their worldview and their perspectives on problem solving. However, cultural competency does not apply only to students. It must also apply to our staff – academic and professional services. Embedding these values in systems and relationships across our institution enables a process of culture change.

How we communicate with each other and how we learn to understand differences is relevant to all disciplines. It has a bearing, for example, on public health, clinician-patient relationships, political communication, and international relations. Cultural competency is a graduate outcome most highly valued by all employers and required by the General Medical Council.

King's is not new to this debate[1], and there is exceptional work being done in individual faculties, but it is crucial that anything we do must resonate across all faculties and draw on the existing expertise of staff in a wide range of disciplines. There is a pressing need for a formal programme of joined-up activity which should:

- Draw on expertise and research of colleagues across the College, as well as foreground work on Cultural Competency that is often implicitly part of various degree programmes; it should also draw on the lived experience of King's people.
- Enable students to develop (inter)cultural competences which will be highly beneficial to them in their lives and careers
- Be accessible to all students, regardless of background and nationality
- Be underpinned by a broad, diverse understanding of culture and the intercultural, and lead to membership of a vibrant community of practice in cultural competency
- Be accompanied by an emphasis on developing the cultural competency of staff
- Reflect our partnerships at home and overseas, and our global problem-solving approaches in practice
- Draw on our relationships with local communities in London, and the ways in which we can learn from these communities

Creating a hub for cultural competency at King's

Since early 2020, in collaboration with the VP International's office, colleagues from Arts & Humanities have led a cross-College Steering and Working Group to bring together expertise and the many and diverse projects, courses and modules related to cultural competency from across the College, and to develop a roadmap for new projects that result from cross-faculty interdisciplinary discussions[2]. As an epicentre for research-informed knowledge and understanding in this area, Arts & Humanities provides a natural home for these cross-College developments and the Faculty has committed to act as host for their co-ordination and management. Within the next few years, the aim is for King's to have a financially sustainable academic centre serving the whole College with a co-developed suite of resources, modules and micro-modules, interventions, events, and expertise supporting an ongoing programme of cultural competency development for King's students and staff.

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[1] *cf*. George, Thornicroft & Dogra (2015). Exploration of cultural competency training in UK healthcare settings: A critical interpretive review of the literature in *Diversity & Equality in Health and Care* which concluded that the desire for cultural competency training will increase with ever changing demographics.
[2] Steering and Working Group members are listed in Annex B.

Principles & phasing

A first step in realising our commitment to embedding cultural competency in everything we do will be the development of a cross-College module. This will be based on five principles:

1	**College-wide**	It serves the whole college; is accessible to all King's students and all King's staff and helps King's students & staff translate cultural competency in the King's way
2	**Adaptive**	It is sufficiently adaptive that participants' voices and perspectives are clearly present. This applies to disciplinary perspectives and geographies, and a variety of identity configurations (how people express themselves through race, language, gender, religion, e.g.)
3	**Transformative**	It allows for reflexivity – however that is expressed, either in individual or group work – and the transformation of world views
4	**Integrated**	New students & staff join at their point of entry (eg. King's First Year, new staff induction, first term PGT); staff and students already at King's will engage with the programme in their faculties and directorates, through personal and professional development programmes
5	**Blended**	It has online & real world / face-to-face components

Staff & student roadmaps
The roadmap for engaging staff with cultural competency is designed to achieve four objectives[1]:

1. To empower staff to build and participate in a diverse, inclusive, and fair King's Community
2. To co-construct the definition of cultural competency for King's staff
3. To support colleagues to make the curriculum more inclusive and to manage the classroom with students from a wide range of backgrounds (including students from different socio economic, cultural, religious backgrounds)
4. To be culturally competent in service delivery and pastoral care, including dealing with complaints against discrimination, harassment, bullying, and having conversations about sensitive issues

Adopting a phased and modular approach to content development will enable us to reach all new students at induction in September 2021 and begin the process of raising awareness and embedding cultural competency development in staff programmes without delay.

King's Online is leading the instructional design for a short interactive introduction to cultural competency that will feature as an essential part of welcome and induction for all new students from September 2021. Module co-development workshops are underway with over 100 students from across our disciplines with the aim of every undergraduate having the opportunity to develop and apply cultural competency as part of their King's First Year experience within the next few years. Postgraduate taught students and postgraduate researchers will also encounter cultural competency at induction and beyond, at the appropriate level, and through the most effective channels.

Resources & planning

The model proposed is for two part-time Academic co-Directors seconded from Health and Arts & Sciences to lead an interdisciplinary team of researchers, AEPs and Professional Services colleagues to develop and deliver these resources for King's over an initial period of three years. The ambition is to reach all staff, and all undergraduate, postgraduate taught and research students within this time, while also establishing a sustainable programme for future cohorts and new joiners.

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[1] From *Outline for College wide cultural competence for staff* by Drs Shuangyu Li & Heidi Lempp, 121020.

Appendix A: What we have achieved so far

Collaboration across the College has been underway since early 2020 with the following aims:

1   Promote awareness & engagement with cultural competency across King's students and staff
2   Increase sense of belonging at King's as part of a diverse welcoming institution
3   Help King's community to know self and others, enabling critical engagement with their own positionality and awareness of intersectionality
4   Develop cultural competency content/modules/interventions for students and staff

This work has been led jointly by the VP International's Office and the Faculty of Arts & Humanities, and has relied on the good will, expertise, and time of dozens of colleagues from across all the Health and Arts & Sciences Faculties, and many PS Directorates.

Achievements to date include:

✓   Launch of website with videos and resources hub

✓   "Standing room only" Welcome Week events with staff, students, and alumni panels

✓   Launch of awareness campaign across social media, Intranet, and newsletters

✓   Establishment of Steering and Working Groups for programme development

✓   Planning & delivery of Feb/Mar 21 co-development workshops with >100 students

✓   Planning for pilot staff workshops with Staff Internationalisation Network (Apr / May 21)

✓   Draft resourcing model and roadmap
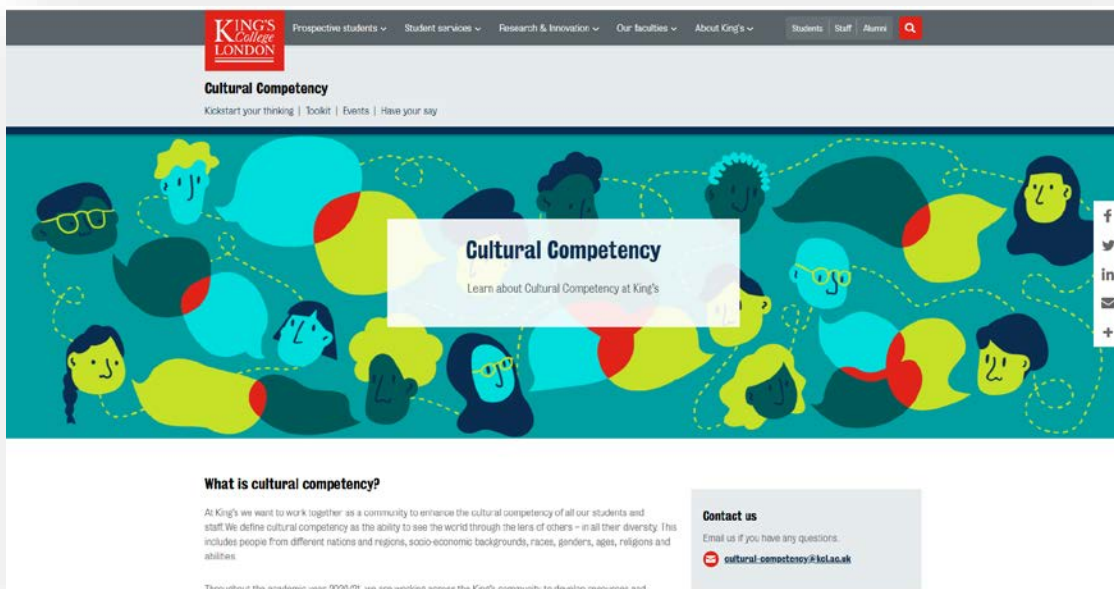
Appendix B: Cultural competency programme leadership and governance (2020-21)

Steering Group
- Prof Funmi Olonisakin (Chair), Vice President & Vice Principal International
- Prof Marion Thain (Sponsor), Executive Dean for the Faculty of Arts & Humanities
- Dr Ben Schofield, Co-Director of the Centre for Modern Literature and Culture (A&H)
- Dr Shuangyu Li, Senior Lecturer in Clinical Communication & Cultural Competence(FoLSM)
- Dr Sarah Bowden, Senior Lecturer in German; Head of Department (A&H)
- Dr Kyle Dyer, Academic Lead for Online Education (IOPPN)
- Dr Flora Smyth Zahra, Clinical Senior Lecturer in Interdisciplinarity & Innovation Dental Education (FODOCs)
- Dr Ana Maria de Medeiros , Pro-Vice-Dean (Academic Portfolio) (A&H)
- Dr Lucia Pradella, Senior Lecturer in International Political Economy (SSPP)
- Donata Puntil, Programme Director, Senior Fellow HEA (A&H)
- Dr Kyriaki Koukouraki, EAP tutor (King's Foundations)
- Prof Shaun Ewen, Pro Vice Chancellor (Indigenous), Melbourne, Visiting Professor (SSPP)
- Dr Nelly Mars, Deputy Director Modern Language Centre (A&H)
- Prof Paul Readman, Vice-Dean (People and Planning) for Languages & Literatures (A&H)
- Prof Graeme Earl, Professor of Digital Humanities & Vice Dean - External Relations (A&H)
- Aless Gibson, Vice-Principal Education, Health (KCLSU)
- Tasnia Yasmin, Vice-Principal Welfare & Community (KCLSU)
- Lorraine Kelly, Director of Organisational Development
- Helena Mattingley, Head of Diversity & Inclusion
- Lauren Cracknell, Associate Director, King's Academy
- Jen Angel, Director of International Strategy & Planning

Extended Steering Group membership (consulted but not required at meetings)
- All Vice-Deans Education and all Vice-Deans International
- Prof Beatrice Szczepek Reed, Head of the School of Education, Communication and Society
- Dr Heidi Lempp, Reader in Medical Sociology

Staff & Student Working Group members (in addition to those also on Steering Group)
- Dr Nicola Palmer, Senior Lecturer in Criminal Law (Law)
- Heena Ramchandani, VP Postgraduate, KCLSU
- Vitoria Russo Gaino, International Development (Student)
- Dr Liat Levanon, Lecturer in Criminal Law (Law)
- Dr Ekaette Ikpe, Senior Lecturer in Development Economics in Africa (SSPP)
- Dr Sean Cross, Consultant at SLaM and Clinical Director of KHP's Mind & Body Programme
- Dr Wale Ismail, Lecturer in Leadership, Peace & Development Education (SSPP)
- Momin Saqib, Engagement Officer for Vision 2029, former KCLSU President
- Dr Abdoolkarim Vakil, Lecturer in History, D&I Lead for Modern Languages (A&H)
- Dr Nithya Natarajan, Lecturer in International Development (SSPP)
- Angad Khanna, co-founder of King's Student Internationalisation Society (Student)
- Dr Ed Stevens, AHRI Manager (A&H)
- Prof Kerry Brown, Professor of Chinese Studies and Director of the Lau China Institute (SSPP)
- Gayatri Menon, Instructional Designer (King's Online)
- Dr Marina Yasvoina, E-learning Lead (IOPPN)
- Dr Victor Fan, Senior Lecturer in Film Studies (A&H)
- Dr Nicole Mennell, Communications & Engagement Manager (Service & International)
- Kirti Swift, Staff Engagement Manager (OD)
- Dr Brenda Williams, Reader in Neuroscience Education (IOPPN)
- Catherine Thristan, Acting Director (OPEE)

Academic Board					
Meeting date	16 June 2021				
Paper reference	AB-21-06-16-07.2				
Status	Final				

Report of the Academic Board Operations Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. Academic Board Terms of Reference **Annex 1**	18 May 2021	Main	Approve	No
2. King's Education representation on Academic Board	18 May 2021	Main	Approve	No
3. Business Schedule/Annual Agenda Plan **Annex 2**	18 May 2021	Main	Discussion	No

For approval

1. **Academic Board and Committee Terms of Reference Review - 'Powers' of the Academic Board**

   Motion: That the revised terms of reference attached at Annex 1 be approved.

   The Board is asked to recommend approval of amendments to its terms of reference to Council and to discuss the decision authority index, both attached in **Annex 1**.

   ABOC considered amendments to the terms of reference prepared by the Secretariat in accordance with the paper discussed and approved at the previous Academic Board meeting. The amendments included use of the term "power" and the addition of an index listing in more detail the various decisions taken by the Board and by its standing committees on its behalf as delegated.

   The index of decision authorities is intended to help clarify for members what types of decisions the Board currently has authority to make, where it has delegated that authority to standing committees or university officers, and which decisions are retained by Council but for which Academic Board input is sought. The index has been framed in line with the eight areas of responsibility and duties currently assigned to the Board and outlined in the Board's terms of reference. Items have been distilled from the full list of decisions taken by the Board over the past five years.

   It is important to understand that this is not a finite list of all of the individual matters that Academic Board may need to decide in any given year. It is also the case that there may need to be discussion from time to time among the staff in the Secretariat, the Chair of the Board and the Chair of the Committee or university officer bringing an item forward to determine where final authority should lie. Wherever possible, those decisions will be made on precedent but some will necessarily be a matter of judgment. Further, it needs to be clear that the Academic Board always has the ability to rescind or override a delegated authority it has provided if it believes that is warranted in a particular case. For all matters it has delegated, the Board ultimately retains responsibility and accountability for decisions made.

   See Annex 1.

2.   **King's Education Representation on Academic Board**

Motion: That the Executive Director of King's Education be added as an ex officio member of the Academic Board.

With approval of the establishment of King's Education, consideration was given to whether and how it should be represented on the Academic Board. ABOC considers the role to be similar to that of the Dean of Doctoral Studies, leading a key unit that is not based in any one faculty but which leads an area of fundamental importance to the College's education mission.

Through the governance review in 2018-19, Council and the Academic Board committed to maintaining elected academic staff in the majority on the Academic Board. Currently there are 40 elected academic staff vs. 37 all other members.

Ex Officio	23 (including KCLSU officers)
Elected Students	9
PS Staff	3
Research Only	2
Elected Academic	40

If the Executive Director of King's Education is added as an ex officio member, the balance of membership remains in favour of elected academic staff and the size of the Board increased by one. There are about 200 FTE professional service staff in the units that make up King's Education and they are eligible to serve on the Board and are represented by the three professional staff members.

For discussion

3.   **Business Schedule/Annual Agenda Plan**
The Secretariat is in the process of producing a draft schedule of business for Academic Board for the coming year drawing on the analysis of business items produced for item 1 above to ensure that the scheduling of routine business is comprehensive. The Secretariat will consult with the Chairs of the Board's standing committees with respect to unique items expected to be on their agendas in 2021-22. Strategic items will need to be added and the College Secretary contacted all Academic Board Members for their suggestions for topics that might be included. A model schedule, based on the actual items of business considered in October 2020 is attached for discussion at **Annex 2**. A final schedule for each year would have a similar table for each scheduled meeting of the Board.

The following potential strategic items were identified in the ABOC discussion:
- The ways in which we will work differently in the core business of research and education as a result of the pandemic.
- workshop discussion with the new Principal.
- Revisiting the International Strategy.
- Animated discussions on academic research post-Covid, considering KPIs to evaluating quality and other metrics.
- Review of research impact and the ways in which it is brought into Academic Board and College consideration.

The following suggestions were received in response to the College Secretary's request to members:
- Beyond Vision 2029: what comes next?
- Student Feedback: how can we up the very low participation rates on academic teaching?
- How can we tackle the explosion of MCFs (Mitigating Circumstances Forms)?

- How can we protect Period 3 (staff research time)? (This is partly linked to the question above - the current situation is resulting in a significant reduction of time for research activities over the summer months.)

- Devolve or centralise?: dealing with departments. How can Head of Department roles be made more meaningful?

- Business management models in universities: what are they, and which ones work best?

- Mental Health

- Student Representation

- How enrichment activities can link to education (such as societies – KCLSU could lead a session to this?)

- Disability Inclusion

- How education and research can integrate better so that students can participate in research

- Interdisciplinarity

- Inclusive assessment – open book exams, etc. in future

- Freedom of Speech

In addition to consideration of the flow of business, input is sought from the Board with respect to the means by which meetings are held in future – by remote access or in person – considering levels of participation, ability to attend/contribute, quality of decision-making, etc. Given the size of the Board, it might be some time before a face-to-face meeting is possible. The Great Hall has been provisionally booked for 2021-2022 meetings, but the bookings cannot be confirmed until teaching space needs are finalised. Much will depend on any remaining social distancing requirements.

Academic Board
(Ordinance Appendix B, 1 August 2020)

Terms of Reference

1.   Authority

Under delegated authority from Council, and in accordance with the College Charter, the Academic Board is the body with primary responsibility for maintaining and enhancing the academic quality of the College's academic provision and the academic standards for awards. Reports from the Academic Board provide Council with the assurances of academic quality it needs to ensure that the objects of the College, as described in the Charter and the College's strategic plans, are fulfilled. This assurance also enables Council to meet its obligations in reporting to the Regulator on academic standards and quality.

Further, Academic Board advises Council and the Executive on academic matters of strategic importance to the welfare and long-term sustainability of the institution, the quality of the student and staff experience, the quality of research, and the experience of researchers. In so doing, it conveys the academic experience, knowledge and views of the staff and students to Council on matters impacting on academic development and education and research quality.

2.   Powers & Duties

The powers and duties of the Academic Board include the following:

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2.1   Assuring Council of the academic quality of the College's academic provision and the academic standards for all of its awards.

2.2   Conveying advice to Council and the Executive drawing on the academic experience, knowledge and views of staff and students on matters which have an impact on academic development, education and research quality and are of strategic importance to the welfare and long-term sustainability of the institution, student and staff experience, both on proposals submitted to it by the Executive, and on academic issues that the Academic Board itself has determined to be critical to the university.

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2.3   Awarding degrees, diplomas, certificates and other academic distinctions in accordance with the prescriptions of the Charter, Statutes, Ordinances and Regulations.

2.4   Approving award titles, programmes of study, and research programmes leading to an award.

2.5   Promoting research and innovation within the College and monitoring the effective operation of key policies concerning research.

| | | Deleted: to monitor |

2.6   Establishing committees and subcommittees as appropriate for the expedient execution of business, clearly stating limits of delegated authority, responsibility and reporting arrangements in each case and to monitor the work of these committees and subcommittees.

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2.7 Approving regulations for academic misconduct and student discipline and receiving annual reports on misconduct.

2.8 Approving, amending and revoking regulations concerning the academic work of the College in teaching and examining and in research.

2.9 Annex 1 provides an index of issues dealt with by the Academic Board and indicates whether individual items are recommended to Council for approval, approved by the Board, or are approved by a Committee of the Board through delegation from the Board.

3. Composition

Chair

3.1 The President and Principal shall chair the Academic Board.

3.2 The Chair shall appoint a Deputy Chair to act in their absence from amongst the members of the Board.

Ex-officio members

3.3 The Senior Vice Presidents for Arts & Sciences and Health, Vice Presidents, Executive Deans, President and Education Vice Presidents of the King's College London Students' Union and the Dean for Doctoral Studies shall be ex-officio members of the Academic Board.

Elected Staff Members

Throughout this document the term "faculty" is as defined in the King's College London Ordinance B3.

3.4 Three academic staff members on contracts which include teaching from each faculty (and four in the case of larger faculties) will be elected by and from the academic staff members on contracts which include teaching in that faculty. One Head of Department or equivalent will be elected from each faculty by the whole staff of the faculty. Each faculty will determine its own head of department equivalent list of eligible nominees and the seat may only be filled by 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.

3.6 One member of the academic staff on research-only contracts will be elected by and from the academic staff on research-only contracts of the health faculties and one of the academic staff on research only contracts will be elected by and from the academic staff on research-only contracts of the arts & sciences faculties.

Elected Student members

3.7 One student shall be elected by and from the students registered within each Faculty, the nine positions to be split equally between undergraduate, postgraduate taught and postgraduate research students.

4. **Frequency of Meetings**

The Academic Board will normally meet at least five times a year and as necessary to consider the matters within the scope of its terms of reference.

5. **Meeting Content and Style**

5.1 The meeting style will be facilitative and discussion focused. The Academic Board will use a range of engagement processes such as workshops and other types of interactive methods to gather the views of the university community.

5.2 The agenda shall be set by the Chair and supported by the College Secretary. Members of the Academic Board will be able to suggest issues for the agenda.

5.3 Papers will be succinct and items presented in a style that provides maximum time for debate and input from members.

6. **Reporting Procedures**

6.1 Academic Board meeting papers will be made available to the College community prior to each meeting, excepting those items that may need to be dealt with in confidential session.

6.2 A report of each meeting of the Academic Board will be presented to the College Council.

7. **Terms of Membership**

7.1 Elected Staff Members of Academic Board shall serve a three-year term, with the possibility of re-election/appointment for a further single three-year term.

7.2 Elected Student Members of Academic Board are eligible to be re-elected for a maximum of three consecutive one-year terms.

8. **Attendance**

8.1 Only members of the Academic Board have the right to attend Board meetings. However, other individuals and external advisers may be invited to attend for all or part of any meeting, as and when appropriate.

8.2 Members who fail to attend three consecutive meetings will be required to demonstrate good cause for an absence; members who fail to attend meetings for six consecutive calendar months without good cause found acceptable by the Chair of the Board will be deemed to have resigned.

9. **Subcommittees of Academic Board**
The Terms of Reference and composition of the subcommittees of the Academic Board are provided in these Ordinances.
(i) Academic Board Operations Committee
(ii) College Education Committee
(iii) College Research Committee
(iv) College International Committee
(v) College London Committee
(vi) College Service Committee

Academic Decision Authority Index

All authority set out below, other than that listed for Council, has been delegated to Academic Board and remains a power of the Board. This index shows the current operational delegation agreed by the Board for the time being.

Academic Board Power and Duty 1 – Academic quality and standards of awards

Issue	Recommend	Recommend	Approve
Academic policy	-	CEC	Academic Board
Annual Quality Assurance and other reports to the Regulator	CEC or other standing committee as relevant	Academic Board	Council
Credit Framework	-	CEC	Academic Board
Assessment process, external examiner appointment	-	CEC	Academic Board
Cross-university education operational actions	ASSC	CEC	Academic Board
External Examiner appointment	-	-	CEC
International Partnership agreements – including risk management & due diligence	-	-	CIC
Local education operational actions			Faculty

Academic Board Power and Duty 2 – Academic advice to Council and the executive

Issue	Recommend	Recommend	Approve
University overarching strategy	Principal	Academic Board	Council
Constitute or dissolve faculties	Principal	Academic Board	Council
Composition of faculties	-	Faculty	Principal
Education strategy implementation, policy	-	CEC	Academic Board
Research strategy implementation, policy	-	CRC	Academic Board
International strategy implementation, policy	-	CIC	Academic Board
London strategy implementation, policy	-	CLC	Academic Board
Service strategy implementation, policy	-	CSC	Academic Board
KCL/KCLSU Relationship Agreement	-	CEC	Academic Board
Academic Year dates	-	CEC	Academic Board

Academic Board Power and Duty 3 – Awarding degrees, diplomas and certificates

Issue	Recommend	Recommend	Approve
Individual student awards	-		Assess. Boards
Elect AKCs	-	The Dean	Academic Board

Academic Board Power and Duty 4 – Approving award titles and programmes

Issue	Recommend	Recommend	Approve
New programmes & major programme amendments	PDASC	CEC	Academic Board

| Validation of programmes delivered elsewhere | - | CEC | Academic Board |
| Minor Modifications to Programmes and Modules | - | PDASC | CEC |

Academic Board Power and Duty 5 – Promoting research and innovation

Issue	Recommend	Recommend	Approve
Research quality assurance processes and regulations	-	CRC	Academic Board
Research governance, ethics and integrity processes	-	CRC	Academic Board
REF submission	-	-	CRC

Academic Board Power and Duty 6 – Establishing committees and delegation limits

Issue	Recommend	Recommend	Approve
Academic Board terms of reference & composition	ABOC	Academic Board	Council
Council Membership election process	ABOC	Academic Board	Council
AB Committee terms of reference	ABOC	Academic Board	Council
Academic Board election & appointment process	ABOC	Academic Board	Council
AB Committee election/appointment process	-	ABOC	Academic Board
Delegations of Academic Board's authority	-	ABOC	Academic Board
Academic Board functioning policies and procedures	-	ABOC	Academic Board
Annual Schedule of Academic Board business	-	ABOC	Academic Board
Academic Board effectiveness review processes	-	ABOC	Academic Board

Academic Board Power and Duty 7 – Regulating academic misconduct and student discipline

Issue	Recommend	Recommend	Approve
Academic misconduct and student discipline regulations	ASSC	CEC	Academic Board

Academic Board Power and Duty 8 – Approving, amending and revoking academic regulations

Issue	Recommend	Recommend	Approve
Approve academic & library regulations	ASSC	CEC	Academic Board
Research Regulations	ASSC	CRC	Academic Board

Sample Business Schedule/Annual Agenda Plan

Colour Code:
- Strategic workshop items – green
- In-year items – blue
- Regularly recurring or annual items – yellow
- Standing items – orange

Meeting	Items	Source	Academic Board Action
October	Student Engagement & Satisfaction (NSS)	VP Education VP International	Discussion
	Portfolio Simplification	VP Education	Approval
	Report of the Principal	President & Principal	Discuss
	Academic Strategy – Education - Assessment Recommendations Update	CEC	Discuss
	Digital Education Policy	CEC	Approval
	Academic Strategy – Research - Update	CRC	Discuss
	COVID Research Update	CRC	Note
	KCLSU Report	KCLSU	Discuss
	Report of the Dean	The Dean	Discuss
	AKC Awards	The Dean	Approve (consent)
	Annual report to Council on OfS Conditions of Registration	CEC	Approve (consent)
	Proposal for a new Master of Nursing Award	CEC	Approve (consent)
	Degree Outcome Statement	CEC	Approve (consent)
	DClinDent Proposal	CEC	Approve (Consent)
	Amendments to Academic Regulations (editorial)	CEC	Note (consent)

	Library Policy (conversion of regulations to policy as previously approved by AB)	CEC	Note (consent)
	Decolonisation and Curriculum Design – preliminary report	CEC	Note (consent)
	NSS 2020 – preliminary review of results	CEC	Note (consent)
	Programme Enhancement Plan Template	CEC	Note (consent)
	PSRB – Updated Accreditation requirements	CEC	Note (consent)
	Student Attainment – process update	CEC	Note (consent)
	Race Equality Charter Mark – CEC discussion of specific actions	CEC	Note (consent)
	NSS 2020	CEC	Note (consent)
	Online Executive Education and CPD – update on review progress	CEC	Note (consent)
	Grade Inflation: preliminary report on causes and mitigations	CEC	Note (consent)
	Race Equality and Inclusive Education Fund – open call for proposal update	CEC	Note (consent)
	HR Excellence in Research Award Submission	CRC	Note (consent)
	PRG Academic Regulations 2020/21 – update on sign off re AB requests from previous meeting	CRC	Note (consent)
	International Profile & Reputation Working Group	CIC	Note (consent)
	Delivery Priorities for 2020/21 – Cultural Competency	CIC	Note (consent)

	Global & Regional Envoys	CIC	Note (consent)
	#ContinuingToServe Stories	CSC	Note (consent)

Academic Board	
Meeting date	16 June 2021
Paper reference	AB-21-06-16-07.3a
Status	Final

Report of the College Education Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. King's Fitness to Practice Policy & Procedure **Annex 1**	2 June	Consent	Approve	No
2. Proposal for a King's Award: Executive Master of Public Administration **Annex 2**	2 June	Consent	Approve	No
3. PSRB Update: FoLSM **Annex 3**	2 June	Consent	Note	No
4. External Examiner Working Group – Update/Final Recommendations **Annex 4**	2 June	Consent	Note	No
5. PGR Student Involvement in Teaching & Learning at King's - Update	2 June	Consent	Note	No
6. Late Submission of Coursework: Change to T43 Mitigating Circumstances	2 June	Consent	Note	No
7. Student Attainment Steering Committee Report	2 June	Consent	Note	No
8. Arriving at Thriving Audit – May 2021	2 June	Consent	Note	No
9. Race Equality & Inclusive Education Fund Update	2 June	Consent	Note	No
10. Student Handbooks Update	2 June	Consent	Note	No
11. Programme Enhancement Process 2021/22	2 June	Consent	Note	No
12. Programme Enhancement Plans – Overview Report	2 June	Consent	Note	No
13. Periodic Programme Review: Proposed Working Group	2 June	Consent	Note	No
14. Core Code of Practice for PGT Research Governance & Dissertation Framework	2 June	Consent	Note	No
15. Proposal for the Fast-Track Appeals Process	2 June	Consent	Note	No
16. Regulations & Policies 2022/23	2 June	Consent	Note	No
17. Formation of King's Education	2 June	Consent	Note	No

For Approval

1. King's Fitness to Practise Policy and Procedure (Consent)

Motion: That Academic Board approves the updated policy and procedure. **[Annex 1]**

Background: We have updated the Fitness to Practise Policy following the Office of the Independent Adjudicator (OIA) guidance that was issued in October 2019. We have consulted with the relevant Health Faculties and KCLSU Advice and made small revisions to procedure and some new content to the G29 Regulation based on this feedback as well as the OIA's recommendations. The G29 Regulation has now been separated into policy and procedure.

We have undertaken the following:
- Added information about university vs student responsibilities
- Provided clarity about standards being set by faculties and respective PSRBs
- Included an extended statement on equal opportunities

- Included greater detail on confidentiality and retention of data
- Added content about the relationship between Fitness to Study and Fitness to Practise
- Added information about referring a case to the OIA
- Conducted an Equality Analysis

Please see the proposed policy attached and the following documentation mapping the changes to assist you:
1. FtP Mapping of regulations clauses to new (excel spreadsheet)
2. High-level mapping and rationale for changes (word document). The current G29 Regulations can be found here.

A more detailed mapping of clause changes or new additions can be accessed here.

G28 in terms of external environment and G57 are going to be reviewed in the next academic year and further changes may be made to the policy at this time to incorporate these regulations.

2. Proposal for a New King's Award: Executive Master of Public Administration (Consent)

Motion: That Academic Board approves the proposal to establish the Executive Master of Public Administration. **[Annex 2]**

Background: The International School for Government (ISfG) is a school in the Faculty of Social Science and Public Policy which educates and up-skills mid-career and senior policymaking professionals. It was launched as a Vision 2029 strategic priority project in 2018. The ISfG currently offers the following executive education courses: stand-alone online five credit modules, a blended Postgraduate Certificate and a blended Postgraduate Diploma programme (the latter two are exclusively for one business-to-business client contract). The ISfG now plans to launch its flagship Executive Master's degree, which was a cornerstone of its founding vision and strategy.

This paper proposes a new award type for King's, an Executive Master of Public Administration (EMPA) degree. Creating this new award type will enable the ISfG to launch and market its flagship degree since King's does not currently have a suitable award type which can be used for the ISfG's new programme. The EMPA will be at FHEQ level 7, comprise 180 credits and meet the QAA Master's Characteristics standards.

This paper was endorsed by ASSC on 19 May by Chair's Action, and by the College Education Committee on 2 June. If approved, the school can advertise its EMPA degree in September 2021 and recruit the first cohort of students for September 2022 entry.

For note

3. Professional Statutory and Regulatory Bodies (PSRB) Update: FoLSM (Consent) [Annex 3]

The Committee noted an update on programmes with PSRB: FoLSM.
- General Medical Council (MB BS declaration to continue to meet GMC standards for medical education and training).
- The British Dietetic Association (re-accreditation of BSc (Hons) Nutrition and Dietetics, MSc/PgDip Dietetics).
- Association for Nutrition (re-accreditation of BSc Human Nutrition and BSc Nutrition with Extra Mural year).
- General Pharmaceutical Council (reaccreditation of MPharm).
- Health and Care Professions Council (re-accreditation of BSc (Hons) Physiotherapy, MSc Physiotherapy (Pre-registration)).
- Association for Nutrition (re-accreditation of MSc Nutrition)

Academic Board is asked to note the update.

4. External Examiner Working Group – Update/Final Recommendations (Consent) [Annex 4]
The Committee noted an update and final recommendations for the External Examiner Working Group which was approved by ASSC (May meeting). Academic Board is asked to note the update and recommendations.

5. PGR Student Involvement in Teaching & Learning at King's – Update (Consent)
The Committee approved a revised version of the PGR Teaching Policy, incorporating feedback from Academic Board. Academic Board is asked to note the approved policy.

6. Late Submission of Coursework: Change to T43 Mitigating Circumstances (Consent)
The Committee approved a change to an Academic Regulation which addresses the distinction between coursework with a deadline of ten days or more, and coursework with a deadline of nine days or fewer and clarifies the issue of late submission of exams.   This was approved by ASSC Chair's Action.

7. Student Attainment Steering Committee Report (Consent)
The Committee discussed the report which outlined trends in attainment gaps and current cross-institutional and faculty-led activity targeted at closing differences in attainment, and the proposed plan for how the Committee, professional services and faculties can work together in 2021/22 to deliver a change management approach to tackling differences in attainment. The Committee approved the recommendations and urged colleagues to start having conversations in Faculties about the resourcing/support issue, so this could be returned to at a future meeting. The paper has also been to SMT and there will be a roundtable with leads from Faculties and resourcing will be a key issue to explore with FOOS and Executive Deans.

8. Arriving at Thriving Audit – May 2021 (Consent)
The Committee discussed a number of recommendations to enhance the experiences of disabled people in Higher Education, and noted that the prioritisation of recommendations must be reviewed in the whole with other projects and priorities in SED.   The Committee noted there was a need to have more information about the audit, and more information to make decisions on prioritisation and requested that the paper should be revisited after discussions have taken place and the paper had been through the other governance routes.

9. Race Equality & Inclusive Education Fund Update (Consent)
The Committee noted the updated fund report, which provided a brief update on the progress of funded projects so far. A more comprehensive impact report will be shared following submission of evaluation reports at the end of the grant period.

10. Student Handbooks Update (Consent)
The Committee approved the updated Student Handbook report, including a request to postpone full implementation of the student handbook while the IT logistics involved with the handbooks are resolved, but a template format could be used by Faculties in the interim.

11. Programme Enhancement Process 2021/22 (Consent)
The Committee approved a proposal to revise the Programme Enhancement Process for 2021/22, using a similar template form to that used in this academic year, and a proposal that a working group is established in 2021/22, once external consultations on NSS, TEF and OfS Ongoing Condition on Quality and Standards is known, to consider the impact these may have on the Programme Enhancement Process, with suggestions for change in 2022/23.

12. Programme Enhancement Plans – Overview Report (Consent)
The Committee noted an overview of the Programme Enhancement Process and an overview of themes contained in the PEP reports, which were mainly around how areas managed the learning, teaching and assessment in light of the pandemic and the changing environment.

13. Periodic Programme Review: Proposed Working Group (Consent)
The Committee approved a review of the programme review process and the proposal to establish a working group to consider what these reviews could be, taking into consideration the College's commitment to have incorporated employability into its quality assurance framework.

14. Core Code of Practice for PGT Research Governance & Dissertation Framework (Consent)
The Committee approved an annual review of the Core Code of Practice for PGT Research Governance and Dissertation Framework, with some minor amendments being proposed, taking into account new PGT awards approved during 2020/21.

15. Proposal for the Fast-Track Appeals Process (Consent)
The Committee noted a proposal for the Fast-Track Appeals process to be used again this year should the decision to move the results for Assessment period 2 to 19 July 2021 be agreed. This was approved by ASSC (May meeting).

16. Regulations & Policies 2022/23 (Consent)
The Committee noted a paper outlining the aims and rationale of the Regulations & Policies review, priority areas identified for the next 12-18 months and the proposal for presenting the regulations and associated policies, procedures etc holistically on the KCL webpages.

17. Formation of King's Education (Consent)
The Committee noted a paper outlining the formation of King's Education, which will support a sustainable approach to educational diversification, delivering and supporting strategic benefits across King's. This paper was approved by Academic Board on 28 April and Council on 26 May.

Fitness to Practice Policy and Procedure

Fitness to Practise Policy

Policy Category:	Academic – Student
Subject:	Fitness to Practise
Approving Authority:	Academic Board
Responsible Officer:	Vice-President & Principal (Education)
Responsible Office:	Student Conduct & Appeals
Related Procedures:	Fitness to Practise Procedure
Related College Policies:	Fitness to Study Policy
	G27 Misconduct
Effective Date:	01/09/2021
Supersedes:	G29 Fitness to Practise Appendix

I. Purpose & Scope

When conferring awards which lead to professional qualifications registerable with a Professional, Statutory and Regulatory Body (PSRB), the university must be satisfied that the student would be a safe and suitable entrant to the given profession, and as such would be fit for registration and fit to practise. Such programmes depend upon the satisfactory completion of theory and practice assessment as well as demonstrating appropriate standards of behaviour, health and professional conduct relevant to future employment in the associated profession. Behaviour, health and/or professional conduct that adversely affect a student's fitness to practise, may result in their Professional, Regulatory and Statutory Body (PRSB) refusing to record the student's award and entitlement to practice.

Faculties determine standards and criteria for students to ensure their fitness for practise. Standards of Education and Standards of Proficiency are published by PRSBs.

This policy and procedure outline how the university will respond to concerns about a student's fitness to practise.

The policy has been developed with regard to equal opportunities legislation, which ensures that the rights of students are protected, and judgements are free from prejudice on the basis of protected characteristics. It should be considered in conjunction with the university's Fitness to Study Policy and Procedure, the Academic Regulations and the university Misconduct proceedings.

This policy is specific to students following a programme of study leading to the following professional qualifications:

- all programmes in Midwifery with registration
- all programmes in Nursing with registration
- BSc Nutrition and Dietetics
- BSc Physiotherapy
- MSc Physiotherapy
- MBBS
- BDS
- BSc Dental Therapy and Hygiene
- PGDip Dietetics

- MSc Dietetics
- PGCE Postgraduate Certificate in Education
- PCE Professional Graduate Certificate in Education
- MPharm
- DClinPsych
- Foundation Year One Training. The university is responsible for ensuring that MBBS graduates of the university during their Foundation Year One training follow an approved training programme and certify successful completion of this programme. This certification entitles full registration with the General Medical Council. For the purpose of this Policy, the term 'student' shall include Foundation Year One students and the term 'programme of study' shall include the Foundation Year One training.

This Policy and Procedure do not cover:

- Failure to progress academically. This would be considered within the remit of Academic Regulation G28.
- Fitness to Study. Please see section 8.
- Where a matter that may be considered under this Policy could also constitute an offence under the criminal law, the university's own consideration or proceedings may be delayed until such time as the police and/or courts have completed their investigations and proceedings.
- Students who already hold a professional qualification which is registrable with a PSRB, unless they are also following a programme of study leading to one of the professional qualifications listed above. However, nothing in policy shall prevent the university from informing a PSRB about a student who is already registered with that body, where:
  - the student has been found guilty of misconduct by a Misconduct Committee under Academic Regulation G27; or
  - the student demonstrates behaviour and/or health issues which do not constitute misconduct under Academic Regulation G27, but raise issues of their fitness for registration and to practise; and
  - there is a legal obligation to inform the professional, statutory or regulatory body about the matters covered by (i) and (ii), or in the judgment of the university it would be in the public interest to do so.

II.   Definitions

Please see the Academic Regulations Glossary for the following definitions:

- Programme of Study
- Fitness to Practise
- Fitness to Study
- Misconduct

IV.   Policy

1.   Introduction

1.1. In accordance with university procedures for academic progression and professional conduct, professional body requirements, and Faculty procedures, the university must endeavour to ensure that the behaviour, health and professional conduct of students does not constitute a risk to themselves or others.

1.2. A student's Fitness to Practise may be challenged when their behaviour, health and/or professional conduct gives cause for concern. In these circumstances, a student should initially be considered by Fitness to Practise Procedures at a local Faculty level, which may include a Faculty committee/panel or meeting. When required, the Faculty may refer the case to a College Fitness to Practise Committee.

2.   Responsibilities

University

2.1. The university has a duty to:

   2.1.1. Ensure that students on a professional course are fit to practise in that profession, or will be when they complete the course;
   2.1.2. Protect present or future patients, clients, service users and members of the public;
   2.1.3. Safeguard public confidence in the profession;
   2.1.4. Comply with the requirements of professional/regulatory bodies; and
   2.1.5. Ensure that students are not awarded a qualification that permits them to practise a profession if they are not fit to do so.

2.2. In accordance with the Equality Act 2010, the university will consider any reasonable adjustments to this Policy to take into account the needs of individual students.

2.3. If an investigation has begun under this Policy during a student's registration with the university, it shall be concluded regardless of whether the student withdraws from the university where the relevant PSRB requires this. Otherwise, the university will exercise discretion as to whether to continue Fitness to Practise processes following a student's withdrawal from the university.

2.4. If a College Fitness to Practise Committee determines that a student is not fit to practise, or a College Misconduct Committee determines that a student be expelled, the student's details will be added to the relevant regulatory body's 'Excluded Students' database where one is in place or where there is no database, the relevant PSRB will be informed.

Students

2.5. Students are expected to behave professionally and competently and be aware of their health and conduct to ensure they are safe to be around patients, clients and members of the public. This includes:

2.5.1. Ensuring that behaviour is professional on placements, in university and in their personal life (including on social media);

2.5.2. Being aware that their health problem(s) may put themselves or others at risk or adversely affect their ability to engage with study or placements;

2.5.3. Accepting that they may not be able to assess their own health accurately and be willing to seek advice from a healthcare professional, including referral for treatment and to engage in any recommended treatment programmes. Students must register with a GP so that they have access to independent and objective medical care and must protect themselves and others by being immunised against common serious communicable diseases if vaccines are available and are recommended by the Department of Health or relevant devolved department;

2.5.4. Reporting anything that give cause for concern relating to themselves or another student that might impact on someone's fitness to practise

2.5.5. Being aware that when they graduate, they are responsible for informing their employer or other appropriate person if their health poses a risk to themselves or others and to declare any health problems

2.6. Students are required to familiarise themselves with and comply with the relevant professional code of conduct and should approach their Faculty for profession-specific advice about standards and criteria for students to ensure their fitness for practise. Standards of Education and Standards of Proficiency are published by PSRBs.

3. Reporting Fitness to Practise Concerns

3.1. Anyone concerned about the behaviour, health and/or professional conduct of a student has the right to raise their concern via relevant Faculty procedures for raising concerns. Faculties will determine the management in accordance with Fitness to Practise procedure.

3.2. External complaints should be submitted through the usual Faculty Placement Complaints Procedure.

4. Removal from an External Environment

4.1. A student undertaking a placement or a period of study or practical training in an external working or educational environment may be removed from this, under Academic Regulation G28, pending an investigation in accordance with this Policy.

4.2. If the university considers the reasons for the removal would require a misconduct investigation under Academic Regulation G27 or a fitness to practise investigation under this Policy, the student's removal from the external environment will be temporary, pending the outcome of the proceedings. The student may attend classes and sit assessments that are not in the external environment during this period. As part of its outcome, the Committee will confirm the status of the student's removal from the external environment; if this is permanent and the student will be unable to complete their programme of study, their registration will be terminated.

4.3. When a student is suspended from placement this will be confirmed to them in writing normally within 5 working days. The letter will include notification of the allegations against the student/concerns about the student's practice and an outline of the procedures that will be followed by the Faculty. Whenever the student is suspended from practice, the Faculty is required to inform the placement supervisor. The student and the placement supervisor will be advised of this at the earliest opportunity.

5. Fitness to Practise Procedure

5.1. This is a summary of the Fitness to Practise Procedure. The full Procedure is included below.

5.2. A student facing an allegation of being unfit for registration and to practise may be represented at any point in the proceedings by another university member, by a member of the King's College London Students' Union, or a member of the student's professional organisation (where applicable).

5.3. 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.

Stage One: Faculty Fitness to Practise Procedure

5.4. The Faculty will investigate any concerns about a student's Fitness for Registration and to Practise and will make one of the following decisions:

    5.4.1. Permit the student to continue with the course as there is no case to answer;
    5.4.2. Permit the student to continue with the course with no further action;
    5.4.3. Permit the student to continue with the course with enhanced supervision, support and/or monitoring or remediation which could include a period of interruption and a review before returning;
    5.4.4. Refer the student to a university Fitness to Practise Committee.

Stage Two: Referral to the Fitness to Practise Investigation

5.5. There are two routes of referral to the Fitness to Practise Committee:

    5.5.1. **Misconduct:** where a student faces an allegation of misconduct under the terms of Academic Regulation G27, the case shall be considered in accordance with the procedure outlined in G27. Where such a student is found guilty of misconduct, the findings shall be notified to the appropriate Executive Dean of Faculty. The Faculty shall consider the findings, in accordance with the Faculty's fitness to practise procedures, to determine whether the case should be referred to the Head of Student Conduct & Appeals (HoSCA) for consideration by the Fitness to Practise Committee. Where a Fitness to Practise issue is present within a misconduct case, the HoSCA will notify the Faculty as soon as possible in order to allow the Faculty to determine whether any precautionary action should be taken.

5.5.2. **Other matters justifying referral:** where a student demonstrates behaviour and/or health issues which do not constitute misconduct under Academic Regulation G27 but raise issues of fitness for registration and practise, the Faculty shall investigate internally, in accordance with the Faculty's fitness to practise procedures, and determine whether the case should be referred to the HoSCA for consideration by the Fitness to Practise Committee. Where the Faculty determines that a case should be referred for consideration by the Fitness to Practise Committee, the Faculty shall notify the HoSCA in writing as soon as possible.

5.6. Upon receiving notification from the Faculty Vice Dean (Education) or their nominee, the HoSCA shall convene a meeting of the Fitness to Practise Committee. Further information on the committee membership for a Fitness to Practise Committee can be found under Academic Regulation G57.

5.7. The Faculty Assessment Board may be instructed by the Head of Student Conduct & Appeals to not issue the student with a final award whilst action is being taken under this Policy. This restriction will be lifted upon completion of the action.

6. Possible Outcomes

6.1. Based on the previously determined findings and the evidence submitted to the Committee, one of the following decisions will be made:

6.1.1. The student is fit for registration and practise;
6.1.2. The student is unfit for registration and practise.

6.2. A student will be presumed 'fit' to practise unless the Committee is satisfied that there is proof the student is unfit for registration and practise. In such instances, no further action will be taken.

6.3. Where the Committee finds that the student is unfit for registration and to practise, the following options will be considered:

6.3.1. That the student should undergo medical treatment or other appropriate remedial action, during which the student may be suspended. In such cases a time limit must be specified, at the end of which the case will be reviewed and continuation on the programme shall be at the discretion of the Faculty Vice Dean (Education) and the Chair of the Fitness to Practise Committee. Where the student is not permitted to continue, their registration on the programme of study will be terminated.
6.3.2. That the student is given the option to transfer to another non-professional programme if appropriate and providing the student meets the admission requirements for that programme;
6.3.3. That the student's registration on the programme of study be terminated.

7. Appeals

7.1. Students may appeal the decision of the Committee on either or both of the following grounds:

7.1.1. there is new evidence that could not have been, or for good reason was not, made available at the time of the Committee, and sufficient evidence remains that the appeal warrants further consideration;

7.1.2. that evidence can be produced of significant procedural error on the part of the university before or during the Committee, and sufficient evidence remains that the appeal warrants further consideration.

7.2. The Vice-President and Vice-Principal (Education) will have the 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.

7.3. Students can appeal via Student Conduct & Appeals by submitting the appropriate form detailing the grounds for their appeal within 10 working days of being notified of the Fitness to Practise Committee outcome. Fitness to Practise Appeal Forms received after this deadline will only be accepted at the discretion of the Vice-President and Vice-Principal (Education).

7.4. The appeal will be considered by the Vice-President and Vice-Principal (Education) or their nominee, having reviewed the case documentation and evidence to date. The student will be told one of the following outcomes within 30 working days:

7.4.1. If the appeal is to be heard, an Appeal Committee will be appointed. Further information on the committee membership for a Fitness to Practise Appeal Committee can be found under Academic Regulation G57;

7.4.2. If the appeal is rejected, reasons will be given. There is no further right to appeal internally.

7.5. 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.

8. Fitness to Study and Fitness to Practise

8.1. 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, this includes but is not limited to where there is a cause for concern relating to a professional clinical placement, patient safety will be the paramount consideration.

8.2. 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 the Fitness to Study Policy and Procedure.

9. Fitness to Practise and Conduct

9.1. Where a case is referred to the HoSCA and the student is appealing the findings of the Misconduct Committee, the Fitness to Practise Committee will be paused until the misconduct process, in accordance with Academic Regulation G27, is complete.

10. Confidentiality and Retention of Data

10.1. All university staff members are governed by the requirements of GDPR. All data relating to an individual's physical or mental health is regarded as sensitive personal data. The KCL Data Protection Policy contains guidance on the use of sensitive personal data and should be followed in any Fitness to Practise procedures.

10.2. If a member of staff judges that it would be in the student's best interests to disclose sensitive information (e.g. so appropriate support may be provided), informed consent should be obtained from the student where possible.

10.3. If the student chooses to withhold consent, this decision should be respected. In this scenario, the implications of non-disclosure in terms of additional support and Fitness to Practise processes should be made clear by the relevant staff in the Faculty or Student Conduct & Appeals.

10.4. However, there are occasions when the student's consent is withheld, or it is impracticable to try to obtain it, when confidentiality may be broken, these include:

    10.4.1. When the student's mental health has deteriorated to the extent of compromising their personal safety
    10.4.2. When the student is at risk of serious abuse or exploitation
    10.4.3. When the student's behaviour is likely to adversely affect the rights and safety of others
    10.4.4. Where the member of staff would be liable to civil or criminal procedure if the information were not disclosed Patient Safety Information will be shared with others in circumstances where there may be a risk to others if information were withheld.

10.5. All records related to the process, the meeting and any ruling of the Committee will be held on the student's file for in accordance with the KCL Data Protection Policy and Procedures.

10.6. Unless a case has been dismissed, referral to Fitness to Practise procedures will be made in all exiting student references where relevant in PSRB registration procedures.

Fitness to Practise Procedure

Introduction

A student shall be deemed to be unfit for registration and to practise if found by the Fitness to Practise Committee to demonstrate any health condition, behaviour or attitude which would render that student a person not fit to be admitted to and practise the given profession.

It is important to investigate all concerns as soon as they arise and to keep clear and accurate records.

Fitness to Practise Concerns

1. As per the Office of the Independent Adjudicator's [Good Practice Framework: Fitness to Practise](#), examples of issues that may lead to Fitness to Practise concerns if the student's ability to meet professional standards are impaired, include but are not limited to:

   - academic misconduct (for example, plagiarism; cheating in examinations; forging records, including placement documentation);
   - other disciplinary offences (for example, antisocial, abusive or threatening behaviour; sexual misconduct; violence; bullying or harassment; damage to property; internet access abuse; substance/alcohol abuse);
   - health and safety breaches;
   - failure to disclose convictions or other information that the student is required to disclose;
   - unsafe practice, incompetence or requiring too much supervision;
   - unprofessional behaviour, including:
     - lack of respect, aggressive or poor attitude, laziness;
     - indiscipline, failure to follow dress code, inappropriate use of mobile phone, poor time keeping, poor attendance;
     - failure to self-reflect, lack of insight;
     - failure to engage with investigations into unprofessional behaviour;
     - poor self-management, lack of personal accountability;
     - dishonesty;
     - breaking patient confidentiality;
   - behaviour away from the student's studies, including:
     - criminal conviction e.g. violent offence; offence of dishonesty;
     - disruptive behaviour in the community;
     - inappropriate use of social media;
   - safeguarding concerns; and
   - failure to seek help or engage with appropriate services in relation to health issues.

Representation

2. A student may be represented at any point in the proceedings by another university member, by a member of the King's College London Students' Union, or a member of the student's professional organisation (where applicable).

3. 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.

4. If the student is to be represented or accompanied, the name of the person who is to attend must be received in writing by the HoSCA at least 48 hours in advance of the Committee. The Fitness to Practise Committee or Appeal Committee has the discretion to refuse to permit a representative or friend or family member to attend where prior written notice has not been given.

5. If a student wishes to be represented by an individual not listed above, they should make representations to the Chair of the Fitness to Practise Committee or Appeal Committee. The Chair has the absolute discretion to accept or reject an application for alternative representation and their decision will be final.

Stage One: Faculty Fitness to Practise Investigation

6. Where a Faculty has concerns about a student's fitness for registration and to practise they shall investigate internally in accordance with the Faculty's fitness to practise procedures.

7. A Faculty's fitness to practise procedures will make one of the following decisions:
    - Permit the student to continue with the course as there is no case to answer;
    - Permit the student to continue with the course with no further action;
    - Permit the student to continue with the course with enhanced supervision, support and/or monitoring or remediation which could include a period of interruption and a review before returning;
    - Refer the student to a university Fitness to Practise Committee Where a case is referred for consideration by the Fitness to Practise Committee, the Faculty shall notify the HoSCA in writing as soon as possible.

8. A student may not contest a decision that ii) there is no further action or iv) that the case be referred for consideration by the Fitness to Practise Committee. However, a student may contest under iii) any remedial action or supportive measures or other decision of the Faculty under iii). The student must contest the Faculty decision within 5 working days to the Head of Student Conduct & Appeals (HoSCA) who will consider the contestation and if satisfied there is a case to be answered, the HoSCA will refer the matter to Fitness to Practice Committee.

9. In the event of failure to agree to remedial action or supportive measures, imposed in accordance with the Faculty's fitness to practise procedures, the Faculty may also refer the case for consideration by the Fitness to Practise Committee, the Faculty shall notify the HoSCA in writing as soon as possible.

Stage Two: Fitness to Practise Committee

10. Written notice of the Hearing date will normally be sent to the student and the Faculty Vice Dean (Education), together with the names of the Committee members, any witnesses, and all documentary evidence, at least 14 days before the Committee date.

11. The decision of a Misconduct Committee cannot be challenged.

12. The student may present documentary evidence or witnesses in their defence or mitigation. Documentary evidence for consideration by the Committee and/or the names of any witnesses and written copies of their evidence, must be sent to the HoSCA at least seven days in advance of the Committee. This evidence will be sent immediately to the Committee and the Faculty Vice Dean (Education) by the HoSCA. Documentary evidence and/or witnesses received after this deadline will only be accepted at the discretion of the Chair of the Committee.

13. The Vice Dean (Education) or nominee will present the Faculty's case to the Committee. The student (or their representative) will be invited to reply. Both parties may call witnesses and present documentary evidence, provided that any such evidence or the names of witnesses had previously been received and circulated by the HoSCA.

14. The Committee may also call upon other persons (whether members of the university or not) to provide advice on specific aspects of the case, either in person or in writing, provided that the names of any such persons have previously been made available to all parties.

15. The Committee may ask questions of all those called before it. The representative of the Faculty and the student may raise questions through the Chair.

16. At the conclusion of the Faculty representative and student's presentations and questions, the student may address the Committee and make a statement.

17. The Committee may, at its discretion, at any time during the proceedings have a private discussion where only the Committee and the Clerk will be present.

18. The Committee will consider its decision in private and will normally reach a decision and outcome without adjournment.

19. At any time during the proceedings, the Chair may adjourn the Committee, for the purpose of reaching a decision, outcome, or for other good cause. The Committee will ensure that any adjournment does not unreasonably delay the proceedings.

20. A decision of the Committee will be reached by a majority vote of the Committee members but will be announced as a decision of the Committee. The votes of the individual Committee members will be treated as confidential. In the event of a tie, the Chair will have the casting vote.

21. The decision of the Committee will normally be sent, to the student and Faculty Vice Dean (Education), within five working days of the date of the decision of the Committee. Where a

student has been found unfit for registration and practise, the relevant regulatory body will be informed.

22. None of the proceedings will be invalidated or postponed by reason of absence, provided that both the student against whom a case has been made and the Faculty Vice Dean (Education) bringing the case have been sent written notice of the Committee and provided that those conducting the Committee believe that all the evidence and representations are before it. In the event that a student has indicated that they will attend but then cannot do so for good reason, an adjournment would generally be considered.

Appeal Committee Procedure

23. Written notice of the Committee date will normally be sent to the student and the Faculty Vice Dean (Education), together with the names of the Committee members and all documentary evidence, at least 10 working days before the Committee date.

24. The student and the Faculty Vice Dean (Education) may present documentary evidence and/or witnesses. Documentary evidence for consideration by the Committee and/or the names of any witnesses and written copies of their evidence, must be sent to the HoSCA at least 5 working days in advance of the Committee. This evidence will be sent immediately to the Committee and other party by the HoSCA. Documentary evidence and/or witnesses received after this deadline will only be accepted at the discretion of the Chair.

25. The student making the appeal, or their representative, will present their case. The Faculty Vice Dean (Education) or their nominee will present the Faculty's case to the Committee. Both parties may call witnesses and present documentary evidence, provided that any such evidence or the names of witnesses had previously been received by the HoSCA and made available to the other party.

26. The Committee may ask questions of all those called before it. The representative of the Faculty and the student may raise questions through the Chair of the Committee.

27. At the conclusion of the Faculty representative and student's presentations and questions, the student may address the Committee and make a statement.

28. The Committee may, at its discretion, at any time during the proceedings, have a private discussion where only the Committee and the Clerk will be present.

29. The Committee will consider its decision in private and will normally reach a decision and outcome without adjournment.

30. The Appeal Committee will normally reach its decision without adjournment but may adjourn for the purpose of reaching a decision. The Committee will ensure that any adjournment does not unreasonably delay the misconduct proceedings.

31. The decision of the Appeal Committee will be reached by a majority vote of the members of the Committee and will be announced as the decision of the Committee. The votes of individual Committee members will be treated as confidential.

Appeal Committee Outcome

32. The Appeal Committee may reject or uphold the appeal. Where the Appeal Committee upholds the appeal, the Committee may decide on one of the following measures:
    i. that the decision of the Fitness to Practise Committee be set aside and that the Fitness to Practise Committee re-hear the case;
    ii. that the decision of the Fitness to Practise Committee be modified or reversed.

33. The decision of the Committee will normally be sent, to the student and the Faculty Vice Dean (Education) and Chair of the Fitness to Practice Committee, within 5 working days of the date of the decision of the Appeal Committee. Where a student has been found unfit for registration and practise, the student's details will be added to the relevant regulatory body's 'Excluded Students' database where one is in place or where there is no database, the relevant regulatory body will be informed.

34. Where the Appeal Committee reject the appeal, the decision of the Fitness to Practise Committee will stand.

35. A decision of an Appeal Committee will be final.

Office of the Independent Adjudicator – Information for Students

36. A student will normally need to have completed the Fitness to Practise Procedure and have received a Completion of Procedures Letter before a complaint can be made to the OIA. The complaint needs to be submitted to the OIA within 12 months of the date of the Completion of Procedures Letter.

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

Faculty Procedures

Faculty of Dentistry, Oral and Craniofacial Sciences

FoDOCS: Professionalism (Health & Conduct) Policy

FoDOCS: Professionalism (Health & Conduct) Panel Meeting Policy

FoDOCS: Raising Concerns Guidance for Students

FoDOCS: UG Attendance and Engagement Policy

G29 Mapping - Old Clause > New clause

Old Clause	New Clause
G29	Purpose and Scope
G29.1	Removed and replaced with Policy 2.1. Content developed from OIA guidance
G29.2	Purpose and Scope
G29.3	Purpose and Scope
G29.4	Purpose and Scope
G29.5	Purpose and Scope
G29.6	Procedure Introduction
G29.7	Purpose and Scope
G29.8	Policy 4.1
G29.9	Policy 2.3
G29.10	Purpose and Scope
G29.11	Policy 5.7
G29.12	Policy 5.2 and Procedure 2
G29.13	Policy 5.3 and Procedure 3
G29.14	Procedure 4
G29.15	Procedure 5
G29.16	Policy 2.2
G29.17	Policy 10.1-6 Extended new section on confidentiality and retention of data included to replace this clause
G29.18	Procedure 22
G29.19	Procedure 6
G29.20	Policy 5.4 and Procedure 7
G29.21	Procedure 7
G29.22	Procedure 8
G29.23	Procedure 9
G29.24	Policy 5.5
G29.25	Policy 5.6
G29.26	Policy 9.1
G29.27	Procedure 10
G29.28	Procedure 11
G29.29	Procedure 12
G29.30	Procedure 13
G29.31	Procedure 14
G29.32	Procedure 15
G29.33	Procedure 16
G29.34	Procedure 17
G29.35	Procedure 18
G29.36	Procedure 19
G29.37	Procedure 20
G29.38	Procedure 21
G29.39	Policy 6.1
G29.40	Policy 6.2 (combined with previous G29.42)

	Policy 6.3 reworded for clarity. Reordered so that help and support comes before studies being teminated. Inclusion about transferring to another
G29.41	rprogramme if appropriate
G29.42	Policy 6.2 (combined with previous G29.40)
G29.43	Policy 2.4
G29.44	Policy 7.1
G29.45	Policy 7.2
G29.46	Policy 7.3
G29.47	Policy 7.4
G29.48	Procedure 23
G29.49	Procedure 24
G29.50	Procedure 25
G29.51	Procedure 26
G29.52	Procedure 27
G29.53	Procedure 28
G29.54	Procedure 29
G29.55	Procedure 30
G29.56	Procedure 31
G29.57	Procedure 32
G29.58	Procedure 33
G29.59	Procedure 34
G29.60	Procedure 35

Proposal for a new type of King's award: Executive Master of Public Administration (EMPA)

1. **Background:**

    1.1. The ISfG will be launching its **flagship Executive Master's degree** in **September 2022**. This programme will be the ISfG's first degree programme. Launching a flagship Executive Master's degree has been a core part of the ISfG's vision and strategy since the school's formation was approved as a Vision 2029 strategic priority project in 2018. Market research completed by colleagues from King's in 2018/19 and 2020/21 demonstrated strong, and growing, market demand for the ISfG's modules and an executive master's degree. LSE's EMPA recruits 40+ students per year plus a further 20+ UK Civil Servants onto its sister degree, and other UK and international universities also recruit strongly to EMPA degrees. King's' research showed high potential for the ISfG to acquire a significant share of the market.

    1.2. This **two year part time, blended degree** is targeted at **senior policymakers and professionals** working in or with governments, for example in the roles below. People in these roles typically have 10-15+ years of experience, but we will also welcome applications from 'quick risers' who have reached these positions earlier in their careers. Creating a **close-knit cohort of senior professionals** is crucial for this programme, with this degree set to establish and reinforce the gravitas of the ISfG.

        i. Senior Civil Servants (Deputy Director / Director)

        ii. Consultancy firm employees who work in public sector consulting (Associate Director / Director / Associate Partner)

        iii. Policy and public affairs professionals working in think tanks, charities, quangos, NGOs, philanthropy organisations, etc (Associate Director / Director)

        iv. Public affairs professionals working in corporate companies, lobbying firms, etc (Policy Specialist / Associate Director / Director / VP / EVP)

        v. Political party staff (Senior Advisor / Director / experienced SPADs / Chiefs of Staff)

    1.3. The **programme and its structure,** with a provisional title, has **already been approved by PDASC**.

    1.4. The programme comprises 180 credits. The **programme structure** includes the following:

        i. 2 x 15 credit core modules (each one week long, taught face-to-face on campus)

        ii. 2 x 15 credit residency modules (each one week long; one UK, one international)

        iii. 12 x 5 credit online electives (or 9 x 5 credit plus 1 x 15 credit online electives)

        iv. 1 x 60 credit capstone project. The capstone project is equivalent to a dissertation and enables students to complete a research project within/based upon their employing organisation.

    1.5. Following market research and marketing advice, we are now seeking to **amend the approved programme by changing the award type and title** from 'MSc International Government and Public Policy' to an **'Executive Master of Public Administration' (EMPA)** award. Exit awards from the EMPA will be Postgraduate Certificate in Public Administration (60 credits) and Postgraduate Diploma in Public Administration (120 credits). The originally approved MSc also had these exit awards.

    1.6. We **do not think it is prudent to launch this flagship programme with the previously approved title** for several reasons:

        1.6.1. We have a critical need to differentiate our USPs, positioning the degree for the correct target audience (senior professionals) and strongly differentiating it from the

Department for Political Economy (DPE, a department in the Faculty of Social Science and Public Policy)'s current and future programmes.

1.6.2.   There is no market recognition, resonance or desire for a part-time, executive degree with a standard MSc title. Among the target audience, the title needs to give the programme the gravitas it respects. In research conducted in June 2017, the words "Masters" or "Executive Masters" were the critical/non-negotiable elements among the sample; awards with EMPA or MPA were seen as far superior to an MA or an MSc.

1.6.3.   Similar research conducted by King's Business School has also shown that equivalent degree naming such as "Executive Masters" and MBA awards (instead of MScs) are also received more positively by senior executives and working professionals and our programmes must recognise this as professional and executive education progresses at the College.

1.6.4.   The currently approved title (MSc International Government and Public Policy) does not accurately describe the ISfG's proposed degree contents (we do not teach International Relations, politics or health/education/etc policy topics) and incorrectly implies that there is an "international government".

1.6.5.   The degree award and title commonly used in the market for a degree covering our programme's topics is a Master of Public Administration degree (MPA) for full time, on campus programmes or their online equivalent and an Executive Master of Administration (EMPA) for executive, part-time programmes. For example, LSE's competitor programme is an EMPA. Use of such a title quickly and easily signposts to prospective students this programme is suitable for their level of experience.

1.6.6.   Including the word "Executive" in our degree award and creating an EMPA, rather than an MPA, is critical to ensure our programme is attractive to our target audience and is differentiated from the following programmes which have very different target markets to ours:

    i.   Competitors' FT on campus MPAs which do not require applicants to have any relevant work experience (LSE, UCL, York, Birmingham, Southampton)

    ii.   Competitors' FT on campus MPAs which require less than 2 years of work experience (Leeds, Exeter)

    iii.   Competitors' online MPAs (Birmingham, York) which are their regular MPA degrees (traditional audience and academic content) turned into a PT online course.

2. **KCL's public policy postgraduate programmes – comparison table:**

Programme	ISfG standalone modules, PG Cert and PG Dip Professional Policymaking Skills (+ eventually top-up MA)	ISfG EMPA	MA Public Policy	Online MA Public Policy (forthcoming)	MA Public Policy & Management
School/Dept	ISfG, SSPP	ISfG, SSPP	DPE, SSPP	DPE, SSPP	King's Business School
Format	Individual stackable 5 credit modules (all audiences), PG Cert, PG Dip and top-up MA (B2B clients only). (4 week individual modules, min. 2 years for the PG Dip, 2.5 to 3 years for MA)	2 years PT, blended programme including 2 F2F core modules, 2 residencies (one UK, one international), 12 x 5 credit online modules and a 60 credit work-focused capstone project.	1 year FT or 2 years PT, on campus	2 years PT, fully online	1 year FT or 2 years PT, on campus
Fees	£950 per 5 credit module, bespoke B2B fees for PG Cert/Dip/top-up MA	TBC, provisionally in the £24k – £30k range (£12k - £15k per year)	£13,300 home / £24,720 OS (or £6,690 / £12,360 per year if PT)	TBC, potentially £13,300 to match the on campus home fee	£13,380 home / £23,460 (or £6,690 / £13,920 per year if PT)
Audience	- Mid-career policy professionals (3+ years of relevant work experience) seeking to up-skill via CPD/exec ed courses	- Senior policy professionals working in / with governments (Deputy Director / Director / Associate Partner level)	- Traditional MA audience seeking an academic MA - Recent graduates with a 1st or 2:1 degree in any subject - Career changers and people outside the sector interested in public policy	- Traditional MA audience seeking an academic MA with added flexibility - Recent graduates / very early career professionals - Career changers and people outside the sector interested in public policy	- Recent graduates plus early career professionals taking a career break to study. - No work experience is required and the programme is explicitly open to recent graduates, although it does attract some students with relevant work experience.

Content	- Stand-alone 5 credit modules on 'hard' and 'soft' topics e.g. approaches to policymaking, complexity, devolution, policy evaluation, empathy and emotion in policymaking. - Focus on cross-government and international challenges, not individual policy areas - Stackable PG Cert, Dip and top-up MA. - Does not teach politics.	- Focus on cross-government and international challenges, not individual policy areas. - Core modules on the policy process, actors and global public policy challenges (the cross-govt and intl challenges of these, not specific policy areas – we do not teach intros to key health policy topics etc). - Two, practitioner-focused residencies (one intl). - Work-focused capstone project instead of a traditional dissertation. - Does not teach politics.	- Focus on the politics tradition of public policy. - The policy-making process, comparative public policy, evaluating public policy, economics, governance, globalisation, public management. - Research methods. - Politics and specific political/policy topics e.g. gender, equality, political economy of corruption. - Political history e.g. Blair to Brexit, History of the [UK] PM. - Internship module (elective). - 10,000 word dissertation	- Focus on the politics tradition of public policy, plus philosophy and econ. - The policy making process, comparative public policy, evaluating public policy. - Research methods. - Politics and specific political/policy topics e.g. gender, ethics, the media, global health crises, environmental policy, regulation. - Internship module (elective). - Potentially one ISfG module (optional, subject to ISfG's entry reqs). - 10,000 word dissertation	- Public sector management (organisational management, economics, HR, leadership, operations) - Sector analysis (public, third, etc sectors) - Policy (policy process, health policy elective) - 15,000 word dissertation
USPs	- Designed for full time working professionals. - Strong practical / exec ed focus: many modules are co-developed by practitioners and all are practice-focused. - Peer learning: students bring their professional experience to discussions and learn from experienced peers. - Flexible, stackable credits.	- Designed for full time working professionals. - Blend of F2F intensive on campus teaching and flexible online modules. - Two residencies (one UK, one international), each focused on visiting key public / third sector organisations and officials. - Significant choice of elective modules (ISfG modules plus, hopefully, one policy topic	- Strong academic and research focus. - Politics and political history themes. - 15 credit internship module (optional). - Regular speakers from government, public sector and NGOs.	- Strong academic and research focus. - Politics and political history themes. - Optional modules explore specific, contemporary policy challenges (gender, global health crises, environmental policy, etc). - Teaching input and masterclasses from GIWL (gender module).	

		elective from another King's school). - Networking focus: learning with and from a cohort of senior professionals.		- Added flexibility of being taught online as a PT programme.	
Notes	The stackable CPD/exec ed format aligns with the College's new stackable PG programme aims (see online CPD/exec ed working group papers). PG Cert, Dip and (forthcoming) top-up MA are currently exclusive to one B2B client.				

Appendix I - Notes about the ISfG:

- The ISfG's modules and programmes are designed for **mid-career and senior policy professionals**. This includes civil servants, politicians, national and local parliamentary officials, policymakers and people who work in and with national and local governments (e.g. in consultancy firms, think tanks, charities, quangos, NGOs, political parties, PR and lobbying firms, corporate companies' public affairs departments, etc).
    - In the future, the ISfG may also develop courses for mid-career professionals who do not work in policymaking and wish to learn how to influence government policy (e.g. scientists). The Policy Institute currently runs some courses in this area.
- The ISfG exclusively teaches the **craft** of government – how to improve policymaking and policy delivery to improve the effectiveness and efficiency of governments and therefore better serve their citizens – and its stand-alone modules and programmes have an explicit **practical** focus, which is also reflected in the module assessments.
- The ISfG does **not** teach the following:
    - Politics
    - Political or public policy history
    - Specific policy topics, e.g. health policy / education policy (note: we aim to allow Executive Master's students to take an elective module on a policy topic from another department)
    - Academic-focused master's programmes for recent graduates
    - Public sector management focused programmes (e.g. HR management, diversity and inclusion)
    - Modules or programmes for recent graduates / career changers without policy-related work experience, who are looking for an introductory course to help them start a career in public policy.

Appendix II – LSE School of Public Policy "compare our degrees" webpage

https://www.lse.ac.uk/school-of-public-policy/study/Compare-Our-Degrees

Our entry-level degree is the **two-year Master of Public Administration** (MPA). Applicants usually have one year of relevant professional experience, though some have more. Key skills are taught in-depth through the first year, while in the second year students can choose a specialism for their MPA. All students take part in a Capstone project, working with on a real-world policy challenge with an external client.

For students with three or more years of professional experience, we offer a **9-month Master of Public Policy** (MPP). The MPP is a rounded policy degree, including Public Management and Philosophy alongside economics, political science and quantitative methods. The degree allows students to take a career break and quickly return to the workplace equipped to take on new challenges.

Our most experienced students choose the **Executive MPA, which is taught over 22 months**. This degree runs in a modular format, with students attending teaching for 8 intensive week-long or weekend blocks. This format allows students to remain in their jobs and combine work with study. Students have at least five years of post-degree professional experience and often substantially more, creating a network of contacts to drive career progress at the senior levels.

	MPA	MPP	Executive MPA
Duration	21 months over two academic years	9 months	22 months
Starts in	September	September	September
Intake	Approx. 100 students per year	60 in 2020	40
Minimum experience requirements	One year minimum preferred	3 years	5 years
Actual average experience	3 years	7 years	12 years
Nationalities represented	37	25	25
Gender balance (M:F%)	45:55	58:42	60:40
Key features	Deep training in core skills Capstone project to apply skills Policy paper to investigate an area of interest in-depth	Broad and rounded policy curriculum Policy applications course to Intensive 9 month schedule	Designed for working professionals to study alongside full time employment Benefit from outstanding networking opportunities in the cohort

PSRB Update: FoLSM (reaccreditation document)

Declaration

Date of declaration	27/09/2020
Organisation	GKT School of Medical Education, King's College London
Duration of cycle	2020-2024
Date of next declaration	September 2024

This declaration marks the first stage of the General Medical Council's (GMC) quality assurance cycle between the GMC and Kings College London for the duration of 4 years. The purpose of the QA cycle and this declaration is to ensure that GKT School of Medical Education, King's College London is meeting (or working towards meeting) and will continue to meet the GMC standards for medical education and training as detailed in Promoting Excellence.

The GMC quality assurance of each organisation is made up of annual cycles consisting of self-assessment, triangulation and data analysis, and quality activity, concluding in an annual quality assurance summary.

The declaration dates will be published on our website as part of your individual organisation's dashboard and will be visible to the public.

I declare on behalf of GKT School of Medical Education, King's College London that we meet (or working towards meeting) and will continue to meet for the duration of this QA cycle the GMCs standards for medical education and training as detailed in Promoting Excellence.

Position at organisation	Deputy Dean (Quality Lead), GKT School of Medical Education, King's College London
Signed	*(signature)*
Print name	Dr Nicki Cohen

The Association
of UK Dietitians

Accredited Programme

23 July 2020

King's College London
Diabetes and Nutritional Sciences Division
Faculty of Life Sciences & Medicine
150 Stamford St
London
SE1 9NH

Dear Annemarie

Annual Accreditation 2020 – BSc (Hons) Nutrition and Dietetics

Thank you for submitting the proformas for BDA annul Accreditation Monitoring.

After careful consideration by our external assessors, I am delighted to advise you that the above-named course has been re-approved for accreditation.

Thank you for your continued participation and patience in the programme.

Kind regards

pp C.Hguston.

Deborah Lycett
Chair of the BDA Quality Standards Committee

Programme Accreditation

This is to certify that the

BSc (Hons) Nutrition and Dietetics

At

King's College London

Has been accredited by The British Dietetic Association
on
23 July 2020

The programme is subject to annual monitoring

Signed by the Chairman of the BDA

The Association of UK Dietitians

Accredited Programme

23 July 2020

Diabetes and Nutritional Sciences Division
Faculty of Life Sciences & Medicine
King's College London
150 Stamford St
London
SE1 9NH

Dear Annemarie

Annual Accreditation 2020 PgDip/ MSc Dietetics

Thank you for submitting the proformas for BDA Annual Accreditation Monitoring.

After careful consideration by our external assessors, I am delighted to advise you that the above-named course has been re-approved for accreditation.

Thank you for your continued participation and patience in the programme.

Kind regards

PP C.Matson

Deborah Lycett
Chair of the BDA Quality Standards Committee

Programme Accreditation

This is to certify that the

PgDip/MSc Dietetics

At

Kings College London

Has been accredited by The British Dietetic Association
on
23 July 2020

The programme is subject to annual monitoring

Signed by the Chairman of the BDA

Professor Victor Preedy
Department of Nutrition and Dietetics
King's College London
Franklin-Wilkins Building
150 Stamford Street
London SE1 9NH

Confidential

22 Sept 2020

Dear Professor Preedy,

Re: Application for re-accreditation of Kings College London - BSc Human Nutrition and BSc Nutrition with Extra Mural Year – AC273

Thank you for applying for re-accreditation of the above named programmes. The programmes were discussed at the Accreditation Committee meeting which took place 16 Sept 2020. I am pleased to formally confirm that the above named programmes have been re-accredited by the Association for Nutrition.

The programmes are re-accredited with the AfN for the next 5 years subject to annual monitoring, 2020-2025.

Important dates to remember:

Year due for reaccreditation	2025
Recommended date submission to be received by AfN	1/2/2025
Date Accreditation ends (If you choose not to reaccredit)	21/9/2025

Reaccreditation

Please note re-accreditation of the programme will lapse if a further reaccreditation submission is not received in advance of the due date. We strongly advise that you submit your re-accreditation application on 1/2/25 and begin compiling it 6 months prior to this. I would strongly suggest you make a note of the dates in the table above in order to allow you enough time to put the documentation together.

Working Together

Accreditation should be seen as a continuing partnership with the AfN and we would like to remind you of our mutual obligations.

The AfN will:

1. The AfN will include the course details in its list of accredited programmes on the AfN website

2. Provide you with your unique numbered logo, which you can use on publicity material.

3. Ensure that all successful graduates who meet the AfN Criteria will be eligible to Register directly on the UKVRN.

The AfN request that you:

1. Ensure that graduates are fully aware of their professional obligations as set out in our Standards of Ethics, Conduct and Performance, so as to ensure that they are committed to public protection, lifelong learning and CPD.

2. Inform the AfN of any 'major changes' to your course that might affect the quality of the professional education your students receive, e.g:

   - change to course leader
   - significant reduction in staffing or resources
   - criteria for admissions
   - affecting > 25% of the course aims, objectives, learning outcomes
   - programme review or re-validation
   - changes to the mode of delivery
   We will contact you at least annually for this information.

3. Provide promptly the AfN Registration Team (registration@associationfornutrition.org) with a copy of the pass list showing the graduates from the accredited course each year so that we do not have to contact you each time to verify individual eligibility. We recommend for GDPR compliance to obtain students' written consent at the start of the course.

4. Graduates of this programme will be eligible to apply for direct entry to the UK Voluntary Register of Nutritionists (UKVRN) as Registered Associate Nutritionists. Please advise your graduates to apply to register they must do so within 3 years of graduation using the Direct Entry Application form available on our website.

5. Comply with the AfN marketing rules.

Failure to comply with the above may affect the continuing accreditation of the course and lead to its being withdrawn from the AfN's listings.

I have attached to the email version of this letter your unique numbered logo which you can use on publicity material and a copy of our marketing rules.

Yours sincerely,

Siobhan Read
Quality Assurance Officer
Telephone: 020 3198 9311
Email: s.read@associationfornutrition.org

King's College London, MPharm degree interim visit – February 12th 2021

Introduction

Thank you very much for hosting and attending this interim accreditation visit. Prior to the event the General Pharmaceutical Council's ('the GPhC') accreditation team reviewed King's' submission, which was then discussed with staff and students during meetings today, February 12th 2021.

Outcome

As a result of the visit, the accreditation team agreed that the 2014 reaccreditation outcome should be reconfirmed, without any additional conditions or recommendations. The current period of accreditation has been extended until the academic year 2022-2023.

The accreditation team noted that the interim visit was a substitute for a full MPharm degree reaccreditation because the GPhC has agreed new standards for the initial education and training of pharmacists, which come in to force in October 2021, and that the King's MPharm degree will be fully reaccredited against them in the academic year 2022-2023, or earlier, if that can be arranged by mutual agreement and subject to capacity.

The team wanted to feedback to King's colleagues that students valued the clear, communicative approach taken by pharmacy staff during the pandemic and the lengths taken to deliver the course fully and creatively in difficult circumstances.

King's will receive a report on the visit and the report should be cnsidered as the GPhC's full view on provision.

Sharing the outcome of the visit

The outcome of this interim visit is provisional until the accreditation team's recommendation has been ratified by the GPhC's Registrar, it can be shared internally with staff and students.

General Pharmaceutical Council
February 12th 2021

HCPC major change process report

Education provider	King's College London
Name of programme(s)	BSc (Hons) Physiotherapy, Full time
	MSc Physiotherapy (Pre-registration), Full time
Date submission received	19 February 2020
Case reference	CAS-15971-K7V3V0

Contents

Executive Summary

We are the Health and Care Professions Council (HCPC), a regulator set up to protect the public. We set standards for education and training, professional knowledge and skills, conduct, performance and ethics; keep a register of professionals who meet those standards; approve programmes which professionals must complete before they can register with us; and take action when professionals on our Register do not meet our standards.

The following is a report on the major change process undertaken by the HCPC to ensure that programmes detailed in this report meet our standards of education and training (referred to through this report as 'our standards'). The report details the process itself, the evidence considered, and recommendations made regarding programme approval.

Section 1: Our regulatory approach

Our standards
We approve programmes that meet our education standards, which ensure individuals that complete the programmes meet proficiency standards. The proficiency standards set out what a registrant should know, understand and be able to do when they complete their education and training. The education standards are outcome focused, enabling education providers to deliver programmes in different ways, as long as individuals who complete the programme meet the relevant proficiency standards.

Programmes are normally approved on an open-ended basis, subject to satisfactory engagement with our monitoring processes. Programmes we have approved are listed on our website.

How we make our decisions
We make independent evidence based decisions about programme approval. For all assessments, we ensure that we have profession specific input in our decision making. In order to do this, we appoint partner visitors to undertake assessment of evidence presented through our processes. The visitors make recommendations to the Education and Training Committee (ETC).

The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process report. The Committee meets in public on a regular basis and their decisions are available to view on our website.

HCPC panel
We always appoint at least one partner visitor from the profession (inclusive of modality and / or entitlement, where applicable) with which the assessment is concerned. We also ensure that visitors are supported in their assessment by a member of the HCPC executive team. Details of the HCPC panel for this assessment are as follows:

Kathryn Campbell	Physiotherapist
John Archibald	HCPC executive

Section 2: Programme details

Programme name	BSc (Hons) Physiotherapy
Mode of study	FT (Full time)
Profession	Physiotherapist
First intake	01 September 1991
Maximum learner cohort	Up to 78
Intakes per year	1
Assessment reference	MC04579

Programme name	MSc Physiotherapy (Pre-registration)
Mode of study	FT (Full time)
Profession	Physiotherapist
First intake	01 September 2002
Maximum learner cohort	Up to 20

Intakes per year	1
Assessment reference	MC04580

We undertook this assessment to consider whether the programme continues to meet our standards, following changes reported to us via the major change process. The following is an overview of the changes from the information received via this process.

The education provider has informed us they have updated both programmes following a curriculum development process. The programme delivery will incorporate further blended-learning approaches with a greater proportion of online and self-directed learning, as well as lectures. Modules have been developed along themes that run spirally through the curriculum.

The undergraduate programme has moved from six periods of practice-based learning comprising of one 6-week and five 5-week placements, to seven periods comprising one 6-week, four 5- week, one 4-week elective and one 1-week observational placement. Practice-based learning will now be non-credit bearing.

The Masters programme has moved from comprising 90 level 4 credits and 180 level 7 credits, and a minimum of 1038 hours of practice education, to comprising 180 level 7 credits and a minimum of 1000 hours of practice education. There will now be seven periods of practice-based learning.

Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we require certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence, we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Required documentation	Submitted
Major change notification form	Yes
Completed major change standards mapping	Yes

Section 4: Outcome from first review

In considering the evidence provided by the education provider as part of the initial submission, the visitors were not satisfied that there was sufficient evidence that our standards continued to be met at this time, and therefore require further evidence as noted below.

Further evidence required
In order to determine whether the standards continue to be met, the visitors require further evidence for the following standards for the reasons noted below.

We expect education providers to review the issues identified in this report, decide on any changes that they wish to make to programme(s), and then provide any further evidence to demonstrate how they meet the standards.

3.6 There must be an effective process in place to ensure the availability and capacity of practice-based learning for all learners.

Reason: From the mapping document provided, the education provider indicated no change had been made to the way the programme meets this standard. However, the visitor was made aware the programmes have moved from six to seven periods of practice-based learning, with different durations, and that there was a new elective placement. The visitor considered the design, content and duration of academic modules has changed. Therefore the visitor was unclear if there has been a change as to when practice-based learning is delivered. The visitor considered there was a large number of learners in practice-based learning during summer months and therefore was unsure if there was sufficient capacity and availability of practice-based learning to accommodate these learners. The visitor was unsure whether other programmes in the same geographical area had also been considered. The visitor therefore needs to see additional information about the processes in place to make sure all learners on the programmes have access to practice-based learning which meets their learning needs.

Suggested evidence: The education provider must submit further information, such as communications with practice partners and LSEAPP, about the processes in place to make sure all learners on the programmes have access to practice-based learning which meets their learning needs.

5.2 The structure, duration and range of practice-based learning must support the achievement of the learning outcomes and the standards of proficiency.

Reason: To meet this Standard, the education provider said they had moved from six to seven periods of practice-based learning, with differing duration, and that there is a new elective placement. The visitor considered the design, content and duration of academic modules has also changed with the programme providing innovative changes to be more reflective of modern practice. The visitor was unclear if there has been a change as to the delivery of practice-based learning. The visitor was made aware the programme refers to innovations with other partners, LSEAPP and HEE-funded placements. The visitor, however, considered the evidence related to this to be limited. The visitor was also unclear whether the new practice-based learning supports the achievement of learning outcomes and also the standards of proficiency. The visitor therefore needs to see further information, such as communications with partners including LSEAPP, to demonstrate that practice-based learning support the achievement of the learning outcomes and the SOPs for physiotherapists.

Suggested evidence: The education provider must submit further information, such as communications with partners, to demonstrate that the new practice-based learning opportunities support the achievement of the learning outcomes and the standards of proficiency for physiotherapists.

6.3 Assessments must provide an objective, fair and reliable measure of learners' progression and achievement.

Reason: To evidence this standard, the visitor was aware practice-based learning on the programmes has changed to non-credit bearing modules and that practice education learning outcomes are still to be achieved. The visitor was made aware learners will be assessed and receive a pass or fail mark on practice placements. The visitor was consequently unclear how learners will progress if a fail mark has been achieved in these practice placement modules. However, the visitor was also informed that a minimum of 1000 clinical hours will be required to graduate from each programme. The visitor was also made aware of a placement assessment form but this was not submitted and therefore was unsure if there have been modifications made to it to accommodate the change to non-credit bearing modules.

Suggested evidence: The education provider must provide further information, such as the revised placement assessment form, and how students will progress if they achieve a fail on practice placements.

Section 5: Visitors' recommendation

Considering the education provider's response to the request for further evidence set out in section 4, the visitors are satisfied that there is sufficient evidence that the standards continue to be met and recommend that the programme(s) remain approved.

This report, including the recommendation of the visitors, will be considered at the 20 August 2020 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available on our website.

Dr Christopher Corpe
Kings College London
Dept. Nutrition & Dietetics
Faculty of Life Sciences & Medicine
150 Stamford Street
London SE1 9NH

Confidential

30th April 2021

Dear Dr Corpe,

Re: Application for re-accreditation of Kings College London MSc Nutrition– AC223

Thank you for applying for re-accreditation of the above-named programme. The programme was discussed at the Accreditation Committee meeting which took place [DATE]. I am pleased to formally confirm that the programme has been accredited by the Association for Nutrition.

The programme is re-accredited with the AfN for the next 5 years subject to annual monitoring requirements being fulfilled each year from 2021to2026.

The committee have asked us to pass on the following feedback for consideration:

- The course has appropriate staffing resources at present. However, succession planning should be considered if there are modules where staffing may not be over the period of accreditation.
- The Research Skills module is extremely valuable and is a particular strength of the course, but also appears vulnerable as it is delivered by a sole staff member. A deputy/co-lead for this module would be beneficial.

Important dates to remember:

Date due for reaccreditation	30/04/26
Recommended date submission to be received by AfN	31/10/25
Date the current accreditation period ends	30/4/26

Reaccreditation

Please note accreditation of the programme will lapse if a further reaccreditation submission is not received in advance of the due date. We strongly advise that you submit your re-accreditation application six months before the lapse date.

Working Together

Accreditation should be seen as a continuing partnership with the AfN and we would like to remind you of our mutual obligations.

The AfN will:

1. Include the course details in its list of accredited programmes on the AfN website.

2. Provide you with your unique numbered logo, which you can use on publicity material.

1

3. Ensure that all successful graduates who meet the AfN Criteria will be eligible to Register directly on the UKVRN.

The AfN request that you:

1. Ensure that graduates are fully aware of their professional obligations as set out in our Standards of Ethics, Conduct and Performance, so as to ensure that they are committed to public protection, lifelong learning and CPD.

2. Inform the AfN of any 'major changes' to your course that might change the way in which the programme meets our standards, or affect the quality of the professional education your students receive, for example:

   • change to programme leader
   • significant reduction in staffing or resources
   • criteria for admissions
   • affecting > 25% of the course aims, objectives, learning outcomes
   • programme review or re-validation
   • changes to the mode of delivery

   We will contact you annually for this information.

3. Inform graduates of this programme that they are eligible to apply for direct entry to the UK Voluntary Register of Nutritionists (UKVRN) as Registered Associate Nutritionists. Please advise your graduates that to be eligible for direct entry they must apply to register **within 3 years of graduation** using the Direct Entry Application form available on our website.

4. Provide the AfN Registration Team (registration@associationfornutrition.org) with a copy of the pass list which shows the graduates from the accredited course each year. This should be provided as soon as possible once the award of the degree has been confirmed. The pass list enables us to verify that graduates are eligible for Direct Entry to the UKVRN.

5. Comply with the AfN marketing rules.

6. Ensure prompt payment of the annual accreditation fee.

Failure to comply with the above may affect the continuing accreditation of the course and lead to its being withdrawn from the list of accredited programmes.

This letter is provided to you electronically via email. Attached to the same email you will find your unique numbered logo which you can use on publicity material and a copy of our marketing rules.

Congratulations on your successful application.

Yours sincerely,

Siobhan Read

Siobhan Read
Quality Assurance Officer

Email: s.read@associationfornutrition.org

2

External Examiner working group: update and final recommendations

Introduction

At its meeting on 11 November 2020, the Academic Standards Sub-Committee agreed to establish a working group to consider how our existing external examiner system works in light of the Education Strategy 2017-2022 and following the introduction by the UK Standing Committee for Quality Assessment (UKSCQA) of a sector Statement of Intent, that notes there is a requirement for universities to produce a Degree Outcome Statement with external input (see appendix 1: Terms of Reference).

Deliberations

The working group met twice and discussed the potential role of Chief External Examiner at College and Faculty level and had discussions on the existing External Examiner system and how it fits (or not) with the Education Strategy.

Chief External Examiner roles

The group were in full agreement for both roles to be introduced and agreed the remit and criteria that these roles should have, noting that the remits were sufficiently different to distinguish between the roles (see appendices 2 and 3). In discussion the following was noted:

- The College Chief External Examiner role would be able to compare any grade inflation with other universities, whilst the Faculty Chief External Examiner role should harmonise these discussions at a more local level.

- Those undertaking the College-level role should understand that the role has a broad remit and is a strategic role. Taking this into consideration, this role would not have any oversight of student assessment, or be expected to meet students, but they would not be explicitly forbidden from this, so if they wished to see assessments/students then this would be arranged.

- It was felt that both roles would have a considerable contribution to the College, particularly for those Faculties which have a number of Assessment Sub-Boards across a wide range of disciplines, where it was felt that a broad overview would be very welcome.

- It was felt that physical attendance at all Assessment Sub-Board meetings could be challenging for a Faculty Chief External Examiner, so it was agreed that this was not required, and the role descriptor would indicate that this oversight would be via a review of Assessment Sub-Board minutes.

- It is proposed that the Chief Faculty External Examiner could focus on the Faculty Board Chair's summary report to issues raised by External Examiners at the Assessment Sub-Board, and then be invited to review and contribute to the Faculty Assessment Board annual report to this Committee.

- There was some discussion on whether the Chief Faculty External Examiner role could cover both UG and PGT Assessment (thus Faculties would have just the one Faculty Chief External Examiner). It was felt though, that for some faculties there would be a need for separate roles due to the differing conversations expected to be had at PGT level to UG. It was therefore felt that the decision of having separate UG and PGT Chief Faculty External Examiners, or one role, would be left to the Faculty's discretion.

- In reviewing practices at other universities, some have either a Faculty-level or University "Chief" External Examiner, but rarely does anyone have both. In those places that have both[1], where a "Chief" University External Examiner is in place, they are often required to review the work of the Faculty External Examiners. It was felt that for King's, we would not have the College Chief External Examiner review the work of Faculty External Examiners, but they would be asked to review all Faculty External Examiner report summaries to see where potential themes are identified for raising for College consideration.

- It was however felt to be beneficial for the Faculty Chief External Examiners to meet the College Chief External Examiner, particularly if there are issues to be addressed by the College. It was therefore agreed that an annual meeting with Faculty Chief External Examiners and the College Chief External Examiner should be added to the roles.

- For both Chief External Examiner role's, it was felt that past External Examiners could be appointed, or even a current External Examiner who is coming to the end of their tenure. It was felt though that current External Examiners who were not ending their tenure, could not be offered the role as the workload for covering both roles would be too much.

- For the Faculty Chief External Examiner role, it was felt that retired, or soon to be retired External Examiners could be appointed, but that they would need to demonstrate their ongoing engagement with UK Higher Education, to enable them to contribute to sector discussions on academic standards.

- The fees for these two roles were considered, and it was felt, in comparison with sector practice, and taking into consideration (a) the fees King's College London uses for other external specialist roles, (b) the significance of these two roles, and (c) the prestige King's College London has in the sector, that the following fees should be allocated: £1,500 for the Chief College External Examiner role, and £1,000 for the Faculty Chief External Examiner role (which equates to the same fee for Faculty External Peers). The existing External Examiner budget should be sufficient to cover these costs currently (but should be kept under review).

Existing External Examiner system and the Education Strategy

In addition to the discussion on these Chief External Examiner roles, the group also discussed the existing programme External Examiners system and implications this may have on the Education Strategy (when considering introduction of minors, interdisciplinary minors etc). In discussion the following was noted:

- When subject minors are introduced, Faculties could utilise either existing programme External Examiners or recruit new External Examiners to the minor.

- A particular issue around the current External Examiner system relates to the regulations that only allow for up to two External Examiners to be appointed to an Assessment Sub-Board[2]. With the introduction of minors, if existing External Examiners are used for subject minors, then this will add to their workload, so it was felt that this particular regulation should be revised. This would also help with those King's Online managed programmes whose External Examiners have too much work to cover between two External Examiners in a short time span.

- Interdisciplinary (whether this be minors or stand-alone modules) was felt to be an issue as the modules fall under different Assessment Sub-Boards, thus impacting timing issues for awards when modules from other Assessment Sub-Boards have yet to be approved. Oversight of these is required to ensure that awards can be ratified in a timely manner.

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[1] In Universities smaller than King's College London
[2] Regulation G52, paragraph 7 (d)

- Interdisciplinary modules that have more than one subject area involved (and these subject areas sit across different departments/Faculties), should have a specific regulation to note that these modules can have External Examiners attached to them (rather than attached as programme External Examiner) and all major subject areas covered in the module should have an External Examiner appointed e.g. an interdisciplinary module with Physics and History as major coverage within the module, should have subject External Examiners to cover Physics and History.

- Interdisciplinary modules where the subject areas are "housed" within the same Faculty should be covered by the Faculty Chief External Examiner. In these circumstances the Faculty Chief External Examiner would be expected to attend the Assessment Sub-Board where the innovation module results are ratified.

- Innovation modules: while the majority of these modules should be covered by existing programme External Examiners, where it is not clear whether an existing subject specialist External Examiner is able to provide oversight then the Faculty Chief External Examiner should cover the role (e.g., Gender Action is hosted within Physics department but is not covering an area that a Physics External Examiner may be comfortable to cover). In these circumstances the Faculty Chief External Examiner would be expected to attend the Assessment Sub-Board where the innovation module results are ratified.

- Micro-credentials: while these are in the early stages of King's strategic considerations, the group discussed how External Examiners could cover these micro-credentials when they are established. It was felt that existing programme External Examiners should cover these, similar to how innovation modules will have oversight. Akin with interdisciplinary modules, a new regulation advising that these External Examiners are attached to a micro-credential, not a programme, should be considered.

- All of the above will have cost implications so before the Education Strategy is fully implemented the existing External Examiner budget should be revised and senior management asked to increase the existing budget (if required).

Recommendations

The group are putting forward the following recommendations for ASSC to approve:

- Both College and Faculty Chief External Examiner roles are introduced (their remit and criteria for appointment are available in appendix 2 and 3).

- The fees for these roles are: £1,500 for the Chief College External Examiner role, and £1,000 for the Faculty Chief External Examiner role.

- Length of tenure of both roles should follow the same 4-years as programme External Examiners.

- At the point where minors are introduced, the existing regulation (G52, paragraph 7 (d)), where it notes that Assessment Sub-Boards can only appoint maximum of 2 External Examiners, should be revised to allow for more External Examiners to be appointed (to take into account the additional workload minors will introduce). At the point of revising the regulation, consideration should be had on the new maximum limit.

- At the point when the Education Strategy is fully implemented, a new regulation should be added to allow External Examiners to be appointed to innovation/interdisciplinary/micro-credential modules.

- Where existing External Examiners are able to cover a subject minor/interdisciplinary module/innovation module/micro-credential then this should be utilised. In cases where an existing subject specialist is unable to fulfil the role, then the Faculty Chief External Examiner will undertake the remit of External Examiner, including attending Assessment Sub-Board where the results will be ratified.

- Where an interdisciplinary module has more than one subject area as a major component of the module e.g. history and physics, the appropriate subject specialist External Examiner should be appointed to have oversight of the module.

- At the point where the above (relating to Education Strategy) are due to be implemented, a review should be undertaken of the External Examiner budget, and if required, a request put to senior management to increase the budget.

Appendix 1: External Examiners Working Group

Terms of Reference and Membership

Terms of reference

In light of the Education Strategy 2017 – 2022, and the introduction by the UK Standing Committee for Quality Assessment (UKSCQA) of a sector Statement of Intent[3] relating to degree classifications, that notes there is a requirement for universities to produce a Degree Outcome Statement with external input, it is timely to review the External Examiner system within King's College London.

A working group is therefore being established to review:

1. Whether the existing framework for external oversight of programmes remains sufficient, for both on-campus and online programmes.
2. Whether the existing framework for external oversight of programmes is sufficient in light of the Education Strategy 2017-2022 i.e. with the introduction of minor/majors and flex.
3. Whether, in light of the UKSCQA Statement of Intent, consideration should be had on introducing a Faculty Chief External Examiner role. If it is deemed appropriate, then consideration to be had on what this role would entail, criteria, and consideration of whether existing programme External Examiner(s) could undertake this role, with an additional honorarium to their existing role.
4. Whether, in light of the UKSCQA Statement of Intent, consideration should be had on introducing a university Chief External Examiner role, who would become a member of Academic Standards Sub-Committee. If it is deemed appropriate, then consideration to be had on what this role would entail, criteria, and what the honorarium for the role should be.

Membership

Dr Rod Dacombe, Assessment Board Chair SSPP – Co-Chair

Lynne Barker, Associate Director (Quality, Standards and Enhancement) – Co-Chair

4 x Assessment Board Chairs (combination of UG and PGT; 2 from Health, 2 from Arts and Sciences)

10 x Assessment Sub-Board Chairs (combination of UG and PGT, across Health and Arts and Sciences. At least one member must cover a King's Online programme).

Administrative support: QSE Administrator (Quality Assurance)

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[3] https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Pages/degree-classification-statement-of-intent.aspx

Appendix 2: Proposed remit and criteria for College Chief External Examiner role

Remit

The College's Chief External Examiner provides a strategic oversight of the soundness and robustness of the College's assessment framework. They do this by:

- Attending Academic Standards Sub-Committee, contributing to discussions on regulations and assessment policies.
- Providing advice on assessment and progression regulations and guidance relating to Assessment Board and Assessment Sub-Board meetings.
- Contributing to discussions on any perceived grade inflation within the College, including providing advice on sector comparisons.
- Contributing to discussions when a review is undertaken on the College's degree algorithm.
- Providing external oversight of the College's Degree Outcome Statement.
- Providing advice on sector developments relating to assessment.
- Reviewing Faculty summaries of External Examiner reports and providing input into the annual summary report of External Examiner reports (UG and PGT).
- Chairing an annual meeting with Faculty Chief External Examiners.

The College's chief examiner role plays no role in the verification of academic standards or in the award of degree qualifications by Assessment Sub-Boards.

The role will not normally include:
- Oversight and commenting of student assessment.
- Reviewing or commenting on student results or award decisions.
- Scrutinising the activities of individual External Examiners.
- Commenting on the judgements of individual External Examiners.
- Meeting with individual students.

Criteria for appointment
- The College's Chief External Examiner should have a minimum of three years' experience as an External Examiner (either at King's College London or another UK HEI). Overseas appointees will not be considered.
- The College's Chief External Examiner should have an appropriate level of academic and/or professional expertise and should be recognised as a figure of authority in his/her subject area.
- The College's Chief External Examiner should have the ability to comment on the effectiveness of processes across disciplines (including those outside their own subject area) and across range of delivery methods.
- If the proposed appointee has recently retired, they must demonstrate how the individual has retained an ongoing involvement in UK HEI activity, thereby ensuring the currency of their knowledge and skills.

Appendix 3: Proposed remit and criteria for Faculty Chief External Examiner role

Remit

The Faculty's Chief External Examiner provides an overview of the operation of the Faculty Assessment Sub-Boards, and Assessment Board, in order to assure the College that the conduct of the Assessment Sub-Boards/Assessment Boards are consistent with the College's regulations and policies and procedures for the operation of Assessment Sub-Boards and Assessment Boards. A faculty can determine whether they require an UG and PGT external examiner, or whether the role can be undertaken by the same person. The role is concerned with assessment strategies and their operation, and with the fairness and equitability of the assessment process. They do this by:

- Attending Assessment Boards, contributing to the strategic decisions around assessment practice.
- Comment on assessment process and marking/classification schemes used within the Faculty, highlighting good practice where appropriate.
- Oversight of the effectiveness of the Faculty's moderation process and comment on such to the Assessment Board.
- Contribute to discussions on grade/progression data, available to the Assessment Board, identifying areas of grade inflation for further investigation and comment.
- Review the minutes and other relevant documentation relating to the Assessment Sub-Boards reporting into the Assessment Board.
- Review Faculty summary of External Examiner reports and summarise key comments and recommendations from the report, commenting to Assessment Boards areas for action to be taken.
- Act as External Examiner for any Faculty interdisciplinary module or innovation module where it is deemed a subject specialist is unable to fulfil the role. This would include attending the Assessment Sub-Board meeting.
- Attend an annual meeting with the College's Chief External Examiner.
- Submit an annual report to the Academic Standards Sub-Committee once per academic year. The headings in the report template will be tailored to the specifics of the above duties and will be informed by the discussions and observations at the Assessment Board meetings.

The role will not normally include:
- Commenting on assignment tasks or examination papers/questions.
- Reviewing or making judgements on course assessment results, progression decisions or award decisions.
- Scrutinising the activities of individual External Examiners.
- Commenting on the judgements of individual External Examiners.
- Meeting with individual students.

Criteria for appointment
- The Faculty Chief External Examiner should have a minimum of three years' experience as an external examiner (whether at King's College London or another institution). Overseas appointments will not be considered.
- The Faculty Chief External Examiner can be an external examiner appointed by King's College London who is retiring or recently retired.
- The Faculty's Chief External Examiner should have an appropriate level of academic and/or professional expertise and should be recognised as a figure of authority in his/her subject area.
- The Faculty's Chief External Examiner should be subject-based expertise in at least one area of a Faculty's discipline, but does not need to have subject-based expertise in all of the Faculty's

disciplines, since the role will not focus on subject specifics, but rather evaluating matters such as: moderation processes, data analysis on progression and award outcomes etc.

- If the proposed appointee has recently retired, they must demonstrate how the individual has retained an ongoing involvement in UK HEI activity, thereby ensuring the currency of their knowledge and skills.

Report of the Academic Standards Sub-Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. Academic Regulations 21/22 **Annex 1**	19 May 2021	Consent	Approve	No
2. Academic Regulations for the Royal Academy of Dramatic Arts (RADA) 21/22 **Annex 2**	19 May 2021	Consent	Approve	No
3. Academic Regulations for the Inns of Court College of Advocacy (ICCA) 21/22 **Annex 3**	19 May 2021	Consent	Approve	No

For approval

1. Academic Regulations (Consent)

Motion: That Academic Board approve the Academic Regulations for 2021/22

Background: The KCL Academic Regulations are reviewed annually. Regulations are divided into:

    a) General Academic Regulations (G)

    b) Regulations for Taught Programmes (T)

    c) Regulations for PGR Programmes (R)

    The Academic Regulations 2021/22 were endorsed by ASSC at its meeting on 19 May 2021. A further amendment to T43 was approved by Chair's Action on 24 May 2021. The changes to the regulations are attached as **Annexes 1a to 1c**. The full sets of regulations are available on request.

2. Academic Regulations for the Royal Academy of Dramatic Arts 21/22 (Consent)

Motion: That Academic Board approve the Academic Regulations for RADA for 2021/22

Background: The Academic Regulations for RADA 21/22 were endorsed by ASSC at its meeting on 19/5/21. The amendments are summarized at **Annex 2**. The full set of regulations are available on request

3. Academic Regulations for the Inns of Court College of Advocacy 21/22 (Consent)

Motion: That Academic Board approve the Academic Regulations for ICCA for 2021/22

Background: The Academic Regulations for ICCA 21/22 were endorsed by ASSC at its meeting on 19/5/21. x A further amendment to the regulations was approved by Chair's Action on 4/6. The new regulations are attached as **Annex 3.**

Academic Regulations 2021-2022 – G Regulations

G (General) Regulations 20/21		
Reg no.	**Regulation**	**Changes for 20/21**
G1	All stakeholders are required to comply with the Academic Regulations, Appendices and associated Academic Policies.	**Regulation** No change **Appendix** No change
G2	Academic Regulations and programme specifications in force when a student registers will normally apply to that student until completion of the programme. Academic Policies are subject to regular review and updated versions apply irrespective of the year of a student's registration.	**Regulation** No change **Appendix** No change

G3	The College offers teaching and research at undergraduate, postgraduate taught and postgraduate research levels, leading to a range of awards.	**Regulation**
		No change
		Appendix
		The following programmes have been added:
		    Master of Nursing (MNurs)
		    Doctor of Clinical Dentistry (DClinDent)
		The following programmes have been marked not currently available:
		    Doctor in Education (EdD)
		    Doctor in Ministry (DMin)

G4	Deviations from the regulatory framework may be considered in exceptional circumstances.	**Regulation** No change **Appendix** No change
G5	All stakeholders must comply with other College Regulations and policies.	**Regulation** No change **Appendix** No change
G6	Students who meet the general entrance requirements and the specific requirements of an approved programme may be admitted to the College.	**Regulation** No change **Appendix** Clause G6.9 moved to G6.8. G6.9 Vice-Dean for Doctoral Studies changed to Associate Dean for Doctoral Studies
G7	Conditions apply for enrolment on a programme with recognition of previous experience.	**Regulation** No change **Appendix** No change
G8	Completion of online enrolment and ID verification must take place within two weeks of the official start date of the programme or module. For King's Online Managed programmes and credit bearing MOOCs, initial registration must take place within two days of the official start date and in subsequent years, registration takes place at modular level. Failure to enrol, by any student, may result in loss of a deposit. It is a student's responsibility to provide up-to-date addresses for correspondence.	**Regulation** No change **Appendix** Change in terminology. G8.6 'College' changed to 'university' G8.13 'Tier 4' changed to Student/Tier 4'
G9	All periods of study must be continuous unless an interruption has been permitted and students must adhere	**Regulation** No change

	to the requirements of minimum and maximum periods of registration.	**Appendix** Details of two new awards added
G10	Students may not be registered concurrently for more than one award within the higher education setting unless dual registration has been permitted.	**Regulation** No change **Appendix** G10.2 Changed from 'Dual/concurrent registration may be permitted under the College's definitions of Collaborative Provision' to 'Concurrent registration may be permitted for programmes offered with a collaborative partner typified under the College's definitions of Collaborative Provision'
G11	Students may transfer registration within the College or to another institution under certain conditions.	**Regulation** Dual/concurrent registration may be permitted under the College's definitions of Collaborative Provision **Appendix** No change
G12	Fees are payable in accordance with the College's Fee Payment Terms and Conditions. The payment of the correct fees is the responsibility of the student.	**Regulation** No change **Appendix** G12.6 a) added 'your My Modules' and 'My Awards' in the Student Records Portal Removed 'and EU fee' from sub-heading G12.28 remove (non-EU) G12.34 - 12.38 replaced regulations for King's Online Managed Programmes with amended regulations (in place from 1/12/20). G12.39 update to payment details G12.40 minor changes for clarity.
G13	Students must comply with the Academic Policy on attendance.	**Regulation** No change **Appendix** Change in terminology.
G14	Members of the Students' Union holding elected office may be granted student status by the Principal	**Regulation** No change **Appendix** N/A
G15	The Academic Year runs from 1 September to 31 August.	**Regulation** No change **Appendix** N/A
G16	This regulation has been suspended for one year - Wednesday afternoons	**Regulation** G16 reinstated. **Appendix** N/A
G17	Between noon and 1pm on Mondays during Semesters one and two no lectures or other classes at which attendance is obligatory will normally be held to allow students to attend the Associateship of King's College lectures.	**Regulation** No change **Appendix** N/A
G18	Students registered for assessments are expected to be present or submit on the dates specified.	**Regulation** No change **Appendix** G18.2 Added 'face to face'

G19	Students may apply for Personalised Assessment Arrangements.	**Regulation** No Change **Appendix** N/A
G20	The College has the authority to confer and revoke awards under the Charter and Statutes of King's College London. All awards have regard to the provisions of the QAA UK Quality Code for Higher Education.	**Regulation** No change **Appendix** Details for new programmes added
G21	Except under the provisions of an academic appeal, no decision of a properly convened and constituted Assessment Sub-Board, acting within its terms of reference and within the regulations governing the degree may be modified.	**Regulation** No change **Appendix** N/A
G22	Once awarded a student may not register for the same qualification in the same subject but may register for the same qualification in a different subject provided that the procedures for enrolment are met, modules previously taken are not reattempted and overlapping modules are not taken.	**Regulation** No change **Appendix** No change
G23	Certificates state the name of the College, the qualification, the classification etc.	**Regulation** No change **Appendix** N/A
G24	For awards made by the College, the date of award is the first month following ratification. The date of award may be different for joint, double and dual awards.	**Regulation** No change **Appendix** N/A
G25	If a student or a third party on behalf of the student, is found to have provided untrue or inaccurate information, or to have omitted information at enrolment or during the application process, registration can be terminated without notice. However, the student will have a right to appeal that decision.	**Regulation** No change **Appendix** N/A
G26	The Principal has emergency powers to exclude or suspend a student pending the outcome of a misconduct hearing, a fitness to practise hearing, a criminal charge or who is the subject of a police investigation. These powers also extend to a student who has breached the College's policy statements on health, safety and environmental protection and/or is considered a danger to others.	**Regulation** No change **Appendix** No change
G27	Students are expected to maintain good conduct at all times whilst on College premises or engaged in College activities. Failure to do so is considered misconduct	**Regulation** No change **Appendix** No change
G28	A student's registration may be terminated for failure to make sufficient academic progress.	**Regulation** No change **Appendix** No change
G29	A student's registration may be terminated as a result of a fitness for registration and fitness to practise hearing. When conferring awards which lead to professional qualifications registerable with a Professional, Statutory and Regulatory Body, the College must be satisfied that the student would be a safe and suitable entrant to the given profession, and as such would be fit for registration and fit to practise.	**Regulation** No change **Appendix** No change
G30	The College may interrupt a student if it is in the best interests of the students or the King's community.	**Regulation** No change **Appendix** No change
G31	Complaints from students are carefully considered and, if appropriate, shall be investigated by the Head of Student Conduct and Appeals.	**Regulation** No change **Appendix**

		No change
G32	A student may ask the OIA to consider any unresolved complaint against the College	**Regulation** No change **Appendix** N/A
G35	Faculties are responsible for such administration and academic matters as may be assigned to them by Academic Board and a list of Faculties is given in Ordinance B3	**Regulation** No change **Appendix**
G50	Academic Board	**Regulation** No change
G51	Assessment Boards	**Regulation** No change
G52	Assessment Sub-Boards	**Regulation** New text clarifying external examiners for King's Online Managed Programmes
G55	Research Degrees Examination Board	**Membership** Change Vice Dean to Associate dean Remove 'Professional Research Fellow' from list of possible members. **Frequency** Change from 'The RDEB shall meet as often as may be necessary to conduct its business' to 'The RDEB shall meet a minimum of 3 times a year.' New sub-head - 'Applications for extension' Change from 'The Chair of the RDEB shall consider any applications for extensions to the three and six month periods permitted for minor and major corrections, and the discretionary calendar month for further minor amendments in accordance with the process laid down by the College.' to 'The Chair of the RDEB shall consider any applications for extensions to the three and six month periods permitted for minor and major corrections, the discretionary calendar month for further minor amendments and the twelve or eighteen months re-examination in accordance with the process laid down by the College'.
G57	Committee Structure	**Regulation** No change

Academic Regulations for Taught Programmes 2021/2022

Academic Regulations (T) 20/21		
Reg no.		
T1	In addition to the General Regulations, which apply to all students, the Academic Regulations for Taught Programmes apply to students registered on undergraduate or taught postgraduate programmes at the College. The Regulations for Taught Programmes exclude the Associateship of King's College, the King's Experience Awards, programmes offered by RADA, programmes offered by the Inns of Court College of Advocacy and programmes of less than four months run by the King's Foundations.	**Regulation** RADA written in full. Acronym added for Inns of Court College of Advocacy **Appendix** N/A
T2	All students are required to abide by the regulatory framework governing assessments and examinations. Failure so to do constitutes an offence and may be dealt with in accordance with G27.	**Regulation** No change **Appendix** No change
T3	All modules are required to have a published module specification, a credit level and credit value.	**Regulation** No change **Appendix** No change
T4	All programmes of study are required to have a published programme specification which is updated annually.	**Regulation** No change **Appendix** Added new programmes to table under T4.3 and to credit table
T5	Programmes may define specific modules as having special status.	**Regulation** No change **Appendix** No change
T6	Progression requirements apply and deviations from or additions to minimum progression requirements are detailed in programme specifications.	**Regulation** No change **Appendix** No change
T7	To be awarded credit the whole module must be passed.	**Regulation**

		No change **Appendix** No change
T8	The pass mark at levels 4, 5 and 6 is 40. The pass mark at level 7 is 50. Exceptions may apply to programmes leading to professional registration and to the Executive LLM which applies pass/fail marking criteria.	**Regulation** No change **Appendix** No change
T9	Modules which require a qualifying mark in order to pass the module overall will specify the details in the module specification.	**Regulation** No change **Appendix** No change
T10	Credit can be awarded for condoned fails where permitted by the programme specification.	**Regulation** No change **Appendix** No change
T11	No Regulation (intentionally left blank)	**Regulation**
T12	Modules are assessed by one or more methods appropriate to the level as defined in the module specification.	**Regulation** **No change** **Appendix** No change
T13	Under exceptional circumstances provision may be made for alternative forms of assessment in line with College policy.	**Regulation** **No change** **Appendix** No change
T14	The setting of assessments and the drawing up of marking schemes are responsibilities of the Assessment Sub-Boards	**Regulation** No change **Appendix** N/A
T15	Examiners shall preserve the secrecy of unseen examination papers until taken by students.	**Regulation** No change **Appendix** No change
T16	The identity of students shall be withheld from examiners where possible.	**Regulation** No change **Appendix** No change

T17	Examination scripts are the property of the College but provisions shall be made for students to view scripts.	**Regulation** No change **Appendix** No change
T18	Results of assessments are confidential until the Assessment Sub-Board has met to ratify the results.	**Regulation** No change **Appendix** No change
T19	Assessment results are communicated to all students within a cohort at the same time and in the same manner once ratified by the relevant Assessment Sub-Board.	**Regulation** No change **Appendix** No change
T20	All assessments are marked out of 100 in accordance with the generic marking criteria and discipline specific criteria, where issued. Examiners should use the full range of marks.	**Regulation** No change **Appendix** No change
T21	Reassessment is at the discretion of the Assessment Sub-Board. For failed assessment, two reassessment opportunities may be permitted at levels 3 or 4 and one reassessment opportunity may be permitted at levels 5, 6 & 7. The final module mark following reassessment is capped at the relevant pass mark.	**Regulation** No change **Appendix** No change
T22	In some circumstances a student may be permitted to substitute a failed module with an alternative module or modules of the same credit value.	**Regulation** No change **Appendix** No change
T23	Confirmed marks of 69, 59, 49, 39 and 32 indicate agreement that the assessment is not deserving of the class above.	**Regulation** No change **Appendix** N/A
T24	Students taking level 4, 5, 6 or 7 modules at other University of London Colleges can transfer marks and credits.	**Regulation** No change **Appendix** No change
T25	Students taking level 4 or 5 modules at other institutions can transfer credits only.	**Regulation** No change **Appendix**

		No change
T26	Students taking level 6 or 7 modules at other institutions can transfer marks and credits using annually approved mark translation schemes.	**Regulation** No change **Appendix** No change
T27	Students who have transferred onto a programme from another institution transfer credits only and the student's classification shall be based entirely upon performance in modules assessed by the College	**Regulation** No change **Appendix** N/A
T28	All module marks from Year Two onwards will be used in the degree algorithm. Marks obtained in Year One will not be used in determining a student's C score. Where credit has been awarded for a condoned fail the final module mark will be the highest overall mark achieved. Where a substitute module is taken, the mark from this module is used.	**Regulation** No change **Appendix** N/A
T29	There are no exceptions to the award rules. Boundaries cannot be lowered, and exceptions cannot be made	**Regulation** No change **Appendix** N/A
T30	Weighting schemes apply and a c-score between 0-100 is calculated by the formula $$c\text{-score} = \frac{\text{the sum of the weighted marks [mark x relevant credit volume x weight]}}{\text{the sum of credit volume x weighting}}$$	**Regulation** No Change **Appendix** Addition - 'taken outside of Year One' added to T30.2
T31	A c-score of at least 40 must be achieved for award and classifications are indicated by the following scores: 70-100 inclusive First Class Honours 60-69 inclusive Upper Second Class Honours 50-59 inclusive Lower Second Class Honours 40-49 inclusive Third Class Honours 0-39 inclusive Academic Fail	**Regulation** No change **Appendix** No change
T32	A c-score within two percent of a higher classification boundary (i.e. 68/58/48) is automatically upgraded to the higher classification where at least 60 credits at level 6 (level 7 for Integrated Masters programmes) or above are in a higher classification	**Regulation** No change **Appendix** N/A

T33	An overall score between 0-100 is calculated as detailed below: The weighted average of all individual module marks where each module is weighted by its credit volume.	**Regulation** No change **Appendix** N/A
T34	An overall score of at least 40 must be achieved for award and classifications 70-100 inclusive Pass with Distinction 60-69 inclusive Pass with Merit 40-59 inclusive Pass 0-39 inclusive Academic Fail	**Regulation** No change **Appendix** N/A
T35	An overall score between 0 – 1--- is calculated as detailed below: *The weighted average of all individual module marks where each module is weighted by its credit volume*	**Regulation** No change **Appendix** N/A

T36	To be eligible for award students require:
	    - an overall average of at least 50 with no module mark below 40 and
	    - a mark of at least 50 in 150 credits (300 credits for MClinDent) including the dissertation, and a mark of at least 40 in the remainder
		Regulation
		No change
		Appendix
		N/A

T37	Classifications are indicated by the following overall scores:
	          70 -100 inclusive Pass with distinction
	          60 - 69 inclusive Pass with merit
	          50 - 59 inclusive Pass
	           0 – 49 inclusive Academic Fail
		Regulation
		No change
		Appendix
		N/A

T38	An overall score between 0 – 100 is calculated as detailed below *The weighted average of all individual module marks where each module is weighted by its credit volume*	**Regulation** No change **Appendix** N/A
T39	To be eligible for award students require: - an overall average of at least 50 with no module mark below 40 and - a mark of at least 50 in 90 credits (PGDip) or 45 credits (PCCert), and a mark of at least 40 in the remainder	**Regulation** No change **Appendix** N/A
T40	Classifications are indicated by the following overall scores: 70 -100 inclusive Pass with distinction	**Regulation** No change

	60 - 69 inclusive Pass with merit 50 - 59 inclusive Pass 0 - 49 inclusive Academic Fail	**Appendix** N/A
T41	Where a final year undergraduate student has completed the full period of study but is absent from the final examinations, the student may be eligible for consideration under the aegrotat provisions.	**Regulation** No change **Appendix** No change
T42	Where a student has failed to satisfy the examiners in one or more elements of the programme an Exit Award may be available under the exit award provisions.	**Regulation** No change **Appendix** No change
T43	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. The Mitigating Circumstances Policy applies to students on taught programmes. Marks will never be raised due to mitigating circumstances.	**Regulation** No change **Appendix** Amended to - incorporate policy change on penalties for late submission: a 24-hour window in which 10 raw marks are deducted from the assignment. If the deduction takes a student below the pass mark for UG or PG, they are capped at the pass mark and cannot go below. After the 24 hours, the student receives 0. - draw a distinction between coursework with a deadline of 10 days or more, and coursework with a deadline of 9 days or fewer. - clarify the issue of late submission of exams.
T44	There is an academic appeals process available to undergraduate and taught postgraduate students. This cannot be used to challenge academic judgement.	**Regulation** No change **Appendix** No change

Academic Regulations 2021-2022 – PGR Regulations

Number	Regulation	Note
R1	In addition to the General Regulations, the Regulations for Research Degrees apply to all students registered on research degree programmes at the university. For research degree programmes with taught elements, the Regulations for Taught Programmes will also apply. Appendices attached to these regulations setting out the framework for the management of research degrees and research degree students are reviewed annually by the Centre for Doctoral Studies	**Regulation** No change **Appendix** Updated list of programmes Moved text from G2.1 into R1 as clause R1.5
R2	A research degree programme incorporates a substantial research component which is carried out during the period of registration and which results in the submission of a thesis for examination at research degree level.	**Regulation** No change **Appendix** No change
R3	Students may enrol on research degree programmes that are offered in formal collaboration with external partner institutions.	**Regulation** No change **Appendix** No change
R4	Students must adhere to the minimum and maximum periods of registration for the degree they undertake as set out under the Research degree minimum and maximum periods of registration appendix.	**Regulation** No change **Appendix** R4.3 – change the title of columns 3 and 4 from 'min/max enrolment period' to 'min/max submission period.'
R5	Faculties may register students under the Research degree advanced standing and transfer appendix.	**Regulation** No change **Appendix** No change
R6	Students may be permitted to undertake paid work, including teaching, during their research degrees.	**Regulation** No change **Appendix** No change

R7	Faculties are responsible for arranging the supervision of a research degree student as governed by the Research degree supervision appendix.	**Regulation** No change **Appendix** Clarification added to R7.13 R7.23 and R7.28 to clarity qualification for supervisor roles.
R8	The Faculty can approve an interruption of study in the case of mitigating circumstances.	**Regulation** No change **Appendix** Change to R8.4 - length of time a student can interrupt their studies
R9	Students are required to participate fully in the procedures of the university and faculties to monitor progress. Failure so to do will result in registration being terminated. Students are required to pursue a formal programme of study including induction and training programmes where prescribed or desired.	**Regulation** No change **Appendix** Amendments to: R9.26 - clarification of the outcome of a formal upgrade review, R9.37 - new clause on progression timelines added, R9.39 – R9.47 new clauses on the MDRes progress requirements R9.48 - amend the PhD' to 'their research degree'
R10	The decision to submit a thesis for examination rests with the student, subject to the faculty in which the student is registered confirming that the student has completed the programme of study, that the student meets the requirements of the programme and that they conform to submission timescales.	**Regulation** Changed to: Students are required to participate fully in the procedures of the university and faculties to monitor progress. Failure so to do will result in registration being terminated. Students are

			required to pursue a formal programme of study including induction and training programmes where prescribed or desired. **Appendix** R10.7 - 'submission' changed to 'dispatch'
R11	The method of assessment for research degrees theses is by oral examination. The requirements for the conduct of the examination, including appointment of the examiners, are set out in the Conduct of research degree examination appendix.		**Regulation** No change **Appendix** No change
R12	The criteria for theses and award vary according to the specific research degree, as set out in the Criteria for research degree thesis and award appendix.		**Regulation** No change **Appendix** Addition of new clause relating to posthumous award
R13	The recommendations available to examiners as results for ratification by the Research Degrees Exam Board are set out in the Research degree examination outcomes appendix.		**Regulation** No change **Appendix** No change
R14	Theses resulting from a research degree undertaken at the university must be placed within the public domain once awarded. Students may apply for restriction of access on certain grounds.		**Regulation** No change **Appendix** No change

R15	There are two academic appeals processes available to research degrees students:
	      a) to appeal the PhD upgrade and MD(Res) transfer decisions;
	      b) to appeal the outcome of the thesis and oral examination.
	Neither appeal process can be used to challenge academic judgement.
			Regulation
			No change
			Appendix
			R15.31 - Clarification of clause related to the decisions of an appeal committee and additional information about the outcomes after first and subsequent examinations.

Royal Academy of Dramatic Art Academic Regulations (RADA) for 2021/2022

The Academic Regulations had a number of changes made for 2020-2021 so for 2021-2022 only minor changes will be made.

Specific changes are as follows:

17. Update of the entry requirements for the MA Theatre Lab course in line with the Programme Specification - *Candidates must be fluent in the English Language & evidence of this will be explored at interview; not below IELTS Level 7 required in spoken English, but will accept grade 6.5 in written English.*

23 e. Amended to January as the MA Theatre Lab course now runs from January to January rather than September to September.

42. Include BA Technical Theatre and Stage Management Course which also allows for students to apply for early release in order to undertake professional work at the end of their course.

Academic Regulations
2021-2022

These regulations are subject to approval by King's College London Academic Board through its committee governance structure incorporating the King's committees.

Compliance

1   All of the following are required to comply with the Academic Regulations and Academic Policies of the Inns of Court College of Advocacy (the ICCA).

1.1   a) Enrolled students (as a condition of continuing enrolment), enrolled on:
- The ICCA Bar Course Part One;
- The ICCA Bar Course Part Two;
      b) Academic Staff;
      c) Professional Services Staff;
      d) External Examiners.

1.2   Stakeholders must comply with the regulatory framework in order to: a) avoid putting the ICCA or its validating academic partner King's College London at risk, b) safeguard the quality and standards of the ICCA Bar Course programme and award, c) adhere to principles of natural justice, d) comply with external legislation, e) ensure the quality of the student experience.

2   The ICCA Academic Regulations and Academic Policies will apply to all students enrolled on the ICCA Bar Course programme. The ICCA Academic Regulations and Policies that are in place at the date of a student's enrolment shall apply to that student until completion of the programme (including until completion of assessment re-sits). In the event of inconsistency between the Academic Regulations and the Academic Policies, the Academic Regulations apply. Amendments to the ICCA Bar Course Academic Regulations will not normally be introduced during an academic year. For these purposes an academic year is the period from 1 September to 31 August of the following year

3   The ICCA offers teaching and study at postgraduate level, leading to achievement of a pass classification on the ICCA Bar Course and the King's College London Postgraduate Diploma in Bar Practice (PGDip) award at Level 7 of the framework for higher education qualifications of UK degree awarding bodies.

Other ICCA Regulations

4   The Academic Regulations of the ICCA are informed by, and comply with, the following:

      a) principles of good practice;
      b) external legislation;
      c) Office for Students (OfS) requirements;
      d) Professional, Statutory and Regulatory Bodies, including at (e) to (i) below;
      e) the Bar Standards Board (BSB) Professional Statement;
      f) the BSB Curriculum and Assessment Strategy;
      g) the BSB authorisation framework for Authorised Education and Training Organisations;
      i) the BSB Handbook (where relevant in accordance with BSB Bar training and qualification rules).

ICCA Bar Course Admission

5   Students who meet ICCA Bar Course entrance requirements may be admitted to the ICCA.

Fair Admissions Policy

5.1   The ICCA is committed to the recruitment of students with the greatest academic ability and potential, irrespective of their social, cultural and economic background. The ICCA is committed to equality in education and applications are considered on their individual

merits, based wholly on the information provided by the applicant through the application process.

5.2   The ICCA is committed to fair, transparent and consistent admissions practices and aims to offer clear advice and guidance to prospective applicants to enable them to make informed choices.

5.3   All applications to the ICCA shall be considered in accordance with the Admissions Policy which applies to all categories of applicants to the ICCA Bar Course and is intended to provide a central policy to support all procedures involved in selection and admission of students.

5.4   An Admissions Appeal Procedure is available for applicants who are unsuccessful in applying for admission to the ICCA Bar Course and who wish to appeal the decision. The Admissions Appeal Procedure is annexed to the Admissions Policy.

Admissions Process

5.5   The ICCA currently operates a single admissions selection process. This means that a student offered admission to Part One of the ICCA Bar Course will also be selected for admission to Part Two, subject to successfully passing Part One assessments and meeting admission requirements in accordance with these regulations.

Entrance Qualification and Requirements

5.6   The academic admissions requirements are set by the Dean of the ICCA and must be approved by the ICCA Board of Governors. These are in addition to the mandatory admissions criteria set by the Bar Standards Board (BSB) as the Professional, Statutory and Regulatory Body for the profession.

5.7   The ICCA publishes entry criteria in a printed and online prospectus and on a course specification sheet also accessible via the ICCA website. The information will be accurate, clear, unambiguous and timely. As such, the ICCA will not alter admissions criteria during the application cycle.

5.8   Applications will be assessed against the advertised entry criteria for the ICCA Bar Course.

5.9   To be admitted to the ICCA Bar Course (both Part One and Part Two) a student must:

   a) comply with the admissions process as specified in the Admissions Policy;
   b) satisfy the admission requirements as specified in the Admissions Policy and associated entry criteria;
   c) have satisfactorily demonstrated, taking into account individual circumstances, the skills and intellectual maturity necessary to gain full advantage from the educational experience offered by the ICCA Bar Course;
   d) meet the admissions requirements of the BSB, including but not limited to minimum English language requirements (see 5.10)
   e) disclose relevant criminal convictions or pending Criminal Proceedings at enrolment
   f) have an appropriate visa, where applicable, and have satisfied the requirements of UK Visas and Immigration (UKVI)
   g) comply with the enrolment procedure
   h) act reasonably and fairly and treat the admissions process in a respectful manner.

5.10   The language of instruction is English and all students must be proficient to a minimum standard of IELTS Level 7.5 in all disciplines or a minimum score of 73 in each part of the Pearson Test of English (academic). Competency in English to the required standard must be confirmed as part of the admissions process. The entry requirements are outlined in the printed and online prospectus and on the course specification sheet also accessible via the ICCA website.

5.11   If the ICCA considers that any aspect of a student's language ability is not at the required level after they have commenced the course, the ICCA will, as soon as the issue is identified, require the student to:

  a) take one of the language tests above, and
  b) provide a test certificate certifying that they have achieved the required scores within 28 days.

5.12   Certificates issued by an English language test provider verifying the score achieved by a candidate in one of the above tests must be current and valid by reference to the rules of that English language test provider. If the student fails to provide evidence that they have achieved the required scores within 28 days of being asked to do so, the ICCA will require the student to withdraw from the ICCA Bar Course. The ICCA will consider an application by such a student for readmission to the ICCA Bar Course at a later stage if satisfied of the student's English language proficiency, provided that the student has not exceeded the maximum period of registration for the course.

5.13   Students are required to provide proof of all entry qualifications. This documentation must be verified by the ICCA. All offers of study to the ICCA are conditional on the provision of proof to the satisfaction of the ICCA.

5.14   A student is liable for exclusion from the ICCA Bar Course if:

  a) they do not comply with any reasonable request to provide such proof;
  b) they make a false claim in respect of application for admission;
  c) they present false or fraudulent evidence of qualifications;
  d) they engage another person to impersonate them; or
  e) they impersonate another person in connection with an application for admission or in providing evidence of qualifications.

5.15   In accordance with the ICCA student disciplinary processes, as contained in the ICCA Student Conduct Policy, the ICCA shall report any such behaviour to the relevant Inn of Court to enable the Inn to assess whether the candidate is a fit and proper person to be called to the Bar.

5.16   For recognition of prior learning and experience see 7.

5.17   In order to be allowed to enrol onto Part Two of the ICCA Bar Course students must additionally comply with the further requirement to have joined an Inn of Court (see 6, below) and must satisfy the progression requirements at 13.2 and 13.4, below.

ICCA Bar Course Deferrals

5.18   Applicants who have been offered admission to the ICCA Bar Course may, prior to enrolment, apply for deferral of their place for a period of up to one year from the specified date of commencement of Part One. Students who choose to defer their place will be liable to pay the fees that apply at the date upon which they commence the Course (see 15, below).

5.19   The ICCA recognises that circumstances may arise after acceptance of an offer of admission which prevent, for good reason, students from commencing or continuing Parts One or Two when required and applications for Interruption of Studies will be considered on an individual basis in accordance with the Interruption of Studies procedure.

5.20   Students who are required to obtain a visa in order to undertake Part Two of the Bar Course should be aware that visa regulations may restrict their ability to defer their place on Part Two of the course. It is the responsibility of all students to ensure that they have the necessary permission to study in the UK before commencing Part Two of the ICCA Bar Course and/or before making an application to defer their place on the course.

Admission to an Inn of Court

6   Before enrolling on Part Two of the ICCA Bar Course, a student must be a student member of an Inn of Court.

6.1   It is a condition of enrolment onto Part Two of the ICCA Bar Course that students join an Inn of Court.

6.2   Applications must be made to the Inns (not to the ICCA) no later than 12 weeks prior to starting Part Two. Where a student has reason to believe that their application for Inn membership may not be straightforward (e.g. where they have a disciplinary offence or criminal conviction that they are under a duty to declare), the student is strongly advised to allow for the extra time that consideration of their case may take and apply to the Inn well in advance of the deadline. BSB Regulations on joining an Inn of Court are contained in the Bar Qualification Rules in Part 4 of the BSB Handbook, section B2.

6.3   Where membership of an Inn is withdrawn for disciplinary or other reasons then the student must withdraw from the ICCA Bar Course with immediate effect, in accordance with the ICCA Student Conduct Policy.

6.4   Admission of a student to the ICCA does not afford to that student membership to an Inn of Court. Student membership of an Inn is distinct from admission as a student to the ICCA Bar Course.

6.5   Admission of a student to the ICCA does not afford to that student any preferential treatment by the Inns whatsoever, including as to Call to the Bar and to the provision of any awards and/or scholarships by the Inns.

Recognition of Prior Learning and Equivalent Qualifications

7   The ICCA will consider applications for Recognition of Prior Learning (RPL) as part of the Admissions Process.

7.1   Prior Learning is previous study with an educational organisation which has been formally assessed and certified. RPL is the process whereby students can be given credit within their chosen programme of study for previous learning.

7.2   All applications for RPL shall be considered as part of the application process in accordance with the ICCA Bar Course RPL Policy which applies to all categories of applicants to the ICCA Bar Course.

7.3   The ICCA will consider applications for RPL towards:

   a) ICCA Bar Course entry qualifications of the ICCA (recognition of equivalent qualifications) (see 7.6).

   b) The modules on Part One of the ICCA Bar Course (see 7.7 and 13.2).

Applications for RPL towards ICCA Bar Course Entry Qualifications (Recognition of Equivalent Qualifications)

7.4   The ICCA will consider applications for recognition of equivalent qualifications from previous study with a recognised educational organisation which has been formally assessed and certified, towards meeting the entry criteria of the ICCA Bar Course.

7.5   Applicants are expected to have obtained an undergraduate degree at the point of enrolment. The typical minimum entry requirements are an Upper Second-Class degree (2:I) or equivalent in an acceptable Law Degree (QLD), or other degree with a Graduate Diploma in Law (GDL) at Commendation or above. The ICCA will accept applicants with a

wide range of equivalent qualifications on to the course, including international equivalencies, provided that a Certificate of Academic Standing has been obtained from the Bar Standards Board where necessary.~~.~~

7.6   All RPL applications will be assessed as part of the standard admissions process against the advertised entry requirements for the ICCA Bar Course and in accordance with the Admissions Policy.

Applications for RPL in respect of Part One modules

7.7   Applicants who can provide a valid transcript from a recognised bar vocational training Provider or Authorised Education and Training Organisation (AETO) demonstrating that they have passed ~~achievement in~~ the BSB centrally set assessments in Criminal Litigation, Evidence and Sentencing and/or Civil Litigation, Evidence and Alternative Dispute Resolution modules at the first or second attempt can apply for exemption from either or both of the corresponding ICCA Part One modules and credit transfer towards Part Two (see 13.2). The ICCA requires achievement on either or both modules to be within three years of the applicant's anticipated start date with the ICCA.

Applications for RPL in respect of Part Two modules

7.8   The ICCA does not recognise RPL towards credit for any of the modules on Part Two of the ICCA Bar Course.

Recognition of Prior Experience Learning

7.9   Recognition of Prior Experience Learning (REPL) is non-certified acquisition of relevant skills and knowledge, gained through relevant work experience which can be assessed, and retrospective certification or credit applied. The ICCA does not recognise REPL in respect of entry criteria or towards credit for any of the modules on the ICCA Bar Course.

Enrolment

8   Deadlines for enrolment on the ICCA Bar Course must be met. Enrolment beyond these deadlines is at the discretion of the ICCA.

8.1   Enrolment includes fulfilling the academic and regulatory requirements relating to the Bar Professional Training Course as specified in the Admissions Policy and the Entrance Criteria.

Part One Enrolment

8.2   Each student is required to enrol on Part One of the ICCA Bar Course. Enrolment for Part One is via an online portal. Access details and enrolment dates will be provided to each student in their notification of offer of admission to the ICCA Bar Course (offer notification).

8.3   Completion of online enrolment and ID verification must take place on the appointed enrolment date(s) specified in a student's offer notification.

8.4   Part One of the ICCA Bar Course is an online learning and study programme requiring neither physical attendance nor any specific geographical location for access to teaching and study materials.

8.5   To achieve success on Part One of the ICCA Bar Course students are expected to undertake 400 hours of learning. This includes not only online learning hours, but also preparation for these, private reading and study, and the completion of formative assessment tasks and revision.

8.6   Students will receive a recommended pace and programme of study for Part One to assist with planning individual progression.

Part Two Enrolment

8.7   Enrolment for Part Two of the ICCA Bar Course will take place in person at the designated premises of the ICCA. Enrolment dates and details will be provided to each student upon successful completion of Part One of the ICCA Bar Course.

8.8   Completion of online enrolment and ID verification must take place on the appointed enrolment date(s) specified in a notification to the student. Enrolment will typically take place during the induction week at the commencement of Part Two of the ICCA Bar Course.

8.9   Part Two of the ICCA Bar Course is a full-time learning and study programme. Students cannot enrol for part-time study on Part Two of the ICCA Bar Course.

8.10   To achieve success on Part Two of the ICCA Bar Course students are expected to undertake a further 800 hours of learning following the successful completion of 400 hours of learning from Part One. This includes all blended learning hours, preparation for small group sessions, private reading and study, and the completion of formative and summative assessment tasks and revision.

8.11   Enrolment on Part Two is not permitted unless Part One of the ICCA Bar Course has been successfully completed in accordance with these Regulations or the ICCA has approved an application for Recognition of Prior Learning towards Part One and offered admission to Part Two of the ICCA Bar Course.

8.12   Enrolment on Part Two includes clearance of any financial debts to the ICCA.

Concurrent Enrolment with another Authorised Education and Training Organisation (AETO)

8.13   Enrolment onto Part One or Part Two of the ICCA Bar Course is not permitted to any student concurrently enrolled on an equivalent course providing the vocational component of bar training with another AETO.

Concurrent Enrolment with the ICCA

8.14   No student may enrol concurrently on both Part One and Part Two of the ICCA Bar Course unless that student has been permitted to progress onto Part Two of the ICCA Bar Course before completing Part One in the circumstances set out at 13.3 of these Regulations .

Contact Details for All Students

8.15   The primary email address for all registered students shall be the ICCA email address issued at enrolment. Students are responsible for ensuring that they regularly check their ICCA email account.

8.16   It is the responsibility of all students to keep the ICCA informed of their current home and term-time address at all times.

8.17   All correspondence sent to students by the ICCA using the contact details on their record shall be deemed to have been received by the student concerned, unless proof of non-delivery is subsequently provided.

Attendance and Progression Monitoring

9   Students must meet the attendance requirements of the ICCA Bar Course. There is no physical attendance on Part One of the ICCA Bar Course, save for summative assessments

9.1   As an online learning and study programme, Part One of the ICCA Bar Course does not require or allow for physical attendance at the ICCA's learning and teaching facilities. In certain circumstances the ICCA may permit a student to sit the Part One assessments remotely using computer based technology (CBT). If the ICCA is unable to do this, or a student does not want to sit using CBT, the student will be required to sit the Part One assessment face-to-face Attendance at an approved assessment centre is required for the completion of Part One assessments. The ICCA will arrange for the hosting of centralised assessments at a number of locations in the United Kingdom, depending on need. Any application by a student to sit the centralised assessments at an overseas location will be considered on the merits of the individual application. and will, in any event, be granted only in exceptional circumstances.

Part Two Attendance Requirements

9.2   Part Two of the ICCA Bar Course is a full-time learning and study programme requiring student attendance at ICCA designated teaching facilities in London, United Kingdom. Students must attend Large Group Sessions, Small Group Sessions, formative and summative assessments and any such other Bar Course-related activities as required in the programme and module specification and individual student timetables. Part Two assessments will be taken by students in London and cannot be taken overseas.

9.3   The minimum attendance requirement on Part Two of the ICCA Bar Course is 80% of compulsory teaching and learning sessions (timetabled Large Group Sessions and Small Group Sessions). Students whose attendance falls below this attendance requirement are ineligible for summative assessment.

9.4   A student will be marked as absent from a compulsory teaching and learning sessions if they are more than 15 minutes late for that session, or leave without the Tutor's approval before its scheduled completion. Tutors may also mark a student as having been absent from a compulsory teaching and learning sessions if the student has not adequately prepared for or participated in that session. Part Two assessments will be taken by students in London and cannot be taken overseas.

Absence from Part Two of the ICCA Bar Course

9.53   Part Two students who are absent from classes or formative assessments or any required activity must report the absence to the ICCA in accordance the absence notification requirements on the ICCA Virtual Learning Environment (VLE) and in the ICCA Student Handbook.

Absence from Summative Assessments on Parts One and Two of the ICCA Bar Course

9.64   Students who are absent from a summative assessment or unable to meet a summative assessment deadline due to illness or other good reason must comply with the Mitigating Circumstances Procedure. Failure to attend or submit summative assessment will result in a mark of zero being recorded.

Progression Monitoring

9.57   Throughout the ICCA Bar Course, the ICCA employs student progress systems to monitor both academic progress and achievement of Professional Statement competences and to indicate at an early stage when students are at risk of failing to meet learning outcomes and competences through poor performance or attendance.

9.86   Students perceived to be failing to meet intended learning outcomes and competences will be contacted, in the first instance, by their Personal Tutor Where the student's progress

continues to be a cause for concern the ICCA Bar Course Leader will implement the procedures set out in the ICCA Student Attendance and Engagement Policy.

Periods of Registration and Interruption

10   Part Two of the ICCA Bar Course shall be a continuous period of study unless an interruption has been permitted and students must adhere to the requirements of minimum and maximum periods of registration following commencement of Part One.

Interruption of Studies

10.1   Students may apply for an interruption of Studies on grounds of illness or other adequate cause, provided that any one period of interruption does not exceed one year and that the total duration of the student's programme of study (encompassing Part one and Part Two of the ICCA Bar Course), including any interruption, does not exceed the maximum permissible period specified for the award. The Interruption of Studies procedure is accessible to students via the ICCA Virtual Learning Environment (VLE) and in the ICCA Student Handbook.

10.2   Part Two students who are required to obtain a Standard Visitor ~~short-term study~~ visa in order to undertake Part Two of the ICCA Bar Course should be aware that visa requirements may restrict their ability to return to the course if they interrupt their studies following enrolment on Part Two. Such students may be at risk of being refused a further Standard Visitor ~~short-term study~~ visa ~~on the following grounds~~t if UK Home Office staff believe that frequent or successive visits by a student amount to an attempt to live in the UK or to make the UK their main home. ~~:~~

~~(a)   successive use of the route if, for example, the student is seeking a second period of 6 months leave under the short-term study route where less than 2 months have passed since they last visited the UK for the purposes of short-term study;~~

~~(b)   frequent use of the route if, for example, the student is applying for in excess of 5 periods of 6 months leave under short-term study within a 5-year period.~~

It is the student's responsibility to ensure that they have any necessary permission to study in the UK before arranging to recommence Part Two of the ICCA Bar Course after a period of interruption.

ICCA Maximum Registration Period

10.3   When a student commences the ICCA Bar Course their anticipated completion date is within that same academic year. For these purposes an academic year comprises the cycle of first sit assessments on Part One and Part Two and referred or deferred assessments immediately following such first sit assessments. The ICCA requires that the ICCA Bar Course must normally be completed within a maximum of three years from commencement of Part One. For students who have documented mitigating circumstances that have been accepted through the ICCA's usual mitigating circumstances procedures, and who are still within the maximum number of sits permitted, the ICCA maximum time limit may be exceeded at the discretion of the ICCA Bar Course Leader to the next available sit only.

10.4   The Bar Standards Board requires that all candidates studying the vocational component must pass assessments in all subjects within five years of the date of enrolment in order to be called to the Bar. The ICCA Bar Course Leader cannot use his or her discretion under 10.3, above, to extend the ICCA maximum time limit beyond this five-year period.

Maximum period between Parts One and Part Two

10.5   A student who achieves success in Part One of the ICCA Bar Course shall not be permitted to commence Part Two of the ICCA Bar Course unless they are able to complete Part Two within the maximum time limit of three years from commencement of Part One as referred to at 10.3, above. For this reason, a student wishing to proceed to Part Two must nominate a Part Two commencement date to enable completion of the ICCA Bar Course within this time limit.

Transfer of Registration

11   Students may transfer registration to another AETO under certain conditions.

11.1   Transferring registration to a bar training course provided by another AETO is permissible, with the agreement of the ICCA and the other AETO involved, where there are good academic grounds in support of the transfer or other good cause.

ICCA Bar Course Module Specification and Credit Levels and Values

12   The ICCA Bar Course is required to have a published module specification, a credit level and credit value.

Credit Levels and Values

12.1   The ICCA Bar Course will be assigned to Level 7 of the framework for higher education qualifications of UK degree awarding bodies by the ICCA and its validating academic partner King's College London.

12.2   The ICCA Bar Course is a Level 7 Programme of 120 credits leading to the award of Postgraduate Diploma in Bar Practice (PGDip) from King's College, London (KCL).

12.3   The ICCA Bar Course comprises 40 credits at Level 7 for Part One and 80 credits at Level 7 for Part Two. The credit volume structure for the Part Two modules is in multiples of 2, ranging from 10 to 14 credits for each Part Two module.

Programme Specification and Credits

12.4   The ICCA Bar Course has a programme specification which is approved by the ICCA and KCL as part of the programme approval procedure and updated on an annual basis.

12.5   The programme specification will indicate the combination of modules that the student will have to take and pass and at what level (the credit tariff) in order to satisfy the examiners of the award.

12.6   The programme specification will also indicate any additional non-credit requirements necessary to meet the requirements for award.

12.7   The ICCA Bar Course must comply with the criteria established by the ICCA Education Committee and all questions related to the modification of programmes of study shall be referred to the Education Committee.

12.8   Amendments to the ICCA Bar Course Academic Regulations will not normally be introduced during an academic year. For these purposes an academic year is the period from 1 September to 31 August of the following year. Unless otherwise published, programme regulations are contained within programme specifications published on the ICCA website and/or VLE.

12.9   The ICCA Bar Course and its associated modules and regulations must be approved by the ICCA in accordance with the procedures agreed by the Board of Governors and/or its sub-

committees and must conform to the criteria established for the ICCA Bar Course programme of study before the programme may be offered. The regulations for the programme of study must specify which, if any, modules or combinations of modules must be passed before a student is eligible for the award.

12.10   The regulations for each programme of study shall specify the duration of the programme and shall also specify the minimum period of study for the award and the maximum period for which credit for the award may be counted. The period of study shall normally be continuous unless the otherwise permitted in accordance with these regulations.

Equality and Diversity

12.11   The ICCA will have due regard to its duties under the Equality Act 2010 and conduct equality impact assessments before making major changes to any programmes. The ICCA ensures that students and staff are aware of the Equality and Diversity Policy which will be published on the ICCA website/VLE and available from the ICCA administrative office.

12.12   The principles of equality and diversity are embedded in admissions processes, course design and delivery, and staff are provided with appropriate equality and diversity and/or cultural awareness training. The ICCA will use its own and BSB data on student performance to identify any equality and diversity issues to be explored.

Progression Requirements

13   Minimum progression requirements apply to progress from Part One to Part Two of the ICCA Bar Course.

13.1   The progression requirements for the ICCA Bar Course will be listed in the programme specification.

13.2   The usual minimum progression requirements to enable a student to progress from Part One to Part Two of the- ICCA Bar Course is 40 credits at Level 7 on Part One (which shall be achieved on successful completion of all Part One assessments at the first or second sit) such credits to be transferred towards the final award of Postgraduate Diploma in Bar Practice (PGDip) by King's College London and recognised as prior learning by King's College London as the ICCA's validating academic partner.

13.3   In exceptional circumstances, the Dean of the ICCA may recommend to the ICCA Examinations Board that a student be permitted to progress onto Part Two of the ICCA Bar Course before they have successfully completed all Part One assessments. If the Examinations Board permits a student to progress in those circumstances, the student will be expected to successfully complete any outstanding Part One assessments at the next available sitting (excluding any sitting discounted due to a successful application to defer by reason of mitigating circumstances). Failure to do so may result in the student's registration being terminated under regulation 53 of these academic regulations.

13.34   The BSB sets the standard for the pass mark for the centralised assessments, details about which can be accessed via the BSB website pertaining to centralised assessments, marking and results.

13.45   Progression to Part Two is subject to time limits for the purpose of preventing students progressing to the pupillage or work-based learning component of Bar training (usually fulfilled by pupillage) with stale or outdated knowledge (see 10).

Awarding of credit

14   To be awarded credit the whole module must be passed.

14.1   In order to complete and gain credit for the modules on Part One of the ICCA Bar Course a student must pass, to the standard prescribed by the BSB, the corresponding assessments for those modules. In order to complete a module and gain credit for that module on Part Two of the ICCA Bar Course a student must undertake the prescribed period of study and pass all module assessments to the standard prescribed by the ICCA, and satisfy any other conditions which may be set out by the ICCA.

14.2   Credits for individual modules on the ICCA Bar Course shall be set out in the Programme and Module Specification. Credit for a module cannot be divided.

Fee Payment Terms and Conditions

15   Fees are payable in accordance with these Regulations and those fees applicable to Parts One and Two as published on the ICCA website. The payment of the correct fees is the responsibility of the student.

Setting and Publication of Course Fees

15.1   Course fees are considered by the ICCA's Finance and Operations Committee, the ICCA Board of Governors and approved by the Trustees of the Council of the Inns of Court. Details of the fees payable for each Cycle of the ICCA Bar Course will be published on the ICCA website and will be included in the offer letter to each student.

Fee increases

15.2   The ICCA reserves the right to increase ~~tuition~~Course fees annually, to reflect changes in the cost of delivering the programme and any changes to regulatory costs.

15.3   The programme of study on the ICCA Bar Course is flexible and, as a result, some students may choose not to proceed to the first available Part Two Cycle to complete their programme of study. For both Part~~s~~ One and Part Two of the ICCA Bar Course, students will be expected to pay the fee that applies at the date they commence each Part. For this reason~~, this means~~ ~~that~~ a student who commences Part Two of the Course on a subsequent Course Cycle to that in which they commenced Part One will be required to pay the Part Two fees that apply for th at subsequent~~eir chosen~~ Course Cycle.

15.4   If a student's studies on Part Two of the ICCA Bar Course are interrupted or suspended for any reason, the fees when they commence or resume their studies may have increased. A student is entitled, under those circumstances, if they wish, to withdraw from the ICCA Bar Course. Students must notify the ICCA Registry Services by email at students@icca.ac.uk or in writing, no later than two weeks before the commencement of the Part Two Cycle to which the fee increase is due to take effect. Students will, in those circumstances, only be required to pay the fees up to the date of notice of withdrawal and you will not be

required to pay any further fee. A student's studies with the ICCA will thereafter be terminated.

15.5   If a student successfully completes Part One of the ICCA Bar Course, but does not complete Part Two they will not receive an award from the ICCA, although they may be able to use the 40 credits achieved to continue study with another Authorised Education and Training Organisation or Higher Education provider, subject to their individual policies on recognition of prior learning and experience.

Deposits

15.62   No deposit is payable by any student who accepts an offer of admission to the ICCA Bar Course.

Part One Fees

15.37   The fee for Part One of the ICCA Bar Course shall be payable on enrolment in accordance with the enrolment instructions published on the ICCA website.

15.48   In addition to the fees published on the ICCA website, Part One students may also be charged:

a) Any additional postage costs required to send the mandatory Practitioner textbooks to international addresses (postage within the UK is free);

b) Any additional costs (including venue hire, invigilation and courier fees) that arise should a student undertake the centralised assessments face-to-face in an international centre.

Part Two Fees

15.94   There shall be no fee payable for Part Two of the ICCA Bar Course until the successful completion of Part One.

15.105   A student who discontinues the ICCA Bar Course during Part One or following completion of Part One, either due to failing Part One or otherwise choosing not to continue to Part Two, shall not be liable for Part Two fees.

15.611   The fee for Part Two of the ICCA Bar Course shall be payable either in full on enrolment or in equal instalments instalments.in accordance with the enrolment instructions as published on the ICCA website. Payment for Part Two of the ICCA Bar Course is as follows:

a) Payment in full on enrolment; or
b) 50% at enrolment and the balancing 50% of the fee at the mid-way point of the Part Two course; or

c) 25% at enrolment and the balance of the fee in three equal instalments of 25% at monthly intervals thereafter.

No additional fees or interest will be incurred by those who prefer to stagger the payment of their fees.

Cancellation and Refunds

15.12 Part One Students have a right to cancel their registration on Part One within 14 days of enrolment. A student's right to cancel is in accordance with the Consumer Contracts (Information, Cancellation and Additional Charges) Regulations 2013 and permits a student a 'cooling off' period of 14 days to make a decision as to whether or not they wish to proceed with Part One of the ICCA Bar Course. A student who wishes to cancel must contact the ICCA Finance Department within 14 days of enrolment in accordance with the information on the ICCA website Part One enrolment pages. Following cancellation in accordance with these Regulations and the instructions on the ICCA website, the ICCA will cancel registration and refund the Part One Course fees within 14 days.

15.13 In the event of cancellation in accordance with 15.7, the ICCA shall not be responsible for any additional costs incurred by the student (see 15.26).

15.9 The ICCA shall allow for fee refunds on Part Two of the ICCA Bar Course as follows:

> a) If a student has paid the entirety of the Part Two fee on enrolment but chooses to discontinue their studies before the mid-point of the course (which shall be the final weekday of the tenth week of Part Two of the ICCA Bar Course), they will be refunded 50% of their fees.
> b) A student who has chosen to pay their fees in instalments as provided for in 15.6 (b) or (c), above, but chooses to discontinue their studies before the mid-point of the course will be liable for the first 50% of their fees but will not be liable for the balancing 50% of the Part Two fee. No refund shall be available to any such student who withdraws from the course after the mid-point (i.e. the final weekday of the tenth week of Part Two of the ICCA Bar Course).

15.10 No refunds shall be payable to students after enrolment on Part One after the statutory 14-day 'cooling off' period referred to at 15.7, whether or not the student successfully completes Part One.

15.11 A student whose registration is terminated in accordance with these regulations through misconduct or otherwise shall not be entitled to any refund of fees.

Awards and Financial Hardship

15.12 The ICCA does not offer scholarships, awards or bursaries but does operate a Hardship Fund. Students experiencing difficulty in meeting fees due to financial hardship, or otherwise, must contact the ICCA Registry Services Manager as soon as possible and any application for financial assistance will be considered on a case-by-case basis.

Interest and Collection Charges for Unpaid Fees

15.18 The ICCA reserves the right to charge interest at the Bank of England base rate, to pass on commission fees incurred as a result of instructing a third-party collection agent and to take legal action, through the courts, to recover any outstanding debts. For the avoidance of doubt, suspensions and cancellation of registration related to debt will only be imposed for the non-payment of debts for tuition fees or tuition-related fees.

Payments by Cheque

15.19 All cheques must be made payable to the Council of the Inns of Court. The ICCA reserves the right to charge an administration fee in respect of dishonoured cheques.

Outstanding Fees

15.20 A student who has not settled all outstanding debts for tuition or tuition-related fees will be sent a notification of impending suspension and given 14 days to make full payment. With immediate effect:

a) access to the VLE will be restricted;
b) coursework/assessment results will not be ratified by the Examinations Board;
c) coursework/assessment results (including individual module marks; ICCA Bar Course classification; King's College London PGDip award) will not be released to the student and such results will not be released to any third party, including the Inns;
d) the student will not be permitted to graduate or re-enrol.

15.~~16~~21 Until such time as they are formally suspended, a student, who has received a notification of impending suspension, will be required to sit assessments/submit coursework but will not have indicative or formative assessment marks released, nor have the marks for any assessment taken ratified by the Examinations Board.

15.~~17~~22 A student who fails to make payment within the 14 days of the notification of impending suspension will be sent a letter by the ICCA informing them that they have been formally suspended. In addition to the above restrictions, the act of suspension from the ICCA means a total prohibition on attendance at or access to the ICCA, including its teaching facilities and the student:

a) will not be permitted to sit assessments/submit coursework;
b) will not be permitted to use computing facilities or services;
c) will not be permitted to attend classes;
d) will not be permitted to access Student Records.

15.~~18~~23 A student who misses an assessment deadline as a result of suspension under the above will not be considered to have attempted that assessment. Students who subsequently have their suspension lifted will be permitted to sit the assessment at the next available opportunity without further penalty.

15.~~19~~24 Where a student misses a coursework deadline as a result of suspension but subsequently has their suspension lifted, the ICCA shall exercise its discretion to determine the most reasonable course of action to enable the student to proceed with their studies.

15.2~~0~~5 Any period of suspension where the suspension is subsequently lifted will not count towards the student's period of registration for the purposes of 10.2 of these Regulations (Maximum Period of Registration) but such a period of suspension will count towards the Bar Standards Board's longstop period of five years in which students are required to pass assessments in all modules in order to be called to the Bar (see 10.4).

15.2~~1~~6 Students who take an assessment and/or submit coursework but are subsequently suspended will not have their marks released nor their marks ratified in accordance with the above. Should the student subsequently have their suspension lifted, their marks will be released, and consideration of their results should follow as soon as possible (including by Chair's action if no meeting of the Examinations Board is scheduled to take place within a reasonable timeframe), unless the student's registration has been cancelled as below.

15.2~~2~~7 A student who is suspended under the above may have their ICCA registration cancelled after 14 days' written notice. They will have an opportunity to discuss any unpaid charges with a member of the Finance Department of the ICCA.

15.2~~3~~8 Students whose registration is cancelled under the above remain liable for payment of fees owing. Students who subsequently pay the outstanding sums must re-apply to re-enrol on the ICCA Bar Course. Acceptance on to the programme and accreditation of previous study will be subject to the admissions requirements of the ICCA applicable at the time of re-application.

15.2~~4~~9 A student who withdraws or interrupts from the programme may be charged pro rata tuition fees to the date of withdrawal or interruption and is required to pay the sum owing within 14 days of the date of invoice.

15.<s>25</s>30 Students who have not settled all outstanding debts for tuition or tuition-related fees shall not have results released to them (including individual module marks; ICCA Bar Course classification; King's College London PGDip award), nor will any such results shall be released to any third party, including the Inns of Court.

Additional Costs for Students

15.<s>26</s>31 In addition to the ICCA course fees applicable to Part One, students admitted to Part One of the ICCA Bar Course are responsible for:

a)   the cost of the Bar Course Aptitude Test (BCAT);

b)   Costs associated with joining an Inn as a student member, Inns' qualifying sessions and activities specifically organised by the Inns.

15.<s>23</s>27 The BCAT is required by the BSB for Admission to the ICCA Bar Course (see the Entry Criteria for details) and is administered by the BSB and not the ICCA.

15.<s>23</s>38 Student membership of an Inn is distinct from admission as a student to the ICCA Bar Course. All costs associated with Inn membership, call to the Bar, Qualifying Sessions and other activities of the Inns (not specifically included within the ICCA Bar Course) shall be the responsibility of the student and not of the ICCA.

ICCA Calendar

16   The ICCA Bar Course runs in two independent cycles commencing in August and January of each year.

16.1   The ICCA Bar Course cycles for each student cohort are as follows:

a) Cycle 1 – Part One September; Part Two March of the following year;
b) Cycle 2 – Part One January; Part Two September

16.2   A timetable and study planner for each student cohort shall be accessible on the ICCA website and/or VLE.

Learning and Teaching Facilities

17   The ICCA will ensure that its learning and teaching facilities are appropriate to achieve the outcomes necessary to the ICCA Bar Course and the level of the award. The ICCA Bar Course is validated by King's College London, however, ICCA students are not registered as students of King's College London and are not entitled to use any services or facilities of King's College London other than where specifically stated in these Academic Regulations or associated Policies.

ICCA Bar Course Part Two Staffing

17.1   The ICCA is committed to providing a high-quality learning and teaching experience to all students and shall ensure that staff are employed on all academic and administrative tasks sufficient to enable them to achieve those learning outcomes in the programme and module specification.

17.2   All staff will be qualified to perform their role and will keep up to date with areas of professional development relevant to their role, in line with the staff development policy of the ICCA. Such CPD includes subject matter expertise, student well-being and equality and diversity training. The ICCA has a Teaching and Learning Strategy (T&LS) which sets out the ICCA's initiatives and Guiding Principles.

Class sizes

17.3   The size of taught groups on Part Two of the ICCA Bar Course will be appropriate to the skills session being taught and the type of activity involved. The ICCA will teach in small groups, usually comprising no more than 6 students, for the teaching of advocacy and conference skills where interaction with every student in the group is fundamental to delivery and individual feedback is part of the session. The ICCA will teach in larger groups, usually comprising no more than 12 students, for Opinion Writing and Drafting skills courses which are better suited for delivery of knowledge and demonstrations but where interaction is more limited.

Virtual Learning Environment

17.4   The ICCA will employ a virtual learning environment (VLE) for all Bar Course students appropriate for delivery of the programme module information and skills. All teaching on Part One of the ICCA Bar Course will be via the VLE. Part Two students will have access to the VLE to gain access to teaching and study materials other than provided in taught classes other activities.

ICCA Bar Course Administration and IT

17.5   The ICCA has a dedicated Registry Services Team to support ICCA Bar Course students.

17.6   The ICCA provides technical IT support to staff. Students are expected to use their own IT. Where IT systems and internet access are used within the Inns' libraries or other study space, support is available through the Inns' IT departments. Students with specific accessibility requirements will be dealt with on a case-by-case basis and software and hardware support may be made available. An online and telephone helpdesk will be available to support VLE users.

Library and Legal Research Facilities

17.7   Students who are student members of an Inn may normally use the library facilities of the Inns. The ICCA does not otherwise provide library facilities to Part One students.

17.8   The ICCA provides access via the VLE, to online library and research facilities for Part Two students.

Teaching Accommodation and Facilities

ICCA Bar Course Part One

17.9   Part One of the ICCA Bar Course is an online course of study designed to enable students to achieve those learning outcomes and competences in the programme and module specification of Part One without an attendance requirement.

17.10   Part One students shall be provided access to a Virtual Learning Environment (VLE) and to such other online facilities as deemed appropriate by the ICCA to enable students to achieve those learning outcomes and competences in the programme and module specification of Part One.

ICCA Bar Course Part Two

17.11   Part Two students will have access to a VLE and to teaching accommodation and facilities appropriate to enable students to achieve those learning outcomes and competences in the programme and module specification of Part Two.

17.12   The ICCA has teaching spaces appropriate for the Bar Course including:

a) appropriate acoustics and sight lines for the purpose of teaching those skills within the Part Two programme and module specification;

b) audio and video recording equipment for skills sessions to be recorded and made available to students outside of classroom sessions;

c) facilities to display learning and teaching materials to enhance the student experience.

Personal Tutors, Pastoral support and Counselling Services

17.13   Students on Part One of the ICCA Bar Course will be allocated a designated Personal Tutor to provide pastoral support and guidance. Students on Part Two of the ICCA Bar Course will be allocated a designated Personal Tutor to provide pastoral support and academic advice on issues including:

a) study skills;

b) assessments technique;

c) contacting staff;

d) withdrawal and deferral;

e) appeals.

17.14   Counselling services and information about how to access them will be available to each student via the ICCA website and/or VLE. Students may also contact their designated Personal Tutor to receive information on how to access these services. The ICCA will provide a clear referral process. Students should refer to the Wellbeing section of the ICCA Student Handbook.

Support for Students with a Disability

17.15   The ICCA will make all reasonable adjustments to accommodate students with a disability.

17.16   The ICCA will provide clear and accessible procedures to identify and evaluate support requirements for any student with a disability. Further details are contained within the enrolment sections on the ICCA website/VLE and in the ICCA Student Handbook.

Learning Support

17.17   The ICCA will accommodate and assist students with learning support needs to provide an environment that gives all students an equal opportunity for learning and studying at the ICCA.

17.18   Students with a diagnosed Specific Learning Difficulty (SpLD) or a medical condition (including mental health), that may affect learning and studying at the ICCA, can apply for learning support by way of a Learning Support Agreement in accordance with information published in the ICCA Student Handbook.

17.19   Students may also apply for Personalised Assessments Arrangements (PAA) to assist with summative assessments at the ICCA (see 34 below) in accordance with the Personalised Assessments Arrangements Procedure.

Careers Advice and Pro Bono Opportunities

17.20   The ICCA will provide students with a Careers Service, including guidance on pupillage applications and interviews, pursuing a career at the Bar and alternative career choices where transferable skills from the ICCA Bar Course are identified. This service will be available to all students for the entire period during which they are enrolled as a student on the ICCA Bar Course. Students who complete Part Two of the ICCA Bar Course will also be able to access the ICCA Careers service for a period of one year after the termination of their studies at the ICCA, irrespective of whether they passed or failed the Bar Course.

Details of the careers services available are contained in the ICCA Student Handbook and on the ICCA website and/or VLE.

17.21   The ICCA will provide students with information about opportunities for undertaking Pro Bono activities, including the value of these activities in enhancing their vocational development and employability.

Destinations Data

17.22   The ICCA will use best endeavours to collect meaningful destinations data from graduates for up to five years after graduation and encourages former students to provide such data.

Assessment

18   The purpose of assessment is to allow candidates to demonstrate the Competences set out in the Professional Statement.

18.1   The course contains two types of assessment: formative and summative.

-    Formative assessment is employed for student development and does not count towards the final mark or classification. The ICCA is responsible for setting and marking formative assessments and shall give feedback to enable student improvement and progression.
-    Summative assessments shall all count towards the final mark and classification awarded on the ICCA Bar Course and the award of the King's College London Postgraduate Diploma.

18.2   Each summative assessment will be preceded by at least one formative assessment on which students must receive individual tutor feedback.

18.3   It will be clearly communicated to students which assessments are formative and which are summative.

18.4   Unless otherwise specified, references to assessments below are to summative assessments.

18.5   Students are normally required to complete the ICCA Bar Course within the ICCA maximum registration period of three years (see 10.3, above). Students must, in any event, meet the requirement set by the Bar Standards Board that candidates studying the vocational component must pass assessments in all subjects within five years of the date of enrolment in order to be called to the Bar (see 10.4, above).

19   Assessment regulations will conform to the BSB assessment framework. All assessment will be conducted in accordance with the QAA UK Quality Code for Higher Education.

Register of Students

20   Students registered for assessments are expected to be present or submit on the dates specified. Failure to do so may result in a mark of zero.

20.1   The ICCA shall maintain an accurate record of enrolled students eligible to take assessments.

Assessment Timetables

20.2   The timetables for the assessments in Part One and Part Two shall be published by the ICCA for each cohort at the commencement of their studies.

20.3   Part One assessments are BSB Central Examination Board (CEB) centralised assessments, the dates for which are set in advance by the BSB and not by the ICCA. The BSB will prescribe the number of available sittings in each year.

20.4   All assessments in Part Two of the ICCA Bar Course will have dates and deadlines determined by the ICCA.

20.5   Assessment dates set by the ICCA will not be indirectly discriminatory and will avoid, wherever possible, clashing with significant religious holidays.

Assessment Setting and Marking Policy

21   The ICCA shall maintain clear and transparent processes for the setting, marking and moderation of assessments on Part Two of the ICCA Bar Course. Details can be found in the ICCA Assessment, Marking and Moderation Policy.

Part One Assessments

21.1   All assessments in Part One of the ICCA Bar Course are centralised assessments. These assessments are set on behalf of the BSB by the Central Examination Board (CEB). The CEB comprises a Chair, teams of examiners (a Chief Examiner and Assistant Chief Examiners for each knowledge area), and senior staff from the BSB. The Chair and the examiners contribute a mix of both academic and practitioner experience. Psychometric and assessment experts support the work of the CEB. The work of the CEB is subject to oversight by an independent observer. The ICCA takes no part in the setting or marking of centralised assessments.

Part Two Assessments

21.2   The setting, marking and moderation of assessments by the ICCA on Part Two of the ICCA Bar Course shall be conducted in accordance with the ICCA Assessment Setting, Marking and Moderation Policy which contains clear protocols for the following:

a) the setting and marking of assessments;
b) appointment and consultation with external examiners;
c) assessment approval by external examiners;
d) assistance to external examiners appointed by the BSB;
e) consistency between markers
f) second marking boundaries;
g) consultation with third markers following significant disagreement between first and second markers;
h) consultation with external examiners to resolve marking disagreements;
i) the finality of external examiners' decisions;
j) the prohibition on reusing questions in the Part Two summative assessments within a three-year period);
k) to maintain fairness, ensuring questions for examinations and reassessment are similar but neither repeated nor identical;
l) the secure storage, delivery and collection of assessment papers and marking material to approved assessment centres and between markers and external examiners;
m) the maintenance of appropriate assessment records;
n) the use and training of invigilators;
o) staff training and development;
p) the requirement for assessors to annotate scripts with feedback on errors and areas for improvement to assist the external examiner or moderator by providing a rationale for the mark awarded;

q) fairness and consistency of approach between markers;
r) clear and outcomes-focused assessment feedback to students;
s) ensuring best practice;
t) Examination Boards.

21.3 The Assessment Setting, Marking and Moderation Policy shall be reviewed annually by the ICCA Education Committee, the ICCA Examinations Board, the regulator, external examiner and any collaborative partner externals.

Module Assessment Methods

22 Modules are assessed by those methods appropriate to the level as set out in the programme and module specification and in accordance with the BSB examination regulatory framework.

Assessment Component Requirements

23 The assessment requirements and weighting of each component of the ICCA Bar Course shall conform to regulatory requirements and are set out in the programme and module specification, available in the ICCA Student Handbook and on the ICCA website and/or VLE. To pass the ICCA Bar Course and achieve the King's College London Postgraduate Diploma award students must pass every assessment.

No Credit Across Modules

23.1 The ICCA does not permit marks gained in one ICCA Bar Course module to be credited towards marks in another module.

No Compensation for Failure

23.2 Under no circumstances may a student's overall performance on the course compensate for partial failure in a module assessment for the ICCA Bar Course. All components of the course must be taken and passed to the requisite standard.

Confidentiality of Assessment Papers

24 Examiners shall preserve the confidentiality of unseen assessment papers until taken by students.

24.1 Disclosure of questions in advance of an unseen assessments is an offence and may lead to action being taken under the disciplinary procedures of the ICCA.

24.2 Examiners are required to preserve the confidentiality of any individual questions that are intended to be used, or reused, for assessment.

24.3 Individual programme regulations may prescribe conditions for assessment where prior disclosure of questions is applicable. In such cases the question papers must be made available to students at the same time.

24.4 Examiners will ensure that information relating to assessment is held securely in accordance with relevant ICCA policies and procedures in relation to the processing of personal data.

Identification of Students

25   The identity of students shall be withheld from all examiners of written summative assessments in so far as is practicable until the complete marking process has been conducted.

25.1   Members of the ICCA Examinations Board and ICCA Education Committee shall have the right to see the scripts and any other assessed work, including coursework, of any student on an ICCA Bar Course Part Two module.

Assessment Scripts, Other Written Assignments and Marking

26   ICCA Bar Course Part Two marking material including assessment scripts and film recordings and examiners' marking notes of oral assessments are the property of the ICCA and shall be held securely. Answers provided by students in Part One Assessments to Multiple Choice and Single Best Answer Questions are the property of the BSB and are not set by or provided to the ICCA.

Part One Assessments

26.1   Answers provided by students in Part One Assessments to Multiple Choice and Single Best Answer Questions are machine-marked by the BSB and not the ICCA.

Part Two Assessments

26.2   Marking material shall be distributed to Examiners and/or Assessors in accordance with the instructions from the ICCA Education Committee.

26.3   Marking material and lists of marks are confidential. Such material may be delivered by hand (including by courier), through 'recorded delivery' or by other secure process. Internal mail arrangements will not be used, unless circumstances prevent all other forms of delivery.

26.4   Examiners will make and retain a written copy of mark lists or other assessment details before passing on scripts, etc. to another marker or to the Chair of the Examinations Board.

26.5   The ICCA shall ensure that clear processes are maintained to record the delivery and receipt of marking material and lists of marks.

26.6   Scripts for written assessments and examiners' marking notes of oral assessments will not be provided to students. However, save where the regulations otherwise provide, scripts and marking notes relating to formative assessments may be returned to students.

Marking Range

27   All Part Two assessments are marked out of 100 in accordance with the specific marking criteria for each Bar Course module as contained in the ICCA Bar Course Programme and Module Specification. Examiners should use the full range of marks.

27.1   The specific marking criteria and individual module outcomes are contained in the ICCA Bar Course Programme and Module Specification.

~~Red Light Rule and~~ Fatal Flaw

28   ~~The 'Red Light Rule' and~~The 'fatal flaw' rule may be applied in ICCA Bar Course Part Two skills assessments (Advocacy, Opinion Writing (incorporating Legal Research), Drafting, Conference Skills and Professional Ethics) in accordance with BSB assessment regulations.

28.1   A student will fail a skills assessment if it is found that they have committed a "fatal flaw", even if they have otherwise gained sufficient marks in order to pass. A fatal flaw could be, but is not limited to:

(a)   A significant and grave error of law or procedure;

(b)   An error in legal or case analysis that is so clearly incorrect that it would put the interests of the client(s) at risk;

(c)   An error in legal or case analysis that is so clearly incorrect that it puts the barrister at risk of liability for negligence or a disciplinary finding.

~~The 'Red Light Rule' applies where, even if a student gains an overall pass, they may fail an assessment if their legal, factual or case analysis is so clearly incorrect that it would:~~

~~a) put the interests of the client(s) at risk; and/or~~

~~b) put the barrister at risk of liability for negligence or a disciplinary finding.~~

~~28.2   A student may also be deemed to have failed if it is considered that they have committed a 'fatal flaw'. A fatal flaw within the assessment is defined, for these purposes, as~~

~~a) a significant and grave error of law or procedure; and/or~~

~~b) a failure to meet appropriate standards of professional ethics.~~

Scaling of Marks

29   The ICCA shall not scale assessment marks for ICCA Bar Course Part Two assessments. The passing standard for Part One centralised assessments may differ between sittings and is the remit of the BSB and not the ICCA.

29.1   The mark required to achieve the pass standard in each of the Part One centralised assessments is determined by the BSB Central Examination Board (CEB), and not by the ICCA, at each sitting by a process of standard setting that reflects the difficulty of the questions used in each assessment. The passing standard is the same for every centrally assessed examination, but the mark required to achieve that passing standard may differ between sittings. Best practice for standard setting to determine the pass mark involves a systematic way of gathering value judgements, reaching consensus and expressing that consensus as a single score on a test. The CEB uses test-centered standards. Each candidate's performance is judged solely in relation to the passing standard, irrespective of the performance of the group of examinees on each assessment. The approach of the CEB to setting the passing standard is contained in the BSB Handbook and BSB curriculum and assessment strategy.

29.2   Scaling of module marks or final overall scores in Part Two to a predetermined distribution shall not be employed by the ICCA examiners.

Publication of Assessment Results

30   Results of assessments are confidential until the ICCA Examinations Board has met to ratify the results.

31   Assessment results will be communicated to all students within a cohort at the same time and in the same manner, once ratified by the Examinations Board.

Publication of Summative Assessment results

31.1   The ICCA does not provide students with provisional marks or results (i.e. post-marking but prior to ratification by the ICCA Examinations Board).

31.2   The ICCA will only publish marks/results which have been ratified by the ICCA Examinations Board.

31.3   The only occasion when a decision relating to results ratified by the ICCA Examinations Board can be modified is under the provisions of the academic appeals process.

31.4   Students will be advised of their marks routinely after the results have been ratified by the ICCA Examinations Board.

31.5   The provision of final module results from the ICCA will include whether the result for each module was achieved at the first or second attempt.

31.6   The ICCA shall securely maintain records of individual student results for a period of 5 years from completion of the ICCA Bar Course or withdrawal from Part One or Part Two, such period being determined by the period of validity of the qualification as specified in the Bar Qualification Rules in the BSB Handbook.

31.7   The assessment marks of individual students may be released on request to Government agencies and Research Councils for the purposes of assessing applications for studentships for postgraduate degrees; to AETOs within the United Kingdom for the purposes of credit transfer; to the BSB for the purpose of compliance with the ICCA's regulatory requirements; to the student's Inn of Court for the purpose of call to the Bar; as otherwise required for regulatory purposes.

Reassessment/Failure

32   Reassessment is not permitted for assessments of any module assessment already passed by students. For a failed assessment, one reassessment opportunity is permitted. The final module mark following reassessment is capped at the relevant pass mark.

Part One Assessments

32.1   A student will not normally be permitted to enrol on Part Two of the ICCA Bar Course where, following completion of Part One, they have failed any centralised BSB assessment, at both the first attempt and at the second attempt (excluding any assessment(s) discounted due to mitigating circumstances). A student's registration for Part Two will thereafter be terminated, unless they are permitted a third attempt as set out in the circumstances set out below at 32.2.

32.2   If a student fails a BSB centralised assessment both at the first and second attempts but achieves a mark of 58% or 59% (a 'marginal fail') in either attempt, the Dean of the ICCA may recommend to the Examination Board that the student be allowed a third and final attempt. The Examination Board will have the discretion to allow the student a third attempt if it is satisfied, based on evidence of performance on the Module and in any other assessments, that the student is likely to pass the assessment at this third attempt.

32.3   Where any Part One Module BSB centralised assessment has been failed at a third attempt (excluding any assessment(s) discounted due to mitigating circumstances), the student's registration for Part Two will be terminated.

32.24   The final module mark following any reassessment will be capped at the relevant pass mark.

32.53   The individual assessment marks will be recorded uncapped on the student administration system but the overall module mark will be capped at the relevant pass mark.

32.46   All assessments on Part One of the ICCA Bar Course are centralised assessments set by the BSB's CEB. The dates for centralised assessments are determined by the BSB and normally take place in April, August and December of each calendar year. For this reason, following a first sit assessment failure a candidate may be unable to attempt reassessment in time to meet the enrolment and commencement dates of next available ICCA Part Two course. A

student so affected, who is successful on reassessment, will be permitted to enrol on the next available ICCA Part Two.

32.57   For the reasons outlined at 32.4, a student deferring an assessment may be unable to attempt a first assessment or first reassessment in time to meet the enrolment and commencement dates of next available Part Two course. A student so affected who is successful on the first assessment or first reassessment will be permitted to enrol on the next available ICCA Part Two course.

Part Two Assessments

32.86   Where a student fails an assessment of any module in Part Two of the ICCA Bar Course, no more than one reassessment attempt is permitted (excluding any assessment attempt discounted due to successful application by reason of mitigating circumstances).

32.97   When a student is reassessed in a module, in no case shall the final module mark be higher than the relevant pass mark. Where the student fails to achieve a pass level for reassessment, the mark of the second assessment attempt will be recorded.

32.108   The individual assessment marks will be recorded uncapped on the student administration system but the overall module mark will be capped.

32.119   Reassessment shall be held at the next available sitting of that assessment as published on the assessments timetable.

32.120   Where a student has exhausted the permitted assessment attempts, and where this would prevent a student successfully completing their programme of study, the student's registration will be terminated.

Mitigating Circumstances

33   The ICCA considers mitigating circumstances as recognisably disruptive or unexpected events beyond the student's control that might have a significant and adverse impact on their academic performance. Marks will never be raised due to mitigating circumstances.

33.1   A student who attends, submits or participates in any form of assessment shall be considered by the ICCA to be in a position so to do; that is to say, they do not believe that they are affected by any mitigating circumstances, as defined above, which would have a significant and adverse impact on their academic performance. As such, any result achieved in that assessment will stand, subject to the exception provisions below.

33.2   Additionally, for summative assessmentsAdditionally, where attendance is required for summative assessments on Part Two of the Bar Course requiring attendance for assessment, the ICCA operates a 'Fit to Sit' policy whereby the student declares fitness to sit the assessment, in that they do not believe that they are affected by any mitigating circumstances, as defined above, which would have a significant and adverse impact on their academic performance. If a student self-declares fitness to sit the assessment, a subsequent mitigating circumstances claim will not, subject to the exception provisions at 33.5 to 33.6, below, be taken into consideration and any result achieved in that assessment will stand.

33.3   Failure or refusal by a student to sign a 'Fit to Sit' certificate at an assessment shall allow the assessor or invigilator to remove the student from the assessment. The assessment sitting shall stand unless the student is subsequently granted an authorised absence for mitigating circumstances in accordance with these provisions.

Absence from summative assessments owing to mitigating circumstances

33.4   At the discretion of the ICCA Examinations Board, a student may be granted an authorised absence from a summative assessment for which they are registered, provided that they submit a mitigating circumstances form prior to ratification of results and not more than 7 calendar days after the date of the assessment or submission deadline. Bona fide supporting evidence must be submitted with the mitigating circumstances form or, providing the mitigating circumstances form has been submitted within the timeframe outlined above, within 21 calendar days of the date of the affected assessment.

33.5   Exceptionally, a student who presents themselves for an assessment or submits coursework and/or (where applicable) signed the 'Fit to Sit' certificate may, at the discretion of the ICCA Examinations Board, be retrospectively granted an authorised absence from that assessment provided that they submit evidence of mitigating circumstances normally no more than seven calendar days after the date of the assessment or submission deadline. Bona fide supporting evidence must be submitted with the mitigating circumstances form or within 21 calendar days of the date of the affected assessment.

33.6   The mitigating circumstances form and supporting evidence will be reviewed in the first instance by the Dean of the ICCA (or nominee) who will decide whether to recommend to the ICCA Examinations Board that a student be granted an authorised absence.

33.7   In exercising their discretion as to whether to recommend that a student be granted an authorised absence, the Dean of the ICCA (or nominee) must be satisfied that the mitigating circumstances would: a) prevent or have prevented the student from sitting the assessment or submitting the assessment within the given timeframe; or b) have or had a significant and adverse impact on the student's performance in the assessment.

33.8   Additionally, in considering whether to recommend that a student be granted an authorised absence retrospectively, the Dean of the ICCA (or nominee) must be satisfied that the student has provided a good reason as to:

   a) why they did not follow the mitigating circumstances procedure before they presented themselves for an assessment or submitted coursework; and
   b) (for assessments requiring attendance) why they signed the 'Fit to Sit' form.

33.9   Where the Dean of the ICCA (or nominee) is satisfied that the conditions at 33.4 to 33.8, above, have been met, Dean of the ICCA (or nominee) will recommend to the ICCA Examinations Board that the student be granted an authorised absence from the assessment.

33.10   If the Dean of the ICCA (or nominee) decides not to recommend to the ICCA Examinations Board that a student should be granted an authorised absence under 33.9, above, the student will have the opportunity to resubmit a mitigation circumstances form, along with any additional evidence, to the Dean of the ICCA within 5 working days of the date that decision was communicated to them. If the resubmission is also rejected, the student has the right to appeal within 20 days of that decision, using the ICCA Academic Appeals Procedure.

33.11   Where the Dean of the ICCA (or nominee) does recommend to the ICCA Examinations Board that a student should be granted an authorised absence under 33.9, above, and the ICCA Examinations Board is also satisfied that the conditions at 33.4 to 33.8, above, have been met, the student will be granted an authorised absence from the assessment. The student will be deferred in the assessment and take a replacement assessment at the next available sitting of that assessment.

33.12   Where a student is deferred in an assessment and takes a replacement assessment, they will be examined as if for the first time (or second time if the deferred assessment was itself a second attempt) and the mark for the original attempt will not be considered by the Examinations Board.

33.13   A student who is absent from an assessment or fails to submit coursework for an assessment for which they are registered, without having been granted authorisation, will be regarded as having attempted the assessment and will be awarded a mark of zero for that assessment.

33.14   Where a student has attended assessment at a first and second sit but either are discounted due to mitigating circumstances, an assessment fee is payable for any third or subsequent sit at the discretion of the ICCA. For replacement attempts, the full range of marks shall be used.

Late arrivals to invigilated and supervised summative assessments

33.15   Any student who attends an invigilated assessment in respect of the ICCA Bar Course will be required to be seated 10 minutes before the scheduled and published time of commencement of the assessment. Any student who is more than 30 minutes late for an ICCA Bar Course assessment, whether that is a BSB centralised assessment on Part One or any of the supervised written assessments on Part Two, will not be permitted to commence the assessment.

33.16   Any student who is late for an invigilated and supervised ICCA Bar Course written assessment, who is permitted to commence the assessment after the start time, but within the first 30 minutes of the assessment, will not be permitted extra time at the end of the assessment.

Personalised Assessment Arrangements

34   Students may apply for Personalised Assessment Arrangements (PAA).

34.1   Personalised Assessment Arrangements (PAA) provide an environment that gives all students an equal opportunity for assessment.

34.2   Students with a diagnosed Specific Learning Difficulty (SpLD) or a medical condition (including mental health) that may affect assessment performance can apply for PAA in accordance with the Personalised Assessments Arrangements Procedure.

34.3   All PAA applicants are required to provide supporting evidence confirming their SpLD or medical condition and recommendations. All documents must be dated and signed by their author.

34.4   Applications must be made at least 2 calendar months before the assessment for which PAA is sought.

34.5   Students with a SpLD or medical condition may also apply for assistance with formative assessments and learning support during their ICCA Bar Course Part Two studies (see Learning Support above and in the ICCA Student Handbook).

Award

35   A student who is deemed by the ICCA to have passed the ICCA Bar Course in accordance with these regulations, will have successfully completed the Vocational Stage of Bar Training and will receive the academic award of a Postgraduate Diploma in Bar Practice

(PGDip) from King's College London. All awards have regard to the provisions of the QAA UK Quality Code for Higher Education.

ICCA Bar Course Classification and Certification

35.1   Failure to successfully complete the ICCA Bar Course will lead to a BSB classification of a fail and a PGDip will not be awarded. No exit awards will be conferred by the ICCA or King's College London.

35.2   Achieving success in the ICCA Bar Course by passing all modules as required by these regulations shall result in a BSB classification of a pass. Subject to 35.3, the ICCA further categorises individual module passes and the overall average mark on Part Two of the ICCA Bar Course in recognition of a student's level of achievement towards the King's College London award of Postgraduate Diploma in Bar Practice (PGDip) in accordance with the table below.

Classification of the ICCA	Mark
Pass	60-69
Merit	70-84
Distinction	85-100

35.3   A Distinction classification shall be awarded only where a student has passed all assessments at a first attempt (not including a first attempt of an assessment for which an authorised absence has been granted due to mitigating circumstances) and achieved an overall average mark of 85 or over.

35.4   A Merit classification shall be awarded only where:

a) A student has passed all assessments on Part One and Part Two at a first attempt (not including a first attempt of an assessment for which an authorised absence has been granted due to mitigating circumstances) and has achieved an overall average mark of 70-84 for the modules on Part Two of the course; or

b) A student has attempted an assessment at a second attempt in no more than one module on Part One or Part Two (not including any attempt for which an authorised absence has been granted due to mitigating circumstances) and has achieved an overall average mark of 70 or over for modules on Part Two of the course, such overall average mark to be calculated to include only the capped mark for the affected assessment.

35.5   The transcript of the ICCA Bar Course shall specify the marks achieved by a student in each ICCA Bar Course module on both Parts One and Two of the course, including whether that mark was achieved at the first or second attempt. Attempts that have been set aside due to mitigating circumstances shall not be included. The transcript shall further specify the PGDip classification for each Part Two module and the overall PGDip classification for that student.

King's College London Postgraduate Diploma Award

35.6   A student achieving a classification of pass or above on the ICCA Bar Course shall be entitled to the award of a Postgraduate Diploma in Bar Practice (PGDip) from King's College London and shall be provided with a PGDip certificate from King's College London. Certificates state the name of the college, the qualification and shall carry the signatures of the Principal & President and Chair of the Council.

Graduation

35.7   Students who pass the ICCA Bar Course and are awarded a Postgraduate Diploma in Bar Practice from King's College London are entitled to attend a King's College London graduation ceremony, such graduation ceremonies to be notified to students in good time during Part Two of the ICCA Bar Course.

Conferment and Revocation of Awards

35.8   The ICCA Examinations Board has the authority to confer and revoke the ICCA Bar Course classification and the King's College London award of Postgraduate Diploma in Bar Practice pursuant to these regulations and acting in conjunction with its validating partner King's College London acting under the Charter and Statutes of King's College London.

Conferment

35.9   The ICCA Examinations Board is the sole body having delegated authority to recommend the conferment of the awards for which they are responsible.

Revocation

35.10   The ICCA Bar Course classification and the King's College London award of Postgraduate Diploma in Bar Practice can be revoked and reissued, or revoked in its entirety under the following conditions:

   a) when there is satisfactory proof that there was an administrative error in the award made; or
   b) when, subsequent to award, the Examinations Board takes into account information which was unavailable at the time its original decision was made; or
   c) following a recommendation or ruling by the Misconduct Panel established to investigate alleged misconduct. No such recommendation will be made where any decision of the Misconduct Panel is subject to appeal.

Modification

35.11   Except under the provisions of an academic appeal, no decision of a properly convened and constituted ICCA Examinations Board acting within its terms of reference and within the regulations may be modified.

Academic Appeals

36   An academic appeals process is available to students. This cannot be used to challenge academic judgment or discretion.

36.1   Other than below, no decision of the ICCA Examinations Board, acting in accordance with ICCA regulations, may be modified.

36.2   The appeals process cannot be used to challenge academic judgment; appeals in respect of academic judgment will not be considered.

36.3   It is expected that all parties involved in an academic appeal will act reasonably and fairly and treat the process in a respectful manner. If inappropriate behaviour is displayed, action may be taken under the provisions of the Misconduct Regulations

36.4   The ICCA may pause or stop the consideration of any appeal submitted where the student is suspected to be in breach of the Misconduct Regulations and action should be taken under those regulations.

36.5   If an appeal contains matters which are subject to the Student Complaints procedure, within these Regulations (see 55), which includes complaints in respect of issues which

impact on the student's programme of study leading to a King's College London award (see 55.38), consideration of the appeal may be paused until the complaints process is complete. In such cases, the findings of the complaint investigation may be considered as evidence for the appeal.

36.6 Group appeals are permitted. In the first instance a group should raise any issues with the ICCA Bar Course Leader via their student representative or a nominated member of the group. If the matter is not resolved, the nominated student will then submit the appeal and communicate with the ICCA on behalf of the group. Any outcome of an appeal will apply to all members of the group.

Stage One Appeal

36.7 Students should submit a Stage One Appeal Form within 21 days of the release of ratified results. Appeals received after this deadline will only be accepted at the discretion of the ICCA Bar Course Leader.

36.8 A student may appeal on either or both of the following grounds:

    a) where there is evidence that assessment(s) may have been adversely affected by mitigating circumstances which the student was unable, or for valid reasons unwilling, to make known before the original decision was reached;

    b) where there is clear evidence that assessment(s) may have been adversely affected by a significant administrative error on the part of the ICCA or in the conduct of the assessment.

36.9 A Stage One appeal may be rejected before forwarding to the ICCA Examinations Board for consideration in the following circumstances:

    a) where the appeal is not made on the correct form, or the form is incomplete;

    b) where the appeal has been submitted late;

    c) where, if appealing on ground 36.8(a), there is no independent third-party evidence of the mitigating circumstances; or the evidence provided is not a certified translation;

    d) where the appeal contains no evidence that either of the grounds for review has been met;

    e) where the appeal relates to a CEB centralised assessment in Part One of the ICCA Bar Course and the procedures for an enhanced clerical error check and/or a review should have been followed;

    f) where the appeal is frivolous or vexatious; and/or

    g) where the appeal does not otherwise fall within the scope of this regulation and should be considered under an alternative regulation.

36.10 If the appeal is rejected at this stage a student can contest this decision but is not able to submit additional evidence.

36.11 Any contestation must be submitted to the Dean of the ICCA within 7 days of the date of notification of the decision. The Dean of the ICCA will consider whether the decision to reject the appeal was made in accordance with these regulations. If the contestation is accepted, the appeal will be passed to the Examinations Board for consideration. If the contestation is rejected, there are no further opportunities for the appeal to be considered by the ICCA and a Completion of Procedures letter will be sent to the student.

36.12 The ICCA Examinations Board will normally consider the appeal and report its decision to the Dean of the ICCA within 42 days of the release of results.

36.13 The ICCA Examinations Board will decide whether the grounds for appeal have been met or not. Where the ground(s) have been met, the Board will decide whether to modify or confirm its original decision. Where the ground(s) have not been met, the original decision

of the Board stands. The Board may also reject the appeal on any of the filter grounds set out in 36.9, or where the student has challenged academic judgment.

36.14   A written statement confirming the decision of the ICCA Examinations Board and the reasons for this will be prepared by the Chair of the said Board. This statement should be sent to the Dean of the ICCA and included in the outcome letter which is sent to the student.

Stage Two Appeal

36.15   Students may appeal the decision of the ICCA Examinations Board on any or all 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 Stage One submission and that sufficient evidence remains that the appeal warrants further consideration; and/or

b) that evidence can be produced of significant procedural error on the part of the ICCA in considering the appeal, and that sufficient evidence remains that the appeal warrants further consideration; and/or

c)   giving due consideration to the evidence and representations previously provided, the decision of the ICCA Examinations Board was unreasonable.

36.16   Students should submit a Stage Two Appeal Form within 14 days of the Stage One Appeal outcome. Appeals received after this deadline will only be accepted at the discretion of the Dean of the ICCA.

36.17   The Dean of the ICCA will normally advise the student in writing of their decision on the appeal request within 42 days of receipt. If it is determined that an appeal should be heard, an ICCA Bar Course Appeal Committee will be arranged in accordance with the Appeal Committee Structure.

Stage Two Appeal – Appeal Committee

36.18   The student may be represented at the Appeal Committee by another ICCA student member.

36.19   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.

36.20   If the student is to be represented or accompanied, the name of the person who is to attend with the student must be received in writing by the Dean of the ICCA at least 48 hours in advance of the Appeal Committee. The Chair of the Appeal Committee may accept or reject a request, and their decision will be final. The Chair of the Appeal Committee may refuse to permit a representative, friend or family member to attend where 48 hours' notice has not been received.

36.21   Written notice of the Appeal Committee will normally be sent to the student, together with the names of the Appeal Committee members and the Chair, and all documentary evidence, at least 14 days before the Appeal Committee date. Any concerns regarding documentation or membership of the Appeal Committee should be raised in writing by the student at the earliest opportunity to the Dean of the ICCA.

36.22   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 seven days before the Committee date. The Chair of the Appeal Committee may accept or reject new evidence, and their decision will be final.

36.23   The Appeal Committee shall consider the documentary evidence and invite the student and the ICCA Examinations Board Chair (or their nominee) to give evidence. Other persons shall be asked to attend to give evidence if the Appeal Committee wishes.

36.24   The absence of the student or the Chair of the ICCA Examinations Board will not prevent the Appeal Committee from taking place nor invalidate the proceedings. In the event that a student has indicated they will attend but then cannot do so for good reason, an adjournment would generally be considered.

36.25   The Appeal Committee will determine whether there is sufficient reason to challenge the Stage One Appeal outcome. If there is sufficient reason, the Appeal Committee can set aside the decision of the ICCA Examinations Board and replace it with one of its own, or it can refer the case back to the ICCA Examinations Board for fresh consideration with commentary. If there is insufficient reason, the appeal will be dismissed, and the outcome of the Stage One Appeal will stand.

36.26   Where an appeal is upheld, the Appeal Committee may set aside an attempt at an assignment or module and permit the student to be re-assessed in any specific assessment or specific module, not limited to those listed by the student in their appeal. The Appeal Committee has the discretion to consider other decisions, but these must comply with the ICCA's regulations and the relevant programme requirements.

36.27   At the conclusion of the Stage Two Appeals process the student will be sent a Completion of Procedures letter detailing the final outcome of the appeal.

Office of the Independent Adjudicator

36.28   A student who has exhausted all available appeal procedures of the ICCA who remains dissatisfied with its decision may complain to the ~~independent~~ Office of the Independent Adjudicator (OIA) in accordance with the procedures, time limits and terms of reference of the OIA.

Enhanced Clerical Error Checks and Reviews of Part One Assessments

37   A student may request the BSB to conduct an enhanced clerical error check and/or a review of a decision of the Central Examination Board (CEB) affecting a Part One centralised assessment.

37.1   Assessments for all modules in Part One of the ICCA Bar Course are centralised assessments set on behalf of the BSB by the CEB and all multiple-choice assessment answers are machine-marked by the BSB.

37.2   The Centralised Assessments Regulations governing Student Review have been designed for students who wish to clarify the arithmetical transcription of their marks for Part One assessments and/or request a review of a CEB decision which impacts on a cohort of students. Neither process involves a re-mark of the student's assessment paper.

37.3   An enhanced clerical error check is a procedure carried out by the BSB to ascertain whether or not there has been any error in the computation, scaling or transcription of a student's marks at the BSB that may have affected the outcome of an assessment.

37.4 A review is a procedure which may be followed by a student who has attempted a Part One centralised assessment in respect of a decision taken by the CEB in confirming cohort marks for that centralised assessment on the following grounds: that, in exercising its discretion to confirm cohort marks the CEB acted irrationally and/or in breach of natural justice.

37.5 Students wishing to request a review must wait until the Chair of the CEB's report has been published before submitting their request. To find out when the Chair's report is due to be published, candidates can visit the BSB website.

37.6 Applications for enhanced clerical error checks and/or reviews shall be conducted by students in accordance with the BSB procedure as contained in the Centralised Assessments Regulations governing Student Review as published on the BSB website. A fee is payable.

Interruption, Withdrawal, Suspension, Termination

Standard of Behaviour Expected of Students

38 The standard of behaviour expected of students at the ICCA must be consistent with upholding the good name and reputation of the Bar. As members of the ICCA community, students are expected to adhere to the regulations, procedures, policies and conventions of the ICCA, to show respect for the persons within and for the property of the ICCA community, and to behave in a way that does not interfere with the proper functioning, activities or reputation of the ICCA or its validating academic partner King's College London. Students must take responsibility to familiarise themselves with, and abide by, the rules, regulations and ethical standards required of them while studying the Bar Course at the ICCA.

Academic Honesty and Integrity

39 Students at the ICCA must adhere to high standards of honesty and integrity when taking assessments during the ICCA Bar Course.

39.1 Students shall not commit Academic Misconduct or Poor Academic Practice.

39.2 Academic Misconduct is any act or attempted act whereby a student:
   a) Intends to gain an unfair advantage in an assessment or in the determination of results for an assessment; and/or
   b) Intends to gain an unfair advantage for another student in an assessment or in the determination of results for an assessment; and/or
   c) Intends to disadvantage another student in an assessment or in the determination of results for an assessment; and/or which
   d) Undermines or is capable of undermining the integrity or reputation of the ICCA'S examination and assessment processes and/or the awards of the ICCA and/or its academic validating partner King's College London; and
   e) Where (in relation to a to d, above) there are no mitigating factors which would lead to the actions of the student to be deemed to be Poor Academic Practice.

39.3. An advantage is unfair if it places a student in a position they would or might not be in should the assessment, submission or process have been carried out in accordance with the requirements, instructions or conventions for that assessment and/or otherwise in accordance with the ICCA Regulations and Policies.

39.4 Poor Academic Practice is any act or omission by a student amounting to a breach of the requirements, instructions or conventions for that assessment and/or otherwise in accordance with the ICCA Regulations and Policies but where on the part of the student:

a) No intention to gain an unfair advantage is evident; and

b) No identifiable advantage was or may have been gained; and

c) The breach was due to carelessness or ineptitude; and

d) The breach took place in defensible ignorance of those regulations or conventions.

39.5 A second or further determination of Poor Academic Practice shall be treated as Academic Misconduct.

39.6 Unless otherwise specified, the regulations of the ICCA and the Student Conduct Policy are concerned with summative assessment. Summative assessment is where the mark contributes to the final award classification as opposed to formative assessment, which summarises the participants' development at a particular time, but does not contribute marks towards the overall ICCA Bar Course classification or PGDip award of King's College London. Misconduct identified as part of formative assessment should be dealt with by an individual tutor or the Course Leader.

Inaccurate Enrolment Information

40 If a student is found to have provided untrue or inaccurate information, or to have omitted information at enrolment, registration on the ICCA Bar Course can be terminated immediately and without notice.

Precautionary Suspension and Exclusion

41 The Dean may exclude or suspend a student as a precautionary measure, pending the outcome of a disciplinary procedure or on health and safety grounds or on any other ground in the Dean's discretion. A student who is the subject of a misconduct complaint (including a complaint brought against a student by the student's Inn of Court) , or who is the subject of police investigation or criminal proceedings, may as a precautionary measure be suspended or excluded by the Dean of the ICCA pending the outcome of the investigation or the criminal process, including the outcome of any subsequent appeal. A student may also be suspended or excluded on health and safety grounds, or where they are considered a danger to themselves or other members of the ICCA or the Inns.

41.1 Failure to comply with the terms of a suspension or exclusion is an offence of misconduct.

41.2 The Dean of the ICCA may delegate emergency powers to the ICCA Bar Course Leader, who will be responsible for reporting any suspensions or exclusions.

41.3 Exclusion is selective restriction on attendance at or access to the ICCA and its teaching facilities (including premises and facilities of the Inns) and participation in the activities of the ICCA. Suspension is a total prohibition on attendance at, or access to, the ICCA and its teaching facilities (including premises and facilities of the Inns) and participation in the activities of the ICCA. It may be subject to conditions, such as permission to attend an examination. A suspension will only be used where an exclusion is deemed to be inadequate.

41.4 The terms of a suspension or exclusion may include a No Contact Agreement, requiring the student to have no contact with a named person or persons.

41.5 Suspensions and exclusions are not penalties; the Dean of the ICCA will only impose such measures when it is urgent and necessary to do so. Written reasons for the decision will be recorded and made available to the student in the letter of suspension or exclusion.

41.6 Suspensions and exclusions shall normally start with immediate effect. The reasons for the decision will be communicated to the student in writing, as well as information about their right to submit representations against it. Representations must be submitted within five working days of the suspension or exclusion and will normally be reviewed within a further five working days.

41.7   Should the suspension or exclusion remain in place, the Dean of the ICCA will review the suspension or exclusion every 28 days, in the light of any developments, or of any representations made by the student. Reviews of suspensions and exclusions will not involve hearings or meetings.

Pending Criminal Proceedings or Criminal Convictions

42   In addition to the requirement to declare relevant criminal convictions and pending criminal proceedings at enrolment, students of the ICCA must inform the Bar Course Leader in writing of any pending criminal proceedings occurring after any enrolment for a Criminal Offence.

42.1   Failure to reveal any cautions or convictions for a criminal offence (other than convictions that are 'protected' by law) or pending criminal proceedings will result in misconduct action being taken.

42.2   Where a criminal conviction or a breach of these regulations would render the student ineligible to continue on the ICCA Bar Course, the student's registration will be terminated without notice.

Misconduct Procedure

43   Where the Dean or any delegated person has reason to believe that the behaviour of a student falls below the expected standards set out herein and/or where the ICCA regulations, procedures, policies or conventions have been breached, the Student Misconduct Procedure set out in the Student Conduct Policy will be instigated. This extends to alleged misconduct by a student occurring on ICCA premises and when using teaching or other facilities provided to them by the ICCA (including premises of the Inns) or off such premises (including via electronic means, such as email and any social media platform) where the alleged victim is the ICCA itself, a member of the ICCA community, or a visitor to the ICCA or to alleged misconduct occurring during ICCA activities.

Student Conduct Policy

44   The Student Conduct Policy should be read in conjunction with these regulations and applies to all students studying the ICCA Bar Course. The policy sets out the procedures for investigation, hearings and appeals, and the potential outcomes for misconduct. The policy provides information and examples of misconduct, both academic and non-academic.

44.1   The misconduct procedures set out in the Student Conduct Policy shall be followed in all cases of alleged student misconduct. Where there is uncertainty the Dean of the ICCA has authority to determine the procedure that shall apply. Any such decision shall be final and no reasons for the decision will be given.

Standard of Proof

45   There will be a presumption of innocence until a case has been fully considered. Cases of misconduct are brought by the ICCA and the standard of proof is the balance of probabilities.

Misconduct which is also a Criminal Offence

46   Where the alleged misconduct could also constitute an offence under the criminal law special provisions will apply and the misconduct investigations or proceedings of the ICCA may be delayed until such time as the police and/or courts have completed their investigations and proceedings.

47   Students imprisoned for a period of 21 days or more will be automatically withdrawn from the ICCA. Any such student will have the right to submit to appeal any such decision by written representations to the Bar Course Leader against this decision, within 21 days of the date of notification of the decision to withdraw. The ICCA Appeals Committee will consider any such appeal.

Investigation of Academic Misconduct

48   Investigations into allegations of student misconduct shall be conducted in accordance with those provisions set out in the Student Conduct Policy.

48.1   The ICCA will ensure all information is managed in a way that is consistent with this guidance, its Academic Regulations and the provisions of the Human Rights Act, the General Data Protection Regulation, the Freedom of Information Act and any other relevant legislation.

Misconduct Panel

49   The Misconduct Panel procedure shall be set out in the Student Conduct Policy.

49.1   The Misconduct Panel is responsible for hearing cases of alleged misconduct for the purposes of:

   a) establishing whether the allegation has been proved against the student on the balance of probabilities;
   b) determining the appropriate penalty having considered the relevant circumstances of the case, including any aggravating and mitigating circumstances.

49.2   The Misconduct Panel shall be constituted of at least three persons, none of whom have taken any part in the investigation of the misconduct complained of, as follows:

   a) a Chair appointed from any of the following:
      i) an ICCA Governor;
      ii) Dean of the ICCA;
   b) an independent Panel Member appointed from the Inns;
   c) a senior member of the ICCA Bar Course faculty.

49.3   A decision of the Panel will be reached by a majority vote of the members present on the Panel but will be announced as a decision of the Panel. The votes of the individual Panel members will be treated as confidential. In the event of a tie, the Chair will have the casting vote.

Decision of Misconduct Panel

50   Should the Misconduct Panel decide that the charge was not established, that decision will be communicated to all persons involved in the case.

Misconduct Outcomes

51   Where the Misconduct Panel determines that the charge of Academic Misconduct is established, the Panel will have as its principal aim the protection of the integrity of the reputation, assessment processes and awards of the ICCA and of its validating academic partner King's College London. In deciding upon a permissible outcome, the Panel may take into account all relevant matters. The Student Conduct Policy contains additional information on outcomes. The list of aggravating and mitigating features contained in the policy is not exhaustive.

51.1   In accordance with the provisions of the Student Conduct Policy the Bar Course Leader (or nominee) shall have the authority to exercise those powers and determine those outcomes as set out in the Policy.

Poor Academic Practice

51.2   Where the Misconduct Panel determines that the charge of Academic Misconduct is not established but the case is one of Poor Academic Practice, the Panel may decide upon one or more of the measures set out below:

   a) the student shall receive a written warning that any further instance of Poor Academic Practice may result in a referral to a Misconduct Panel. The warning will be held on file for the duration of the student's registration and may be referred to in the event of any further misconduct allegation and by a Misconduct Panel at any subsequent misconduct hearing; and/or

   b) the student shall be required to undergo any relevant educational training or study with a view to preventing a reoccurrence of the Poor Academic Practice. The Panel may attach such conditions as are proportionate in the circumstances (such as to report to a member of staff at the ICCA to demonstrate that the educational work or study has been carried out).

   c) If the Panel determines there has been any potential assessment advantage gained in the assessment, such potential advantage will be negated by the assessment being submitted to the marking and moderation process to remove such potential advantage. In the event that the moderated mark amounts to an assessment fail, the student shall be entitled to resit the assessment only if the affected assessment was taken at the first attempt.

51.3   A single instance of Poor Academic Practice is not a disciplinary finding against a student, but a recognition that a student has fallen below the academic standards required where there was no intention to gain an advantage. The primary aim of the Panel in these circumstances will be to educate the student to avoid reoccurrence.

51.4   In accordance with the provisions of the Student Conduct Policy the Bar Course Leader (or nominee) shall have the authority to exercise those powers as set out in the Policy.

Academic Misconduct

51.5   Where the Misconduct Panel determines that the charge of Academic Misconduct is established the Panel may decide upon one or more of the following measures:

   a) a formal written warning, to be retained on the file of the student at the ICCA until the student completes the ICCA Bar Course;

   b) the assignment of the minimum pass mark to a paper or papers, or assessed work, or both; or

   c) the cancellation of the results in an assessment/s and a mark of zero returned with a right to resit the assessment as if for the first time (or if the assessment is itself a second attempt, for the second time);

   d) the cancellation of the results in an assessment/s and a mark of zero returned with a right to resit the assessment as if for the first time (or if the assessment is itself a second attempt, for the second time) but with the result capped at the pass mark for that assessment;

   e) a recommendation to the Examinations Board that the student's ICCA Bar Course classification and King's College Postgraduate Diploma (PGDip) award be revoked;

   f) expulsion from the ICCA Bar Course. Readmission will be at the discretion of the Dean of the ICCA based on consideration of the individual student's case;

   g) in all cases of Academic Misconduct, the ICCA shall report its disciplinary findings to the Inn of Court of the student.

Non-Assessment Related Misconduct

51.6   Where the Misconduct Panel determines that the charge of Misconduct is established the Panel may decide one or more of the following measures:

a) a formal written warning, to be retained on the file of the student at the ICCA until the student completes the ICCA Bar Course;
b) payment of compensation for damages;
c) conditions for the continuation of student status;
d) exclusion for a stated period from specified activities or specified parts of the ICCA or its teaching facilities (including facilities of the Inns). Conditions for re-admittance may be specified;
e) suspension for an indefinite period, with an agreed review date;
f) a recommendation to the ICCA Examinations Board that the student's ICCA Bar Course classification and King's College Postgraduate Diploma (PGDip) award be revoked;
g) expulsion from the ICCA. Readmission will be at the discretion of the Dean of the ICCA based on consideration of the individual student's case.
h) in all cases, the ICCA shall report its disciplinary findings to the Inn of Court of the student.

51.7 The Misconduct Panel may decide that the outcome be imposed immediately or be deferred. The conditions of any such deferment will be clearly stated as part of the decision of the Panel.

51.8 The decision and outcome of the Panel will be provided to the student immediately or otherwise normally notified in writing to the student within 7 days of the date of the decision of the Panel.

51.9 Where the misconduct hearing arises as a result of a complaint made by another ICCA student relating to the activities of the student towards them (including complaints related to bullying, harassment and discrimination) details of the decision and outcome will also be communicated to the complainant.

51.10 A copy of the decision and outcome will be placed on the student's file and may be taken into account in the event of future instances of alleged misconduct (academic or non-academic) or poor academic practice.

Reporting of Misconduct to the Inns of Court

51.11 All cases of Academic Misconduct (excluding a first finding of Poor Academic Practice) and Misconduct shall be reported to a student's Inn of Court in accordance with BSB regulatory requirements. Where there is a disciplinary finding by the ICCA of Academic Misconduct or Misconduct concerning a student on Part One of the ICCA Bar Course who is not yet a member of an Inn, that student shall be under a duty to declare that finding to the Inn in accordance with the admissions regulations and procedures of that Inn. It is a condition of enrolment on Part Two of the ICCA Bar Course that a student joins an Inn of Court prior to enrolment. In addition, the ICCA shall disclose any such finding to the Inn on a request being made by the Inn in accordance with the regulations and procedures of that Inn as part of its admissions process.

51.12 Where a student appeals the decision of the Panel in accordance with the appeals procedure below, the disciplinary finding shall not be reported to the Inn until the conclusion of the appeals procedure.

51.13 Any request by any student for a 'fit and proper' person reference for Call to the Bar will be checked against internal records of disciplinary offences on both Parts One and Two in deciding if that reference can be authorised. There shall be no obligation on a member of staff of the ICCA to provide a student with a reference for admission to an Inn as a student member or for Call to the Bar and reasons for refusal are not required.

Withdrawal of Membership of an Inn

51.14   Where a student's membership of an Inn is withdrawn for disciplinary or other reasons then the student must withdraw from the ICCA Bar Course with immediate effect and their registration shall be terminated. If the student has submitted an appeal against the Inn's decision to withdraw membership, that student shall be suspended from the ICCA Bar Course under the procedure at 41 of these Regulations until such time as the appeal shall be finally determined.

Appeal from a Misconduct Panel

52   Students may appeal the decision of a Misconduct Panel.

52.1   Such an appeal may be made on either or both of the following grounds:

a) there is new evidence that could not have been, or for good reason was not, made available at the time of the Panel, and the case warrants further consideration;

b) evidence can be produced of significant procedural error on the part of the ICCA before or during the Panel hearing, and the case warrants further consideration.

52.2   The procedure for appealing from a decision of a Misconduct Panel is set out in the Student Conduct Policy. Any such appeal must be submitted within 14 days of the date of the Misconduct Panel outcome. Misconduct Appeal Forms received after this deadline will only be accepted at the discretion of the Dean of the ICCA.

52.3   The Dean of the ICCA will normally advise the student of their decision on the appeal within 42 days of receipt. If the appeal is to be heard, an Appeal Committee will be appointed. If the appeal is rejected, reasons will be given.

Appeal Committee

52.4   The Appeal Committee will be constituted of at least three persons as follows:

(a)   a Governor selected by the Board of Governors to Chair this Committee (who must not be the Chair of Governors or the Chair of another Committee);

(b)   a representative from one of the Inns;

(c)   a n individual appointed by the Board of Governors (who is not otherwise connected to the Board of Governors, COIC or the Inns).

Appeal Committee procedure

52.5   The Appeal Committee procedure shall be set out in the Student Conduct Policy.

52.6   The decision of an Appeal Committee will be reached by a majority vote of the members of the Committee and will be announced as the decision of the Committee. The votes of individual Committee members will be treated as confidential. In the event of a tie, the Chair will have the casting vote.

Appeal Committee outcome

52.7   The decision and outcome of an Appeal Committee will be given immediately and/or normally will be sent to the student within 7 days of the date of the decision of the Appeal Committee. For assessment-related offences, these will be communicated to the student, ICCA officers as appropriate and the ICCA Examinations Board Chair. For non-assessment related offences, these will be communicated to the student and ICCA officers as appropriate. A copy of the decision and outcome will be placed on the student's file.

52.8   The Appeal Committee may reject or uphold the appeal. Where the Appeal Committee upholds the appeal, the Committee may order one or more of the following measures:

a) modify or reverse the findings of a Misconduct Panel;
b) modify or reverse the order of a Misconduct Panel.

52.9 Where an Appeal Committee rejects the appeal, the findings and decision of the Misconduct Panel stands.

52.10 A decision of an Appeal Committee will be final.

Termination of Registration for Lack of Attendance or Progression

53 On Part Two of the ICCA Bar Course a student's registration may be terminated for failure to meet attendance requirements or make sufficient academic progress.

53.1 The ICCA will ensure that students are fully aware of the possible consequences of failure to meet attendance requirements or make sufficient academic progress.

53.2 The ICCA may remove any student from registration on Part Two of the ICCA Bar Course for any of the following reasons:

   a) inability to meet the programme requirements;
   b) insufficient attendance;
   c) lack of industry;
   d) lack of ability or aptitude;
   e) persistent failure to respond to ICCA communications or instructions;
   f) for any other good academic cause.

53.3 Before removal, a student should normally receive a written warning specifying the improvements or actions to be undertaken within a specified time frame and stating the consequences of not doing so. The student's personal tutor should also be consulted.

Appeals against removal on academic grounds

53.4 It is expected that all parties involved in an academic appeal will act reasonably and fairly and treat the process in a respectful manner. If inappropriate behaviour is displayed, misconduct action may be taken.

53.5 The ICCA may pause or stop the consideration of any appeal submitted where the student is suspected to be in breach of the Misconduct Regulations and action should be taken under those regulations.

53.6 If an appeal contains matters which fall under the Student Complaints Regulations, consideration of the appeal may be paused until the complaints process is complete. In such cases, the findings of the complaint investigation may be considered as evidence for the appeal.

53.7 Students should submit a Progression Appeal Form to the ICCA Bar Course Leader within 14 days of the final notification of removal. Appeals received after this deadline will only be accepted at the discretion of the Dean of the ICCA.

53.8 A student may appeal on either or both of the following grounds:

   a) there is new information which could not have been provided at or before the time the decision to remove was taken, and sufficient evidence remains that the appeal warrants further consideration;
   b) there is evidence of significant administrative or procedural error, including error relating to the written warning to the student and student compliance with the conditions of written notice, made at or before the time the decision to remove was taken, and sufficient evidence remains that the appeal warrants further consideration;

53.9   The Dean of the ICCA will normally advise the student in writing of their decision on the appeal within 42 days of receipt. If it is determined that an appeal should be heard, an Appeal Committee will be arranged, in accordance with these regulations for Appeal Committee Structure.

Representation

53.10   The student may make a request to be represented the Appeal Committee by another student member of the ICCA.

53.11   Additionally, the student may make a request to 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 consistent with legislation. as a sign language communicator or interpreter.

53.12   If the student is to be represented or accompanied, the name of the person who is to attend with the student must be received in writing by the ICCA Bar Course Leader at least 48 hours in advance of the Appeal Committee. The Chair of the Appeal Committee may accept or reject a request, and their decision will be final. The Chair may refuse to permit a representative, friend or family member to attend where 48 hours' notice has not been received.

53.13   Written notice of the Appeal Committee will normally be sent to the student, together with the names of the Committee members and the Chair, and all documentary evidence, at least 14 days before the Appeal Committee date. Any concerns regarding documentation or membership of the Committee should be raised in writing by the student at the earliest opportunity to the Bar Course Leader.

53.14   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 seven days before the Committee date. The Chair of the Appeal Committee may accept or reject new evidence, and their decision will be final.

53.15   The Appeal Committee shall consider the documentary evidence and invite the student and the Dean of the ICCA (or nominee) to give evidence. Other persons shall be asked to attend to give evidence if the Appeal Committee wishes.

53.16   The absence of the student or the Dean of the ICCA will not prevent the Appeal Committee from taking place nor invalidate the proceedings. In the event that a student has indicated they will attend but then cannot do so for good reason, an adjournment would generally be considered.

53.17   The Appeal Committee will determine whether there is sufficient reason to challenge the original decision to withdraw. If there is insufficient reason, the Appeal Committee can set aside the decision and replace it with one of its own, or it can refer the case back for fresh consideration with commentary. If there is insufficient reason, the appeal will be dismissed, and the original decision will stand.

53.18   The decision of the Appeal Committee shall normally be communicated in writing by the Dean of the ICCA to the student and the officers of ICCA, within 7 days of the decision of the Appeal Committee.

53.19   Students have no automatic right to continue with their studies or to progress to the next stage of their programme pending the outcome of an appeal; the ICCA may exercise their discretion to allow this attendance, if applicable and permitted by the programme regulations.

Interruption to Support Wellbeing

54   The ICCA may interrupt a student on the grounds of supporting their wellbeing.

Student Wellbeing

54.1   It is recognised that a student's health or wellbeing can deteriorate during their period of study so as to have a significant effect on their academic studies and/or ability to engage in life at the ICCA. The ICCA aims to support students in such a situation whilst also taking into consideration the safety and wellbeing of other members of the ICCA.

54.2   As such, the ICCA will provide a supportive framework to manage, in a sensitive manner, the progress of a student at such a time in their ICCA career. Such progression may result in reintegration and reengagement with the relevant programme, or may result in a required period of interruption, as an option considered to be most supportive for the student concerned.

54.3   Before putting into effect a period of interruption, a formal meeting will be convened and chaired by the ICCA Bar Course Leader (or nominee) with the student and relevant parties. A student must have received in writing a clear outline of the structure the meeting will take, the parties who will attend and the potential outcomes of the meeting. The student will receive the relevant advice and support regarding their circumstances and all relevant information will be considered to determine if it is in the student's best interests to interrupt their studies or if there is further opportunity to agree further actions and put additional support in place for the student to continue on the ICCA Bar Course .

54.4   It is recognised that individuals are empowered to make decisions about their health and wellbeing. As such, the student will be involved in the decision-making process. The decision to require a student to interrupt their studies can only be taken where the ICCA Bar Course Leader (or nominee) is of the opinion that it is necessary to take such action to support the student's wellbeing. A period of interruption will not be used as a penalty and any decision to interrupt a student without their agreement will only be taken where a risk is identified which cannot be otherwise resolved.

54.5   Written reasons for the decision shall be recorded and made available to the student. In the event of a required period of interruption, a date will be agreed to review the student's circumstances prior to resuming their studies.

Student Complaints

55   Complaints from students are carefully considered and, if appropriate, shall be investigated by the ICCA Bar Course Leader.

55.1   The ICCA is committed to considering and investigating genuine complaints from students. The ICCA defines a complaint as an expression of dissatisfaction that warrants a response and the associated procedure provides a clear mechanism for that to happen. The ICCA 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 ICCA.

55.2   The majority of cases are resolved through informal (Stage One) discussions without the need for a formal complaint to be made. To facilitate this, the ICCA emphasises the importance of seeking a resolution through informal discussions at the earliest opportunity. Where a complaint relates to the provision or delivery of the ICCA Bar Course programme or part of that programme students should normally use their programme representative system (the Student Staff Committee) in the first instance.

55.3   Group complaints are permitted. In the first instance a group should raise any issues with the ICCA Bar Course Leader 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 ICCA on behalf of the group. The outcome of the complaint will apply to all members of the group.

55.4   It is expected that all parties involved in a complaint will act reasonably and fairly and treat the process in a respectful manner. If inappropriate behaviour is displayed, misconduct action may be taken.

55.5   The ICCA may pause or stop consideration of any complaint submitted where the student is suspected to be in breach of the Misconduct Regulations and action should be taken under those regulations.

Scope

55.6   The student complaints procedure can be used for complaints within the following areas, the consequences of which have an alleged adverse effect on the student wishing to complain:

    a) provision or delivery of the ICCA Bar Course programme or parts of the programme;
    b) inadequate services or facilities of the ICCA;
    c) decisions, actions or perceived lack of action taken by a member of the ICCA staff;
    d) decisions, actions or perceived lack of action taken by a central ICCA Registry Services; or a member of staff acting on its behalf;
    e) complaints relating to discrimination, harassment or bullying.

55.7   The Student complaints procedure does not cover the following areas:

    a) complaints arising from action taken under the Misconduct Regulations;
    b) complaints arising from matters related to academic progression or assessment. Students are referred to the appeals procedures of the respective regulations. Students cannot use the student complaints procedure following an unsuccessful appeal under the regulations listed above;
    c) complaints relating to the activities of another student (including complaints related to bullying, harassment and discrimination by another student), which will be investigated as allegations of misconduct under Misconduct Regulations and Student Conduct Policy;

    d) complaints relating to services provided to students by the Inns of Court or by collaborative partners or other organisations involved in the delivery of the student's programme. In such instances, students are referred to the complaints procedure of the Inns or partner organization;
    e) complaints relating to a student's fee status. Students are referred, in the first instance, to the Registry Services Team.

55.8   In certain circumstances complaints may be investigated in conjunction with other departments or with due regard to other ICCA regulations and procedures. If the investigator determines that this would be appropriate, the student shall be informed of this. If a complaint is referred for consideration under another procedure any further action under this regulation shall normally be paused, pending the outcome of the other procedure.

55.9   The scope of the Student Complaints Procedure extends to former students of the ICCA, provided that the time limitations at 55.21 and 55.27, below, are observed.

Complaints Made Without Foundation (frivolous), in Bad Faith (vexatious) or Anonymously

55.10   Examples of frivolous or vexatious complaints include the following:

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.

55.11   The ICCA may terminate consideration of a complaint if it considers it to be without foundation or in bad faith. In such instances the ICCA will write to the student to explain why it is terminating consideration of the matter. Where it is found that a student has raised a complaint of this nature, or used false information, the ICCA will consider taking disciplinary action under the Misconduct Regulations. The student will be provided with details of how to appeal against such a decision.

55.12   The ICCA will not consider anonymous complaints and complaints received by email will need to be verified.

Confidentiality and Record Keeping

55.13   The ICCA will do all in its power to limit the disclosure of information as is consistent with conducting an investigation and the provisions of the Human Rights Act, the General Data Protection Regulation, the Freedom of Information Act and any other relevant legislation.

55.14   If a student makes a formal complaint, a record will not be held on their student file but kept securely by the ICCA Bar Course Leader.

Victimisation: Declaration of Intent

55.15   Subject to the above, the ICCA undertakes that any student seeking to use this procedure will not be treated less favourably in her/his subsequent academic career, or life at the ICCA, as a result of action taken to pursue a complaint.

Mediation

55.16   At any point during Stage One or Stage Two of this procedure, a student may request mediation. It will be for the ICCA 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 or parties agree to participate, consideration of the complaint under this procedure will be paused whilst mediation takes place. If mediation is unable to resolve the complaint, consideration of the complaint under this procedure will be resumed.

Stage One: Local Informal Resolution

55.17   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 or the Bar Course Leader. If the complaint is concerned with the delivery of a service by the ICCA Registry Services Team, the student should raise the matter informally with the Registry Services Manager If the complaint is concerned with a staff member who would ordinarily be the first point of contact, the student should complain to the ICCA Bar Course Leader.

55.18   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.

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

Stage Two: Formal Investigation

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

55.21   Students should submit a Stage Two Complaint Form to the Dean of the ICCA (or nominee) within 3 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 Dean of the ICCA.

55.22   The Dean of the ICCA will appoint an investigator in the Team responsible for the issues complained about.

55.23   The investigator will investigate the circumstances of the complaint, as well as considering the procedures of the ICCA. 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.

55.24   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

55.25   The decision of the investigator shall normally be communicated in writing to the student and the Dean of the ICCA, within 21 days of receipt of the Stage Two complaint.

Stage Three: Appeal

55.26   Students who are dissatisfied with the outcome of a Stage Two complaint may submit an appeal 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 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 ICCA in investigating the complaint, and that sufficient evidence remains that the complaint warrants further consideration.

55.27   Students should submit a Stage Three Complaints Form within 14 days of the Stage Two Complaint outcome. Appeals received after this deadline will only be accepted at the discretion of the Dean of the ICCA.

55.28   The Dean of the ICCA will normally advise the student in writing of their decision on the appeal within 20 days of receipt. If it is determined that an appeal should be heard, an Appeal Committee will be arranged, in accordance with the Appeal Committee structure.

55.29   The student may be represented at the Appeal Committee by another student member of the ICCA.

55.30   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.

55.31   If the student is to be represented or accompanied, the name of the person who is to attend with the student must be received in writing by the Registry Services Manager at

least 48 hours in advance of the Committee who will pass it to the Appeal Committee. The Chair of the Appeal Committee may accept or reject a request, and their decision will be final. The Chair may refuse to permit a representative, friend or family member to attend where 48 hours' notice has not been received.

55.32   Written notice of the Appeal Committee will normally be sent to the student, together with the names of the Appeal Committee members and the Chair, and all documentary evidence, at least 14 days before the Appeal Committee date. Any concerns regarding documentation or membership of the Appeal Committee should be raised in writing by the student at the earliest opportunity to the Dean of the ICCA.

55.33   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 seven days before the Committee date. The Chair of the Appeal Committee may accept or reject new evidence, and their decision will be final.

55.34   The Appeal Committee shall consider the documentary evidence and invite the student and any parties involved in the dispute to give evidence. Other persons shall be asked to attend if the Committee wishes.

55.35   The absence of the student or the other party/parties will not prevent the Appeal Committee from taking place nor invalidate the proceedings. In the event that a student has indicated they will attend but then cannot do so for good reason, an adjournment would generally be considered.

55.36   The Appeal Committee 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.

55.37   The decision of the Appeal Committee shall normally be communicated in writing to the student and other ICCA Officers as appropriate, within 7 days of the decision of the Appeal Committee.

55.38   In respect of complaints in respect of issues which impact on a student's programme of study leading to a King's College London award the student shall have the ultimate right of appeal to King's College London under stage three of the King's College London student complaints procedure as set out in King's College London Academic Regulations. In respect of all other complaints, the decision of the Appeal Committee is final and there is no further right of appeal.

Office of the Independent Adjudicator
55.39   A student may ask the Office of the Independent Adjudicator (OIA) to consider any unresolved complaint against the ICCA.

Report of the College Research Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. Overseas Development Aid	5 May 2021	Consent	Note	No
2. Research Culture	5 May 2021	Consent	Note	No
3. e-Research	5 May 2021	Consent	Note	No

For note

1. Overseas Development Aid

The Committee was briefed on the steps that UKRI are taking following the government's decision to reduce its ODA budget by £120M for the 21/22 financial year. UKRI contacted King's in March to advise of cuts to many existing GCRF and Newton grants. Additionally, cuts were requested on grants that are being led by other universities, such as the GCRF Hub and network awards. King's has responded to UKRI asserting that the work being undertaken for the majority of GCRF and Newton projects falls into the 'exceptional case' category and should therefore receive supplementary funding. The Strategic Oversight and Advisory Group will work with PIs whose projects do not fall into this category, to determine how they can progress their research, which will include exploring how their budgets could be reduced or reshaped. King's expects UKRI to respond to the GCRF award submission at the beginning of May, and the Newton award submission at the end of May. It was noted that the future of UKRI ODA funding remains uncertain, as the government has yet to clarify its ODA budget for subsequent financial years.

2. Research Culture

The Committee received an update from the Research Culture Task and Finish Group that was established in March 2020. Shortly after establishment, three subcommittees were established to investigate: Bullying and Harassment; Reward and Recognition; Professional Development, Career Planning and Promotion. In the first phase of work, the subcommittees intended to clarify their objectives, identify examples of good practice internally and externally, and highlight areas that required change. Phase one has now been completed, which has resulted in each subcommittee compiling a report summarising their progress to date. These reports were presented at the Researcher Town Hall meeting on 13 May and uploaded to the new Research Culture website shortly after. The CFO has signed off on the newly created Dean for Research Culture post. The advertisement for this position will be published imminently, and it is hoped that the successful candidate will begin in August. In the second phase of work, the subcommittees will focus on how change can be implemented. During this phase, they will work closely with the new Dean for Research Culture, to progress their respective activities.

3. e-Research

The Committee received an update from the e-Research team. The team are currently focusing on two key priorities: to establish acutely needed infrastructure that does not currently exist at King's; and to improve existing infrastructure and make it sustainable for the research community. The e-Research team will begin to establish a web presence over the coming months, as well as working to build a wide e-Research community across the Faculties, Schools and Departments. The e-Research team are currently working on three projects: research data storage; Rosalind High Performance Computing (HPC) refresh; Cambridge-1 supercomputer, details of which will be available on their webpages once created. The e-Research team have built a strong partnership with the central IT team over the last year, which will enable the two teams to roll out various computational training for researchers. The e-Research team will continue to expand over the next year; existing and future members of tie team will work with IT to help solve issues that researchers are currently facing in this area.

Academic Board		
Meeting date	16 June 2021	
Paper reference	AB-21-06-16-07.5	
Status	Final	

Report of the College Service Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. Chair and Director's Report	5 May 2021	Consent	Note	No

For note

1. Chair and Director's Report

This report sets out an update on main areas of work in the central Service team and through our partners, since the last College Service Committee meeting in November 2020.

Updates on the following topics are covered:

1. King's Global Day of Service 2021- post activity summary

2. Service-learning and King's First Year

    a. Scaled Service-learning

    b. King's First Year: Gateway to King's

3. Refugee Sponsorship- housing campaign and fundraising

4. Times Higher Education Impact Ranking 2021

5. KEF- Public and Community Engagement analysis

See full report in **Annex 1**.

CSC Chair and Director's Report

College Service Committee
Chair and Director's Report
5th May 2021

Contents

King's Global Day of Service 2021- post activity summary

- Each year in March, students, staff and alumni take part in a range of volunteering activities across the world as part of King's Global Day of Service. The day celebrates King's foundation and any volunteering that takes place in March which evidences the positive impact that the King's community has on the world contributes to the overall Service hours.

- Due to COVID-19, activities looked a little different this year, with the focus on a range of online events and supporting people remotely from home, and some volunteering meetups in countries where it was permitted. Our emphasis was on safe, individual, or virtual volunteering, and on the benefits of volunteering for wellbeing.

- To capture the impact of this year's King's Global Day of Service, the team created an impact form which students, staff and alumni have been asked to complete. The below figures are based on data provided as part of this impact form to date.

- Highlights from King's Global Day of Service 2021:
    - 93 recorded volunteers participated, and 1,083 Service hours have been recorded so far, almost double the hours from 2019.

    - The Service Team led some events to encourage volunteering, with over 100 attendees.

- o Nine international alumni volunteering events took place in March (for example litter picking and creation of care packages) and volunteer alumni mentors from 46 different countries held sessions with King's students.
- o Volunteers from 35 countries supported King's Let's Chat, a new initiative designed to offset the impact of COVID-19 and connect members of the King's Community with students using a virtual social call.

- o The student who volunteered the greatest number of hours was Yufei Cheng (William) who gave **52 hours** to continuing to raise awareness about street children in Nepal whom she had previously visited, taught, and sponsored. She organised the donation of books, clothes and accessories which were then shipped to her charitable foundation.

- o The King's Global Day of Service 2021 Impact Form is still open and data will be collected until mid-May, enabling us to continue to build momentum for National Volunteers' Week (1-7 June).

Service-learning and King's First Year

Scaled Service-learning

- Following CEC in January the creation of a large-scale Service-learning online offer has been approved in principle, enabling us to begin testing ideas with students.

- Four student workshops took place in January and February 2021 to test reception of the proposed curriculum topics, and we received positive feedback on both the subjects and the proposed methodology for delivery.

- We ran a Service-learning session at the King's 100[1] on 21 April 2021, which was devoted to socialising this offer with students and capturing their response and thoughts on ways to refine the proposition. Overall, they provided a strongly positive endorsement of the developing plans. Students particularly felt that the modules and the way they will be designed could support mental health, enhance feelings of belonging, build a stronger sense of community at King's, and greatly increase their employability. They also liked the idea of mixing cohorts from across faculties to improve interdisciplinary team building and encouraged us to think about how we can build as much real-life work experience as possible into the modules through the simulations and face to face community engagement exercises. A full report of all feedback received to date is being prepared.

- The King's 100 event and the preceding student workshops demonstrated that there is a clear student demand for this kind of social impact skills development and training, but it will be hard to progress these ambitions at this scale without dedicated resource, hence why we have requested a Service-learning Lead in the current business planning round.

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[1] https://internal.kcl.ac.uk/student/student-success/Kings-100

King's First Year: Gateway to King's

- At the most recent College Education Committee, an agreement in principle was made to create a 15-credit module which will be **in addition** to the 120 first year credits (known as King's First Year: Gateway to King's). Therefore, students would have to take 135 credits to pass first year. It was stressed in the meeting, however, that some schools / depts / programmes could consider incorporating the module into the standard 120 credits. This work is being led by Adam Fagan, Vice-Dean (Education, SSPP) and Daniel Robson, King's First Year Project Manager, in collaboration with the Service Team and other key colleagues.

- The King's First Year: Gateway to King's module aims to create an undergraduate first year module that provides a transformational learning experience that is unique to King's, connects students to Vision 2029 in tangible ways, and which operates at scale. Delivered by faculties but working in partnership with the Service, Internationalisation (cultural competency), Entrepreneurship, Culture and London teams, the module would combine conceptual and practical teaching and learning elements to provide a window, or 'gateway', into the wide range of further learning opportunities King's students can pursue during their studies. Vision 2029 seeks to make the world a better place. This module will help all first-year students understand how King's as an institution, and they as members of the King's community, can achieve this.

- We are now entering the design phase of the module and our intention is to provide students an introduction to Service-learning via this gateway module. Our emerging thinking is to include an opportunity to build thought leadership in disruption and creative change-making, and skills in community organising and sustainability in action (micromodule topics that will be developed as part of the scaled Service-learning offering).

Refugee Sponsorship- housing campaign and fundraising

- The need to find appropriate housing is now extremely urgent as **the family cannot travel to the UK until accommodation has been secured**. We therefore need to extend our communications campaign, via our external channels, to raise awareness of the need for subsidised housing for the family among the broader King's community, including our network of alumni, existing supporters, and community partners. The aim is to find a five-bedroom property in Southwark or Lewisham for the family to rent at an affordable rate.

- We have secured agreement from corporate comms to run a housing campaign externally. The UNHCR and Home Office have endorsed the campaign and are supportive. UNHCR and Citizens UK will share the campaign via their channels and the Home Office will share after the elections on 6 May.

- The main news story has been published on the King's webpages: https://www.kcl.ac.uk/news/support-kings-refugee-sponsorship-scheme

- The external communications campaign has launched and is set out as follows:

    19 April 2021
    - External King's website homepage banner and content shared via Service, Alumni and Citizens UK social media channels.
    - Comms packs shared with key stakeholders who will share content about the scheme on their own external-facing channels from w/c 19th April.

> ➢ Emails from Bron Parry and Louise Gough sent to SMT; Service Champions; Service Committee.

W/C 19 April 2021
> ➢ Re-launch housing campaign internally (intranet homepage banner; content in Alumni newsletter; emails to key stakeholders; information shared via local comms channels).
> ➢ Content included in King's Essentials on 22 April.

W/C 26 April 2021
> ➢ Review campaign and consider additional push messaging.

Times Higher Education Impact Ranking 2021

- Released on 21 April 2021, King's has been ranked **11th in the world and 2nd in the UK** in the *Times Higher Education* (*THE*)Impact Rankings. Our top performing SDGs remain the same as 2020:

  - SDG 3 - Good Health and Wellbeing (21st in the world)
  - SDG 11 - Sustainable Cities and Communities (=6th in the world)
  - SDG 16 - Peace, Justice and Strong Institutions (4th in the world)
  - SDG 17 - Partnerships for the Goals (10th in the world)

- While we placed 9th in last year's ranking, the 2021 *THE* Impact Rankings is significantly larger than the previous two editions with considerably more competition. In 2020, 859 universities participated, 17 SDGs were measured, and King's ranked 9th in the world and 2nd in the UK. In 2019 (the pilot year), 560 universities participated, 11 SDGs were measured, and King's ranked 5th in the world and 2nd in the UK.

- Our overall score also increased marginally from 95.4 to 95.5 out of 100. We are pleased to have maintained a competitive position in this ranking, which is unique in its focus on the broader social contributions of higher education institutions. This is our top performing whole-institution world ranking and brings us great reputational value.

- It is very clear, however, that if we are to maintain or improve our ranking in coming years, we will have to generate a dedicated methodology to allow us to fully surface, cohere and externally promote all the socially impactful work that we already undertake as an institution that serves the SDGs. Bron, Robyn Klingler-Vidra (SSPP) and Adam Chalmers (SSPP) are now exploring how a King's Social Impact Exchange and Social Value Framework can be married together to deliver this vital work.

- The *Times Higher Education* Impact Rankings 2021 in full are available via this link: https://www.timeshighereducation.com/impactrankings.

- More information on the *Times Higher Education* Impact Rankings methodology is available via this link: https://www.timeshighereducation.com/world-university-rankings/impact-rankings-2021-methodology

- The initial analysis report can be found in Appendix A (also circulated to committee members via email on 22 April). A deep dive into each SDG is being conducted.

KEF- Public and Community Engagement analysis

- The Knowledge Exchange Framework (KEF) is a mechanism that strives to increase the efficiency and effectiveness of the use of public funding for knowledge exchange and further a culture of continuous improvement in universities. King's took part in the inaugural year of the exercise and the results were published via [this dashboard](#) in March 2021.

- Given the remit of the Service Committee, we are most interested in 'working with the public and third sector' and 'public and community engagement' and this is measured in two ways in KEF. The first is via metrics, namely:

  - Consultancy and facilities income with the public and third sector normalised by HEI income
  - Contract research income with the public and third sector, normalised by HEI income.

- The second is via a self-assessment and narrative which is described as an experimental score. However, it does provide useful insight into the work of other universities, that a metric score cannot fulfil. Therefore, we have completed a 'deep dive' into the Public and Community Engagement narratives and self-assessments for our comparable cluster (Cluster V= 17 large, research intensive universities).

- King's gave itself 17 points out of 25 for this work and therefore is at the bottom of the cluster. Queen Mary, Imperial and Manchester are at the top.

- Whilst it is clear that the self-assessment is largely subjective, it is evident, on reading the other submissions, that we are actually sitting within the top 25% of universities in the cluster in terms of our P&CE work.

- However, there is always room for improvement and the top performers offer the following:

  - A dedicated central coordinating and capacity building team and resource for this work.
  - Capacity-building through dedicated training for staff and students.
  - The bridging of internal and external networks to create opportunities that bring staff colleagues and external partners together in highly productive ways.
  - Recognition of P&CE activities in the workload of staff and students.
  - Internal Awards for P&CE activities.
  - Seed Funds and other funding schemes.
  - Dedicated comms support to promote institutional achievements in social impact.
  - Creation of externally facing hubs that are tackling social issues with various communities.
  - Practical support for P&CE projects and communities.
  - Cross-university evaluation frameworks for establishing, demonstrating, and publicising the public and institutional value of public and community engagement work.
  - The use of external frameworks and awards (e.g. NCCPE Watermark) to benchmark best practices.

Learning for us:
- Much of this supports our own internal assessment of where and how Service needs to improve to remain world leading. It also aligns with our plans to further facilitate Service and social impact at King's through the proposed appointment of a dedicated **Social Impact Lead** for Service in the current business planning round.

- Several other specific actions to improve the traction of Service within and beyond King's have also emerged from this assessment exercise:

    o Clarity on language use and activity – Service / Social Impact / Public Engagement / Community Engagement etc., are often used interchangeably and with little precision. A glossary exercise is underway to try and understand the various terms and what they mean for King's and the sector. We note that 'public engagement' is a recognised profession and sometimes also a requirement in research grants. Service and Social Impact is, however, also delivered through student-led enterprises and wider educational and professional services initiatives. We therefore need clarity in determining how the social impact of all our institutional work can be best delivered through close collaborative working between Service, Research, Education, International, London and relevant teams in faculties, departments, and directorates, without unnecessary duplication. To achieve this, we might begin by mapping the complete picture of our decentralised staff structure and P&CE activities to consider how best to align them for maximum efficiency in future.

    o Clarity on the wider institutional strategy for P&CE, and who is leading on P&CE work across King's.

    o Clarity on the intersection between social impact and research impact ambitions and how resource can be assigned to deliver these to maximum effect. The breadth of the work will require a collaborative approach across Research and Service.

    o Commit to capturing all our social impact work in one central location (proposed to be the King's Social Impact Exchange) to make it easier to demonstrate breath of our institutional activity and provide evidence for external exercises.

    o Support the development of effective evaluation methodologies and development of social impact and evaluation training.

    o Demonstrate how Service-learning modules support P&CE ambitions.

    o Assess what networks and other support is available at King's and ensure all staff are aware of these existing and new offerings.

    o Consider providing additional communications support and advice for students and staff working on P&CE projects.

    o Seek external awards or endorsement, for example by the NCCPE.

    o Once our resourcing and strategy is decided for the next 12-18 months, we also need to decide as an institution whether to participate in the KEF Concordat.

- Full report available in Appendix B.

Appendix A: *THE* Impact Rankings 2021 Analysis

THE Impact Rankings 2021　　　　　　　　　　　　　　　　　　**21ˢᵗ April 2021**

Overview

- King's has placed 11th in the latest release of the THE Impact Rankings. This is a fall of two positions compared to the previous year but is largely due to the increased competition this year with almost 350 more institutions taking part.
- Overall score for the university has increased marginally from 95.4 to 95.5 out of 100 and is King's highest overall score so far.
- The institution's rank within the UK and the Russell Groups remains at 2nd, placing behind Manchester who topped the overall world ranking for the first time this year.
- Out of the 17 Sustainable Development Goals (SDGs) measured, King's ranked in the top 10 for 3 SDGs, top 20 for 7 and top 50 for 10.

King's Ranking in the World, UK & RG

● Overall Rank ● UK & RG Rank

- SDGs which contributed to the overall score were: **SDG3 Good Health and Wellbeing**, **SDG11 Sustainable Cities and Communities**, **SDG16 Peace, Justice and Strong Institutions**, and **SDG17 Partnership for the Goals**.
- 6 SDGs have seen their rank improve, 2 SDGs ranking remain unchanged and 9 SDGs have seen their ranking worsen. However out of the 9 which fell in rank, 4 SDGs saw a rise in score or remained static.

(Chart: Overall Rank — 5th (2019), 9th (2020), 11th (2021); UK & RG Rank — 2nd across all years)

- Largest increase in SDG ranking was seen in **SDG13: Climate Action** which improved by 30 positions and now ranks inside the world top 20
- Number of SDGs ranked in the top 20 remains unchanged at 7
- **SDG16: Peace, Justice and Strong Institutions** was King's best ranked SDG, placing 4th in the world
- For the third consecutive year, King's highest scoring SDG was **SDG17: Partnership for the Goals** (96.0/100)
- Biggest change in SDG score was seen in **SDG6: Clean Water and Sanitation** which increased by 12.8 points which led to a rise in ranking by 20 places
- Except for **SDG2: Zero Hunger** and **SDG4: Quality Education**, King's scored above the upper quartile in all other SDGs.
- Only 50 UK institutions took part in the ranking; 11 coming from the Russell Group
- The university's worst performing SDG was **SDG4: Quality Education** which now ranks outside the top 400

SDG Score Distribution

● King's
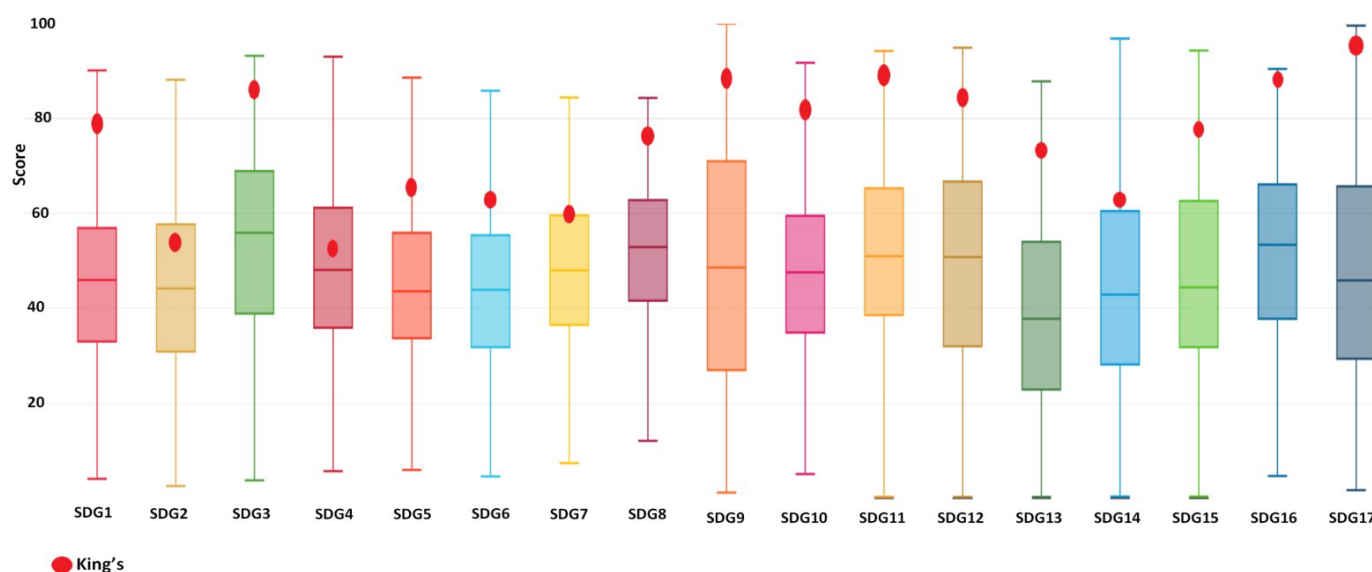
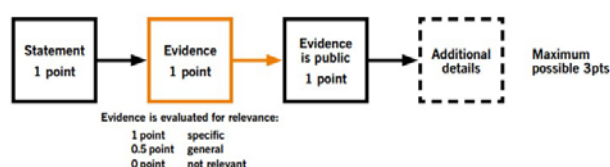| SDG	2021 Rank	Rank YoY	2021 Score	Score YoY
Overall	11	▬ -2	95.5	▬ 0.1
SDG1: No Poverty	19	▼ -6	79.2	▬ 3.4
SDG2: Zero Hunger	101-200	▬ 0	53.7	▲ 6.0
SDG3: Good Health and Wellbeing	21	▼ -10	86.7	▬ 0.3
SDG4: Quality Education	401-600	▼ -300	52.2	▼ -5.8
SDG5: Gender Equality	=83	▼ -61	65.4	▼ -8.2
SDG6: Clean Water and Sanitation	=81	▲ 20	63.1	▲ 12.8
SDG7: Affordable and Clean Energy	101-200	▼ -13	60.1	▬ -3.7
SDG8: Decent Work and Economic Growth	=22	▼ -6	76.4	▬ 0.0
SDG9: Industry, Innovation and Infrastructure	72	▲ 16	88.8	▲ 12.7
SDG10: Reduced Inequalities	18	▼ -10	82.3	▬ 0.0
SDG11: Sustainable Cities and Communities	=6	▬ 1	89.7	▬ -1.2
SDG12: Responsible Consumption and Production	17	▲ 20	84.4	▲ 5.0
SDG13: Climate Action	20	▲ 30	73.1	▲ 12.1
SDG14: Life below Water	85	▼ -14	62.3	▬ -0.9
SDG15: Life on Land	=39	▬ 0	77.8	▬ 3.6
SDG16: Peace, Justice and Strong Institutions	4	▲ 7	88.6	▬ 2.9
SDG17: Partnership for the Goals	10	▼ -6	96.0	▬ -1.2

Methodology

Each SDG contains a series of metrics that are used to evaluate the performance of the university in each SDG. To be considered for the overall ranking, universities must submit data for SDG 17 and at least three other SDGs.

A university's final score in the overall table is calculated by combining its score in SDG 17 with its top three scores out of the remaining 16 SDGs. SDG 17 accounts for **22%** of the overall score, while the other SDGs each carry a weight of **26%**.

Within each SDG, there are three components that are measured and scored:

1) For the **research** component, all research metrics are measured against a keyword search of the Scopus dataset, these metric keywords have been developed by Elsevier. This narrows the documents that will be evaluated to those directly related to each SDG. The current keyword search terms for each SDG can be accessed from the following link:

https://data.mendeley.com/datasets/87txkw7khs /1   .In total, a maximum score in these indicators is worth 27% of the score for each SDG.

2) The second component, **continuous**, measures the contributions to impact that vary continually across a range – for example, the number of graduates with a health-related degree.

3) THE asks about policies and initiatives. This requires universities to provide **evidence** to support claims made of the existence of policies and initiatives, which is the third component measured. THE evaluates whether the evidence fully, partially or does not answer the question. This scores one, half or zero points:

More information on methodology available at:

https://www.timeshighereducation.com/world-university-rankings/impact-rankings-2021-methodology

To access the League Tables PowerBI app, please use the link below:

Analytics

Appendix B: KEF- public and community engagement deep dive

KING'S COLLEGE LONDON
KEF Summary Report – Public and Community Engagement (P&CE)

This document includes 6 pages of report and 17 pages of appendixes.

Authors: Lucas Palumbo (Project Officer – Vision 2029, King's College London) and Louise Gough (Director of Service Strategy & Planning, King's College London)

Contributor: Dr Ed Stevens (Manager, Arts & Humanities Research Institute, King's College London and Training Associate, National Coordinating Centre for Public Engagement)

EXECUTIVE SUMMARY

The Knowledge Exchange Framework (KEF) proposes a third category of university activity assessment alongside the REF and TEF. The KEF is an institutional-level exercise aiming to inform and assess knowledge exchange activities of UK Higher Education Institutions and increase the efficiency and effectiveness of the use of public funding for knowledge exchange.

The KEF evaluates several aspects of Universities' activity including Public and Community Engagement (P&CE). This year, for P&CE, institutions were evaluated based on a self-assessment – with scores from 1 to 5 – on the following metrics: (1) Strategy; (2) Support; (3) Activity; (4) Results and Learning, and; (5) Acting on Results. This self-assessment was submitted alongside a detailed narrative to help explain the institutions work in these areas.

Out of the 17 universities included in King's cluster, only 15 submitted a self-assessment with a complete supporting narrative for P&CE. King's, with an overall score of 17 out of 25, has ranked at the bottom of the cluster. While this could appear as a 'bad performance', there are underlying explanations to such a ranking. A detailed comparison of the narratives submitted by the different universities in the cluster shows little justification for such an overall gap between King's and top performing universities, this can be attributed to different approaches in the self-assessment exercise and as you would expect, a subjective assessment of how each university meets the criteria for awarding a 5 out of 5 or a 4 out of 5, for example. A detailed analysis of each self-assessment aspect is included in the report below.

We should build on this result and use it to point to areas of improvement and learn from other universities' best practice. Improvements can be divided between two distinct categories:

- **External learning**, on the KEF assessment process:

King's was cautious and transparent with both the scores it gave itself and the way it approached the self-assessment. An internal survey was conducted with members of staff and relevant stakeholders. However, we cannot be certain that a similar process was set up by peers in the cluster. It will be interesting to see if approaches to self-assessment will be shared and streamlined (or at least shared by all participating universities as part of the narratives) so that results can be considered meaningfully and appropriately compared.

- **Internal learning**, on King's practice:

There is always room for improvement, and the sharing of practices by universities who gave themselves a higher score than King's, has provided us with an opportunity to reflect and improve our own practices. Details of possible improvements are outlined for each evaluated metric in the report below.

INTRODUCTION
KEF overview

Higher Education Institutions (HEIs), such as universities, teach students and undertake research that creates new and useful knowledge. But they also work with many different types of partner to ensure that this knowledge can be used for the benefit of the economy and society - this is known as Knowledge Exchange (KE). The KEF is also about giving organisations and communities outside of Higher Education an idea of how HEIs are working externally as well as the difference they are making through KE. It is particularly important for P&CE as it could be used by external partners as a way to benchmark institutions and determine the universities they prefer to work with.

The KEF groups institutions into 'clusters' (6 in total) of peers – institutions with similar characteristics such as how much research they do and in what subject areas. Their performance is then presented alongside the average performance of this peer group. The purpose of clustering is to group the KEF participants into KEF clusters that have similar capabilities and resources available to them to engage in knowledge exchange activities. It is important to note that the KEF clusters are not ranked in any way – the clusters are not a ranking in themselves – they are intended to promote fair comparisons between similar sorts of institutions in a very diverse sector including P&CE.

KEF assessment process for P&CE

For P&CE, the currently available metrics are limited. Institutions were thus asked to provide a self-assessment – on a scale from 1 to 5 - on the following metrics: (1) Strategy; (2) Support; (3) Activity; (4) Results and Learning, and; (5) Acting on Results. This self-assessment was submitted alongside a detailed narrative to help explain the institutions work in these areas. The narrative statements were designed to be factual, evidenced statements, and are structured to allow comparison between institutions.

King's College London (thereafter 'King's') was grouped alongside 16 other universities in the large and research-heavy university cluster (Cluster V) – see Appendix 1 for the full list. This cluster comprises very large very high research intensive and broad-discipline universities undertaking significant amounts of high-quality research, which are funded by a range of sources including UKRI, other government bodies and charities as well as industries. They also stand out by their significant activity in STEM and clinical medicine. An important point to highlight is that this cluster is, in fact, the highest performing cluster for P&CE with an average score of just above 19 out of 25.

OVERVIEW OF P&CE RESULTS

Out of the 17 universities, 2 (London Business School and Newcastle University) were excluded from the analysis as they respectively did not submit a self-assessment for P&CE or the detailed narrative outlining evidence for their results. All data submitted by universities is publicly available and can be found in the dashboard - here.

The results of the large and research-heavy university cluster are presented in Figure 1 below. King's, with an overall score of 17 out of 25 has ranked at the bottom of the cluster.

Figure 1 - Summary of results in King's cluster by evaluated metrics.
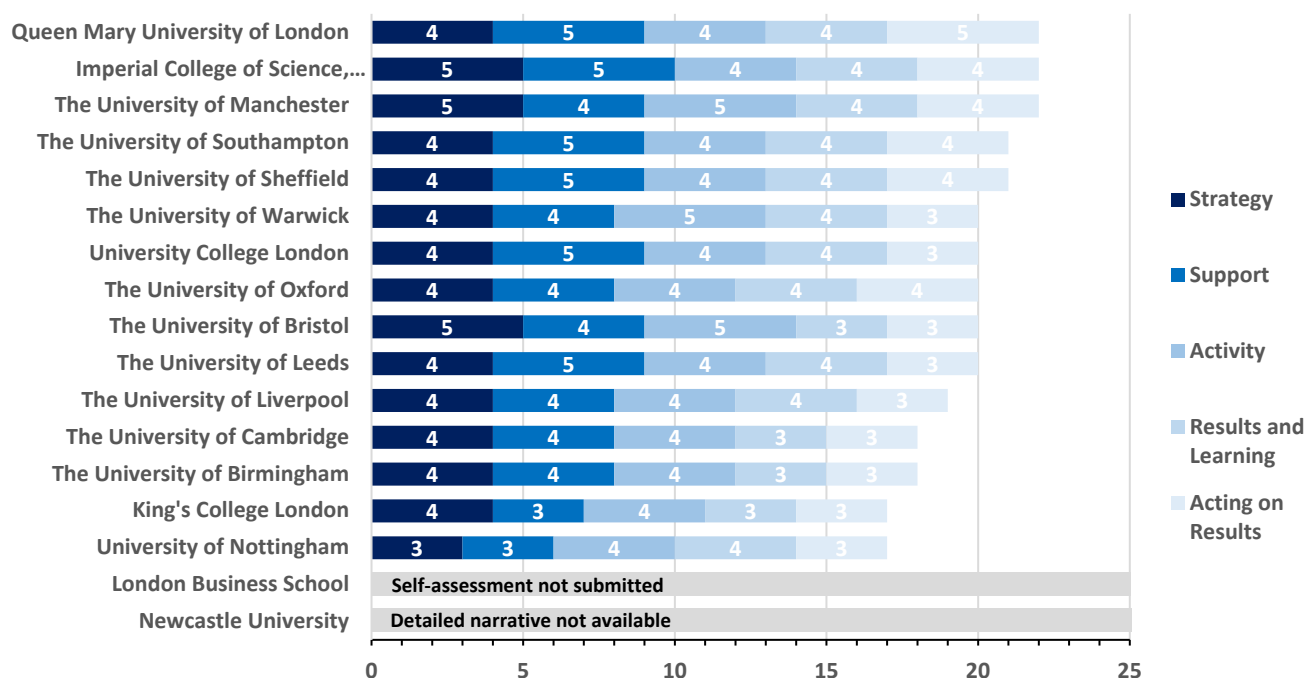
While this could, at first, appear as a bad performance in comparison to peers, we believe that there are underlying explanations to such a ranking. Those will be detailed in the sections below.

ANALYSIS OF EVALUATED METRICS AND EVIDENCE PROVIDED

As shown in Figure 1, King's ranked at the bottom of the cluster for the Public and Community Engagement self-assessment. It is thus important to analyse the different aspects considered in the KEF evaluation as well as the detail of the evidence provided for each metric to understand the actual difference between King's and other higher (and lower) ranking universities – see Appendix 2 for the full breakdown of universities by score for criteria evaluated. The full dataset used for this analysis including detailed evidence provided can be found here.

Aspect 1: Strategy
King's score: 4

Most of the universities in this cluster (11 out of 15) scored themselves a 4 out 5. Only the University of Nottingham rated its strategy lower (3 out of 5) while Imperial College and the Universities of Manchester and Bristol granted themselves 5 out of 5.

From the evidence provided, it appears that most universities have an established P&CE strategy which reflects the overall university vision and is embedded across the university structure covering research, education, and wider contribution to society. Only the University of Nottingham is finalising its public engagement strategic blueprint after following an interim strategy since 2017. This seems coherent with their lower score in the 'Strategy' aspect.

Top ranking universities have evidenced substantial coordinated teams and resource dedicated to P&CE (e.g. Imperial with 18 professional staff), strategies that were in place slightly before King's (Imperial and Manchester set their P&CE plans in 2015 and 2016 respectively and the University of Bristol as far back as 2004) and, according to their reports, have a high level of financial resources dedicated to P&CE (e.g. a little over £4.5 million/year for Bristol and £8 million/year for Manchester). Moreover, it also important to note connections between top ranking universities and external institutions such as UKRI and the NCCPE. Bristol, for example, has strong links to the NCCPE and Manchester was part of the 2008 – 2011 Beacons for Public Engagement Programme run by RCUK (now UKRI).

Naturally, the details of each strategy tend to differ from one university to another with objectives and ambitions that match respective areas of strength. However, similarities can be found in the local and international ambitions of those strategies. Moreover, the structure of the strategies tends to converge in setting high level ambitions and outlining precise objectives for each ambition.

On the content of the strategy, only 3 universities mentioned a high-level recognition (Gold Engage Watermark Award for the University of Manchester and Queen Mary University; Silver Engage Watermark Award for the University of Birmingham) by the NCCPE which could explain a higher mark on this criterion. At the exception of this, however, there seems to be little justification (at least from the evidence provided) that could explain the difference between King's and the top-ranking universities.

Finally, strategies were assessed based on whether they were fully developed and implemented in most but not all areas with outcomes and impacts becoming apparent. While this seems a coherent approach, which could be applied to most peers in the cluster, it is also difficult to use as a basis for comparison considering that all universities in the cluster have different timeline for their strategies.

Aspect 2: Support
King's score: 3

King's was the only peer, with the University of Nottingham, to grant itself a 3 out of 5. All the other universities ranked themselves with 4 out of 5 (8 universities) or 5 out of 5 (5 universities).

Most universities in the cluster provide similar support structures, which appear to be fully developed and embedded across the institutions' structures. Those include:

- P&CE capacity-building through short training for students and training;
- P&CE-focused modules for students;
- Internal and external networks providing volunteering and P&CE opportunities as well as bringing colleagues and external partners together;
- Recognition and promotion of P&CE activities in the workload for staff and students;

- Internal Awards for P&CE activities;
- Seed Funds and other funding schemes;
- Internal and External communication networks to promote achievements;
- Provision of practical and physical support for P&CE projects and public communities;
- University-wide PE staff teams.

Even though some universities provide a wider range of support none of the universities in the cluster seem to provide all the above. Accordingly, evidence does not suggest that this represents a significant enough distinction to explain the differences in marks. On the contrary, evidence provided by King's seems to show a wider range of support channels than peers with higher marks including for example the universities of Bristol and Cambridge as well as Queen Mary University and Imperial College.

Moreover, King's appears to be one of the only peers mentioning its Policy and Entrepreneurship Institutes as an important channel of support for P&CE activities.

Aspect 3: Activity
King's score: 4

Most peer universities in the cluster scored a 4 out of 5. Only the universities of Warwick, Bristol and Manchester attributed themselves top marks.

Considering that all universities have a wide range of P&CE activities – through dedicated teams or as part of faculties/departments projects – and that evidence provided in the self-assessment are example-based evidence, it appears difficult to assess the appropriateness of the mark from the material available in the narratives.

Top-ranking universities tend to have provided evidence on activities which are related to their areas of strength (environmental sustainability for Bristol and support in STEM and Medical Sciences for Manchester and Warwick) as well as activities and partnerships with the local communities and cities. Moreover, all universities across the cluster mentioned activities related to the Covid pandemic and its response. In practice, all those areas are also successfully covered by King's activities.

The only significant difference in the evidence provided which could eventually justify a higher mark, is with the university of Bristol, which clearly highlighted the local and national awards – see, for example, European Green Capital Report they received for the impact of their activities.

Yet, there is globally little evidence that the 'size' of the activities, their suggested impact/reach or public recognition could explain higher marks. In fact, examples provided by King's demonstrated a high level of participants and beneficiaries as well as significant recognition by the public and public authorities.

Aspect 4: Results and Learning
King's score: 3

Only King's and the universities of Birmingham, Cambridge and Bristol ranked their results and learning capacities 3 out of 5. All of the other peers in the cluster granted themselves with a 4 out of 5. Moreover, compared to previous evaluated criteria, it is important to note that no university gave itself the top mark, which tends to point at a global belief that improvement is possible in this area across institutions.

The evidence provided across universities in the cluster suggests that it is common practice among peers to have a dedicated ambition to 'accountability and learning' in their respective strategies. Accordingly, most highlight that qualitative and/or quantitative monitoring and evaluation frameworks are developed, adapted to, and implemented for each specific project. Among the most recurrent tools mentioned are:

- Evaluation against precise KPIs
- Study of events' audience/attendance
- Public survey
- Programme participants interviews

Most of the higher-ranking peers (as well as some of the lower ranking universities) provided specific examples of the evaluation framework they implemented for selected projects as well as precise indicators of success for each example provided. This is less clear in the evidence provided by King's.

The mark King's granted itself in the self-assessment seems to be very cautious in comparison to peers. In fact, the Times Higher Impact Ranking, which evaluates how universities are delivering against the UN SDGs, placed King's 2nd in the UK behind the University of Manchester.

The University of Manchester – as well as some others including Queen Mary University and the universities of Oxford, Liverpool and Cambridge – is building on 'standardised' internally developed evaluation toolkits/frameworks or external frameworks such as the Logic Model approach of the NCCPE's EDGE analysis, the Times Higher Education Impact Rankings. At King's, evidence of such a framework has only provided for local example – e.g. School of Biomedical Engineering and Imaging Sciences P&CE monitoring and evaluation framework which builds on the NCCPE Edge Tool.

Aspect 5: Acting on Results
King's score: 3

Out of the 15 cluster universities, 9 assessed their capacity to act on the results of their evaluation 3/5 (including King's) and 5 granted themselves a 4/5. Only Queen Mary University gave itself the top mark for this criterion.

The appropriate communication of results – both internal and external – seems to represent the first step for many of the peers in the process of 'acting on results'. While not explicitly mentioned in the evidence provided by King's, previous sections demonstrated that appropriate and efficient communication channels exist at King's.

In practice, there is little difference in the evidence provided by universities with a score of 3 out of 5 and those with a score of 4 out of 5. Universities in both groups highlighted similar practices, including:

- High-level review of the strategy
- The use of external frameworks
- The incorporation of feedback on activities in the development of further projects

In the narrative provided as evidence on this criterion, King's has focused on the high-level accountability through the Service Committee that reports into Academic Board and Council. This is common practice to act on internal evaluation among peer universities in the cluster with, for example, Queen Mary University as well as the universities of Manchester, Sheffield and Warwick, mentioning similar process in their self-assessments.

However, Queen Mary University, which is the only top-ranking university in this aspect, also provided detailed evidence on how both internal and external evaluation is used to improve and revise their current strategy and activities. Building on specifically selected projects, they provided precise examples on how learning allowed them to renew their approach and answer to relevant stakeholders' feedback.

LESSONS TO LEARN

Even though the explanation for the differences in ranking are not obvious, it is still possible to build on this result to point at areas of improvement and learn from other universities' best practice. Improvements can be divided between two distinct categories: (1) internal learning, improving King's practice, and (2) external learning, on the KEF assessment process.

External Learning

This analysis seems to reveal that King's was extremely cautious with both the scores it gave itself and the way it approached the self-assessment. To conduct a self-assessment that was as reliable, transparent and fair as possible, King's put in place an internal survey conducted with members of staff and relevant stakeholders. Accordingly, even though results reflect how P&CE work is perceived and valued by a wider community within the university, it is possible to imagine that P&CE professional staff, acting as cautious and reflective practitioners, were naturally more critical of their own work and were less likely to give top scores.

However, we cannot be certain that a similar process was conducted by peers in the cluster considering that no explanation of the assessment process was provided as part of the detailed narrative made available by the universities. As such, considering the lack of available data on how each university approached and conducted the self-assessment, results need to be taken with caution as they will likely reflect a subjective view of each universities' perception of their own work.

In this context and to ensure best practice in the future, the process of self-assessment would need to be streamlined (or at least discussed and shared by all participating universities) so that results can be considered meaningful and appropriately compared.

Internal Learning

There is always room for improvement, and the sharing of practices by universities who gave themselves a higher score than King's, has provided us with an opportunity to reflect and improve our own practices. Details of possible improvements are outlined for each evaluated metric in the report below.

Aspect 1: Strategy

King's P&CE strategy is well-developed and actions are fully-implemented or in process in most areas. As mentioned above, it is difficult to evaluate this aspect on the strategy's level of completion. However, comparison seems to suggest to opportunities to improve:
- Consider capturing the complete picture of our decentralised staff structure and P&CE activities and how this is best managed in future
- Seeking external awards or endorsement for the P&CE strategy, for example, by the NCCPE to benefit from the official recognition of the strategy's quality.

Aspect 2: Support

Evidence provided by King's and other peers in the cluster suggests that all universities tend to develop similar channels to support P&CE activities. Accordingly, even though there is evidence to suggest that King's has been very cautious in the mark it gave itself, it is still possible to build on other universities best practice to expand additional opportunities at King's- some of which are already in the process of being developed:
- Developing the offer of fully integrated modules for students (Service-learning connected to P&CE);
- Developing the volunteering network at King's – see for example the different networks offered by the university of Leeds;

- Providing additional dedicated channels for bespoke advice on student and staff P&CE projects.

Aspect 3: Activity

As mentioned above, narrative concerning this aspect were essentially example-based. As such, it is difficult to suggest improvement without taking precise examples of projects.

Moreover, evidence tends to suggest that activities mentioned by top ranking universities either directly overlap or are related to areas that are already covered by King's current activities.

One clear improvement would be to capture activities on P&CE in a more organised and streamlined way throughout the year. This will be valuable not only for practitioners who can view similar projects and build a network more easily, as well as use the information to apply for grants more easily, but also centrally when we have to submit evidence-led exercises and reports.

Aspect 4: Results and Learning

Even though King's, the University of Melbourne and University of Chicago are currently looking at how we can better measure, recognise and value universities' impact on society, one important step to improve on this criterion would be to build on available external evaluation frameworks and in-house expertise, to develop a suite of evaluation toolkits/framework for all P&CE activities, and provide training for King's staff and students. Note we are requesting a Social Impact Lead in the 2021 business planning process to do just this.

Moreover, a relatively easy action for future assessment would be to improve the provision of detailed quantitative and qualitative metrics showing results for specific projects. This will require an improvement in how this work is captured and showcased.

Aspect 5: Acting on Results

Similarly to criteria 4, more details on how the feedback process on specific examples influence further project development could be provided in the narrative to help understand how evaluation is practically guiding. Moreover, the standardised use of external and recognised evaluation frameworks seems to constitute good building blocks for best practice on this criterion.

Appendix 1 – List of Universities in the large and research-heavy university cluster

Large and research-heavy university cluster		
The University of Manchester	King's College London	University of Nottingham
The University of Bristol	The University of Birmingham	The University of Oxford
Imperial College of ST&M	The University of Cambridge	University College London
Queen Mary University of London	The University of Liverpool	The University of Warwick
The University of Southampton	The University of Leeds	The University of Sheffield
London Business School	Newcastle University	

Appendix 2 – Full breakdown of universities by score for criteria evaluated

Aspect 1: Strategy		
Score 5	Score 4	Score 3
The University of Manchester	**King's College London**	University of Nottingham
The University of Bristol	The University of Birmingham	
Imperial College of ST&M	The University of Cambridge	
	The University of Liverpool	
	The University of Leeds	
	Queen Mary University of London	
	The University of Oxford	
	University College London	
	The University of Warwick	
	The University of Sheffield	
	The University of Southampton	
TOTAL: 3	**TOTAL: 11**	**TOTAL: 1**

Aspect 2: Support		
Score 5	Score 4	Score 3
Imperial College of ST&M	The University of Birmingham	University of Nottingham
Queen Mary University of London	The University of Cambridge	**King's College London**
The University of Sheffield	The University of Liverpool	
The University of Southampton	The University of Manchester	
The University of Leeds	The University of Bristol	
	The University of Oxford	
	University College London	
	The University of Warwick	
TOTAL: 5	**TOTAL: 8**	**TOTAL: 2**

Aspect 3: Activities	
Score 5	Score 4
The University of Warwick	The University of Birmingham
The University of Bristol	The University of Cambridge
The University of Manchester	The University of Liverpool
	The University of Oxford
	University College London
	Imperial College of ST&M
	Queen Mary University of London
	The University of Sheffield
	The University of Southampton
	The University of Leeds
	University of Nottingham
	King's College London
TOTAL: 3	**TOTAL: 12**

Aspect 4: Results and Learning	
Score 4	**Score 3**
The University of Warwick The University of Manchester The University of Liverpool The University of Oxford University College London Imperial College of ST&M Queen Mary University of London The University of Sheffield The University of Southampton The University of Leeds University of Nottingham	The University of Bristol **King's College London** The University of Birmingham The University of Cambridge
TOTAL: 11	**TOTAL: 4**

Aspect 5: Acting on Results		
Score 5	**Score 4**	**Score 3**
Queen Mary University of London	The University of Manchester Imperial College of ST&M The University of Sheffield The University of Southampton The University of Oxford	University of Nottingham **King's College London** The University of Birmingham The University of Cambridge The University of Liverpool The University of Leeds The University of Bristol University College London The University of Warwick
TOTAL: 1	**TOTAL: 5**	**TOTAL: 9**

Academic Board	
Meeting date	16 June 2021
Paper reference	AB-21-06-16-07.6
Status	Final

Report of the College London Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. Chair's report	07 June 2021	Consent	Note	No
2. SC1: London's Health Science District	07 June 2021	Consent	Note	No
3. Widening Participation & London	07 June 2021	Consent	Note	No
4. Faculty annual London reports	07 June 2021	Consent	Note	No
5. King's London Highlights	07 June 2021	Consent	Note	No

For note

1.   Chair's Report

The Chair's Report (CLC_210607_03) provided an update on initiatives, including King's Civic Leadership Academy and King's Civic Challenge, that enable staff and students to collaborate with local communities in King's home boroughs, and across the capital. The report referenced the Civic Leadership Academy Pilot Year report (CLC_210607_04). The learning from the pilot year has enabled the team to implement structures that have strengthened the student and community partner experience, with 98% of the cohort on track to completing the programme this year (vs. 90% last year). The team's focus on belonging and meeting the practical needs of students has had a significant impact on retention and student satisfaction.

King's Civic Challenge awarded nine teams of students, staff and charities £5,000 each to fund a solution to a local issue teams had been interrogating since December 2020. Teams co-designed projects to have local social impact and were supported by a King's Alumni mentor. Rocket Science, an independent evaluation consultancy, will provide an evaluation of this year's Civic Challenge. Insights from the first two years of the Challenge will be written into a report to share more widely with the HE and voluntary/community sectors.

The Chair's report highlighted the launch of King's Edge which is a time-limited, coherent, high quality and highly visible set of extracurricular opportunities for students running from April through to summer 2021. The programme has brought together new and existing initiatives such as internships and placements, academic and research skills, creative and entrepreneurial skills, languages, volunteering, and community organizing, and opportunities that contribute to student wellbeing.

2.   SC1: London's Health Science District

Professor Sir Robert Lechler delivered a presentation (CLC_210607_08) on the development of SC1 'London's Health Science District'. Co-led by King's Health Partners, with Southwark and Lambeth Councils, the ambition of SC1 is to develop deeper local collaborations at scale that deliver high impact innovation to drive improvements in health and wealth, both locally and globally. He noted that SC1 provides an opportunity to develop collaboration and partnership between three sectors – NHS, academia and industry.

Focussing on the relationship with the Councils in King's home boroughs, he noted the strength of partnership with both Lambeth and Southwark Councils to develop the concept and vision of SC1. He highlighted that the SC1 team are working with the London team, to understand and develop the approach to working with local communities.

In his presentation he referenced the development of 'AHEAD Together', a pilot programme to develop collaboration with local communities. Launching in June 2021, and led by Professor Prashant Jha (School of Biomedical Engineering & Imaging Sciences), AHEAD Together is a free six-week summer pilot programme that will support teams of King's students, alongside SC1 and local partners to co-create solutions, using a Design Thinking approach.

3. Widening Participation & London

Michael Bennett, Associate Director, Widening Participation, delivered a presentation (CLC210607_09) on King's Widening Participation strategy.

King's Widening Participation work focuses on three key areas:

- **Pre 16** work including King's Scholars (Years 7, 8 and 9), parental engagement support (Parent Power and Empoderando Padres, the Spanish speaking group), and King's Scholars + (Year 10 and 11).

- **Post 16** work including K+ (King's flagship WP programme) and the King's Advocate Award for teachers and social workers.

- The **What Works** team provide evaluation frameworks and run research trials.

Agreed with the UK Government's Office for Students, King's Widening Participation work is governed by the Access and Participation Plan which details targets for access.

Among several examples of collaboration with local communities and partners, the Widening Participation team is collaborating with Lambeth Council on their Social Mobility strategy. This will include a listening campaign of 1000 students and will aim to create a set of impactful recommendations to present to the Council that will be implemented to improve the lives of young people in our communities.

4. Faculty annual London reports

The Faculty of Dentistry, Oral & Craniofacial Sciences presented its annual London faculty report. Highlights included:

- Investment in dental simulation technology has enabled students to keep learning throughout the pandemic. Students have continued to serve society's needs by providing free dental health care to those in need.

- Undergraduate students engaged with 'London as a Living Classroom' in the Clinical Humanities module through visits and learning from London's museums, galleries and green spaces.

The Institute of Psychiatry, Psychology & Neurosciences presented its annual London faculty report. The IoPPN is committed to improving the mental health and wellbeing of our surrounding communities (and beyond) through local partnerships. Examples include:

- IoPPN academics and SLaM clinicians worked together to improve understanding of perinatal mental illness and transformed services for women locally and across the UK. A key part of this work was based on the South London Child Development Study, where they found that children exposed to perinatal depression had more emotional, behavioural and cognitive problems, and for each child exposed to maternal depression, the minimum economic cost by early adolescence was £8,190. This together with other collaborative research led to changes and improvements to practice guidelines, clinical training and care pathways, and led to the UK Government investing £365 million in new funding for perinatal mental health services and an extra 30,000 women receiving treatment.

- CUES-Ed works with whole classes of primary-aged children (7-10 years) to ensure they learn the basics of looking after themselves and their mental health. CUES-Ed has worked with over 5,000

children thus far, with service evaluation showing high rates of acceptability and improvements on whole class well-being. Importantly, children identified as more vulnerable consistently show significant improvement following the CUES-Ed programme.

5.   King's London Highlights

A paper (CLC_210607_06) 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.

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;
2) events within the Chaplaincy;
3) activities of the Chapel Choir.

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 Dean and the College Chaplain in regard to the ongoing community and network building across the College in the current Covid-19 situation.

Report from the Dean

1. Dean's Office

a) Having reported last time that Keith Riglin was leaving us to move to Scotland, I was delighted to be able to represent King's at his consecration and installation as Bishop of Argyll & The Isles in Oban on 1 May. Given the ongoing restrictions there were not very many of us in the Cathedral, but it was good to see both at that service, and at his first service as Bishop the following day, that the people whom he will be serving are glad to have him with them.

b) Further to other items in my last Report, we are continuing to work with colleagues across the College on addressing issues around the Thomas Guy memorial, and are also looking at all our Chapel memorials to see if there are any others that might be problematic.

c) In addition, we are looking forward to the opening of the new Dharmic Prayer Room at Guy's on 30 June, and to expanding the breadth and depth of our team in 2021/22 as we recruit Chaplains from faiths which are not yet represented.

2. AKC

a) The evaluation of numbers of those taking the course this year, and the assessment results, is not quite finished (there are still some catch-up sessions to take place). However, as of late March the number enrolled on the course this year was 3,858, which is a 38% increase on 2019/20, and reflects the fact that of necessity the AKC has been delivered entirely online for the whole of this year, so the withdrawal rate of those who have found it difficult to combine the course with their degree studies has been lower.

b) The average percentage of those attempting the assessment quizzes was also up this year on last year, by about 10%. In terms of the essay competition, we received 72 essays for Semester 1, and 29 for Semester 2 – although the AKC team are very pleased that any were received at all for the second semester, given the prevalence of general screen fatigue and pandemic exhaustion!

c) More of the AKC Conversations, based on last semester's lecture series on 'Voices in the Wilderness: Leadership in Troubled Times', are available at https://www.kcl.ac.uk/aboutkings/principal/dean/akc/akc-handbook/akc-conversations (please note that our webpages will soon be moving to the newer template/format, so this link may cease to work at some point; www.kcl.ac.uk/akc should always find us, though). These include Professor Clare Carlisle (AKC Programme Director) talking with Deborah, Baroness Bull, and Dr Daniel DeHanas (the co-ordinator of this lecture series) in conversation with Dr Eka Ikpe, who is Senior Lecturer in Development Economics in Africa and the Deputy Director of the African Leadership Centre (https://www.kcl.ac.uk/people/eka-ikpe).

d) As mentioned in the last Report, planning for next year's programme continues: Series 1 in the autumn will focus on Spirituality and the Body (co-ordinated by Professor Joan Taylor, and which is looking particularly exciting), and Series 2 in the spring will focus on the theme of the Radical (again co-ordinated by Dr DeHanas. Full details will be published over the summer, so do keep an eye on www.kcl.ac.uk/akc for more information.

3. Chaplaincy

a) As before, our regular Chaplaincy activities have continued online, although as noted below re the Choir, as the restrictions have started to relax it has been very good to be able to get back into the

Strand Chapel for some services. I particularly appreciated being able to preside at the Eucharist in the Chapel for the first time on Ascension Day (13 May).

b) We are now starting to look ahead to what will be possible next term, and we very much hope to be able to welcome a good number of people to the Chapels for the annual Opening of Year Services at the Strand on Wednesday 29 September at 1.10pm, and at Guy's on Thursday 30 September at 5.30pm. At the service at the Strand, we are also hoping to be able to formally Install Shitij Kapur as Principal and me as Dean, so it would be good to have appropriate staff robing and processing if they would like to join us – more details will be available in due course.

c) It has been very good to be involved in KCLSU's 'Take Time In' initiative during May, as a good creative way of offering support to students during the assessment period. Members of the Chaplaincy team have also been taking part in events during the Interfaith Week (https://www.kcl.ac.uk/hr/diversity/get-involved/interfaith-week, which actually covered two weeks!), along with students and staff from other areas of King's.

d) The summer term is normally a time when requests for individual meetings slacken off, but it has been noticeable that this is not the case this year. While a lot of people are looking forward to being able to get back to in-person activities which haven't been possible for a while, there is also a lot of concern being expressed about social anxiety, and worry about how to engage with and relate to larger gatherings of people after spending so much time in smaller groups, or alone. This will be an ongoing issue for some time, so do please remember that Chaplaincy support continues to be available throughout the summer, for staff as well as for students – if anyone would like to talk at any time, about anything, please email chaplaincy@kcl.ac.uk, and someone will be in touch.

4. Chapel Choir

a) After a term of Zoom Evensongs we managed to return to the Chapel, albeit with a reduced Choir, on 18 May to live-stream that service, and this will continue until the end of term (so the last one will be on Tuesday 1 June). This has been a tough year for the Choir, as they have very rarely, if at all, been able to sing all together, instead having to contribute from home, or in small groups when it has been possible to be in the Chapel.

b) However, towards the end of May and for the first half of June we are holding a Choir 'retreat', in lieu of the usual overseas tour, which will allow the full Choir to sing together at last (although sadly our planned Evensong at St. Paul's Cathedral is postponed, but we hope to return there soon). The 'retreat' will include some recording sessions (as mentioned in my last Report), and a live-streamed performance of the Brahms Requiem on Friday 18 June (time to be confirmed – keep an eye on www.kcl.ac.uk/choir and https://www.youtube.com/channel/UCTvlxfrR2yaX_3YLpo65v2g for more details). We are very grateful to all who are planning how to get activities on campus back up and running within the guidelines and restrictions, and have been working closely with colleagues across the relevant teams.

c) We are also working with colleagues in AVSU to equip the Chapel with longer-term live-streaming capabilities, so that we can continue to make services, concerts, and other events accessible to the wider King's community whatever the restrictions may be at any time! This could open up things like the annual Advent Carol Services to an even larger congregation, without needing to worry about how many people we can actually fit in the Chapel, so there are lots of exciting possibilities ahead.

Ellen Clark-King
Dean, King's College London
May 2021

Academic Board	
Meeting date	16 June 2021
Paper reference	AB-21-06-16-08.2
Status	Final
Access	Restricted to Academic Board members only
FOI release	Restricted due to Data Protection Act requirements
FOI exemption	s.40, personal interests

Election of Associates of King's College

Action required

☒ For approval
☐ For discussion
☐ To note

Motion: That those students and staff listed be elected as Associates of King's College

Executive summary

The Council has delegated to the Academic Board requests 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.

This page has been redacted

Report from Council

Action required

☐ For approval
☐ For discussion
☒ To note

Executive summary

This report presents a summary of key issues discussed and decisions taken at the meeting of Council held on 26 May 2021.

These reports are made to Academic Board following each meeting of Council and are intended to improve the flow of information from Council to the Board to match the flow of information in the opposite direction. The report will be presented by the members of Council elected from the membership of the Academic Board and covers all items considered by Council, except for any that are confidential.

Report from Council – Meeting of 26 May 2021

Principal's Report
Council **discussion** included: admissions and finances, lessons learned from working during the pandemic, higher education legislation, and issues raised by staff and students in connection with the unsettled situation in Israel and Gaza.

Workshop – King's Health Partners
Council received a presentation from the Interim Chair, King's Health Partners (KHP) and the Executive director, KHP. The presentation focused on KHP's five-year plan and the White Paper on the NHS restructure. Council **discussion** included: potential risks and opportunities of the proposed legislation; health inequalities; the concept of an innovation district; King's Civic Charter; research and changes to KHP governance.

Report of the Academic Board
Council discussed and **approved**:

- The formation of King's Education (final name to be determined)

Council **noted** the remaining reports from Academic Board on its Unanimous Consent Agenda.

Report of the Estates Strategy Committee
Council **approved**:

- Quad fit-out revised budget

Council **noted** the delegation of authority to the Chair of the Estates Strategy Committee regarding the demolition of the Prideaux building. The Estate Strategy Committee had considered it sensible to move forward with the demolition on the basis of an interim rather than final business case in order not to lose any of the associated UKRIF grant.

Council **noted** the remaining reports from the Estates Strategy Committee on its Unanimous Consent Agenda.

Report of the KCLSU President
Council **discussed** a report from the KCLSU President covering KCLSU networks, the NSS review workshops, freedom of expression, student well-being and loneliness, KCLSU Town Halls, careers and employability, and assessment and feedback.

Any Other Business

Sustainability & Climate Change
Council asked that consideration be given to scheduling an in-depth briefing on climate and sustainability, perhaps as part of the September Away Day agenda.

UCU
Council received notice of recent votes at the UCU concerning the Chairman and concerning Council's membership.

Chair
Academic Board

KCLSU President's Report

Action required

☐ For approval
☒ For discussion
☐ To note

Executive summary

The King's College London Students' Union (KCLSU) sabbatical officers are students who have the opportunity and platform to enact changes, which they felt was needed after their own experiences as students. They sit on various high level KCL committees to provide a student voice and perspective on a number of critical issues which will affect the wider student body but also are trustees of KCLSU. Objectives are identified based upon their experiences but also the constantly changing needs of students. There are a broad range of priorities which can be summarised into broad categories, as outlined below, however a more in-depth view into objectives for the year is available in **Annex 1.**

The 20-21 Officer Team:
President – Salma Hussain (SHH)
VP Activities and Development: Niall Berry (NB)
VP Education (Arts and Sciences) – Vatsav Soni (VS)
VP Education (Health) – Ali Gibson (AG)
VP Postgraduate – Heena Ramchandani (HR)
VP Community and Welfare – Tasnia Yasmin (TY)

'Education Officers' refers to the sabbatical officers whose remit is education based and includes both VP Education (Arts and Sciences); VP Education (Health) and VP Postgraduate. The education officers and the President hold ex officio positions on Academic Board. This paper includes the projects of all officers, not solely those on Academic Board, for purposes of transparency.

KCLSU President Report – description of Annexes

Annex 1 – Officers' Progress Report on Objectives

The student experience is an evolving entity, which has led to evolution in the priorities of the KCLSU sabbatical officers to ensure that objectives are in line with the needs of students. The unique challenge of the covid-19 pandemic further strengthens the need of the student voice to be heard and recognised. This had led to the development of identification of key strategic areas to be worked upon over the course of this academic year, a summary of which is listed below and an expansion in **Annex 1**. The student experience includes academic study but also the non-academic areas which students participate in.

Key Areas of Strategic Focus:

Assessment and Feedback: Small but effective changes in the administration of assessments would improve the student understanding and subsequent scoring. These changes include early access to past papers, precise marking rubrics and models answers which, combined, will allow the student to achieve the highest mark possible. Moreover, by facilitating cross-year group interactions, peer support can help students to understand what is required of them.

Student Representation: As the largest stakeholders in universities, the student voice and perspective should be considered in every decision made. Student representation should not be tokenistic but should be an avenue to explore new ideas and lead to an improvement in both teaching and research. This representation should be at all levels of governance so that policy changes can account for the needs of our diverse student body.

Upskilling students: Students pay for a university education however the university experience is much more than that. Students should be able to leave university with both a world class education but also the ability to find a suitable career; employability prospects may be improved through developing key transferable skills such as financial literacy. Participation in student activity groups within KCLSU provides many transferrable skills and we need to ensure we are celebrating these skills for example by increasing visibility of student media groups for example by playing KCLSU radio in KCLSU spaces. Furthermore, career development opportunities and the ability to meet employers, are particularly important for postgraduate students. Improving these areas are key to produce graduates who are able to effectively transition into the workplace.

Inclusion: The King's community is diverse and has corresponding diverse needs. Inclusion needs to be considered in both governance and within our spaces by including those from marginalised communities. Governance is a key area where student voice can champion inclusion, by increasing student representation at all levels, the needs of individual students can be considered and accounted for. Furthermore, the current Eurocentric curriculum is not reflective of our diverse student body therefore needs to be decolonised and internationalised, this may also improve the satisfaction scores in the NSS of BME students.

Covid-19: All of the strategic areas of importance are affected by the current coronavirus pandemic. This pandemic has led to large changes to every student's life and officers need to be mindful of how these changes can affect the academic experience. Including and considering all voices in decision making and policy changes is key to ensure that impact of the pandemic on student experience is mitigated as far as possible. In light of covid-19, there needs to be a review of hardship funding for students to ensure that they are properly supported.

Finances: Money has and always be a difficult topic to approach. Students should feel empowered to be able to understand their own finances, perhaps through peer support mechanisms, but also be able to easily access bursaries that they are entitled to. Tuition fees, particularly for postgraduate international students, are an incredibly high burden which is why there is need for a third instalment to allow students to have flexibility in paying fees when they are in need. The use of these tuition fees by the university needs to be clarified so students are aware where money from tuition fees is used, this will also allow greater appreciation of the many services that KCL offers, aside from the academic experience. KCLSU also needs to evaluate approach to transparency of activity group funding to make it clearer to students the rationale behind amount of money given to societies.

Wellbeing: The individualistic nature of wellbeing requires a tailored approach. This has been approached by officers in different ways. Faculties need to consider how wellbeing support can be offered on a localised level

which is more specific and tailored to their students who may have differing needs to students of other faculties. Furthermore, KCLSU societies provide a form of community support however are not formally equipped for this which is why it is important to evaluate how to support these societies best perhaps by implementing a mandatory role of a wellbeing officer for each student group.

Annex 2 – Non Manifesto Wins

I produced a short executive summary which outlines some of our non-manifesto achievements this year. In the future, I will also circulate the 20-21 Officer Impact report.

Annex 3 – Liberation Officers

I have enclosed a summary of the student networks that KCLSU currently runs and their achievements over the past academic year

Annex 1 – Officers' Progress Report on Objectives
Annex 2 – Non Manifesto Wins
Annex 3 – Liberation Officers

Officers' Reports

Contents

Summary

This report is broken down into two sections, section 1 highlights the collective projects that the officers agreed to take on in light of issues that have emerged due to COVID-19 as well as a need to respond to government changes that impact on KCLSU members. Section 2, highlights the campaigns of the each of the sabbatical officers, which stems from their manifestos.
The method for depicting progress is done on an academic year and broken down in to 3 terms, (term 1, 2 and 3), the status section indicates if the campaign or project is on track.

Each of the projects will contain the initials of the sabbatical officers as listed below:

President – Salma Hussain (SHH)
VP Activities and Development: Niall Berry (NB)
VP Education (Arts and Sciences) – Vatsav Soni (VS)
VP Education (Health) – Aless Gibson (AG)
VP Postgraduates – Heena Ramchandani (HR)
VP Community and Welfare – Tasnia Yasmin (TY)
'Education Officers' refers to the sabbatical officers whose remit is education based and includes both VP Education (Arts and Sciences); VP Education (Health) and VP Postgraduate
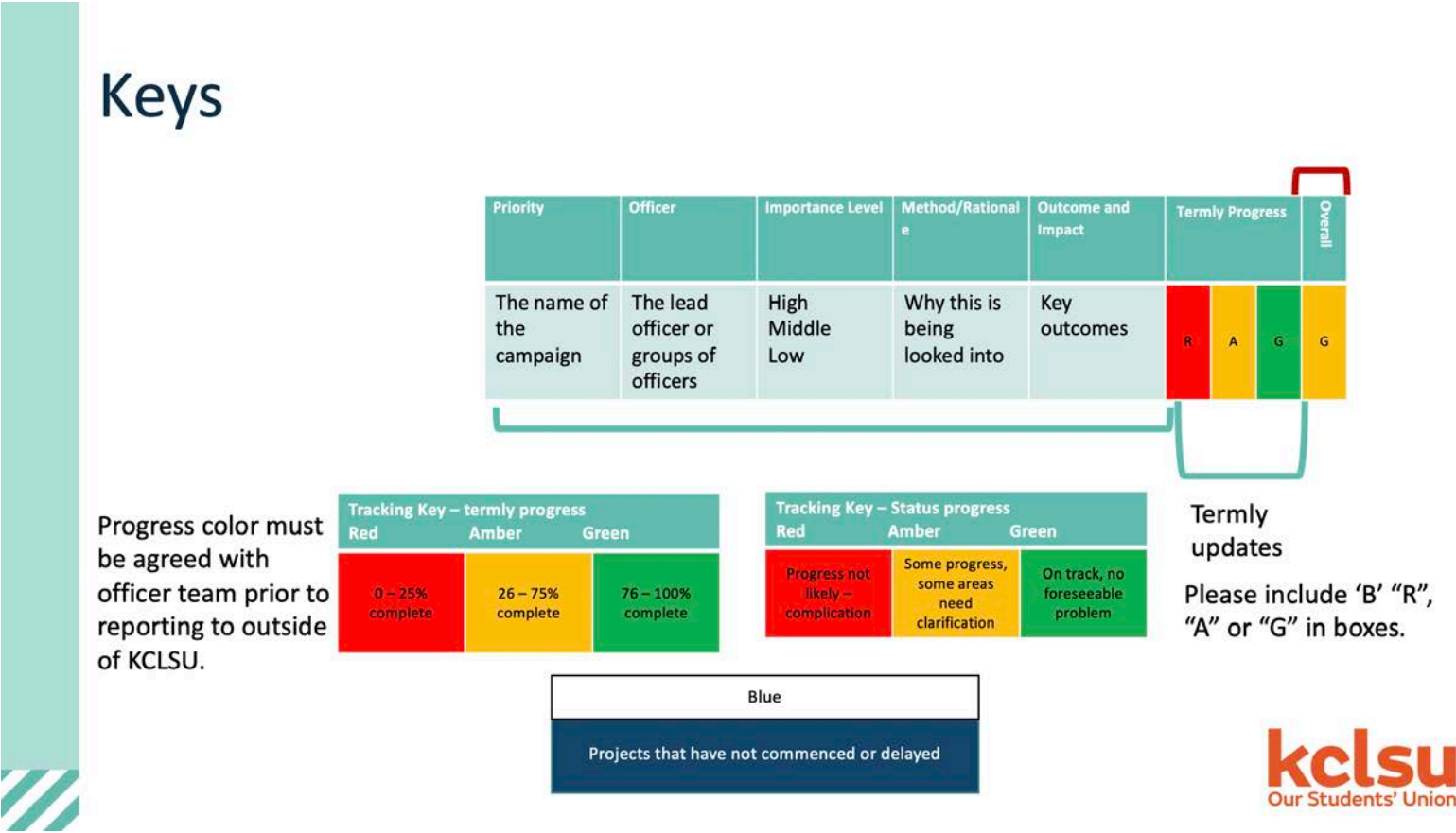
Diagram 1: Keys

Figure 1: depicts the progress on each of the objective and clarifies the meaning of each colour and column

KCLSU Officers Report
Updated: 1st June 2021
Page: 3

Section 1: Collective Projects

The projects listed in Table 1 have been identified as areas of priorities by multiple officers upon assumption of office. Upon review of the Relationship Agreement, these priorities may become joint KCL and KCLSU projects.

Projects listed in table 1 have been identified since the officers have come into position and will be worked on as a collective. After the Relationship Agreement has been reviewed these priorities may appear as joint KCL and KCLSU projects.

Table 1: Collective Officer Projects

Priority	Officer Lead	Importance Level	Method/Rationale	Outcome and Impact	T1	T2	T3	Status
Equality, Diversity and Inclusion (EDI)	All	High	This is a year of action. We need to evaluate at how we are representing students throughout our community and how we can consider EDI in this. The murder of George Floyd highlighted the stark realities that members of different races experience, predominantly our Black students and staff. The negative experiences of these students at King's was reflected in data derived from the NSS, where Black students experienced 11.1% decrease in satisfaction. There needs to be an exploration into why our students are experiencing this growing dissatisfaction and implement tangible actions to prevent this negative experience of our students being repeated.	Ensure that every voice is heard and accommodated in the face of difficulties that covid-19 poses. Ensure that progress on EDI is not halted due to covid-19. This is a business critical issue which cannot afford to be delayed. Allow all students to be on equal footing	R	A	A	A

			There needs to be action to tackle inequalities, wherever they exist, particularly this year when these inequalities may be exacerbated. White working class males are the least likely demographic to progress to higher education and we need to ensure students who identify as such are supported. Otherwise there will be disproportionate dropout rates but also reductions in progress made in combating attainment gaps. The move to online teaching and examinations may adversely affect students from lower socio-economic backgrounds who live in digital poverty. Accommodations for these students needs to be made centrally through consideration of the diverse needs of our student population in policy creation. Equality, Diversity and Inclusion should be central to every policy decision rather than as a tickbox exercise in the final steps of approving a policy. There are resource implications to consider and decisions need to be made on what is most important this year. However, this is a key strategic area which requires progress.	when studying and being assessed to prevent the increase in attainment gaps. This may be achieved through a review of prioritisation in allocation of library and informal study spaces.	🟥	🟧	🟧	🟧
Wellbeing	Tasnia and Niall	High	The wellbeing of students is critical. There is no luxury of complacency this year.	The impact of this priority will be ensuring that every student feels	A	A	A	A

| | | | The impact of self isolation and lack of F2F teaching has a large negative impact upon wellbeing of students. Being trapped in small rooms in halls of residences or unsafe family homes rather than spending time on campus can be mentally damaging to many students. A recent study by O'Connor et al, published in the British Journal of Psychiatry, found that the prevalence of suicidal thoughts increased in the first lockdown, particularly in young adults between the ages of 18-29, with a significant proportion of our student population falling within this age range, it is integral to ensure our students are supported and do not slip through the cracks.

The increased probability of students dropping out this year due to poor wellbeing is an issue that needs tackling. This poor wellbeing could be mental, physical, financial or even a combination of all three and therefore mitigations need to be put in place to ensure that King's fulfils the duty of care towards its students.

We are currently reviewing activity group activity in a digital world to ensure students can still integrate and interact with the King's community. This will combat | supported to face the unique challenges of this year. The subsequent outcome would be preventing astronomical dropout rates but also fulfilling the wider duty of care KCL has to students in ensuring good mental wellbeing.

The WonkHe survey data can be used towards creating a strategy of tangible actions to ensure no member of our diverse community is left behind. | | | | |
|---|---|---|---|---|---|---|---|---|

				feelings of loneliness and subsequent potential drop out rates.

KCLSU have participated in a national survey, run by WonkHE, which examines loneliness in the context of putative drop out rates. Upon publication of results we will be able to compare data from KCL students against a national picture. | | | | | |
| NSS and Academic Quality | Education Officers and President | High | | The move to blended learning is a huge upheaval to modern university education and therefore is a threat to the academic experience, a large part of the overall student experience. This transition will have successes and pitfalls which requires monitoring of constant feedback to ensure the high standards of academic quality that King's provides is achieved.

The National Student Survey (NSS) is a snapshot of the culmination of experiences of final year students and therefore may not necessarily be reflective of the wider student experience. Furthermore, at the time of data collection, the actions arising from NSS data cannot be used to make change for the students the data is collected from. These reasons, amongst others, provide context for the need to review the NSS meanwhile other robust methods of data collection need to be undertaken to ensure academic | Maintenance of academic quality in a blended learning environment through continual use of student feedback in a way that is equitable to both staff and students.

Ensure student voices are heard when evaluating the successes and failures in the transition to online learning so improvements can be made to teaching. | R | A | R | A |

			quality is maintained. Alternatives may include module evaluations, which provide more detailed feedback on module quality to allow iteration and improvements. I recognise that module evaluations are an imperfect measure as there is disproportionate negative feedback towards academic staff who identify as female or originate from BME backgrounds. Therefore, we believe that these evaluations should not feature in Personal Development Reviews as they may have adverse long term implications on career progression and that other feedback methods should be considered. Module evaluations and the NSS occur too late for tangible actions to be drawn and acted upon. We are committed to exploring various other feedback options with the university to ensure that academic standards are maintained.	Increased student satisfaction as students will see their immediate feedback is acted upon.				
Value for Money	Salma, Vatsav, Tasnia and Heena	High		Covid-19 has had a dramatic impact on the finances of all students. There are four key areas which require consideration. Firstly, bursaries and scholarships for students in hardship whether these be for tuition fees or the high living costs of being based in London. The wide ranging impact of covid-19 has been felt by students	Students will be supported when they find themselves in circumstances of hardship. Hardship is not uncommon in a normal year however this is	R	A	A	A

| | | | in differing ways from depreciating currencies of international students by as much as 20%, increasing the tuition fee burden, or the loss of part time work which was once relied upon to afford the high cost of living in London.

Secondly, the age old argument of the third instalment. Allowing students to pay tuition fees flexibly, over a longer time period, will ease the burden of tuition fees and positively impact the wellbeing of students who are required to raise funds in order to study. The largest group who would be positively impacted by this would be international postgraduate students, and this may make King's a more attractive employment prospect.

Thirdly, thinking about next steps after graduating from King's. The prospects for our 2020 and 2021 graduates are dire. This may lead to increased progression to postgraduate courses and highlights the increased both need and demand for the 10% alumni discount. We are looking forward to working with key stakeholder to ensure students are aware of the benefits of staying with KCL for postgraduate study. | especially important this year due to the impact of covid-19.

Students will be able to access a third instalment and pay fees more flexibly. This will also positively impact the wellbeing of students as the stress of having to find money to pay tuition by the January deadline will decrease.

Graduates of KCL may be retained for postgraduate study therefore generating increased income for KCL but also loyalty to the institution.

Provide greater clarity to students on the current state of Higher Education | | | | |

			The move to online teaching has led to national cries for tuition fee refunds. The current state of governmental funding in higher education means that tuition fee refunds are impossible. Therefore, we hope to work with the university to improve financial transparency to ensure students are aware of where their money is going.	sector funding but also clarify where and how tuition fee income is spent. This may reduce calls for tuition fee refunds.				
F2F teaching, Timetabling and the student experience	All	High	Face to Face Teaching (F2F) is ostensibly a challenge. In order to comply with safety regulations of social distancing, room capacity to teach has been reduced significantly which has led to a transition to online teaching. The national picture of calls for tuition fee refunds due to a lack of confidence in value for money with this reduction in F2F teaching. The SU is aware this conflicts with data on campus footfall, therefore demanding robust data collection to investigate the root cause of this disharmony, a strong possibility being a lack of awareness or little point seen in exposing to the risk of the virus, through travel, for very little F2F teaching. We have already worked, successfully, with the university to reinstate protection for Wednesday afternoons in Semester 2, a big win for student wellbeing, and the KCL Senior Management Team agreed to subsidise the increased expenditure in	Increase student satisfaction that the student experience provides value for money. Maintain student wellbeing so that they are to experience both the educational and social parts of the overall student experience.	A	R	A	R

			order to maintaining a commitment to 3 hours of F2F teaching. This was a great win for the union but also for a university committed to maintenance of positive wellbeing. The next step is to evaluate how the broader social experience can be maintained through other activities, including our venues in light of a blended learning experience.					

Section 2: Officer Projects

Table 2 indicates priorities identified by individual officers identified either in their manifestos they were elected upon or discovered the importance of upon starting their role.

Table 2: Officer Projects

Priority	Officer	Importance Level	Method/Rationale	Outcome and Impact	T1	T2	T3	Status
Financial Literacy	SHH	High	71% of students worry about making ends meet and 81% have money worries caused by the pandemic, according to the 2020 Student Money Survey, commissioned by "Save the Student". Furthermore, a 2016 conducted by Richardson et al found that, in a national cohort of students, greater financial difficulties is predictive of greater depression, anxiety, alcohol dependence and global decrease in mental health over time. Therefore, lack of financial education can affect all facets of the student,	By partnering with key stakeholders throughout the university, an increased financial education provision would improve the whole student experience. The following are just a limited selection of how the student experience would be improved as a result of financial education implementation 1. Improved mental health and wellbeing of students: Data shows that the inability of students to budget leads to a global mental health decrease, therefore providing students with these skills allows an increase in wellbeing.	A	G	G	G

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			particularly the academic, experience. Financial education can come through different workstreams, by working with a number of departments throughout King's from the Students & Education Money & Advice Team to Widening Participation, KCLSU and KCL can provide a robust financial education to all students.	2. Careers and employability: Students with financial knowledge are more employable and will transition better to the workplace 3. Academic study: Enabling students to be able to budget better, decreases the need for part time formal work and therefore are able to spend greater time on their studies.				
Formalised Peer Support Schemes	SHH	Medium	Transition to university life is daunting. Students need to be properly supported throughout this transition and one method is through utilising students who have already faced these challenges and have succeeded. In the School of Biosciences, there is a formalised Peer Assisted Learning (PAL) Scheme which conducts small group workshops for all undergraduate year groups to develop different skills. These skills are ones which are required by university study, but	These schemes would allow an increase in student attainment, by equipping students with the skills that they need to succeed academically and socially. The sense of community fostered through these workshops is invaluable and supports student wellbeing especially in being able to point students to parts of King's which they may be unaware of. The ideal outcome of this priority, this year, would be to implement a Peer Assisted Learning Scheme in a Faculty	B	B	B	R

			are not necessarily taught formally, including study skills but also how to present effectively by students who are accomplished in these areas. After serving two years as PAL President in the School of Biosciences, I saw remarkable changes and improvements in students who attend these workshops. Furthermore, these workshops allow an improvement in community and wellbeing. These workshops facilitate the formation of cross and intra year friendship but also a sense of community within the faculty and school the students belong to.	other than Life Sciences and Medicine. Ideally, within a scheme within both a Health and an Arts & Sciences Faculty.				
Mitigating the effect of covid-19 on student experience	SHH	High	Covid-19 has an undeniable, large impact on the student experience. The move to blended learning, combined with the constant tuition fees, is leading to dissatisfaction with the student experience. There have been a number of changes to	The impact and outcome of this objective will be the culmination of efforts of all officers this year. The reactive nature of this objective leads to a need to respond to any and all actions needed to mitigate the effects of covid-19 and therefore cannot be	A	A	G	G

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			the academic experience ranging from a change to the academic day to assessment formats. These changes are challenging to a cohort of students who are already experiencing an abnormal university year; therefore, it is integral that the needs of students are championed.	simplified into a tangible outcome. However, an example of a successful outcome would be the protection of Wednesday afternoons in semester two, after a consultation with the Students and Education Directorate.				
Combatting the Mice Problem	SHH	Low	The high prevalence of rodents across King's campuses are a health and safety but also a reputational risk, which needs to be tackled. They have been spotted in a range of spaces from libraries to food preparation areas.	The outcome of this project would be to eradicate the pest problem however the likelihood of this is low. Therefore, a reasonable outcome is to combat this problem so it is within acceptable levels for a university in London where rodents are ubiquitous.	A	G	G	G
Improved Funding Transparency for Activity Groups	NB	Medium	Activity groups receive funding from the SU for various events. I intend to make this process and the reasoning for allocation of funding clearer, to improve transparency for our members.	Outcome of this is improved funding transparency within the SU, therefore improve governance, accountability and openness with our members.	R	R	R	R

Accessibility Grant Funding	NB	Medium	To improve the inclusivity of student activity groups I intend to work on setting up a new grant fund for student activity groups to purchase any adaptive equipment that will allow them to improve accessibility to their sport or activity.	Impact of this priority is the improvement of inclusivity and accessibility within the SU, improving the overall community of KCLSU.	R	A	A	G
Support for Student Media	NB	Medium	Supporting student media by organising workshops and support sessions, promoting media through SU channels (i.e. playing KCLSU radio in KCLSU spaces) and other methods to improve relations between the SU and the student media groups.	Student media gives King's students the opportunity to hold the university and SU accountable and the outcome of this priority is furthering the voice of students.	B	B	R	A
Activity Group Level Wellbeing Provision	NB	High	With so many of our members being involved in student activity groups they provide an excellent, pre-existing support network to support our members wellbeing. Many activity groups have already elected or nominated wellbeing leads who're working closely with the KCLSU wellbeing team. I intend	The result of this would be improving wellbeing support for SU members, which is of huge benefit to all students at King's.	A	A	G	G

			to work with the wellbeing team and the student wellbeing leads to develop this role and the wellbeing support provided by KCLSU activity groups.						

Assessment and Feedback	VS	High	The College's existing approach to assessment design and delivery does not promptly communicate to students what is expected of them in the assessment. Students are tested on their ability to apply academic content and their ability to understand the assessment design. In an 'Assessment for Learning' program the latter cannot adequately be justified as a learning outcome.
			
			Accordingly, to substitute the existing practices and to help students score better by simply understanding what is expected of them in their assessments I am proposing the following adoptions;
			  1. Early access to Past Papers across all modules and where applicable access to past questions
				By making these resources accessible, students are enabled to engage in self-directed learning. Students are able to rely on these resources and understand what is expected of them in their assessments. Furthermore, students are able to reflect on their past performance, and through the use of these resources are able to understand what they can do to improve their academic performance.
				
				Specific Outcomes and Impacts;
				  1. Early access to Past Papers: This allows for students to map how their academic content ties in with the assessment structures and design for their modules.
				  2. Access to Past Question's answers/answering guidelines; Students are able to track their progress and/or reassure themselves in their revision
					A	A	A	A

			answers/answering guidelines. 2. Access to legible and precise marking schemes that enable students to understand what constitutes a 1st class mark or what constitutes a 2:1 or 2:2 mark. 3. Provide access to model answers that enable students to apply and understand the marking schemes. This has the added benefit of showing students what a 1st class or a 2:1 or 2:2 answer looks like.	process. Additionally, students aren't stifled by questions whose answers they do not know. 3. Marking Schemes and Model Answers; Students are aware of the general characteristics and dos and don'ts for each marking bracket. Additionally, students are also able to understand how they can best approach different assessment structures.				
Late Submission Cap	VS	High	The university's existing policy on late submission specifies that assessments submitted after the set deadline results in the student's mark being capped at the pass mark (40% UG, 50% PG). Students have long expressed frustration for this needlessly strict policy. With digital assessments being the standard practice this year it is now more crucial than ever to address these concerns. To this end, I intend on	Increased student satisfaction: by implementing this one policy change the assessment design is made less rigid and more appealing to students. An added benefit of this could be seen in student engagement with assessments. Making the deadline less rigid and stringent for students could also result in fewer MCF submissions however this would require more analysis to confirm the same. Furthermore, from an assessment for learning perspective through this policy change we emphasise to students what	A	G	G	G

			working with the Late Submission Working Group under ASSC to bring about a policy change that is in line with the assessment for learning approach.	the true learning outcome is. That is to say, now students are rightly assessed on their ability to apply the academic content they learn as opposed to their ability to meet deadlines.					
University Governance and Transparency	VS	Medium	The existing governance structure at the university stems from the College Council which subsequently delegates decision making to several committees. Simultaneously decision making is also delegated to individual faculties. In all these different committees, students are usually only represented by their KCLSU Student Officers. More often than not the Student Representatives are outnumbered by their Academic and Professional Service peers at the university. While their increased membership at these committees is rather obvious and understandable there is a need to increase student representation to amplify the student voice and ensure that	The key outcome/impact is that students find that the college is an inclusive community where students and academics actively engage in decision making. Policy making will consider the diverse experiences and needs of our student body. This priority, in light of covid-19, has modified and is more focused on university financial transparency. There is a national student sentiment of tuition fee refunds and a sense that universities are making a profit in light of online teaching which has cemented the need for financial transparency.	B	A	A	G

			university governance is an inclusive two-way discussion.						
Student Representation	AG	High	Review existing student representation structures in place for value add & outcome measures. Consult with faculties, staff, students and Academic Associations about their priorities and how we could achieve them collaboratively. Rework existing structures/create new spaces for conversation alongside students and staff, monitor impact and evaluate with a view to fine-tune. Consider existing successful methods of student engagement at King's (King's 100, KBS20, SSPP25) as a springboard for new conversation and co-creation platforms as identified as a priority in King's Education Strategy 2017-2022.	Students feel they are heard and valued by the university and their faculty/department. Staff and students alike feel more positive about the academic delivery and pastoral support in place. Satisfaction is greater. New innovative ways of teaching, learning, supporting and empowering students are created. Student engagement, interaction, mental health and wellbeing, sense of community, awareness of KCL and Faculty are all boosted. Staff receive less complaints and are able to work more in tandem with the student population and vice versa.	A	G	G	G
Accessibility & Inclusivity in Governance	AG	Medium	Ensure through all policies, conversations and decision-making, that King's have the concerns, values, beliefs and wishes of all	King's Community is an inclusive, welcoming, celebrated community where people's identities and individual circumstances are not discriminated against.	R	R	R	A

	students at heart, which includes but is not limited to: • Students with disabilities, including hidden disabilities, chronic health conditions and mental health conditions • Students of different ethnic backgrounds, with a specific focus where possible/appropriate to black students • Students who identify as LGBTQIA+ and/or of non-binary gender identities • Students from a range of socio-economic backgrounds • Students who have caring responsibilities • Students who have left the local authority care system. Recognising a lack of knowledge of the experiences of a number of these identity groups, championing the inclusion of student voice directly at every step possible.	All students are able and feel empowered to achieve their academic, personal and social potential during their time at university.		

Community for all four campuses	AG	Medium	From an academic perspective, working with relevant Faculties to bolster a sense of community, particularly in these isolating times we find ourselves in. Configure new ways of working, recognising the VP Education Health role has been vacant for a number of months, to share ideas, resource and time to creating a welcoming environment for students new and returning.	Students of Denmark Hill campus in particular feel part of the student body, value their connection both to King's and KCLSU, and are able to make the most of their (sometimes limited) time at King's College London.	R	R	R	A
Focus on Careers & Employability	HR	High	Consult with the senior members of the careers department and communicate on how to provide a more inclusive service for PGT students. Conduct a survey around mid-November 2020 to gain an insight of PG student opinions and their expectations of the service.	PGT students in particular will feel more supported in their career choices. Introduction of career education seminars will provide further knowledge for students to pursue their prospective careers. The results of the survey will help me and the careers department to plan events accordingly to cater for the needs of the students.	A	G	G	G
Social Interests & Engagement	HR	High	Postgraduate students are usually disengaged with the university and the union, therefore I want to tackle this through increased social	Increasing interaction between students will help students feel a sense of community and belonging.	A	A	A	G

			interaction between postgraduate students. Therefore improving the mental health and wellbeing of these students as they become more integrated into the King's community. Planning inter-departmental/ inter-university networking opportunities for students to gain an opportunity to connect with students from different courses and universities.	This will also help focus on the "isolated" campuses I,e. Denmark Hill which hosts mainly PG students and therefore improve their mental health and wellbeing. Inter-university networking opportunities to build relationships and connections between students from different universities.	🟧			🟩
Financial Feasibility	HR	Medium	The large financial investment of a university education is a burden on many students. In order to improve accessibility, there should be a third instalment of tuition fees for self-funded students, whether they are classed as Home/EU or International. This would be able to improve financial viability of paying tuition fees and be particularly impactful for those of disadvantaged socio-economic background.	Students will be able to pay in 3 instalments which levies some financial burden of paying in 2 instalments. Student wellbeing improves due to increased flexibility in paying tuition fees.	**R**	**R**	**R**	**R**

Welfare support on a faculty scale	TY	High	As a student, your department is often your go to for any concerns because it is what you are most familiar with. The welfare support available at KCL and KCLSU tends to be very centralised and generic with a lot of students unaware of more specific services that are provided. This often means that there is a delay for students in getting help or not getting any support at all. As a student I found that there wasn't much support coming directly from my department who would understand certain module pressures, deadlines and workload. There is currently scope for faculty welfare leads in departments and I hope to work closely with those involved to ensure that there is low scale, fast access to support and guidance for students who need specific and bespoke support.	Students will be able to access support more easily or be signposted to specific departments and student services as need be. Tailored support which is quick, easy to access and familiar to students will allow for better targeted support for students and therefore a better student experience.	R	A	G	G
Third instalment for	TY	High	The majority of self-funded students at KCL have to pay tuition	Carry on the Slice the Price campaign started in 2017 to allow for a third	R	R	R	R

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					R	R	R	R
self-funded students			fees in 2 instalments compared to 3 instalments from Student Finance funded students. This places a great strain and stress on these students who have to work alongside studying for their degree, disproportionately affecting students from lower socio-economic backgrounds.	instalment for more students to access to reduce financial burdens and stress.				
Financial signposting	TY	Medium	Accessing bursaries, scholarships and financial aid can be difficult to access on the website resulting in less people applying and using them, especially to those who need it most.	Have an updated page of financial support available for students to easily access and navigate. This will improve overall student wellbeing due to reduced finance induced stress.	R	R	A	G
Decolonising the Curriculum	TY	Medium	In the light of the BLM protests happening around the world and institutions making commitments to anti-racism and diversity, it is important that this is highlighted in education and leading universities such as KCL.	Diversifying the curriculum and liberating our education, for students of all faculties, allows for BME students (and staff) to be able to engage more in celebrating diversity and acknowledging problematic pasts of academics and educators.	A	A	A	A

Evidence Mentioned:

KCLSU Research Bureau: In line with the Representation and Connection themes of the KCLSU's Strategy, a KCLSU Research Bureau has been established in order to ensure that the breadths of an issue is understood. The projects highlighted will ensure that evidence is gained in order to provide a comprehensive understanding on the issue.

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Richardson, T., Elliott, P., Roberts, R. and Jansen, M., 2016. A Longitudinal Study of Financial Difficulties and Mental Health in a National Sample of British Undergraduate Students. Community Mental Health Journal, 53(3), pp.344-352. doi:10.1007/s10597-016-0052-0

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Non Manifesto Projects

Annex 1 examines issues that sabbatical officers were aware of prior to taking office. However, in both covid-19 and a normal year, there are several projects which crop up which we work on. I thought it was important to briefly outline some of these projects and their successes.

PerSIStence: We worked with several female and non-binary identifying students to put on their own empowerment events. We worked with female student leaders of societies from Womxn in Physics to Women in Law to the international students' network to empower them to put their own events on but also advertise them more broadly than their own community. Centrally, we put on our own events utilising one of our greatest resources: our Alumni. We have put on events looking at tackling imposter syndrome to looking at their inspirational journeys and still have one left for this academic year, found here: https://www.kclsu.org/ents/event/9495/

One Last Roar: It is undeniable that this has been a difficult year for all students. Many of our first year and postgraduate taught students have yet to have even visited campus. One Last Roar is a series of celebratory events intended to connect students in person in the week commencing the 21st June, prior to the ending of King's Residences contracts on the 26th. We have created a funding pot for societies, that they can bid for to put on in person events, during this week and have officer led events. From the research we conducted, we found that students are keen to meet academics in person therefore it is likely that you may receive invites to some of these events. This culminates in a large celebration on the 25th June in Neverland, Fulham Beach Club. I hope that this will allow students to make vital social connections, which have been missed this year.

Bush House and Tavistock Institute: The Bush House incident, which occurred in Spring 2019, has left deep seated scars within both our student and staff communities. KCLSU and KCL jointly work to address the issues which led to the incident but also to heal the damage done through community engagement using our partnership with the Tavistock Institute.

Wednesday Afternoons: In August 2020, there were discussions surrounding constraints of delivering 3 hours of Face to Face teaching in person, per student per week. The Academic Board had approved the decision, by email, to remove protection of Wednesday afternoons from teaching time in order to maximise face to face teaching. Academic teaching is critical and was a priority for KCLSU this year however Wednesday afternoons are vital for wellbeing as it is time which allows societies to put on events but also provides a sense of stability. Many students utilise this time for different purposes from catching up on studying, to work or even to socialise: all important for maintaining a positive mental wellbeing. KCLSU launched a successful campaign to reprotect Wednesday afternoons for Semester 2, which was welcomed by students.

Tuition Fee Refunds: We have worked collaboratively with the Students United Against Fees Campaign, led by London School of Economics, to achieve financial justice for students affected by the pandemic. Most recently, there has been modelling released which provides a fiscally neutral solution for Higher Education Institutions that provides a refund for Home Undergraduate students.

Rent Strike: Two of our officers worked with King's and a student led rent strike to come to an agreement, where no student is disadvantaged this year despite the challenging circumstances of this year. We were able to secure £50,000 for students who were hit by financial difficulty.

Harassment: We have started a harassment working group and campaign to ensure that students feel safe. We are working closely with King's on how to tackle this issue in a variety of ways from involvement in audits to community charter creation to evaluating reporting tools. A key first step in this is to make consent training a mandatory part of training for all community leaders, including society president and treasurers.

These are a small snapshot of some of the many achievements of this year. Despite the challenges, we have managed to secure the best possible student experience possible.

Our Liberation Networks and Officers

In the last Council meeting, there was interest in our Black Students' Network, therefore I believed that Academic Board would appreciate further information on the networks that KCLSU have. In addition to the six full time sabbatical officers, KCLSU has a number of part-time Liberation Officers who work to raise the profile of issues which affect students who identify within certain groups. These students were democratically elected, alongside the sabbatical officers in the KCLSU Spring Elections 2020. Below we've highlighted the groups and the work that they have done over the past year:

- Black Students Network – This network was newly established this year and has been working hard to establish it both with KCL and students. From Black Students Talk, the peer support initiative which centres the Black student experience, to inputting into the Student Attainment Steering Committee, the voices of Black students are being raised within the SU and the university student voice.

- People of Colour Network - a platform started in collaboration with the inclusive education student partners at King's Business School where we worked alongside the Vice-Dean and the Student Experience Manager at King's Business School. The forum was aimed to create a safe space for BAME students to discuss, share and deliberate key issues encountered by BAME students at KBS and how these issues lead to widening the BAME student attainment gap. The People of Colour Network officer had a meeting with the Dean and Vice-Dean of KBS regarding the need to address the BAME awarding gap and the creation of a separate forum to focus on the root cause of the widening gap and gain first hand insights from BAME students about their experience and further work on rectifying the loopholes that prevent bridging the gap. They have also hosted events in collaboration with KCL internationalisation society to promote cultural competency among students and raise awareness regarding institutional racism at university level.

- Disabled Students Network – as well as running a fantastic series of events for Disability History Month, our Disabled Students Network have been working closely with Niall, the KCLSU VP for Activities & Development to create resources for groups who want to improve their accessibility (for example, by paying for a BSL interpreter, or inclusive sporting equipment).

- LGBT+ Network – KCLSU elects an LGBT+ officer (open place) and LGBT+ officer (trans place) in order to ensure every student's needs are met. Our LGBT Network Officers have been running brilliant events across the year for the LGBTQ+ community at King's; from Trans Awareness Week to LGBT History Month, the Network group has stayed strong and connected throughout. Both Officers are ending the Academic Year by producing a "LGBTQ+ student's guide to King's" to ensure that students can find the information they need to live their fullest life at KCL or where they can access support both inside and outside of the university when needed.

- Women's Network – this network has been led by the actions of a number of 'Women in' and female empowerment societies, who run events around the year to support incredible women students at King's. On top of this, KCLSU has run an event series this year titled 'PerSIStence' all about female empowerment, spotlighting incredible female alumni across enterprise and academia, running media and confidence training and tackling impostor syndrome.

- International Students Network – our International Students' Officer has been very involved with the SU and societies this year, joining Salma & Tasnia for the PerSIStence Female Empowerment event series and leading on an International Student Fee Compensation Campaign that already has 221 signed up members on our website. She has also launched a podcast and hosted wellbeing events for members of her network, who may especially suffer from isolation from not being physically present in the UK.
- First Generation Network – our First Generation Network has been doing brilliant work allying themselves to our Academic Associations and Societies in order to make sure students who are First Generation within their societies are sufficiently supported. They have also been working with Widening Participation Team at KCL to review the King's Living Bursary to ensure it is having the greatest impact possible to the students who need it most.
- Mature Students Network: Holds a number of events to connect students who are classified as mature students (aged 21+ upon commencement of degree).
- Parents and Carers Network: Similar to the Mature Students Network, holds events to connect and support their communities but also was looking at tackling the harassment students, particularly female students, with caring responsibilities have faced by KCL staff.

We have used our democratically elected part time officers to champion the voices of their communities by working closely with KCL. This includes all network chairs having a space on the KCL Equality, Inclusion and Diversity Forum combined with a standing KCLSU agenda item allows these students to raise the concerns of their communities. Furthermore, we consult and invite these students to relevant meetings such as one with KCL which examined how to support the mental health of international students.

On a monthly basis, the officer team meets with the KCLSU Community Liberation Co ordinator, who is the staff support for these networks, to identify common and emerging issues that need to be raised further. They have also developed a series of 'Allyship' training sessions to tackle inaction against forms of discrimination and to generate a meaningfully welcoming and respectful King's community; sessions have been attended by student leaders in societies and representation, as well as Faculty Student Experience staff.