
Academic Board

Meeting date 3 November 2021

Paper reference AB-21-11-03-02

Status Final



Meeting of the Academic Board to be held on **Wednesday, 3 November 2021** at 14.00 – remotely by Microsoft Teams

Please join via the calendar invitation

Agenda

1	Welcome, apologies and notices		Chair
2	Approval of agenda	AB-21-11-03-02	Chair
3	Unanimous Consent Agenda (including Minutes of the Previous Meeting and Actions Log)	AB-21-11-03-03	Chair
4	Matters arising from the minutes Any matters arising from the minutes not covered elsewhere on the agenda (i) Student Experience – progress and initiatives		Chair ED (S&E)
	See Consent Agenda for remaining items – all to note		
	(ii) The Function currently known as King's Education will be renamed as King's School of Professional & Continuing Education (PACE as an acronym).		

STRATEGIC DISCUSSION

5	Research (to discuss)		VP (Research)
5.1	Sustainable Research Excellence	AB-21-11-03-05.1	
	College Research Committee report – the new		
5.2	Research Strategy	AB-21-11-03-05.2	

REGULAR BUSINESS ITEMS

6	Report of the President & Principal		
6.1	Summary Report on Key Issues (to note)	AB-21-11-03-06.1	Chair
6.2	Equality, Diversity and Inclusion	AB-21-11-03-06.2	Director EDI
	<ul style="list-style-type: none">Disability InclusionRace Equality Charter MarkReligion and Belief Policy and GuidanceMenopause and Menstruation Policies and Guidance		
7	Reports of Committees		
7.1a	Report of College Education Committee	AB-21-11-03-07.1a	Chair, CEC
	(i) Online Professional Education (to discuss)		
	<i>See Consent Agenda for remaining items from CEC</i>		
7.1b	Report of the Academic Standards Sub-Committee (ASSC)	AB-21-11-03-07.1b	Chair, CEC
	(i) External Examiners Overview Report (to approve)		
	<i>See Consent Agenda for remaining items from ASSC</i>		

7.2	Report of the College Service Committee <i>See Consent Agenda for items from CSC</i>	AB-21-11-03-07.2	Chair, CSC
7.3	Report of the Academic Board Operations Committee <i>See Consent Agenda for items from ABOC (all to approve recommendation to Council)</i>	AB-21-11-03-07.3	Interim Chair, ABOC
8	The Dean <i>Items for Consideration</i>		
8.1	Report of The Dean (to note)	AB-21-11-03-08.1	Dean
	<i>Item on Consent</i>		
8.2	To elect Associates of King's College (to approve)	AB-21-11-03-08.2	Dean
9	Report from Council (to note)	AB-21-11-03-09	AB members elected to Council
10	Report of the President of KCLSU (to discuss)	AB-21-11-03-10	KCLSU President
11	Any Other Business		

Irene Birrell
College Secretary
November 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 June 2021 meeting of Academic Board	AB-21-11-03-03.1	Approve
3.3	Actions Log	AB-21-11-03-03.2	Note
Matters arising from the minutes			
4	(ii) The Function currently known as King's Education will be renamed as King's School of Professional & Continuing Education (PACE as an acronym).	AB-21-11-03-04	Note
Report of the College Education Committee (CEC)		AB-21-11-03-07.1	
7.1	(ii) Annual report to Council – ongoing conditions for OfS		Approve
	(iii) Mitigating Circumstances Policy		Approve
	(iv) Statement on Assessment Policy – update for 2021/22		Note
	(v) Student Feedback on Assessment Policy		Note
	(vi) PSRB Update: FoDocS & FoLSM		Note
	(vii) Academic Strategy Sub-Group Report: Evaluation		Note
	(viii) Education Governance Update		Note
	(ix) Guidance and Proposals for use of the College Teaching Fund		Note
	(x) Enabling Student Success – rewarding inclusion efforts in academic promotion		Note
	(xi) Assessment Planning for 2021/22 and beyond		Note
	(xii) Academic Misconduct Guidance on Penalties		Note

	(xiii)	King's First Year – Gateway to King's	Note
	(xiv)	Academic Lead for Assessment and Feedback	Note
	(xv)	Response to the OfS Consultation on Quality & Standards	Note
	(xvi)	Report & Support and the OfS statement on preventing and addressing harassment and sexual misconduct.	Note
	(xvii)	Study Abroad Simplification Update	Note
	(xviii)	Amendment to Academic Appeal T44 to allow appeals for MCFs	Note
	(xix)	Quality Assurance Handbook Update 2021/2022	Note
	(xx)	Supporting Students Update	Note
	(xxi)	Formation of King's Education	Note
	(xxii)	Community Charter: Current position & future plans	Note
	(xxiii)	Equality, Diversity & Inclusion Update	Note
	(xxiv)	Curriculum 2029 Update	Note
	(xxv)	College Teaching Fund Report 2020/2021	Note
	(xxvi)	CEC Terms of Reference and membership 2021/22	Note
	(xxvii)	CEC Schedule of Business 2021/22	Note
Report of the Academic Standards Subcommittee (ASSC)			AB-21-11-03-07.1b All to approve
7.1b	(ii)	Amendment to Academic Regulation T44	
	(iii)	Amendment to Academic Regulation T43	
	(iv)	Amendments and corrections to the Academic Regulation	
	(v)	KBS Supplementary Academic Regulations 2020/21 and 2021/22	
	(vi)	Undergraduate Progression and Award Policy	
Report of the College Service Committee (CSC)			AB-21-11-03-07.2 All to Note
7.2	(i)	Refugee Sponsorship	
	(ii)	Service-learning and King's First Year	
	(iii)	Community Organising Training	
	(iv)	King's Volunteering	
	(v)	Building the Service ethos into research for better outcomes	
	(vi)	Social Impact Data Stocktake	
	(vii)	Research Impact Stocktake	
Report of the Academic Board Operations Committee (ABOC)			AB-21-11-03-07.3
7.3	(i)	CEC Terms of Reference and Membership	Approve recommendation
	(ii)	CRC Terms of Reference and Membership	Approve recommendation
Report of the Dean			
8.2	To elect Associates of King's College		AB-21-11-03-08.2 Approve

Irene Birrell
College Secretary

Academic Board

Meeting date 16 June 2021

Paper reference AB-21-06-16-03.1

Status Unconfirmed



Minutes

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

Date 16 June 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)		Professor Shitij Kapur		P	P	P	P	P
	Senior Vice Presidents & Vice Presidents	SVP/Provost (Health)	Professor Richard Trembath		P	P	P	P	P
		SVP/Provost (Arts & Sciences)	Professor Evelyn Welch		P	P	*	*	P
		VP (Education)	Professor Nicola Phillips		P	P	P	P	P
		VP (International)	Dr 'Funmi Olonisakin		P	P	A	A	P
		VP (Research)	Professor Reza Razavi		P	A	P	A	P
		VP (Service)	Professor Bronwyn Parry		P	P	P	P	P
		VP (London)	Baroness Bull		P	P	P	P	P
	The Dean		Rev'd Canon Dr Ellen Clark-King		P	P	P	P	P
	The President of the Students' Union		Salma Hussain		P	P	P	P	P
	KCLSU Vice Presidents Education	Vice President for Education (Arts & Sciences)	Vatsav Soni		P	P	P	P	P
		Vice President for Education (Health)	Aless Gibson		P	P	P	P	P
		Vice President for Postgraduate	Heena Ramchandani		P	P	P	P	P
	Executive Deans of Faculty	Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care	Professor Irene Higginson		P	A	A	A	P
		Social Science and Public Policy	Professor Frans Berkhout		P	P	P	P	P
		Dickson Poon School of Law (Interim)	Professor Alex Türk		P	P	P	P	P
		Arts and Humanities	Professor Marion Thain		A	P	P	P	P
		Institute of Psychiatry, Psychology & Neuroscience	Professor Ian Overall		P	P	P	P	P
		King's Business School	Professor Stephen Bach		A	P	A	P	P
		Natural, Mathematical & Engineering Sciences	Professor Bashir Al-Hashimi		P	P	P	P	P
		Life Sciences & Medicine (Interim)	Professor Ajay Shah		P	*	P	P	P
		Dentistry, Oral & Craniofacial Sciences	Professor Mike Curtis		P	P	P	A	A
	Dean for Doctoral Studies		Professor Rebecca Oakey		P	P	P	A	P
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	P
		Social Science and Public Policy	Bryan Strawser		v	P	P	P	P
		Dickson Poon School of Law	Rebecca Seling		v	P	P	A	P
		Arts and Humanities	Adam Roberts		v	P	P	P	P
		Institute of Psychiatry, Psychology & Neuroscience	Malikkca Kanoria		v	P	P	P	A
		King's Business School	Raghav Bansal		v	P	P	A	P
		Natural, Mathematical and Engineering Sciences	Jhanelle White		v	v	P	P	P
		Life Sciences & Medicine	Bilyana Batsalova		v	P	P	A	P
	Dentistry, Oral & Craniofacial Sciences		Hiba Asrar		v	v	P	A	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	P
			Dr Jessica Leech	P	P	P	P	P
			Dr Simon Sleight	P	P	P	P	P
			Professor Matthew Head	P	P	P	P	P
			Professor Mark Textor	P	P	P	P	P
		Dentistry, Oral & Craniofacial Sciences (4 members)	Professor Kim Piper	P	P	P	P	P
			Dr Barry Quinn	P	P	P	P	P
			Dr Anitha Bartlett	P	P	P	P	P
			Dr Ana Angelova	P	P	P	P	P
		Dickson Poon School of Law (4 members)	Professor Alison Jones	P	P	P	A	P
			Professor Federico Ortino	P	P	P	A	P
			Dr Ewan McGaughey	P	P	P	P	P
			Professor Satvinder Juss	P	P	P	P	P
		King's Business School (4 members)	Professor Crawford Spence	P	P	A	A	A
			Dr Chiara Benassi	P	P	A	P	P
			Professor Riccardo Peccei	P	P	P	A	P
			Dr Susan Trenholm	A	P	P	P	P
		Life Sciences & Medicine (5 members)	Dr Alison Snape	P	P	P	A	P
			Dr Samantha Terry	P	A	A	P	A
			Professor Maddy Parsons	P	P	P	P	P
			Dr Baljinder Mankoo	P	P	P	P	A
			Dr Susan Cox	P	P	P	P	P
		Natural, Mathematical and Engineering Sciences (4 members)	Professor Paula Booth	P	P	P	P	P
			Professor David Burns	P	A	A	A	A
			Professor Michael Kölling	P	P	P	P	P
			Professor Sameer Murthy	P	P	A	P	P
		Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care (4 members)	Dr Tommy Dickinson	A	A	P	P	P
			Professor Jackie Sturt	P	P	A	P	P
			Dr Julia Philippou	P	P	P	P	P
			Irene Zeller	P	P	P	P	P
		Institute of Psychiatry, Psychology & Neuroscience (5 members)	Professor Guy Tear	P	A	A	P	P
			Dr Marija Petrinovic	P	P	P	P	P
			Dr Yannis Paloyelis	P	P	P	P	P
			Dr Eamonn Walsh	A	P	P	P	P
			Professor Robert Hindges	P	P	P	P	P
		Social Science and Public Policy (5 members)	Professor Kerry Brown	P	P	P	P	P
			Dr Rebekka Friedman	A	A	A	A	A
			Professor Clare Herrick	A	P	P	P	P
			Dr Ye Liu	P	P	A	P	P
			Dr Jane Catford	P	P	P	P	P
			Syreeta Allen	v	P	P	P	P
	Three professional staff	Research Support	James Gagen	P	P	P	P	P
		Service Support	Kat Thorne	P	P	P	P	P
	Two academic staff on research-only contracts	Arts and Sciences Faculties	Dr Hannah Murphy	P	P	A	A	A
		Health Faculties	Dr Moritz Herle	v	P	P	P	A

v= vacant post

In attendance:

Darren Wallis, Executive Director, SED (Standing attendee)

Lynne Barker, Associate Director, Quality Standards & Enhancement (Standing attendee)

For item 5 – Online Professional Education

Catherine Thristan, Interim Executive Director, Online, Professional & Executive Education

Mike Bennett, Head of Portfolio & Instructional Design, Online, Professional & Executive Education

For item 6.2, Equality, Diversity & Inclusion (EDI)

Sarah Guerra, Director EDI

India Jordan, EDI Consultant

Nicole Robinson, EDI Consultant

For item 6.3 – Community Charter

Joy Whyte, Strategic Director, Students and Education

Emma Young, Head of Student Engagement, Students and Education

For Item 8.1 – Cultural Competency

Jen Angel, Director of International Strategy & Planning

Attending the meeting as observers:

Incoming KCLSU President, Zahra Syed

Incoming VP Education (Health), Fatimah Patel

Outgoing VP Activities & Development, Niall Berry

Outgoing VP Welfare and Community, Tasnia Yasmin

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, and the outgoing KCLSU President welcomed the new President & Principal of King's College London, Professor Shitij Kapur, to the meeting and invited him to introduce himself to his Academic Board colleagues.

Professor Kapur thanked the Interim President & Principal for keeping him well informed and for aiding with the transition. The President & Principal was delighted to be back at King's, where he had, between 2007 and 2016, been Assistant Principal (Academic Performance), Dean and Head of School for the Institute of Psychiatry and the first Executive Dean of the Institute of Psychiatry, Psychology & Neuroscience (IoPPN). He informed the Academic Board that his plan for his first six weeks in post was to listen. He had already met with the Senior Management Team, Deans, Heads of Department, academics across the university, panels of students, and Equality, Diversity & Inclusion staff.

The President & Principal shared his observations of some of the things that had dramatically improved since his departure in 2016, including the development of the King's Business School. He also remarked upon how much King's had grown, how diverse it had become, and how King's had responded to Covid as a collective community and kept its focus on people first.

Professor Kapur's priorities included:

- Commitment to student experience: (clarifying that he was not referring to the National Student Survey, but to the experience), noting that King's students already received a world class education. His aspiration was to add to that and engage the talents of staff and students to equip students to succeed beyond King's; to help them to find a purpose in life through university; and to provide an extra sense of identity and belonging.
 - World class research: making it sustainable – he noted that the current model for funding was now under threat for all universities. He also wanted to address the limited scope of work in natural and mathematical sciences.
 - Service: He believed that post-covid and post-Brexit there would be opportunities for universities to re-engage with society in a transformative way.
 - Diversity: The history and prestige of King's, together with being in the heart of London and having a majority of its students from BAME communities provided opportunities. The challenge was what to make of this and how to lead the agenda.
 - People - student and staff mental health and wellbeing: customer/staff research showed that the student experience could not be divorced from the staff experience.
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The President & Principal handed back to the Interim President & Principal to chair the meeting. He would observe this meeting and take the chair from the next meeting of the Board.

The Chair noted the results of the recent Academic Board elections. Results (see **Annex 1**) had been circulated by email to members and would be posted on the intranet following the meeting.

2 Approval of agenda

The Chair noted the following changes to the agenda:

- KCLSU President report to follow the Report of the Principal in order to provide the outgoing KCLSU President adequate time, this being her last meeting, to present her final report.
- Item 6.4 – Student Terms & Conditions 2022-2-23
 - Deferral of Motion 3 of the Student Terms & Conditions report at item 6.4 [AB-21-06-16-06.4] concerning the approval level for amendments to Ts&Cs going forward, in order to consider questions raised in advance of the meeting.
 - Student Terms and Conditions: Clause 9.6.2c: To be amended to read “would not have arisen” rather than “would have arisen”.
 - Student Terms and Conditions: Clause 4.3 to be taken under advisement with a comprehensive response brought back to the next meeting.

With those changes, the agenda was approved.

3 Unanimous Consent Agenda (including Minutes of the Previous Meeting) [AB-21-06-16-03]

Decision

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

4 Matters Arising from the Minutes

The Chair invited Professor Bashir Al-Hashimi, in his capacity as member of the College Academic Strategy Group (ASG), to provide a brief update about what was being done in response to issues raised at the KCLSU Town Halls. Professor Al-Hashimi reported that an ASG sub-Group meeting had considered recommendations arising out of the KCLSU Town Halls, and that a report was being developed to be brought forward the next meeting of the Academic Board.

The KCLSU Vice President for Education (Health) responded that she was happy with the direction of work. She also reported that KCLSU officers were reflecting on the methodology of town halls as a means of collecting student views, lessons learned, and how to make them most effective.

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

[AB-21-06-16-05]

The Vice President and Vice-Principal (Education) introduced the report on online professional education, which set out thoughts on the expansion of online Continuing Professional Development (CPD) at King’s. This had been an extensive collaborative effort with colleagues across the university. The Interim Executive Director (and Co-Chair of the Online Professional Education Project) and the Head of Portfolio & Instructional Design (Online, Professional & Executive Education) presented a summary of their work to Academic Board Members (see slides at **Annex 2**).

The online professional education project followed long ambitions to develop the online professional education portfolio and would help to keep King’s in the market with its peers. It was a preparatory piece of work that would need to be aligned with the business planning round. It was intended to meet the needs of individuals now and in the future. It would have central coordination and bring academic award and recognition into the mainstream and provide faculties with flexibility. While it was not intended to impose an extra burden on faculties, support would be provided for any extra administrative work.

The academic framework was a core part of the paper. It was proposed to develop a series of academic awards to encourage stacking microcredentials that individuals can acquire at their own pace, and to develop a non-credit bearing professional certificate so participants on non-credit bearing courses could be regulated and rewarded.

Academic Board endorsed the core principles of the project. During discussion, suggestions and points made included:

- Adding reference to research-led teaching to the principles.
- The emphasis in the report was on interdisciplinarity but professional development would need to begin within a particular discipline initially in order to build the market.
- Money would be an important consideration for each faculty: the report contained little information on budgetary implications – would the money flow back to faculties and thereby stimulate staff to be involved?
- Timing - executives would not be able to fit in easily with an academic year format. Different formats and timings would be needed and market research would be crucial – the marketing team could be asked to provide support in sharing key learnings across all faculties.
- A need for clarity in terminology between interdisciplinary and multidisciplinary.
- In relation to CPD courses required for medical professionals, it was noted that the health faculties were already doing a lot in this space though not in the joined-up way being suggested within the report. It was also noted that approval was often needed from different regulatory bodies with different requirements. Fees would also be a consideration. From a market point of view, individuals would be distinguishing between courses that are accredited and those that are not and this would need urgent early consideration.
- That there could be more information provided about target groups for the course, including for example, what was meant by executive education.
- Whether there would be value in linking this more explicitly to community engagement.
- More information on why it was beneficial to move CPD to mainstream, and what the impact might be on what was already being done.
- How to make CPD open to a wider audience and engage with people not normally reached, for example people who have years of work experience but not of higher education.
- Student experience – the KCLSU President reflected that students felt disconnected from the the student community when completely online: consideration would be needed on how to ensure CPD students feel part of the King's community.
- That there were a lot of academic regulations to navigate around micro-qualifications.

The Co-Chair of the Online Professional Education Project thanked the Board for its feedback. A further report would be submitted to the Board at a later stage.

6 Report of the President & Principal

6.1 Key Current Matters [AB-21-06-16-06.1]

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

- Covid – The change in government plans meant lateral testing for universities would continue until the end of July. King's testing would continue to be guided by data rather than dates. Residence support for those students who are self-isolating would continue.

- Admissions – there had been a 3% rise in the number of firm acceptances for King’s and a 2% rise in insurance choices. A commitment had been made to aim to achieve King’s target in recognition of this year’s bulge year, which would continue to roll through. It was noted that with a rise in both applications and acceptances, as well as an expected rise in achieved qualifications, all of which had been factored into the algorithm, exceeding targets would be a challenge.
- Higher Education (HE) bills – A range of HE bills continued their progress through Parliament, including issues related to skills development, life-long learning, freedom of speech, and national security.
- Pensions – Agreement between Universities UK pricing and the Universities Superannuation Scheme pricing was close. An agreement through the joint negotiating committee was hoped for in order to avoid industrial action next semester, which would be unfortunate for students.

Items noted on the Consent Agenda

6.4 *Student Terms & Conditions 2022-2023 (approved)*

6.5 *Portfolio Simplification (approved)*

Items 6.2 (Equality, Diversity and Inclusion) and 6.3 (Community Charter) were discussed following the KCLSU President Report.

7 KCLSU President Report [AB-21-06-16-10]

The outgoing KCLSU President provided an overview of her written report, which included a summary of manifesto achievements and work achieved in spite of the disruption caused by Covid during the past year. It had been a difficult year with no face-to-face teaching. She very much hoped that students would not be facing strikes in the next year. To round off the year for students there were a series of “One Last Roar” events, some of which would happen in a Covid-safety compliant way on campus for the first time. The KCLSU President thanked Academic Board members and particularly her KCLSU sabbatical officer colleagues for the successful collaborative year.

During discussion the following points were raised:

- The impact of the vaccination of young people on teaching space. It was hoped that students would have had their second vaccinations prior to returning to campus in the autumn term. However, how to manage the situation regarding those not vaccinated remained unresolved.
- The Executive Director (Students & Education) reported that the approach for next year was based on being as flexible as possible. The current plans were for most teaching to be on a one-metre basis. There were a number of safety needs checkpoint dates. The key date for decisions to be taken on this was the publication of the course timetable to faculties.

On behalf of the whole Academic Board, the Interim President & Principal put on record her thanks to Salma Hussain and all of her KCLSU colleagues for all of their outstanding efforts in the face of an extraordinarily challenging year.

8 Equality, Diversity & Inclusion [AB-21-06-16-06.2]

The Director of Equality, Diversity & Inclusion introduced the session, which included two presentations: one on disability inclusion to be presented by India Jordan and one on LGBTQ+ inclusion to be presented by Nicole Robinson.

Disability Inclusion [slides included with agenda papers – AB-21-06-16-06.2]

The presentation highlighted that people are disabled by societal and physical structures rather than by their disability, and the failure at King’s to provide reasonable adjustments in a timely way. The Equality

Diversity and Inclusion Consultant made an appeal for Academic Board representation on the Disability Inclusion Steering Group and for its input into workstreams such as workplace adjustments.

Points made during Academic Board discussion included:

- The Disability Inclusion Steering Group had been formed and had had a successful first meeting.
- The role of occupational health and its apparent medical model of disability, and the tension between medical and social disability and how that is worked out through King's processes. It was acknowledged that the current system was problematic and that the programme outlined in the slides should deliver improvement if followed through. There was also an upcoming opportunity to tender for a different occupational health provider.
- This was an important issue for KCLSU: some projects had already been successful, and the KCLSU would want to work on this project with the EDI Team.
- King's should be a sector leader and needed to address challenges to ensure that it was, for example, the accessibility of its estate.
- The Senior Vice President (Health) reiterated that direct involvement from the Academic Board, as a key group representative of the university community, would be welcomed. Anyone interested was encouraged to contact the EDI Consultant, India Jordan.

LGBTQ+ Inclusion and Stonewall Workplace Equality Index 2022

[slides included with agenda papers – AB-21-06-16-06.2]

The short presentation focused on the recent mass media coverage of Stonewall, due to its stance on trans rights, and the history of the university's partnership with Stonewall. The view of students and staff canvassed was to stay engaged with Stonewall. King's had reemphasized the need for commitment to LGBTQ+ Inclusion, particularly trans inclusion, and to Stonewall membership at this time, which is considered the best benchmark by which to measure progress in this area. King's was also committed to the Stonewall workplace index, and to achieving an outstanding teaching environment for the LGBTQ+ community. The Director of Equality, Diversity and Inclusion put on record her thanks to her team member, Nicola Robinson, who had dealt professionally with the recent situation in the face of abusive messages and behaviour.

9 Community Charter [AB--21-06-16-06.3]

The Vice President and Vice-Principal (Education) introduced the report, which asked for early input into the thinking behind the Community Charter, as the successor to the existing Student Charter. The Community Charter was due for approval in the autumn term. The Strategic Director and the Head of Student Engagement (Education and Students) outlined that the Community Charter would build on the content of the Student Charter alongside other strands of work, including the Race Equality Chartermark (RECM) application, and would positively frame expectations for a respectful and inclusive culture. The Community Charter Working Group comprised a wide representation from staff and students. They had had productive discussions and were now looking for broad feedback.

Academic Board endorsed the approach and the timescale, noting that in future years any updates would be made ahead of the summer months enabling timely approval through the normal committee routes.

10 Reports of Committees

10.1 Report of the College International Committee [AB-21-06-16-07.1]

(i) Cultural Competency

The Vice President and Vice-Principal (International) introduced the discussion. There had been intensive consultations around a more inclusive curriculum that would meet the needs of King's increasingly

diverse student body, with attainment gaps a consistent concern. The development of Curriculum 2029 and an inclusive Education Strategy would be considered alongside cultural competency, the ability to see the world through the eyes of others, in all their diversity.

The Director of International Strategy & Planning shared slides [see **Annex 3**] which introduced cultural competency at King's as a key component of delivering on King's commitment to Equality, Diversity & Inclusion (EDI). Delivering cultural competency at King's was a shared aim of the Education and International Strategies and was a value at the heart of Vision 2029. Cultural competency was a fundamental step toward rethinking the curriculum, transforming the student and staff experience, responding to demands for decolonising, and delivering on King's commitment to EDI. It was also a significant differentiator for King's graduates, and the university overall.

This major strategic initiative aimed to reach all students and staff at their point of entry to King's, with an ambition to have reached all existing staff and students within three years, and to have embedded and integrated opportunities to develop cultural competency within all induction and professional development programmes and training, as well as offering optional modules and a portfolio of learning resources for the whole university.

A student induction experience and online 'kickstarter' was being developed for a September 2021 launch. The cultural competency journey would be developed throughout a student's time at King's and would equip them for their future careers.

The Vice Principal (International) emphasised the collaborative approach and the need for whole-College collaboration to achieve the students' induction. Cultural competency required collective ownership, and to be the way of life going forward. She believed a change in data could be achieved from the mutuality of seeing the world through the eyes of the other.

The KCLSU spokesperson on this, VP Welfare and Community, Tasnia Yasmin, endorsed the programme and looked forward to it becoming a key component of induction to be built upon going forwards. Various Academic Board members also endorsed the programme and stated that they already do, and would be, promoting these types of modules. Other points made during the discussion included:

- Boundaries and the relationship between the intention to understand difference and the absolute requirements for respect. It was clarified that this initiative was not replacing vitally important frameworks already in existence but was intended to open up conversations. The incoming KCLSU President recommended the active allyship training as a helpful tool for responding to inappropriate remarks.
- It was clarified that decolonisation and cultural competency were related but not necessarily the same. Decolonising the curriculum was thinking about how we move from a Euro-centric perspective to a more global mind set. Cultural competency is the ability to see the world through the lens of others.

Remaining items noted on the Consent Agenda:

- (ii) *Climate Action and Internationalisation*
- (iii) *Arts & Sciences Faculties Priorities*
- (iv) *Global Business Development*

10.2 Report of the Academic Board Operations Committee [AB-21-06-16-07.1]

(i) Academic Board and Committees Terms of Reference

The Chair of the Committee presented the report from the Academic Board Operations Committee. The first item requested Academic Board to recommend approval of amendments to its Terms of Reference to Council. An Academic Board member, Dr

McGaughey, had had to leave the meeting early but had left a note requesting that additional proposals for change be discussed at a future meeting. The College Secretary explained the process for consideration of additional proposals: The member's additional proposals would be noted in the minutes (see below); at a future meeting the Academic Board, if it were so minded, could have a discussion as to which, if any, of those proposals it was interested in recommending to the Academic Board Operations Committee to work through for recommendation back to the Academic Board; any proposed changes to the terms of reference of the Academic Board would then require approval by Council, as the Academic Board is a committee of the College Council.

Additional proposals to amend the terms of reference of the Academic Board suggested by Dr McGaughey were (in bold):

2.a Participating in the budget decisions of the University, in agreement with the Council.

2.b Organising the Academic Board's agenda, membership, and chair, from time to time.

2.c Regulating the evaluation of courses, including student satisfaction surveys, and ensuring that students are treated equally with no unjustified discrimination on any ground.

2.d Regulating the use of information technology, including the protection of academic freedom, privacy, and personal data.

2.e Determination of the academic curriculum, with approval of a majority of members of academic staff in each faculty directly concerned.

2.4 Approving award titles **and academic titles...**

2.7 Regulating academic misconduct, **including the approval of any suspension or dismissal, regulating proposed redundancies,** and student discipline.

Ordinance B3: 'The Principal has the overall authority to decide the composition of the Faculties and approve any changes in their academic components, which shall be [notified to] **subject to approval by** the Academic Board.'

The Academic Board noted the points made by Dr McGaughey in the Chat Function. Academic Board agreed that, for this meeting, the amendments to the terms of reference before them for approval were those as set out in the report [AB-21-06-16-07.1], and they were approved.

Decision:

That the revised terms of reference attached at Annex 1 to the report be recommended to Council for approval.

(ii) King's Education representation on Academic Board

Decision:

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

(iii) Business Schedule/Annual Agenda Plan

The Chair noted that members had the ability to help create the agenda and invited feedback and comments on the report to be sent to the College Secretary.

10.3a Report of College Education Committee (CEC) [AB-21-06-16-07.3a]

Items approved and noted on Consent:

- (i) *Fitness to Practise Policy & Procedure **(approved)***
- (ii) *Proposal for a New Type of King's Award: Executive Master of Public Administration **(approved)***
- (iii) *PSRB Update: FoLSM*
- (iv) *External Examiner Working Group Update*
- (v) *PGR Student Involvement in Teaching & Learning at King's – Update*
- (vi) *Late Submission of Coursework: Change to T43 Mitigating Circumstances*
- (vii) *Student Attainment Steering Committee Report*
- (viii) *Arriving at Thriving Audit – May 2021*
- (ix) *Race Equality & Inclusive Education Fund Update*
- (x) *Student Handbooks Update*
- (xi) *Programme Enhancement Process 2021/22*
- (xii) *Programme Enhancement Plans – Overview Report*
- (xiii) *Periodic Programme Review: Proposed Working Group*
- (xiv) *Core Code of Practice for PGT Research Governance & Dissertation Framework*
- (xv) *Proposal for the Fast-Track Appeals Process*
- (xvi) *Regulations & Policies 2022/23*
- (xvii) *Formation of King's Education*

10.3b Report of the Academic Standards Sub-Committee (ASSC) [AB-21-06-16-07.3b]

*Items **approved** on Consent:*

- (i) *King's 2021/2022 Academic Regulations*
- (ii) *Royal Academy of Dramatic Arts (RADA) Regulations*
- (iii) *Inns of Court College of Advocacy (ICCA) Academic Regulations*

10.4 Report of College Research Committee (CRC) [AB-21-06-16-07.4]

Items noted on Consent

- (i) *Overseas Development Aid*
- (ii) *Research Culture*
- (iii) *E-Research*

10.5 Report of the College Service Committee (CSC) [AB-21-06-16-07.5]

Items noted on Consent

- (i) *Chair and Director's Report*

10.6 Report of the College London Committee (CLC) [AB-21-06-16-07.6]

Items noted on Consent

- (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*

11 Report of The Dean

11.1 Report of the Dean [AB-21-06-16-08.1]

The Dean highlighted the opening of King's first Dharmic Prayer Room, due to take place on 30 June. King's was a leader in this area.

*Item **approved** on Consent*

11.2 Election of Associates of King's College [AB-21-06-16-08.2]

Decision:

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

12 Report from Council [AB-21-06-16-09]

Academic Board received the report from Council, presented by Professor Guy Tear, one of the three elected staff members of the Board who serve on Council. Issues considered by Council had included: admissions and finances; staff exhaustion – the amount of work staff had done was acknowledged and thanks to staff for managing in uncertain circumstances were put on record; situation in Gaza and Israel and King's being a safe space for discussion of contentious issues; King's Health Partners and the NHS restructure; the formation of King's Education, which was warmly received; Council's wish to support work on sustainability and climate change; the results of a vote by the UCU with respect to the Chair of Council, and Council's continued support of him.

11 Any Other Business

The Chair reminded Academic Board that this was the last meeting for several members who would be stepping down for various reasons. Thanks were given to all members for whom this was the last meeting (see list below), and particular mention was made of Professor Nicola Phillips, Vice President and Vice Principal (Education), who was leaving King's and would be greatly missed, and also of Professor Susan Trenholm, who was also leaving King's. Special farewell and thanks to the outgoing KCLSU President and KCLSU sabbatical officers had taken place earlier in the meeting at the KCLSU President's report.

Members who come to the end of their term of membership on 31 July 2021:

Dr Jessica Leech, Arts & Humanities

Mr Crawford Spence, KBS

Dr Chiara Benassi, KBS

Professor Riccardo Peccei, KBS

Dr Samantha Terry, FoLSM

Professor Jackie Sturt, FNMPC

Professor Kerry Brown, SSPP

Dr Rebekka Friedman, SSPP

Student members who come to the end of their term of membership on 31 July 2021:

Salma Hussain, KCLSU President

Vatsav Soni, KCLSU VP Education (A&S)

Aless Gibson, KCLSU VP Education (Health)

Adam Roberts

Hiba Asrar

Rebecca Seling

Raghav Bansal

Bilyana Batsalova

Jhanelle White

John Imaghodor

Malikkca Kanoria

Bryan Strawser

The new President & Principal, Professor Shitij Kapur, provided the closing words of the meeting with his observations of what had changed since he last attended Academic Board five years previously: Academic Board was now larger in membership and more representative - he was especially pleased to see that the voices of students and professional staff had been brought to the table; there was a new distinction between the strategic and the operational; and finally, he applauded the introduction of the unanimous consent agenda.

He noted the importance of members understanding the role of Academic Board, an important subcommittee of the Council. It was not a Board for academics, but a Board about academic matters. He stated that a good Academic Board is a place for respectful discussion and debate, and one that asked 'why' we do what we do as well as 'how'.

The meeting adjourned at 16:30.

Irene Birrell

College Secretary

June 2021

Academic Board Election Results

Election results for Academic Board membership for a three year term from 1 August 2021 to 31 July 2024 are:

Electorate:	Candidates	Successful Candidates
<i>Faculty of Arts & Humanities</i>	<i>0 nominations received (for one vacancy)</i>	<i>Election to be held in the new academic year</i>
King's Business School	2 (for two vacancies) (no election held) <i>0 nominations received for the Head of Department Vacancy</i>	<ul style="list-style-type: none"> • <u>Dr Jack Fosten</u> • <u>Dr Juan Baeza</u> <i>Election to be held in the new academic year</i>
Faculty of Life Sciences & Medicine	9 (for one vacancy)	<ul style="list-style-type: none"> • <u>Dr Manasi Nandi</u>
Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care	2 (for one vacancy)	<ul style="list-style-type: none"> • <u>Dr Jonathan Koffman</u>
Faculty of Social Sciences and Public Policy	4 (for two vacancies) 3 (for one Head of Department Vacancy)	<ul style="list-style-type: none"> • <u>Dr Sunil Mitra Kumar</u> • <u>Dr Hillary Briffa</u> • <u>Professor Alfredo Saad-Filho</u>
Academic staff on research-only contract (Arts & Sciences Faculties)	8 (for one vacancy)	<ul style="list-style-type: none"> • <u>Dr Harriet Boulding</u>

Online Professional Education

Wednesday 16 June 2021



Online Professional Education project

May 2020

- Professor Nicola Phillips sponsors a proposal at the College Education Committee seeking to expedite the development of Online CPD and Executive Education.
- We form an Academic Working Group, featuring senior academics from each faculty and King's Health Partners, as well as representatives from Quality, Standards & Enhancement, and King's Academy.

January 2021

- The College Education Committee approves an academic development and implementation plan for Online CPD and Executive Education.

June 2021

- We are invited to present a paper to Academic Board proposing stackable micro-credentials. Flexibility and interdisciplinarity are at the heart of the approach.

The core principles

Our position

- King's should aim to be a leader in online continuous professional development (CPD)
- Interdisciplinarity should be our unique selling point in a competitive market
- We should develop stackable postgraduate awards that enable us to mobilise the best of King's

Your feedback

Does Academic Board endorse the core principles?

Does Academic Board endorse the next steps?

The academic framework

Our position

- We propose to develop a series of postgraduate awards to enable and encourage stacking
- Stackable awards will enable participants to accumulate credit bearing micro-credentials that are achieved over time
 - Personalised, interdisciplinary programmes will be underpinned by defined pedagogic boundaries achieving the principles of higher learning

Your feedback

Does Academic Board endorse the proposed academic framework?

What additional detail would you like to see in the revised proposal?

The operational challenge

Our position

- Central coordination will be an essential component of success and should be prioritised to match the pace of curriculum development
- We would like to develop a model for academic reward and recognition for the development and delivery of CPD
- KPED will support faculties to apply equity and efficiency to Recognition of Prior Learning (RPL) processes

Your feedback

Does Academic Board endorse our ambition to enhance operational resilience for online professional education?

What additional detail would you like to see in the revised proposal?

Discussion

The core principles (page 1)

Does Academic Board endorse the core principles?

Does Academic Board endorse the next steps?

The academic framework (pages 2-3)

Does Academic Board endorse the proposed academic framework?

What additional detail would you like to see in the revised proposal?

The operational challenge (pages 7-8)

Does Academic Board endorse our ambition to enhance operational resilience?

What additional detail would you like to see in revised proposal?

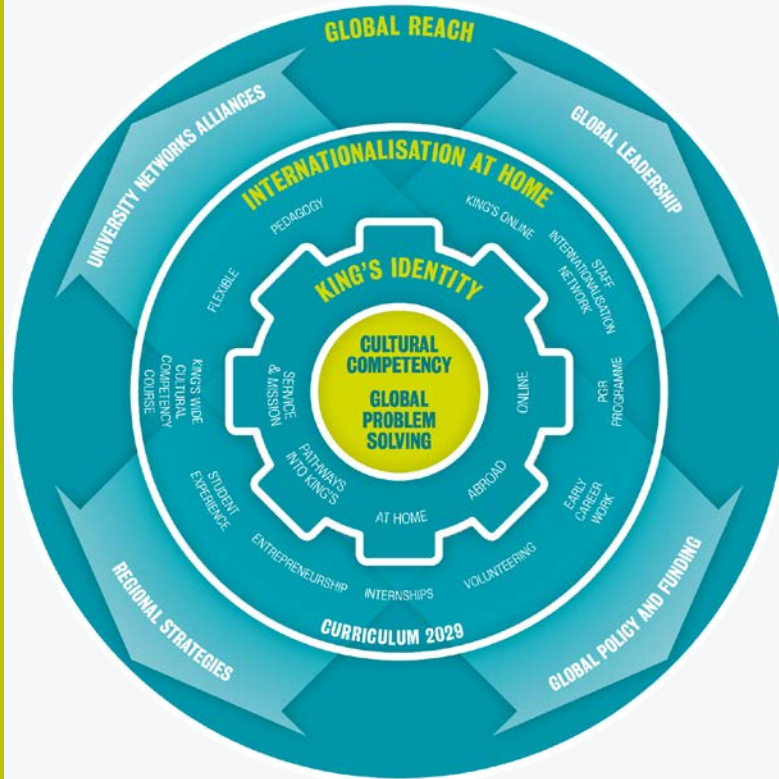
Cultural competency at King's



AN INTERNATIONAL COMMUNITY THAT SERVES THE WORLD



Internationalisation 2029: an overview



We envision a community of King's People – students and staff – who are **culturally competent** and able to view the world through the lens of others

Students and staff acquire cultural competency **at home, abroad and online**

Students and staff develop a **global problem-solving mindset** and contribute to problem solving at home and abroad

King's People project the qualities of a mission oriented community by modelling the core **leadership** profiles which indicate our potential to be world changing

What is our vision for cultural competency at King's?



Cultural competency is at the heart of *Internationalisation 2029*: we aim to embed it into programme content and pedagogy, and to adapt our systems and processes internally in order to shift our university toward this stated vision and mission.

Definition:
The ability to **see the world through the eyes of others**, in all their diversity. This includes people from different nations regions, socio-economic backgrounds, races, genders, ages, religions and abilities

Principles:

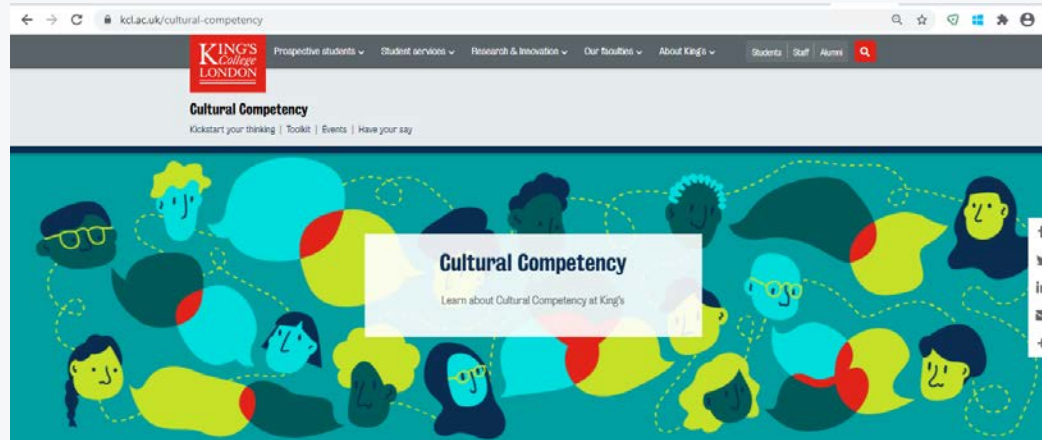
1. University-wide
2. Adaptive
3. Transformative
4. Integrated
5. Blended

Aims & objectives:

- Promote awareness & engagement with cultural competency
- Increase sense of belonging at King's
- Help King's community to know self and others
- Embed inclusivity and cultural competency into the learning experience of our students
- Build a cultural competency perspective into staff activities, training and development

Raising awareness of cultural competency

- To raise awareness of the concept and principles of cultural competency, we have developed webpages that provide further information, resources to kick-start thinking and feedback forms.
- The webpages also features a video in which students, staff and alumni describe what cultural competency means in the context of King's.



Find out more: www.kcl.ac.uk/cultural-competency

Co-creating with students & staff



Shape the future: have your say

The future of cultural competency at King's is going to be shaped by students and staff from across the university and its diverse community. Watch the video to find out more.

Shape the future

Cultural Competency Staff Pilot Workshops

We are bringing together a diverse group of staff from across the university to help shape the future of cultural competency at King's. Through joining one of these interactive workshops, participating staff will actively help co-create a new cultural competency programme. All members of staff are welcome to apply to take part in these workshops.

Cultural Competency Staff Pilot Workshop Dates (please note you only need to attend one date):

- Wednesday 28th April, 10:00-12:00 (BST)
- Tuesday 4th May, 14:00-16:00 (BST)

Application criteria:

- Member of King's College London staff - all are welcome to take part
- An interest in cultural competency and related issues but no prior knowledge is required

Applications have now closed for the Cultural Competency Staff Pilot Workshops. If you are interested in finding out more, please get in touch at cultural-competency@kcl.ac.uk



Help shape the future
of cultural competency
at King's

Take part in the Cultural Competency Workshops

- Scrutinising the self: 3rd February 2021, 2-3:30pm (GMT)
- Communicating across difference: 17th February 2021, 2-3:30pm (GMT)
- Communicating across disciplines: 3rd March 2021, 2-3:30pm (GMT)
- Serving society: 17th March 2021, 2-3:30pm (GMT)



**APPLY BY
7 DECEMBER**

Find out more:
[kcl.ac.uk
/cultural-competency](https://kcl.ac.uk/cultural-competency)

Student 'kickstarter' (Sep 2021 launch)

Dashboard > My courses > Cultural Competency Induction > Scrutinising the self

Quick Access

- Announcements
- Reading list
- Module timetable
- Library services
- Programme information
- King's Online Student Hub
- IT Services
- Disability Support

Module academic team

Name
Role
name.surname@kcl.ac.uk

Name
Role
name.surname@kcl.ac.uk

Programme Name
Programme Officer(s)
XXXX@kcl.ac.uk

Announcements **ACTIVITY** **2**

Scrutinising the self

Cultures, Identities and positionalities

1.1 [Introduction](#)

1.2 [What is culture?](#)

1.3 [Thinking about positionality](#)

1.4 [Poll: Your positionality](#) **ACTIVITY**

1.5 [You and your friends](#)

Key Induction > Scrutinising the self > 1.3 Thinking about positionality

1.3 Thinking about positionality

A question that arises from our discussion so far is the following:

Do all people from a certain nation/country share exactly the same culture?

It very quickly becomes clear that this obviously is not the case. Although over-generalisations focusing on only one aspect of culture, for example on nationality or on religion, often prevail, especially in media discourse, they are not helpful. Instead, for each member belonging to a certain cultural group, culture can mean something quite different, or many different things simultaneously. This is because culture is a social construct that is influenced to varying degrees by many aspects, just some of which are presented below (and this is far from an exhaustive list). Therefore, people from a specific country/nation are never culturally identical.

```
graph TD; A((ASPECTS OF CULTURE)) --- B((Gender)); A --- C((Religion)); A --- D((Personality)); A --- E((Ethnicity)); A --- F((Education)); A --- G((Generation)); A --- H((Social class)); A --- I((Region)); A --- J((Nationality)); A --- K((Profession/Corporate))
```

Interpreting the world around us

As you have already seen, a starting point for developing cultural competence is to scrutinise your own culture and how it affects your understanding of the world around you. Let's do another activity to see how we might interpret things differently.

For this activity you can choose to either:

- Look at the picture below by the American artist Robert Daniels.
- Listen to the performance by Kae Tempest.

Then note down one word that you would use to describe the painting or the audio.



Student experience



Watch on Kaltura: https://media.kcl.ac.uk/media/King%27s+story++Cultural+Competency/1_846mrixw

For further information, please contact:
jen.angel@kcl.ac.uk



Academic Board

Meeting date 3 November 2021

Paper reference AB-21-11-03-03.3

Status Final

Actions Log

Action required

- ☐ For approval
- ☐ For discussion
- ☒ To note

Executive summary

The Board is asked to note the updated Actions Log.

Actions Log

Meeting	Minute	Topic	Decision for Action	Owner	Deadline (and any Revisions)	Notes	Progress
16 June 2021	4	Matters Arising from the minutes of the previous meeting	<ul style="list-style-type: none"> Professor Al-Hashimi reported that an ASG sub-Group meeting had considered recommendations arising out of the KCLSU Town Halls, and that a report was being developed to be brought forward the next meeting of the Academic Board. 	ED NMES	3 Nov 2021 meeting	See the ASG report attached with the College Education Committee report on 3 November agenda (Annex 7)	Complete
16 June 2021	6.4	Student Terms & Conditions 2022-2023	<ul style="list-style-type: none"> Deferral of Motion 3 of the Student Terms & Conditions report at item 6.4 [AB-21-06-16-06.4] concerning the approval level for amendments to Ts&Cs going forward, in order to consider questions raised in advance of the meeting. Student Terms and Conditions: Clause 9.6.2c: To be amended to read “would not have arisen” rather than “would have arisen”. Student Terms and Conditions: Clause 4.3 to be taken under advisement with a comprehensive response brought back to the next meeting. 	VP Education	3 Nov 2021 meeting	<ul style="list-style-type: none"> COMPLETE: There is no plan to re-introduce this motion COMPLETE This will be considered as part of the scheduled consideration of Terms and Conditions for 2023/2024, with any changes highlighted to Academic Board 	Complete and in progress
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)	Nov 2021 meeting (June 2021 meeting)	The Charity does intend to move the statue, but at an unknown time, reflecting the need for planning consent and the present constraints arising from the Covid 19 vaccination centre that surrounds it.	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)	To be included with the next ABOC report to Academic Board	In progress
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Irene Birrell, College Secretary
Xan Kite, Director of Governance Services
Joanna Brown, Governance Manager

Academic Board	
Meeting date	3 November 2021
Paper reference	AB-21-11-03-04
Status	Final



King's School of Professional & Continuing Education

Action required

- ☐ For approval
- ☐ For discussion
- ☒ To note

Executive summary

In 2021, Academic Board and SMT approved the formation of a new, cross-university function, provisionally called *King's Education*, which brought together King's Foundations, King's Online, King's Professional & Executive Development (KPED), the Modern Language Centre and Summer Programmes. The overarching remit of this new function is to work with colleagues across faculties and directorates to widen King's educational offering and reach, enabling wider groups of students to experience a King's education. This function supports a sustainable approach to educational diversification, delivering strategic benefits across King's.

Following wide stakeholder engagement, *King's School of Professional & Continuing Education* (PACE as an acronym) emerged as a consistently strong name for varied groups of stakeholders, capturing the spirit and focus of the function, landing equally well within and beyond the current King's community. Marketing and central communications are implementing a communications strategy across stakeholder groups to communicate this update effectively.

Nina McDermott
Executive Director
October 2021

Academic Board

Meeting date 3 November 2021

Paper reference AB-21-11-03-05.1

Status Final

Sustainable Research Excellence – Strategy update

Action required

- ☐ For approval
☒ For discussion
☐ To note

Executive summary

King's university-level strategy is in the process of being refreshed. As part of this, there is an opportunity to set out the principles for the future of the College's research environment. This paper provides background on the UK research funding system, King's shape and performance in comparison to UK competitors, and the ongoing trends in research (funding). It then sets out a proposal for seven areas of strategic focus for the future of King's research, which aim to inform decisions about research investment while retaining sufficient agility to address disciplinary priorities and respond to emerging opportunities.

The seven areas of strategic focus proposed are:

Core themes

- University research strengths: growth of natural sciences & engineering
- Research Excellence & (Financial) Sustainability
- Digital Research & Data

Enabling themes

- Culture & Development
- Impact & Partnerships
- Research-Enhanced Education

Potential University Strategic Priority

- Environmental Sustainability, Climate & Health

Academic Board is requested to discuss these proposals and provide feedback to guide ongoing strategy development.

King's Strategy: Research

Background: UK Research Landscape and Funding System

Please see **Annex 1** for full background.

Funding Structure

- UK university research operates under a dual-support system: performance-based core funding from Research England ("Quality Related/QR"), and research grant funding from public sources (UKRI, NIHR), charities (particularly Wellcome, CRUK and BHF), the European Commission, and industry.
- In addition to the direct costs of research, a proportion of the indirect costs (academic & PS staff time, estates costs, etc.) are paid in the form of overheads on publicly funded grants (c.25%), and as part of QR (by Research England) for charity (20%). Industry grants attract both overheads and QR (c.38% total).
- The combination of funding varies by discipline: STEM disciplines attract (and require) substantial external grant funding, while the arts and humanities, law, areas of mathematics, and some social sciences often operate at relatively lower cost, mostly funded by university funding of core academic staff.
- Funding is reported in terms of new awards and income (spend – i.e. the award spread over the duration).

Sector Trends

The research sector is dominated by three long-term, sector-wide trends, which are encapsulated in government strategies and drive funding availability from UKRI and other public sources:

- Increasing concentration of research funding in centres of excellence
- Increasing focus on societal challenges
- Increasing investment in science and technology sector

King's Performance

- King's new research awards were £276m in 2020/21, a 21% increase on the previous year (75% growth since 2015/16). Income was £183m, but should increase next year, given high levels of new awards.
- King's is ranked 7th in the UK by research income (HESA data). Its funding is primarily in the category of "clinical medicine". The limiting factor in performance is the relatively small presence in engineering and natural sciences, compared to competitors.
- King's ranks 5th in the UK for research outputs – both total volume and # highly-cited publications.

Research Strategy: Proposed Themes

The following themes arise from the combination of analysis of King's existing size and shape, alongside consideration of current and future directions in government/3rd sector research strategy. These themes also build on the existing 2016 Research Strategy with a focus on inter-disciplinarity and developing talent and capabilities and 2020 Academic Strategy (Research) with a focus on Equality and Diversity.

Major Themes

University research strengths: growth of natural sciences & engineering

- Major Government & industry investment ongoing (and increasing) in these areas
- King's has excellence but needs to grow to achieve critical mass
- Engineering growth plans have been agreed and are underway with investment in both staff and capital. Natural Sciences growth plans are being developed and will require a similar investment in staff and capital.

- For both Engineering and Natural Sciences, the growth plans cover both education and research and have strong connections to the Education Strategy and new innovative undergraduate and postgraduate programs.

Research Excellence & (Financial) Sustainability

- Increasing concentration of research funding (shift from “thinly spread” to small number of major investments in each field) means that critical mass and excellence are essential.
- Concurrent challenge of ensuring that research is financially sustainable within the university model.
- King’s directly invests in research through funding academic time and provision of facilities (both “own account” research not associated with grant funding and making up the Full Economic Cost of grant funded research), but this is hidden in current models.
- There is an opportunity to use the King’s investment in research much more deliberately and strategically.

Digital Research & Data

- The future of research will be much more dependent on digital and data-focused approaches and capabilities (indeed, this shift has started).
- Opportunities exist across all disciplines, for example in digital humanities, computational chemistry, large-scale, digitally-enabled studies in social science and population health, and creation of digital twins of patients.
- King’s infrastructure – both physical and expertise – needs to be ready for this opportunity.
- King’s research and research recruitment strategies need to prioritise digital and data science approaches, across disciplines.

Enabling Themes

Culture & Development

- There are ongoing career challenges for research staff, given narrowing pipeline of opportunity in academia and lack of formal support for preparation for alternative routes.
- King’s could take a sector-wide lead in addressing this through a systematic “career mapping and support” approach, enabling transition to non-university roles (added benefit of industry engagement), and supporting university research staff with more stable contracts.

Impact & Partnerships

- The future of research is likely to be focused on impact and societal benefit (acknowledging the importance of supporting discovery research to drive this system).
- Partnerships with industry and other external organisations will be key to this, and a step change is needed in our approach to engagement – including focusing on a smaller number of highly-strategic partnerships.
- Incentives including financial (through university structures and processes) need to encourage this.
- We need to increase commercialisation of our research, and this will require some new avenues including the potential for founder-led spinout models.

Research-Enhanced Education

- King’s has an under-exploited opportunity to use its research strengths to enhance our educational offering, across all subject areas.
- Increasing the synergy between research and education has the potential to improve student satisfaction and employability.

- Our students are keen on being engaged in meaningful research, however this requires building their capabilities from ground up as part of the core curriculum to ensure they get the maximum benefit.

University Strategic Priority: Environmental Sustainability, Climate & Health

- Environmental sustainability is possibly the biggest long-term challenge facing society. This includes climate change but also other sustainability challenges facing the planet and their impact including on health and wellbeing. King's has a role to play through research and education – across all disciplines – in finding solutions to the current crisis.
- In addition to existing research focused on this, we have many other areas of research that could be applied to environmental sustainability – and can ensure that we grow research with relevance to this topic in these areas as well as working across disciplines, a strength of King's.

Reza Razavi, Vice-Principal (Research)

Tom Foulkes, Director of Research Strategy & Development

October 2021

UK Research Funding System, King's Shape & Performance, and Key Sector Trends

UK Research Funding System

- UK university research operates under a dual-support system: performance-based core funding from Research England (“Quality Related/QR”), and research grant funding from public sources (UKRI, NIHR), charities (particularly Wellcome, CRUK and BHF), the European Commission, and industry.
- Core funding is allocated by formula (based on university-level performance metrics), while research grants are awarded on the basis of individual applications from individuals or teams of academics.
- In addition to the direct costs of research, a proportion of the indirect costs (academic & PS staff time, estates costs, etc.) are paid in the form of overheads on publicly funded grants (c.25%), and as part of QR (by Research England) for charity (20%). Industry grants attract both overheads and QR (c.38% total).

Core Funding:

- Research England QR funding contributes c.£75m/year to King's, and is based on:
 - University performance in the Research Excellence Framework (REF), based on outputs, impact and environment. The most recent assessment was in 2014 (King's ranked 6th in the UK). This creates a considerable time lag between changes in performance and changes in income (the current assessment, REF 2021, will release outcomes in 2022).
 - Charity and industry QR (see above).
- King's receives an additional c.£7m year from Research England for capital spend on research facilities.

Research Grant Funding:

- UKRI and NIHR (the main public funders) fund university research at 80% of Full Economic Cost (FEC), with some minor exceptions. FEC is based on a calculation of the total university investment in research, and includes academic time, estates costs, and “indirects”. The calculation methodology (TRAC) is a standard approach used across the UK (i.e. we do not have freedom to set our own rates). The shortfall in direct costs is covered by part of the indirect costs, leaving a total overhead contribution of c.25%.
- EU grants provide 25% overhead.
- Charities will generally pay 100% of directly-incurred costs: new costs that arise from conducting the research (including staff hired on the grant, but not academic staff time). We receive c.20% overhead contribution via Research England QR (see above).
- Industry funding includes both overheads and Research England QR (c.25% + c.13%).

Approaches across Academic Disciplines

- In science, technology and medicine disciplines, research is generally performed through teams of research staff, led by an academic. Research costs are high (staff + equipment + consumables). The direct costs of research are almost entirely funded by external grants.
- In the arts and humanities, law, areas of mathematics, and some social sciences, research is often conducted by academics without research staff assistance. Research costs are lower. Grant funding is comparatively less prominent.
- In the social sciences, research can follow either model depending on approach and topic.

Note that these are generalisations – there are exceptions in both directions.

Cost Recovery in Research

King's financial reports show “recovery of full economic costs” at c.67%, calculated as research income divided by total research costs. Under-recovery is driven by several factors:

- Any funder paying less than 100% FEC (including UKRI, NIHR, major charities, EU).
- “King's-funded” research, conducted by academics without grant funding (see section above) is included in the total cost of research.

- Investment in research infrastructure which is recovered over a long time period (or only partially recovered through external grants).
- Flaws in calculations of total research costs, particularly through use of the “Time Allocation Survey” (TAS) methodology, which will tend to over-represent time spent on research (TAS relies on academic reporting, is distorted by hours spent on research beyond the “standard” week, applies a % calculation on this basis, is not linked to % time on grants or workload model, and does not take account of research fellows’ contribution to teaching). Moving to a workload model approach would resolve much of this issue.

Research which is “King’s-funded” (i.e. without an external grant) represents a considerable use of resource by King’s. These activities add substantial value to the university, but there is an opportunity for King’s to adopt a more deliberate and strategic use of this resource.

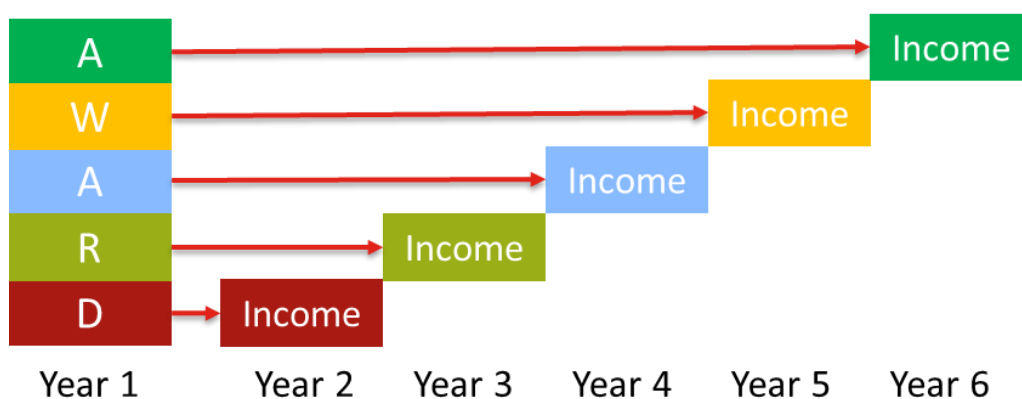
Research Funding Metrics

The Higher Education Statistics Agency (HESA) publishes data on research income for the UK university sector. In this context, “income” refers to money that has been spent (research funders pay quarterly in arrears based on actual spend against a grant).

Data on grants awarded to the university are referred to as “new awards”. A given new award will generate income spread over the next 3-6 years (most awards are 3-5 years, 6 month lead-in before spend, 3 month arrears in claiming income from funder).

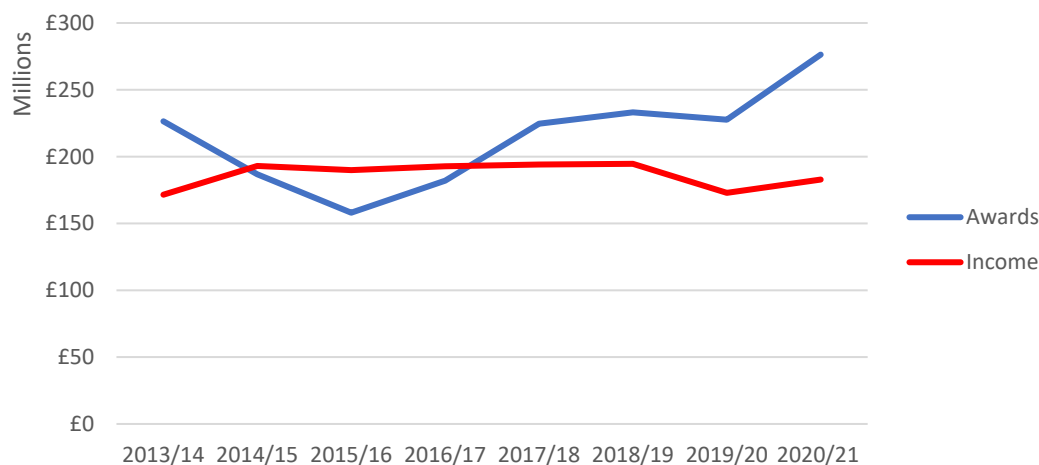
Income is therefore reflective of historic performance, and is smoothed/averaged and therefore slow to change. For example, the 2020/21 annual research income is formed of spend on grants awarded 1-6 years ago. This means that a dip in new awards performance creates a “deficit” in income that needs to be corrected by increased performance the following year (for income to remain constant).

New awards are a much more current and sensitive measure of current performance.

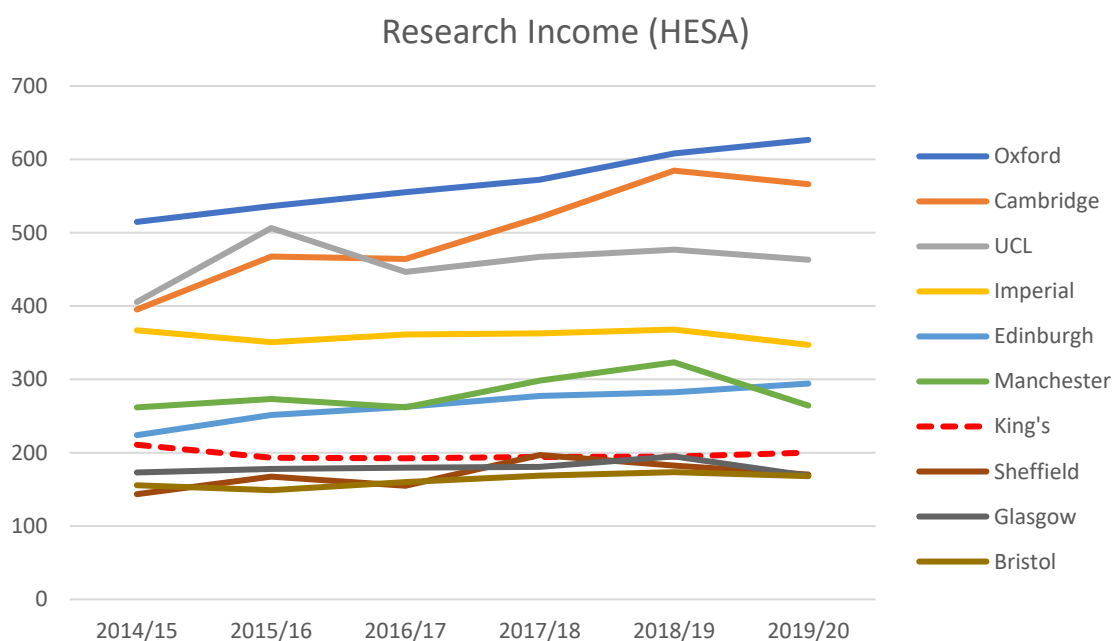


King’s Overall Research Performance: Funding

King’s research income (grants and contracts only) for 2020/21 was £183m, a 6% on the previous year. Our new awards were £276m, a 21% increase on the previous year (75% growth since 2015/16).



Our comparative performance (based on research income) is shown below. Note that since 2014/15, Edinburgh and Manchester have invested in science & engineering, driving growth.



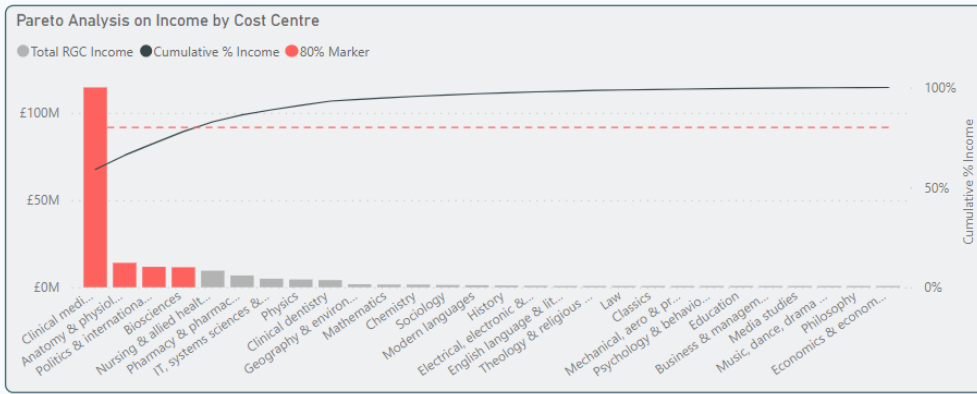
Although King's academic staff has grown in that period (2015/16: 1,635 FTE; 2019/20: 1,760 FTE), most staff growth has been in areas with lower "natural" grant funding requirements/availability (e.g. the Business School), or focused on supporting student growth (e.g. NMES). This is based on deliberate, strategic decisions by King's to grow these areas. The increase in new awards has come in large part from areas of the university with relatively constant staff numbers (particularly IoPPN).

This can be seen in the relative position of King's research income compared to UK competitors:

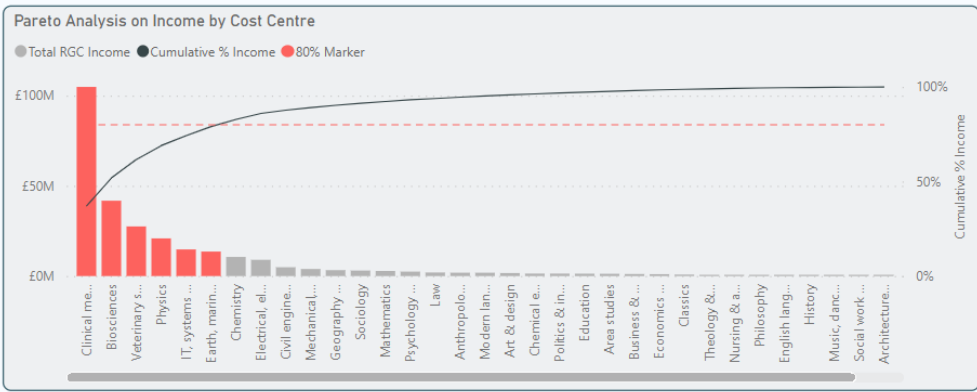
- Overall: 7th
- Clinical Medicine: 6th
- Biosciences: 12th
- Chemistry: 31st
- Electrical, electronic & computer engineering: 38th
- Physics: 27th

King's research funding is dominated by clinical medicine – our competitors show a more balanced portfolio:

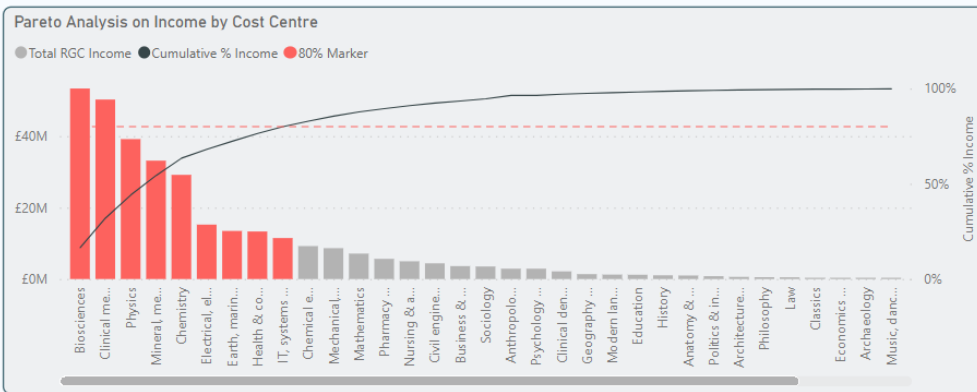
King's



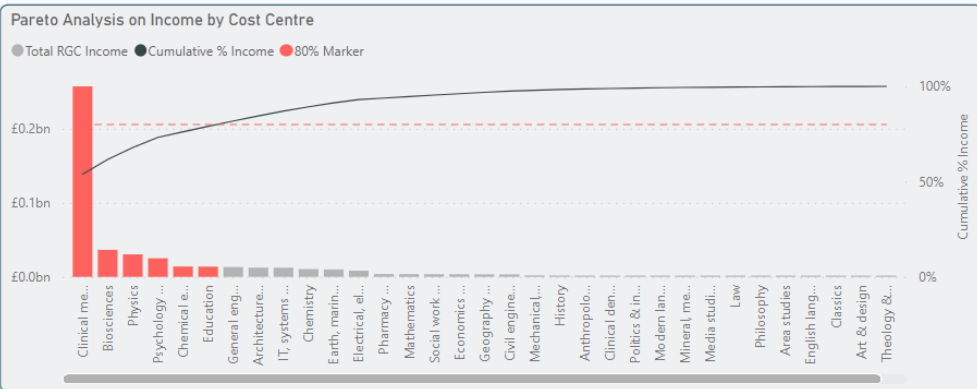
Edinburgh



Manchester



UCL (note scale)



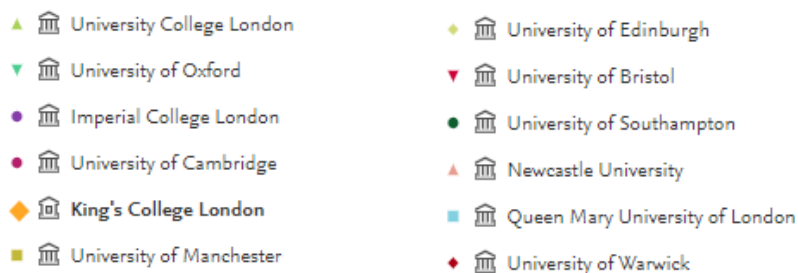
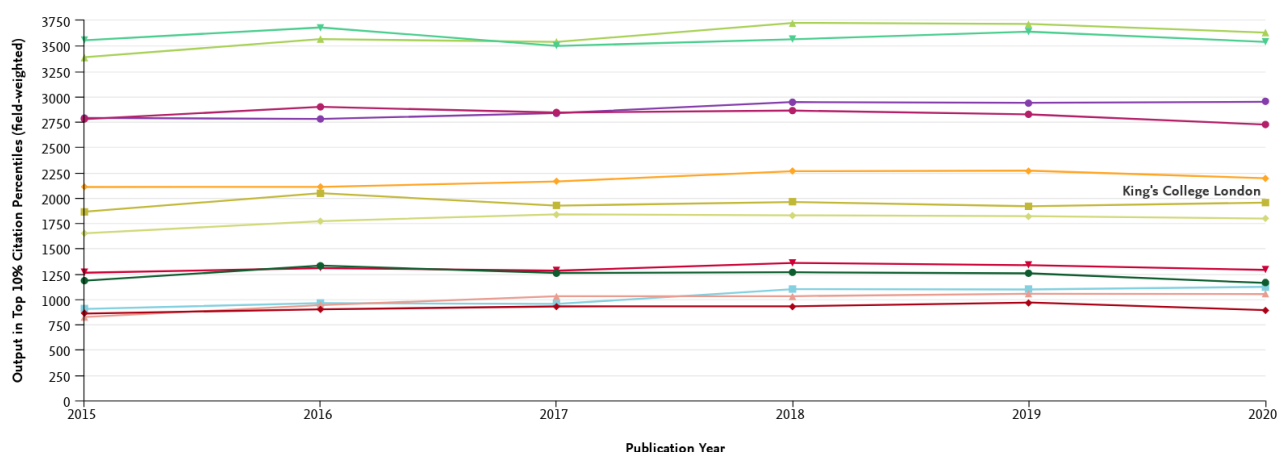
King's Overall Research Performance: Outputs

King's ranks 5th in the UK for both total output and number of highly-cited publications (a generally accepted measure of research performance). There is a distinct gap between King's and 4th place (Cambridge); King's is marginally ahead of Manchester and Edinburgh.

King's rankings by topic are below (*Times Higher Subject Categories*):

- Arts & Humanities: 6th
- Business & Economics: 10th
- Clinical, Pre-Clinical & Health: 2nd
- Computer Science: 12th
- Education: 5th
- Engineering & Technology: 12th
- Law: 5th
- Life Sciences: 6th
- Physical Sciences: 10th
- Psychology: 2nd
- Social Sciences: 5th

This data is shown below since 2015 (*note that 2021 data is volatile – the decrease shown by all institutions is not a cause for concern*) (King's in **orange**).



Research Sector Trends

The research sector is dominated by three long-term, sector-wide trends, which are encapsulated in government strategies (including Government Innovation Strategy, UK Life Sciences Vision and R&D People and Culture Strategy), and drive funding availability from UKRI and other public sources. These themes – particularly research concentration and challenge-focused research – also feature in the approaches of other major funders, including Wellcome.

- **Concentration of research funding:** Moving from “thinly spread” funding over many smaller awards, to large, national awards (generally 1-5 major awards on a topic, made through national competition). This means that research funding is dependent on critical mass in an area – *there is no second place*. Examples of King’s success on this scale include:

- Artificial intelligence: 3 Innovate UK Centres (King’s awarded), 1 UKRI Trusted Autonomous Systems Hub (King’s is a key partner)
- Social Science: ESRC Centre for Society & Mental Health
- Advanced therapies: 3 MRC/LifeArc/BBSRC Gene Therapy Innovation Hubs (King’s awarded)
- Ageing: 5 Dementia Research Institute Centres (King’s awarded) + Hub

A relatively recent trend within this topic is for some of the largest national-level awards to be made through processes outside the normal open competition approaches.

- **Challenge focus:** Increasing focus on innovation, utility and industry partnerships – and targeting funding around major societal challenges and opportunities. King’s has strong industry partnerships in medtech (Siemens, Medtronic, Nvidia) and medicine (GSK, UCB, Unilever), and in social science (including SERCO), but much less in science & technology (outside telecoms).
- **Increasing investment in science & technology sector:** In combination with the challenge focus described above, funding will grow rapidly in science and technology. King’s is not well-placed to take advantage of this, especially given the need for critical mass mentioned above.

Report of the College Research Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. Research Strategy Workshop	7 October 2021	Consent	Note	No
2. College Research Committee Membership 2021-22 Annex 1	-	Consent	Note	No

For note

1. Research Strategy Workshop

The meeting took the format of a workshop. The Committee was divided into four groups that were put into breakout rooms, in which they discussed four separate themes before feeding back to the wider group. The following themes were discussed: Focus; People and Culture; Sustainability of Research; Partnerships and Impact.

Focus

The Director of Research Strategy and Development introduced the theme and asked the committee to consider the following questions:

- How can the college ensure critical mass and excellence, both in areas that are being actively grown and those that are static?
- How can the college determine specific areas of focus both within and across Faculties?
- What mechanisms should the college consider implementing in order to change its research profile, both in areas that are being actively grown and those that are static?

The Committee suggested that an inter-university network should be established to enhance critical mass. Should the College wish to progress this activity, it will need to consider what would make it an attractive partner. Though the College is notably strong in certain areas, it needs to significantly improve the visibility of its research outputs by further investing in corporate communications or actively engaging with external media outlets.

The Committee highlighted the importance of academic staff having sufficient time to undertake research, noting that teaching commitments and administration can significantly impact this. It was suggested that the College should consider offering internal research fellowships for those at various career stages to counteract this issue. Additionally, the College could encourage academic staff to undertake sabbaticals, but this activity should be managed in a more structured way than it is presently.

People and Culture

The Dean of Research Governance, Ethics and Integrity and the Dean for Doctoral Studies introduced the theme and asked the Committee to consider the following questions:

- How can the College ensure that it attracts and retains excellent research staff?
- How can the College ensure that it both recognises and actively rewards excellence?
- How can the College ensure that it maintains an optimal environment for research?
- How will the College know if it is succeeding in improving its performance in the areas outlined above?

The Committee suggested that the College should carefully consider what constitutes success, noting that whilst universities may have focused on academic publications and citation impact in the past, they should

now be taking a much broader view. In order to measure success in a broader sense, the College should consider employing the use of new web-based tools such as Altmetric and PlumX, both of which provide insights into the way that people interact with individual research outputs in the online environment.

The Committee suggested that the College should consider both how it evaluates performance and celebrates success. The College may wish to introduce team or group-focused PDRs rather than centring on individuals, to encourage collaborative working but also to ensure that team members who have indirectly contributed to a measurable success are recognised for their efforts.

The Committee are particularly keen for the College to implement a workload model, to aid transparency in terms of where colleagues are focusing their time. Employing such a model would enable the College to examine the distribution of education delivery across career stages.

Sustainability of Research

The Committee Chair introduced the theme and asked the Committee to consider the following question:

- How can the College maximise the investment that it makes into research?

The Committee stated that prospective students are attracted to the College because of its international ranking and reputation. In order to maintain this ranking and reputation, the College will need to continue to both attract and retain academic staff of the highest quality. The Committee noted that research-enhanced education features prominently in many of the College's strategies, but asked how it could be quantified, to enable staff supporting this activity to illustrate its value when requesting further investment.

The Committee discussed how the college could improve its efficiency. All agreed that the College should seek to optimise project costing, actively engaging faculties, and better utilise its existing space. Additionally, it was suggested that the productivity of staff working in all capacities could be increased if the College reduced unnecessary bureaucracy.

The Committee stated that the College should consider how it could encourage academic staff to apply for more grants, suggesting that incentives should be identified and promoted.

Partnerships and Impact

The REF/KEF Director introduced the theme and asked the Committee to consider the following questions:

- How can the College increase the breadth and depth of its partnerships?
- How can the College maximise its research impact?

The Committee stated that research impact needs to be woven through the culture of the College. All agreed that the existing leads for research impact are an asset to the College, and that their attention should not be diverted to other areas now that the REF submission has been made.

The Committee discussed how the College might actively encourage and support students and academic staff to commercialise their research. The Entrepreneurship Institute will be integral to developing this activity, but the College could also consider establishing an Entrepreneurs in Residence programme, to provide examples of those that have achieved success, as this would likely have a strong impact on local culture.

The Committee stated that the college has yet to establish mechanisms which would allow it to easily partner with industry. It was suggested that alumni that are now working in industry could be invited to engage with the university, in order to share their expertise or provide guidance or advice to existing students and staff, should an appropriate mechanism be established.

The Committee suggested that the College should review and evaluate its existing partnerships by conducting a benefits analysis exercise to ensure that it is actively benefitting from any external investment.

2. College Research Committee Membership 2021-22

To note.

College Research Committee

Membership List

2021-2022 Academic Year

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Academic Board

Meeting date 3 November 2021

Paper reference AB-21-11-03-06.1

Status Final



Principal's Report

Action required

- ☐ For approval
☐ For discussion
☒ To note

Executive summary

The President & Principal provides a report highlighting current issues and events and developments since the last meeting.

Principal's Report

Principal's Report

My first six months

During June and July, as part of the Listening Exercise and induction sessions, I met with 60 different groups and talked to almost 700 staff and students. It was wonderful to hear so many different perspectives ranging from front line staff through to academic teachers and researchers, from students to Heads of Department. Staff shared how the pandemic has changed the way they work and it was clear how hard they worked to ensure 2020/21 was as successful as it could have been. I reflected many times over the course of the Listening Exercise just how passionate people are about their jobs and about working at King's.

They shared with me many things that we need to address going forward.

- There are some basics like better integrating our administrative systems and simplifying and streamlining processes to make our education delivery infrastructure work well. There is more to do to enhance the student experience and address student mental health and wellbeing to make students successful overall and fulfil their potential. Both will remain a priority going forward.
- For staff, I want to explore how research staff and early career researchers can have more sustainable careers, how we make the Academic Education Pathway more prominent to give colleagues equal esteem, and for those on teaching and research contracts how better to balance the increasing number of tasks that make up an average workload.
- For a talent organisation we don't have a 21st century talent strategy, this needs to change. We must champion EDI and build a culture of inclusive excellence, as well as invest in our leadership, including our Heads of Department who play a critical and large role managing at the frontline.
- The research funding environment is changing as government priorities evolve and alternative lines of funding emerge; we will need to be smart about adapting and growing our capability to remain competitive.
- Many people showcased how they embed service and culture in their work and how these can enhance our reputation and influence others. It was clear that we do many great things, but don't have the resources to help them grow further to make them truly world-class.

My task now is to work with my new senior team and senior colleagues across King's to explore how our strategy needs to change in light of COVID and Brexit. In January we will invite staff to contribute to these proposals. From this dialogue will emerge Strategy 2025 a map of our priorities for the next four years, and the next stage of our path to *Vision 2029*.

Coronavirus update

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

The Government announced Step 4 on the roadmap in July 21, ending the use of legislation to control the risks associated with COVID-19 and instead, placing the responsibility upon institutions to assess and manage these risks as part of their responsibilities under the Health and Safety at Work Act 1974, Equality Act 2010.

Some of the key features of Step 4, and the specific guidance for universities include:

- No legal requirement to socially distance, with no limits on how many people can meet and the 1m+ rule removed. No longer restrictions on face-to-face teaching / requirement on distancing.
- Face coverings no longer required by law.
- Double vaccinated (in UK) adults no longer required to self-isolate and take a PCR test.
- Contingency plans in place to deal with any identified +VE COVID-19 cases or outbreaks.

The university has updated its safety plan, with the input from expert external H&S legal advice, and updated its outbreak and incident plans and put in place monitoring via SCOT. The revised safety plan has been widely

communicated across the university and we wish to encourage a sense of community responsibility where individuals take care of themselves and others by complying with the COVID measures it has put in place and reporting any shortcomings so that they can be rectified.

Testing & Case Management

- KCL Test has performed 55,498 tests (from December until 5 October 21), with a positive rate of 0.27%
- Staff and students coming on to campus are expected to take a test twice a week, and the number of individuals taking a KCL test has steadily increased since the start of term with 3478 tests carried out during the w/c 27 September.
- For academic year 2020-21 we had 1282 positive COVID-19 reported cases amongst our community, however only a very small number of these were on campus. The Case Management Team continues to monitor cases across our community.

Approach to the Academic Year 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. Our education delivery model is based first and foremost on sound pedagogy and our underpinning commitment to transforming our teaching and learning.
- We are providing the infrastructure and H&S systems to ensure that the right delivery model is in place for staff and students: this includes adding additional teaching staff resource; flexible timetabling, repurposing and re-configuring spaces and the use of hy-flex and Echo 360

Admissions Update

The latest enrolments for 2021/22, show that the university has exceeded target by around 2,800 FTE. Undergraduate courses constitute the largest part of the overshoot, exceeding target by 1,400 FTE, this is due to the higher than expected number of offer holders who met their offer conditions. Postgraduate taught courses have also seen enrolment significantly exceed target. For PGR, continuing student numbers are higher than anticipated, in part due to the disruption over the previous 18 months meaning students have taken longer to complete. In terms of fee status, the increase in top grades for UK UG students is reflected in the Home target being exceeded by a significant margin but the university is also over the Overseas target by around 900 FTE. EU entrants have reduced significantly but held up better than some feared, with enrolments at 60% of the previous year.

For 2022/23 undergraduate applications have just opened on UCAS and postgraduate applications open on 18 October, through the King Apply application portal. We have reviewed the last admissions cycle and are keen to have a tighter control of recruitment numbers and diversity. We are taking steps to mitigate for this by:

- Increasing entry requirements for programmes that attract high numbers of eligible applicants.
- Using a gathered field approach for some highly competitive programmes, so batching offers and not releasing all of these until after the application deadline. This will allow more control over offer making.
- For competitive postgraduate taught programmes we are introducing an earlier application deadline for applicants domiciled in China; this is consistent with a number of other Russell Group universities. This is to help control offer making and diversity.

This will all be supported by a communication strategy so that applicants are aware of these timeframes and when they will receive a decision.

Pensions Update

The Joint Negotiating Committee (JNC) has confirmed pension benefit reform in line with the UUK alternative proposal and member consultation commences November 2021. Agreement is needed by 28 February 2022 to ensure we do not start to see the significant increases in pricing that USS initially set out - 42-56% (current 30.7%). As a consequence of the JNC August 2021 decisions the October 2021 increase will be limited to 0.5% from 30.7% to 31.2%, (staff: Employer, 0.2%:0.3%); the JNC also agreed pensions reforms

in line with the UUK proposal which includes: defined benefit threshold reduction to 40K from £59.6k, accrual rate 1/85 from 1/75, indexation capped at 2.5% reduced from 5%, a USS governance review and the debt monitoring framework to be implemented from 1 October 2021 establishing the ability to run with the reduced contribution change noted above. In addition, further work to develop lower cost options for flexibility and to reduce opt out are in train and further consideration of conditional indexation is to be explored – but the latter not for conclusion within this valuation. We are looking to see whether we are able to confirm a joint statement with the unions, particularly around conditional indexation. The unions informally set out an alternative option but would not allow a vote on this at the JNC. They have since reported this, so it is noted here for information and it recognises a reduction in threshold to £40k, and accrual, slightly better for members, at 1/80 but with adjustment to the shared cost arrangement to provide a reduction in cost to staff (-1.58) and increase to employer (3.95) but this assumes a higher cost overall, likely expecting the October increases (from the 2018 valuation to be implemented). It shows there is some correlation in thinking and some features would have been worthy of further debate. Clearly, we are concerned about UCU's positioning and staff morale and note that UCU are calling for a strike ballot on two aspects, pension and broader conditions including pay, gender pay gaps and casualisation. We continue to hold regular monthly town hall meetings, provide support for pensions clarity and meet with departments as requested and feedback on this is positive. The broader issues of staff action and contingency planning are dealt with elsewhere

The SAUL valuation of the same date resulted in a 5% increase in employer contributions to 21% in two tranches. There are no shared cost arrangements, the employer takes the increase.

Shitij Kapur, President & Principal
October 2021

Academic Board	
Meeting date	3 November 2021
Paper reference	AB-21-11-03-06.2
Status	Final



Equality, Diversity & Inclusion Update

Action required

- ☐ For approval
- ☒ For discussion
- ☐ To note

Executive summary

This paper provides an overview of EDI activity. While the paper covers a broad cross section, the presentation at Academic Board will centre on:

- Disability Inclusion
- Race Equality Charter Mark
- Religion and Belief Policy and Guidance
- Menopause and Menstruation Policies and Guidance

Equality, Diversity & Inclusion Update

Governance, Executive Management & Leadership

As a consequence of university structural changes the Equality, Diversity & Inclusion (EDI) team now report to Professor Evelyn Welch, SVP People, Planning and Service. EDI programmes continue to report into the EDI Committee via relevant boards and working groups. EDI updates and issues are reported into the Senior Leadership Forum and University Executive.

The EDI Annual Report will be published in November. This will be shared with our colleagues, partners and be available online as part of our Public Sector Equality Duty.

Inclusive Culture

Policies and Guidance

The [Religion and Belief Policy](#) has been approved through the University Executive. This policy sets out the legal framework within which King's operates, and the religious foundations of the university, alongside the expected behaviour of all members of the King's community in relation to religion and belief. It connects to our [Religion and Belief guidance](#) and has been co-created with essential input from the Dean's Office and Chaplaincy.

Leading up to World Menopause Day, EDI have released [Menopause](#) and [Menstruation](#) Guidance. These resources have been developed in collaboration with King's Community to help reduce stigma around the bodily processes, and empower all those who menstruate and experience menopause, and to enable colleagues and managers to support them at work. The corresponding policies have been approved by University Executive and has been published on Governance Zone.

Council Room

We want our spaces to represent King's and our global diversity. During the summer, the [Council Room](#) was refreshed with new images which reflect the diversity of our students. The images were chosen to illustrate King's dedication to service and celebrate our students' achievements. The [EDI blog](#) outlines the journey.

Disability Inclusion

Disability inclusion work has been a key focus. A working group was established in May, chaired by sponsor Professor Richard Trembath, SVP, Health & Life Sciences. One of the group's first initiatives is to support the development of a Staff Adjustments Passport. An 'adjustments passport' is a living record of workplace adjustments agreed between a staff member and their manager. It supports those with a health condition or disability by ensuring they are put in the best position to undertake their role and by reducing the burden of repeated disclosure.

In the first phase of development and delivery, a pilot of the Adjustments Passport will be undertaken. This is to test what works best, to ensure it is the most appropriate and effective scheme to implement, and to effectively evaluate the pilot groups to improve and embed any feedback once rolled out across the College. Commencing January 2022, the pilot will run in Arts & Humanities, IoPPN, King's Business School, Estates & Facilities, RMID and Students & Education.

Education, Awareness and Development

EDI training offer has developed significantly. Following a full review of Diversity Matters, a Workrite e-learning module will be launched in the coming months. This provides a compulsory, foundational level for EDI knowledge, and will enable Diversity Matters and Diversity Matters for Managers to be adapted to reflect the needs of attendees. Diversity Matters content will be higher level, more focused on structural inequalities, and more informed by King's context, data and challenges.

Allyship resources have been released online. The first roll out includes [LGBTQ+ Allyship](#), and further topics will be added, e.g., race allyship. This has been developed in partnership with our staff networks and communities.

Following on from successful Interfaith work, King's is partnering with the Federation of Student Islamic Societies and the Union of Jewish Students to trial staff-facing Antisemitism Awareness training and Islamophobia Awareness training. Informed by student requests, we are working to improve interfaith relations within King's community. This includes supporting and learning about our faith communities. The training aims to inform the practical support provided by staff for Jewish and Muslim students, including signposting to support networks, resources, and policies. The training intends to support staff to maintain a safe, sustainable, and inclusive environment for our Jewish and Muslim students, staff, and visitors. To find out more, visit the [Eventbrite page](#).

Our student-facing product, Consent Matters, an e-learning module to tackle sexual harassment and to promote consent, has been refreshed and communicated as part of Welcome Week. KCLSU Officers have promoted Consent Matters via student societies.

Recognition – Race Equality, Athena Swan and Workplace Equality Index

Race Equality and Race Equality Chartermark

We continue to make progress on delivering our [Race Equality Charter Action Plan](#). We have committed to a staff and student survey twice in the cycle. This is to measure the experience of staff and students, and to assess trends connected to race. Against our baseline survey in 2017 and our 2028 Qlearsite survey, we will be running a 2021 survey (1 – 21 November 2021). (Slides available at **annex 1**).

The survey includes questions around microaggressions, and takes 15 minutes to complete. We will be communicating the online survey via central and faculty channels. All participants will be invited into a prize draw to win vouchers to encourage uptake. We will communicate the race survey findings with the university in February. Alongside this we will also present a detailed update on progress in delivering the action plan.

King's marked Black History Month throughout October, on social media, in internal communications and events, including in the [Festival of Disrupted Thinking](#).

Stonewall Workplace Equality Index

King's Stonewall Workplace Equality Index was submitted in early October. The externally run staff survey is open until early November, and constitutes 10% of our score. Nicole Robinson has been leading our LGBTQ+ inclusion work and will be producing a set of recommendations ahead of our result in February/March 2022.

Our work is against the backdrop of both Stonewall and Equality and Human Rights Commission (EHRC) being subject to scrutiny in the media recently. Stonewall have launched a new strategy, and there is an increase in articles focusing on the revival of sex-based rights being positioned as in conflict with gender-based rights. Earlier this year, EDIC confirmed King's approach to LGBTQ+ inclusion, and agreed the continued use of Stonewall as a partner and source of best practice.

Gender Equality and Athena Swan

University Athena Swan feedback has been received. Our Silver was unanimously passed by the panel, and recognised the skill, work and collaboration involved in King's self-assessment. The panel were satisfied our application evidenced a significant record of activity and achievement across different disciplines, and our presentation, Academic Education Pathway and our ambitious Flagship Actions were highly praised.

The panel recognised and commended potential future Gold 'beacon' activities, such as Flexible by Default, More than Mentoring, and our activity planned with the Global Institute for Women's Leadership. This is a huge catalyst for continuing our efforts and focus, and for ensuring accountability over our Athena Swan Action Plan.

The Parents and Carers Fund is in its final rounds. The ISSF funding from Wellcome has been discontinued, and a working group will be formed to evaluate the impact, reflect on where the biggest impact from extended breaks due to caring happens, and propose recommendations for the future of this fund.

Following King's successful application as a partner in a British Council and Indian Department of Science and Technology gender equality scheme 'GATI', a second application on a Brazil gender equality partnership scheme has been submitted. Both schemes will contribute to our 'beacon' activities and deepen our reflective practice in EDI.

Helena Mattingley
Head of Equality, Diversity & Inclusion
October 2021

Race Equality Charter Slides

Race Equality Charter Surveys

EDIC Update October 2021

Jake Orros,
EDI Project Officer



REC Context & Recap

- We first obtained a REC award in 2015 – this was successfully renewed in July 2020.
- Advance HE require us to undertake a survey of staff & students.
- Within our action plan we have committed to running the survey twice.
- Questions composed in 2 parts:
 - Stipulated questions from Advance HE.
 - Additional questions developed by KCL to address our Race Equality Action Plan.

Headlines

- 15 minutes to complete
- Incentivization with voucher draw
- Section on tackling micro aggressions

Previous participation

2017 Surveys

- Student Survey – 515 responses (approx. 2% of student population)
- Staff Survey – 678 responses (approx. 8% of staff population)
- 1,193 responses in total

2018 – Qlearsite surveys to underpin wider Athena Swan & REC work

Roadmap

- w/c 18.10.21 – sharing of comms material with stakeholders in faculties & directorates
- w/c 25.10.21 – webpage soft launch
- 01.11.21 – Staff & Student surveys will launch
- 21.11.21 – both Surveys will close
- December/January – review period
- February – Sharing of initial results
- 2023 – Repeat survey

Call to Action

- Socialize and platform the surveys
- Encourage conversations with colleagues
- Take part

Academic Board**Meeting date** 3 November 2021**Paper reference** AB-21-11-03-07.1**Status** Final

Report of the College Education Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. Online Professional Education: A framework to facilitate flexible lifelong learning at King's Annex 1	6 October	Main	Approve	No
2. Annual report to Council: Ongoing Conditions for OfS Annex 2	6 October	Consent	Approve	No
3. Mitigating Circumstances Policy Annex 3	6 October	Consent	Approve	No
4. Statement on Assessment Policy – update for 2021/22 Annex 4	6 October	Consent	Note	No
5. Student Feedback on Assessment Policy Annex 5	6 October	Consent	Note	No
6. PRSB Update: FoDOCS & FoLSM Annex 6	6 October	Consent	Note	No
7. Academic Strategy Sub-Group Report: Evaluation Annex 7	6 October	Consent	Note	No
8. Education Governance Update 2021/22	6 October	Consent	Note	No
9. Guidance & Proposals for the use of the College Teaching Fund	6 October	Consent	Note	No
10. Enabling Student Success: Rewarding inclusion efforts in academic promotion	6 October	Consent	Note	No
11. Assessment planning for 2021/22 and beyond	6 October	Consent	Note	No
12. Academic Misconduct guidance on penalties	6 October	Consent	Note	No
13. King's First Year: Gateway to King's	6 October	Consent	Note	No
14. Academic Lead for Assessment & Feedback	6 October	Consent	Note	No
15. Response to the OfS Consultation on Quality & Standards	6 October	Consent	Note	No
16. Report & Support and the OfS statement of expectations around preventing and addressing harassment and sexual misconduct	6 October	Consent	Note	No
17. Study Abroad Simplification Update	7 July	Consent	Note	No
18. Amendment to Academic Appeal T44 to allow appeals for MCFs	7 July	Consent	Note	No
19. Quality Assurance Handbook Update 2021/22	7 July	Consent	Note	No
20. Supporting Students Update	7 July	Consent	Note	No
21. Formation of King's Education	7 July	Consent	Note	No
22. Community Charter: Current position & future plans	7 July	Consent	Note	No
23. Equality, Diversity & Inclusion Update	7 July	Consent	Note	No
24. Curriculum 2029 Update	7 July	Consent	Note	No
25. College Teaching Fund Report 2020/21	7 July	Consent	Note	No
26. CEC Terms of Reference & Membership 2021/22	6 October	Consent	Note	No
27. CEC Schedule of Business 2021/22	6 October	Consent	Note	No

Approval

1. Online Professional Education: A framework to facilitate flexible lifelong learning at King's [Annex 1]

Motion: That the Academic Board approve the updated framework (submitted to the Board in June 2021).

Background:

The paper was endorsed at the October 2021 CEC meeting. It seeks to build on the strategic discussion carried out at Academic Board in June 2021, setting out an updated proposal to enable the expansion of flexible online Continuing Professional Development (CPD) at King's.

Specifically, this paper includes responses to feedback from Academic Board with regards to the:

- Confirmation of teaching being research-led (*Annex 2 - figure 1*).
- Definitions of interdisciplinarity and multidisciplinary (*Annex 2 - Appendix 2*).
- Clarification of the education aims and admissions criteria (*Annex 2 - Appendix 2*).
- Financial model, indicative margin, and how money will flow to faculties (*Annex 2 - Appendix 3*).
- Definitions of CPD and premium Executive Education (*Annex 2 - Appendix 6*).

2. Annual Report to Council: Ongoing Conditions for OfS 2021/22 [Annex 2] (Consent)

Motion: That the Academic Board approve the paper for submission to Council on 23 November.

Background:

The paper was endorsed at the October 2021 CEC meeting. The OfS monitors higher education providers using 'lead indicators, reportable events and other intelligence such as complaints'. As part of this monitoring the OfS expects higher education providers to continue to meet ongoing conditions of registration, including any new conditions introduced since the initial registration process. Governing bodies of universities also have a requirement to receive assurance from Academic Board that academic governance is effective.

The report has been drafted to provide to Council:

- confirmation of conditions that have not changed since the initial registration process.
- confirmation of meeting any revised conditions introduced due to Covid-19.

3. Mitigating Circumstances Policy [Annex 3] (Consent)

Motion: That the Academic Board approve the revised Mitigating Circumstances Policy.

Background:

This was approved by ASSC in September 2021 and CEC in October 2021. The Committee noted revisions to the Mitigating Circumstances Policy to allow for academic appeals based on outcome of a Mitigating Circumstances claim (T44.13 refers), and the proposal that 3.13 and 3.14 of the Mitigating Circumstances Policy is amended to align with the T44.13 regulation. It was also noted that this is also in agreement with position 3 of the Statement on Assessment Policy (Annex 5) approved by CEC - i.e., that that on occasion it may be appropriate to accept MCF requests without supporting evidence.

For note

4. Statement on Assessment Policy – update for 2021/22 [Annex 4] (Consent)

Academic Board is asked to note updates to the Statement on Assessment Policy. The policy was approved at the September 2021 meeting of ASSC, and October meeting of CEC.

The Committee noted that most of the principles/measures put in place under the FAP did not require an extension, and approved the ASSC recommendations, subject to communications around clause 5 clarifying that mitigating measures previously applied to continuing students would be retained.

5. Student Feedback on Assessment Policy [Annex 5] (Consent)

Academic Board is asked to note the updated Student Feedback Policy. The policy was approved by ASSC and CEC Chairs Action in September 2021.

The Committee noted updates to the Feedback Policy for 2021/22, consolidating the student and staff policies, reordering the content and updating the language. More significant changes will be made as part of the work of the Assessment Working Group next year, with all such changes going through the full governance process.

6. PRSB Update: FoDOCS & FoLSM [Annex 6] (Consent)

FoDOCS: The Committee noted the update from Professional Statutory and Regulatory Bodies within the Faculty of Dentistry, Oral and Craniofacial Sciences of the General Dental Council (GDC) report from a visit in May 2021. Following the inspection, the panel determined that Requirements 13 and 15 were met and concluded that the programme assured them that the graduating cohort of students would be safe beginners; however, additional evidence would be required to triangulate the evidence received to date.

FoLSM: The Committee noted the following updates from Professional Statutory and Regulatory Bodies within the Faculty of Life Sciences and Medicine:

- MPharm final report following accreditation event in February 2021 – continued accreditation confirmed with no conditions attached
- Health Education England (National School of Healthcare Science) – confirmed accredited as a training centre for STP in Medical Physics and Clinical Engineering (as part of the South London Consortium). Including accreditation certificates from the Institute of Physics and Engineering in Medicine – all for the programmes MSc Clinical Sciences (Medical Physics or Clinical Engineering)
- General Pharmaceutical Council – continued accreditation confirmed for the Pharmacist Independent Prescribing programme with no conditions attached

Academic Board is asked to note the update.

7. Academic Strategy Sub-Group Report: Evaluation [Annex 7] (Consent)

At the June Academic Board meeting, a verbal update was given by Professor Al-Hashimi on the College response to the KCLSU Town Hall Report, and it was noted that a report was being developed to be brought forward to the next meeting of the Academic Board. An Assessment Strategy Sub-Group undertook an evaluation of the College's teaching and learning Covid-19 response, which included the KCLSU Town Hall reports.

The Committee discussed the ASG Sub-Group report on Evaluation, which undertook an institution-wide review of teaching, learning and the student experience during 2021/21, focussing on four main workstreams: teaching & learning; student experience & wellbeing; inclusive education & accessibility; and assessment & feedback. Recommendations were made around 'what worked/best practice?', 'what did not work?'; 'what should we invest further in/pilot?'. It was noted that the report should be fed into the Education Strategy refresh and should be used in as many arenas as possible.

8. Education Governance Update 2021/22 (Consent)

The Committee approved a summary update on the proposed changes to Education Governance in 2021/22. The changes aim to respond to the President & Principal's vision for reforming governance in the College and working as One King's. It is envisaged that by having a clear education governance committee structure, and clear committee remit and reporting structures to avoid duplication we can become more connected, coherent and effective.

9. Guidance & Proposals for the use of the College Teaching Fund (Consent)

The Committee approved guidance and support for the faculty management of the College Teaching Fund in 2021/22, so that the available funds are strategically deployed on projects which have impact for students and staff, and are spent in a timely manner within the funding period. For 2021/22, this would additionally include funding to specifically assist with the delivery of elements of the Education Strategy.

10. Enabling Student Success: Rewarding inclusion efforts in academic promotion criteria *(Consent)*

The Committee discussed and approved a project to review academic promotion criteria. The project includes:

- A clear audit and review of how inclusion efforts and personal tutoring are currently recognised and rewarded in academic promotion procedures.
- Research on best practice in the sector to align inclusive education ambitions and effective personal tutoring with reward and accountability processes, with a clear recommendation for change.
- A delivery plan, with project and change management resource to implement recommended changes.

The Committee approved the paper and it was agreed that the paper sponsors would liaise with the Senior Vice President (Academic), the Director of HR and the Senior Vice President (Service, People & Planning) who were currently reviewing some of the procedures for promotion with HR.

11. Assessment planning for 2021/22 and beyond *(Consent)*

The Committee approved the proposed approach to assessment planning for 2021/22 including the plans for exam periods, the Fair Assessment Policy and contract cheating, and how this could be managed. It was agreed that a small group including the Chair of ASSC and the Strategic Director, SED would be formed to propose an approach and to communicate this with Faculties as soon as possible.

12. Academic Misconduct guidance on penalties *(Consent)*

The Committee noted and approved the proposed Guidance on Academic Misconduct Penalties for students and staff, which would form part of a bigger review of documentation, regulations, policies and guidance that will be taking place this academic year.

13. King's First Year: Gateway to King's *(Consent)*

The Committee discussed and approved the module outline for the King's First Year, so that resource and finances could be committed to developing the module for pilot 1 which is scheduled to take place in September 2022. Any comments or feedback will be incorporated and be approved via PDASC.

14. Academic Lead for Assessment & Feedback *(Consent)*

The Committee noted a paper seeking an Academic Lead to support the development of the assessment strategy, working collaboratively with the Chair of the Academic Standards Sub-Committee, Assessment Working Group and key stakeholders in SED.

15. Response to the Office for Students Consultation on Quality & Standards *(Consent)*

The Committee noted the response to the OfS consultation on quality.

16. Report & Support and the OfS Statement of Expectations Around Preventing and Addressing Harassment and Sexual Misconduct *(Consent)*

The Committee noted the next steps associated with introducing Culture Shift's Report and Support system, as part of the action plan to address the Office for Students' Statement of Expectations around preventing and addressing harassment and sexual misconduct. The overarching action plan has been developed by the preventing and addressing harassment and sexual misconduct oversight committee and was approved by the Senior Management Team in May 2021.

17. Study Abroad Simplification Update *(Consent)*

The Committee noted updates to November 2020's update to CEC on optional study abroad as part of the Curriculum Commission, and progress made on the recommendations.

18. Amendment to Academic Appeal T44 to allow appeals for MCFs *(Consent)*

The Committee noted a proposal for an amendment to the T44 Regulations for Academic Appeals to embed the current practice of allowing students to submit academic appeals for rejected mitigating circumstances (mcf's) once they receive their published results. The Office of the Independent Adjudicator (OIA) recommends that

students are allowed to appeal rejected mcfs. The grounds for appeal for rejected mcfs fall within the suggested grounds given by the OIA as set out in their Guidance on Requests for Additional Consideration (which is their term for mitigating circumstances).

19. Quality Assurance Handbook Update (Consent)

The Committee noted a summary of annual updates to the QA Handbook in the areas of: Procedures for Programme and Module Approval and Modification, Procedures for Approval and Monitoring of Collaborative Provision, Procedures for Programme and Module Monitoring and Review, and The Core Code of Practice for Taught Research Governance and Dissertation Framework.

20. Supporting Students Update (Consent)

The Committee noted updates on the following areas of student support: Peer Support, Personal Tutoring, Strategic Student Mental Health & Wellbeing and a report on Term 1 - Student Support & Wellbeing Services (SSWS).

21. Formation of King's Education (Consent)

The Committee discussed 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.

22. Community Charter: Current Position & Future Plans (Consent)

The Committee endorsed a proposal to establish a working group to take forward work on a Community Charter, as the successor to the Student Charter and to build on the content of the Student Charter, alongside: the successful King's Race Equality Chartermark (RECM) application, the Community Building steering group, the Covid-related community commitment; the KCLSU/KCL relationship agreement; and the Quality Assurance Agency's Academic Integrity Charter.

NB: the paper was discussed at Academic Board at the 16 June meeting.

23. Equality, Diversity & Inclusion Update (Consent)

The Committee noted an update on Athena Swan and Stonewall Workplace Equality Index to inform CEC of strategic university EDI activity, including information on student centred EDI projects: Anonymous Disclosure and Consent Matters, King's Diverse History, Religion and Belief activities.

24. Curriculum 2029 Update (Consent)

The Committee reviewed the updates on the Curriculum 2029 programme and progress since the November 2020 update.

25. College Teaching Fund Report 2020/21 (Consent)

The Committee noted how the College Teaching Fund was used by Faculties in 2020/21, including data on the range of strategic projects undertaken by Faculties as a result of the funding.

26. CEC Terms of Reference & Membership 2021/22 (Consent)

The Committee agreed to recommend amendments to its Terms of Reference and membership. Academic Board Operations Committee will present the final version to Academic Board for approval.

27. CEC Schedule of Business 2021/22 (Consent)

The Committee noted a paper outlining its schedule of business for 2021/22. The paper notes those items that are not specifically mentioned in the terms of reference or featured as standing/regular items on the CEC agenda.

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

This paper develops the concepts previously brought to the attention of CEC through three papers, culminating in the sequenced academic development and implementation plan (**Appendix 5**), for the expansion of online CPD and Executive Education at King's, which was formally approved by CEC in January 2021. The proposals follow a year 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, 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.

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 our communities at individual, employer, and societal level, 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 para-pandemic landscape. In doing so, the portfolio will support King's enduring legacy of bringing together the study of mind, body and society.

Our aim is to launch our first 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
<p>Increased need for upskilling and reskilling to support economic growth</p> <p>Support social mobility and the fight to overcome intersectional social inequalities</p>	<p>An entry mechanism to a PGT award</p> <p>Benefit from multidisciplinary research-led teaching</p> <p>A way to flexibly plan their studies around work/ life</p>	<p>Increase responsiveness to students and labour market</p> <p>Experiment with new pedagogy and partnerships</p> <p>Enhance reputation</p>	<p>Package module diet to meet their specific requirements</p> <p>Aligned to on-the-job training</p> <p>Cost effective commitment to staff development</p>

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 research-led, 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):

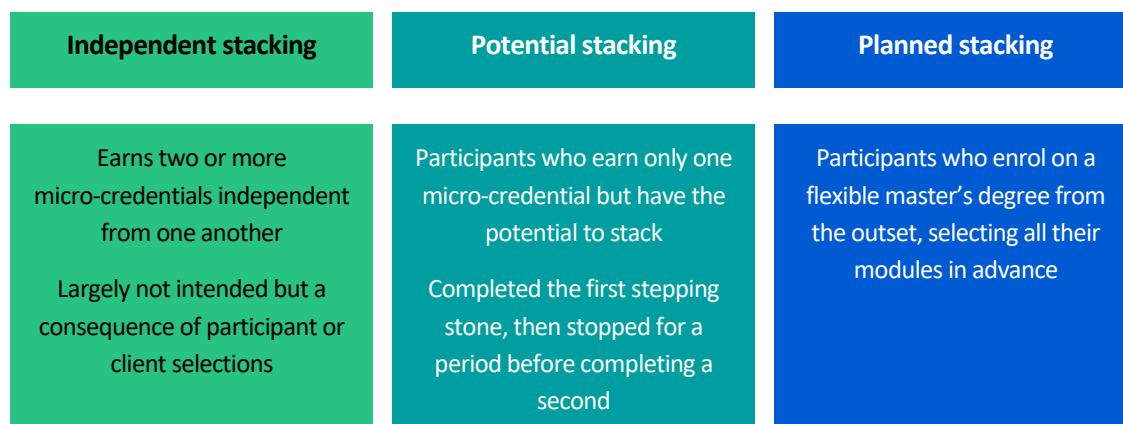


Figure 2: Potential progression routes within a stackable framework

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)

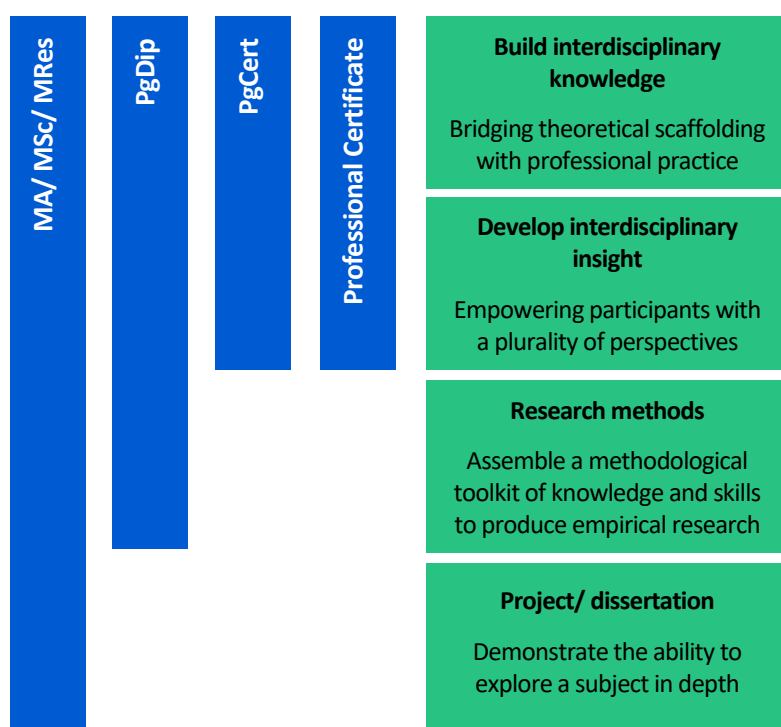


Figure 3: Proposed stackable framework

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 master's 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, KPED and King's Online

6 October 2021

Appendix 1 – The case for flexibility

Appendix 2 – Multidisciplinarity and interdisciplinarity

Appendix 3 – Module selection and prioritisation

Appendix 4 – Regulatory and operational considerations

Appendix 5 – Strategic context: Online Professional Education project

Appendix 6 – Definitions: CPD and Executive Education

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, makes the point 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 renewal of the credit framework (figure 2) had 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 well-designed 'stackable framework' where qualifications articulate and accumulate" (2021:5). 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).

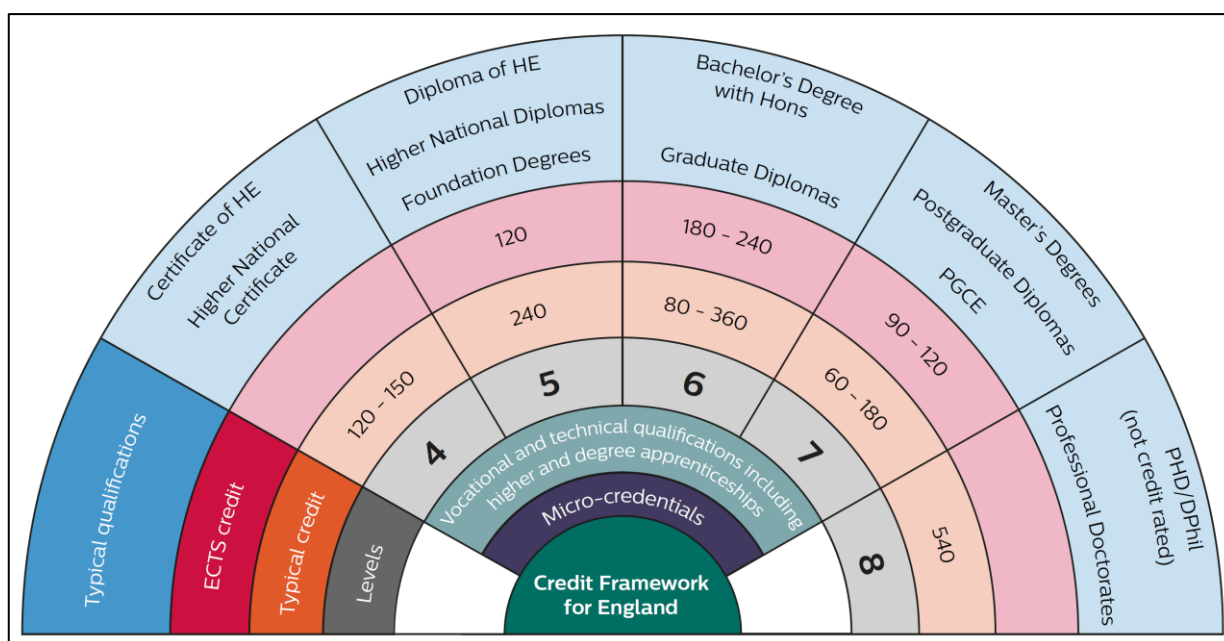


Figure 4: QAA credit framework (consultation document; graphic not included in final version) (QAA, 2020)

Multidisciplinary and Interdisciplinary

The stackable framework will be multidisciplinary by design, while also benefitting from a series of interdisciplinary modules, together creating a unique proposition that brings together the very best of King's. Our position centres on the belief that the opportunities and challenges facing companies, governments and societies worldwide require innovative approaches and solutions. No longer are universities able to develop individuals to address all of the current and emerging challenges from a singular disciplinary source. In other words, the ability to grasp opportunities ultimately relies not on extensive knowledge of a single area, but on the ability to apply critical thinking skills to make connections, synthesise different perspectives, and acquire new knowledge.

Members of Academic Board highlighted that the terms multidisciplinary and interdisciplinary are increasingly used in education research but are ambiguously defined and interchangeably used. Therefore, we clarify our position below (figure 5).

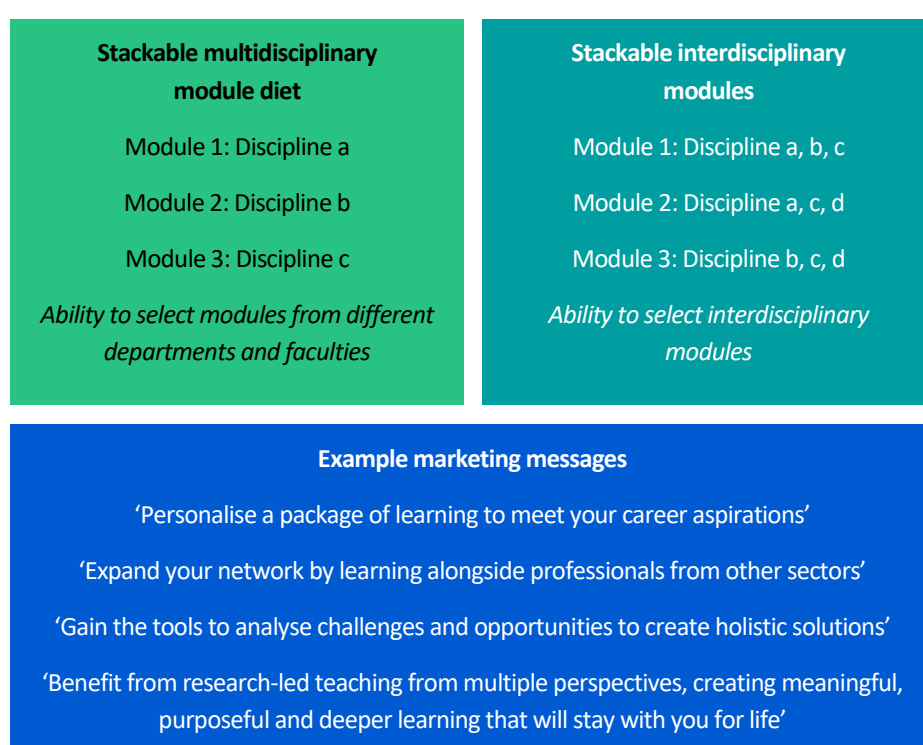


Figure 5: Multidisciplinary and interdisciplinary model

Multidisciplinary

"Multidisciplinary is the co-existence of a number of disciplines" (Davies & Devin, 2007:3)

The definition from Martin Davies (University of Melbourne) and Marcia Devlin (Victoria University Melbourne) is straightforward and represents our interpretation of the core difference between multidisciplinary and interdisciplinary. The stackable awards will enable lifelong learners to select modules from multiple faculties, however the modules will be discrete and autonomous, offering little interaction across disciplines.

Interdisciplinarity

"Courses that critically draw upon two or more disciplines and lead to an integration of disciplinary insights" (Newell, 1990:71)

William H. Newell's definition ultimately appealed to the Academic Working Group as it captures the objective that our 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 opportunities or problems in their full complexity.

The interdisciplinary golden thread, received by CEC 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 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

We are progressing with the design of five interdisciplinary modules from the golden thread, each including multiple academic colleagues from at least three faculties.

Education aims

In order to achieve the structure detailed in this section, creating agile education aims is an important consideration, balancing flexibility with the principles of higher learning. Targeting mid-career professionals, we have decided to build the aims around the QAA subject benchmark statement for business and management (2015), noting that the guidance has a wide interpretation of 'organisation', including public, private, and not-for-profit. Our education aims are:

- To develop participants' careers through developing skills at a professional level, or as preparation for research or further study.
- To develop participants' abilities to convert theory into practice from a critical and informed perspective, to advance the effectiveness and competitiveness of employing organisations.
- To develop participants' abilities to apply knowledge and understanding to complex or difficult topics, both systematically and creatively, including within an international context.
- To enhance participants' self-awareness and personal development appropriate to their career aspirations.
- To enhance participants' lifelong learning skills, including engendering an enthusiasm for learning, as part of continuing personal and professional development.

These aims will be expanded into learning objectives through the Knowledge, Attributes, Skills and Experience (KASE) framework, in line with the taught programme approval process, following agreement to proceed.

Admissions criteria

Entry to a postgraduate award will be aligned to King's standard requirements, comprising:

- A minimum 2:1 undergraduate degree with a final mark of at least 60 per cent or above.
- English language proficiency at band B.

Entry to open postgraduate awards will not be dependent on the subject of the applicant's first degree. In addition, we hope to support the application of the Recognition of Prior Learning Policy to attract a diverse range of participants (**Appendix 4**, table 3).

NB: The criteria reflect the accessibility at the core of the framework, which is not intended to be a replacement for specialist CPD modules and qualifications that already play a vital role in faculties' professional education portfolios (such as existing modules in the health faculties that are subject to regulatory oversight).

Module Selection and Prioritisation

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

Financial model

The group believes that stackable micro-credentials that successfully navigate the prioritisation framework will achieve financial sustainability. KPED forecasts the indicative margin per module as 54 per cent* per annum (table 2), based on two intakes per year averaging a conservative 25 enrolments, considering:

- Academic and professional services salary costs
- External speakers
- Ongoing running costs, including external examiners
- Marketing budget at 5 per cent of income** to cover promotional activity
- Average tuition fee of £1,300 for 15 credits
- Revenue share, based on half the courses being hosted on FutureLearn or an alternative mass market platform

* The financial model does not include overhead costs (except for those listed above) and should not therefore be seen as a full economic costing.

** In addition, consideration will be given to the steps necessary to raise brand awareness, to establish King's stackable CPD offer in the marketplace.

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Modules live	4	10	18	22	26	30	34	38
P&L	£140,436	£351,089	£631,961	£772,397	£912,832	£1,053,268	£1,193,704	£1,334,140

Table 2: Profit and loss forecast for stackable modules

The financial forecast forms part of the 'Executive Education Hub and Spoke Operating Model', which reports to the Revenue, Expenditure and Risk Committee on a quarterly basis.

Central coordination of tuition fee distribution to faculties will be led by KPED as part of King's Education (working title), working closely with colleagues in faculties and management accounts to ensure a transparent and timely flow of income (no income will be retained by KPED). In addition, we anticipate that the work carried out through the 'Teaching Income Internal Allocation' project, sponsored by the Executive Director (Education and Students) and led by the Head of Corporate Management Accounts, will help to streamline the process by 2024-25.

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 successful resourcing requests through the 2020-21 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. The marketing team, supported by KPED, will commission market research that builds on an existing exemplar (which focused on the undergraduate flexible curriculum), shaping the professional portfolio to meet the needs of our client-base.
3. 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.
4. 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.
5. 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.
6. Enabled by the Teaching Income Internal Allocation project, tuition fees will follow modules rather than programmes, incentivising collaboration.
7. 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.
8. 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 for participants with 'Home' status will be around £1,300 for 15 credits, based on the current postgraduate provision.

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; Master's 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 3). 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: <ul style="list-style-type: none">• student ID• module code(s)• credit value• grade• date achieved	<ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• Transcript• Module outline/specification	<ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• Transcript• Module outline/specification including student workload (hours)	<ul style="list-style-type: none">• 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)

RPL Category	Evidence required	KPED support	Fee
4. Experiential learning	<p>Completed RPL form in addition to:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 3: Potential RPL framework for stackable CPD

Strategic Context: Online Professional Education Project

A sequenced academic development and implementation plan (summarised in figure 6) for the expansion of online CPD and Executive Education at King's was formally approved by CEC in January 2021. We are currently on track to deliver against this timeline.

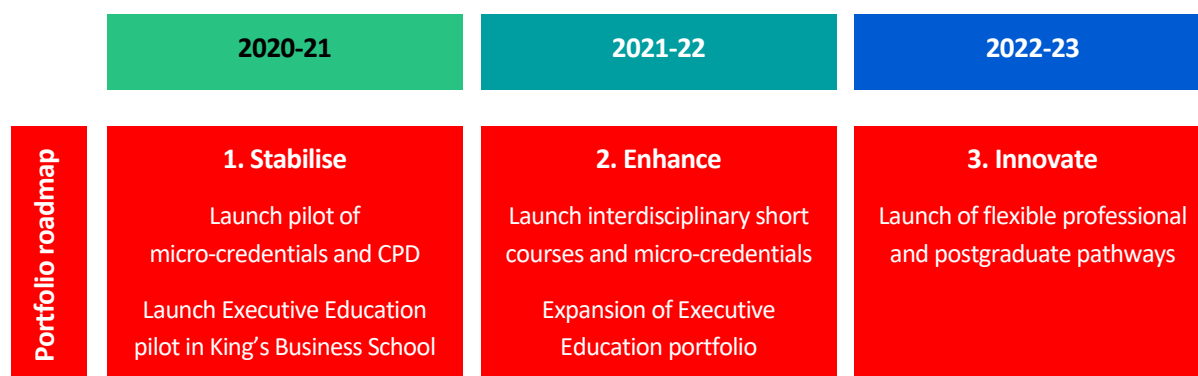


Figure 6: Sequenced academic development and implementation plan

Working in parallel, an Operations Group of senior professional services colleagues, is being reconfigured 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 will 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 master's 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 of the Academic Working Group

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 Markakis, 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

Strategic Context: Online Professional Education Project

From the start of the project, the Academic Working Group believed it was essential to develop clear definitions of CPD and Executive Education, to provide a context for the analysis and recommendations that followed. However, the group notes that the definitions are positioned at opposite ends of a continuum, and there will naturally be different interpretations to meet the needs of the specific target markets. For example, the International School for Government, with its suite of 5 credit modules, is positioned as a premium Executive Education product, but underpinned by an established credit bearing modular structure, aligned with the requirements of its government client-base.

CPD

CPD is defined as the maintenance and development of the knowledge and skills needed to perform in a professional context, with the following characteristics (The CPD Standards Office, 2015):

- The aim of the participant (typically senior practitioner or junior management level) could be to keep a competency up-to-date, it could mean developing them to a new level, or it could mean learning new skills that enables him/ her to expand their job role or achieve promotion.
- A closed, bespoke CPD course could support an Executive Education programme by communicating and implementing strategic change at operational level.
- The course is offered as credit bearing or non-credit bearing, focused on a specific skill or technique that supports a participant's professional practice.
- The course is likely to be aligned to professional standards, bodies or backed by industry partners.
- A package of CPD content or courses can be combined to create a closed programme for public and private sector clients.

Executive Education

Executive Education programmes are distinguished from CPD by certain key design attributes that provide compelling benefits for participants (Saunders, 2018):

- The overarching aim is management development so that participants (mid-level management and C-suite executives) become more effective at meeting organisation goals.
- They focus on building the knowledge, skills, behaviour and mind-sets required to address current and imminent opportunities or challenges. These challenges include merger and acquisition or significant organic growth, resulting in change programmes driven by a need for cultural or strategic transformation.
- They are personalised and high value; their impact on the performance of participants is recognised as significant by the participants themselves and by those around them.
- Open enrolment programmes are attended by participants with similar levels of managerial responsibility and functional backgrounds, with embedded networking opportunities.
- Customised programmes range from tailored to fully bespoke, but always include firm-specific content, including case studies and changes to terminology, aligned to the client's strategy.

Table 4 below summarises the definitions of CPD and Executive Education, focusing on the target market, the learning aims, credit architecture, customisation options, delivery mode and opportunities to network.

Characteristic	CPD	EE
Market		
Operational staff	✓	
Junior managers	✓	
Mid-level managers	✓	✓
C-suite executives		✓
Learning		
Professional competencies	✓	✓
Professional capabilities	✓	✓
Firm-specific strategic development		✓
Credits		
Credit-bearing	✓	
Non credit-bearing	✓	✓
Customisation		
Tailored content	✓	✓
Fully bespoke		✓
Firm-specific		✓
One-to-one coaching		✓
Online delivery		
Synchronous	✓	✓
Asynchronous	✓	
Networking		
Forums	✓	✓
Group activities	✓	✓
Peer assessment	✓	✓
Embedded opportunities to build global professional network		✓

Table 4: Characteristics of CPD and Executive Education

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Annual Report to Council: ongoing conditions for Office for Students 2021/22

Introduction

The Office for Students (OfS) was established 1st January 2018. The OfS are now fully operational and monitors higher education providers using “lead indicators, reportable events and other intelligence such as complaints”¹. As part of this monitoring the OfS expects higher education providers to continue to meet ongoing conditions of registration, including any revised conditions since the initial registration process.

Governing bodies of universities also have a requirement to receive assurance from Academic Board that academic governance is effective. The CUC² Code states: ‘the governing body receives assurance that academic governance is effective by working with the Senate/Academic Board or equivalent as specified in its governing instruments in order to maintain quality.’

The intention of this report is therefore to provide:

- King’s College Council with assurance that OfS ongoing conditions of registration are being met.
- King’s College Council with assurance that appropriate quality assurance processes have been conducted in the academic year 2020/21 (see appendix 2). Where applicable updates on previously reported KPI’s³ are included in the report.
- An update on any changes to conditions of initial registration, introduced by OfS during 2020/21.

Due to the volume of conditions of ongoing monitoring, appendices have been used to report an update on each condition, where applicable. If the condition of registration is unchanged there will be no update reported.

Failure to comply with these ongoing conditions of registration will result in the OfS asking the QAA⁴ to conduct a Quality and Standards Review. This review is the process QAA will use to provide evidence to the OfS about whether providers referred by the OfS are meeting one or more of the Core Practices of the UK Quality Code for Higher Education (the Quality Code). Additionally, the OfS may also impose a monetary penalty to a provider if it appears to the OfS that they are in breach of the ongoing conditions of registration. Depending on the severity of the breach, the OfS may also determine to suspend or deregister a provider⁵⁶.

OfS Oversight Committee

The College has established an OfS Oversight Committee, with areas involved with each Ongoing Condition of Registration having a representative sit on the Committee. The Committee has inputted

¹ Office for Students: Securing Secret Success: Regulatory framework for higher education in England

² Committee of University Chairs

³ Key Performance Indicators

⁴ Quality Assurance Agency in Higher Education

⁵ <https://www.officeforstudents.org.uk/media/2f8f3591-ed72-4827-a16d-bd4e383d7226/ofs-scheme-of-delegation-3-july-2019-version-8.pdf> para 29.

⁶ The OfS commenced consultation on the monetary penalties in March 2020, but suspended the consultation when Covid-19 pandemic occurred (<https://www.officeforstudents.org.uk/publications/consultations/>)

into the following consultations during the year: B conditions Quality and Standards (both the November 2020 B3 consultation and the recent consultation on Quality and Standards – see Appendix 2 for further information), Recurrent funding 2021/22 and Distribution of capital funding for financial year 2021-22.

Section A: Office for Students Ongoing Conditions of Registration

The OfS regulatory framework⁷ notes the following:

“To remain registered, a provider must continue to meet the definition of ‘an English higher education provider’ and must demonstrate that it satisfies the ongoing general conditions of registration applicable to the category of the Register in which it is registered. It must also satisfy any specific ongoing conditions that have been applied. Likewise, the OfS will have regard to its general duties in applying any ongoing specific condition of registration” [Securing student success: Regulatory framework for higher education in England, para 113].

The general ongoing conditions of registration are as follows, and the table indicates whether updates are required to be reported to Council and potentially OfS (if the updates necessitate a change in the information provided to the OfS as part of the initial registration process):

General ongoing conditions of registration		Continue to meet condition of registration: Y/N	Appendix noting pertinent updates
A: Access and participation for students from all backgrounds			
Condition A1	An Approved (fee cap) provider intending to charge fees above the basic amount to qualifying persons on qualifying courses must: <ul style="list-style-type: none"> i. Have in force an access and participation plan approved by the OfS in accordance with the Higher Education and Research Act 2017 (HERA). ii. Take all reasonable steps to comply with the provisions of the plan. 	Y	See appendix 1 to update on 2019/20 monitoring and APP renewal.
Condition A2	An Approved (fee cap) provider charging fees up to the basic amount to qualifying persons on qualifying courses must: <ul style="list-style-type: none"> i. Publish an access and participation statement. ii. Update and re-publish this statement on an annual basis. 	Y	n/a
B: Quality, reliable standards and positive outcomes for all students			
Condition B1	The provider must deliver well designed courses that provide a high-quality academic experience for all students and enable a student’s achievement to be reliably assessed.	Y	See appendix 2 for update on how this was managed

⁷ Securing student success: Regulatory framework for higher education in England:
https://www.officeforstudents.org.uk/media/1406/ofs2018_01.pdf

			during 2020/21
Condition B2	The provider must support all students, from admission through to completion, with the support that they need to succeed in and benefit from higher education.	Y	See appendix 2 for update on how this was managed during 2020/21
Condition B3	The provider must deliver successful outcomes for all of its students, which are recognised and valued by employers, and/or enable further study.	Y	See appendix 2 for update on how this was managed during 2020/21
Condition B4	The provider must ensure that qualifications awarded to students hold their value at the point of qualification and over time, in line with sector recognised standards.	Y	See appendix 2 for update on how this was managed during 2020/21
Condition B5	The provider must deliver courses that meet the academic standards as they are described in the Framework for Higher Education Qualifications at Level 4 or higher.	Y	See appendix 2 for update on how this was managed during 2020/21
Condition B6	The provider must participate in the Teaching Excellence Framework and Student Outcomes Framework.	Y	See appendix 2 for update on TEF
C: Protecting the interests of all students			
Condition C1	The provider must demonstrate that in developing and implementing its policies, procedures and terms and conditions, it has given due regard to relevant guidance about how to comply with consumer protection law.	Y	See appendix 3 for update on how this was managed during 2020/21
Condition C2	The provider must: <ul style="list-style-type: none"> i. Co-operate with the requirements of the student complaints scheme run by the Office of the Independent Adjudicator for Higher Education, including the subscription requirements. ii. Make students aware of their ability to use the scheme. 	Y	See appendix 3 for update on how this was managed during 2020/21
Condition C3	The provider must:	Y	See appendix 3 for update

	<p>i. Have in force and publish a student protection plan which has been approved by the OfS as appropriate for its assessment of the regulatory risk presented by the provider and for the risk to continuation of study of all of its students.</p> <p>ii. Take all reasonable steps to implement the provisions of the plan if the events set out in the plan take place.</p> <p>Inform the OfS of events, except for the closure of an individual course, that require the implementation of the provisions of the plan.</p>		on how this was managed during 2020/21
Condition C4 [NEW]	Student protection directions	Y	See appendix 3 for this new condition
D: Financial sustainability			
Condition D	<p>The provider must:</p> <p>i. Be financially viable.</p> <p>ii. Be financially sustainable.</p> <p>iii. Have the necessary financial resources to provide and fully deliver the higher education courses as it has advertised and as it has contracted to deliver them.</p> <p>iv. Have the necessary financial resources to continue to comply with all conditions of its registration.</p>	Y	n/a
E: Good governance			
Condition E1	The provider's governing documents must uphold the public interest governance principles that are applicable to the provider.	Y	n/a
Condition E2	<p>The provider must have in place adequate and effective management and governance arrangements to:</p> <p>i. Operate in accordance with its governing documents.</p> <p>ii. Deliver, in practice, the public interest governance principles that are applicable to it.</p> <p>iii. Provide and fully deliver the higher education courses advertised.</p> <p>Continue to comply with all conditions of its registration.</p>	Y	n/a
Condition E3	<p>The governing body of a provider must:</p> <p>i. Accept responsibility for the interactions between the provider and the OfS and its designated bodies.</p>	Y	n/a

	<p>ii. Ensure the provider's compliance with all of its conditions of registration and with the OfS's accounts direction.</p> <p>Nominate to the OfS a senior officer as the 'accountable officer' who has the responsibilities set out by the OfS for an accountable officer from time to time.</p>		
Condition E4	The governing body of the provider must notify the OfS of any change of which it becomes aware which affects the accuracy of the information in the provider's entry in the Register.	Y	See appendix 4
Condition E5	The provider must comply with guidance published by the OfS to facilitate, in co-operation with electoral registration officers, the electoral registration of students.	Y	n/a
Condition F: Information for students			
Condition F1	The provider must provide to the OfS, and publish, in the manner and form specified by the OfS, the transparency information set out in Section 9 of HERA.	Y	See appendix 5
Condition F2	The provider must provide to the OfS, and publish, information about its arrangements for a student to transfer.	Y	n/a
Condition F3	<p>For the purpose of assisting the OfS in performing any function, or exercising any power, conferred on the OfS under any legislation, the governing body of a provider must:</p> <p>i. Provide the OfS, or a person nominated by the OfS, with such information as the OfS specifies at the time and in the manner and form specified.</p> <p>ii. Permit the OfS to verify, or arrange for the independent verification by a person nominated by the OfS of such information as the OfS specifies at the time and in the manner specified and must notify the OfS of the outcome of any independent verification at the time and in the manner and form specified.</p> <p>iii. Take such steps as the OfS reasonably requests to co-operate with any monitoring or investigation by the OfS, in particular, but not limited to, providing explanations or making available documents to the OfS or a person nominated by it or</p>	Y	See appendix 5

	making available members of staff to meet with the OfS or a person nominated by it. The requirements in paragraphs (ii) and (iii) do not affect the generality of the requirement in paragraph (i).		
Condition F4	For the purposes of the designated data body (DDB)'s duties under sections 64(1) and 65(1) of HERA, the provider must provide the DDB with such information as the DDB specifies at the time and in the manner and form specified by the DDB.	Y	See appendix 5
G: Accountability for fees and funding			
Condition G1	A provider in the Approved (fee cap) category must charge qualifying persons on qualifying courses fees that do not exceed the relevant fee limit determined by the provider's quality rating and its access and participation plan.	Y	n/a
Condition G2	A provider must comply with any terms and conditions attached to financial support received from the OfS and UK Research and Innovation (UKRI) under sections 41(1) and/or 94(2) of HERA. A breach of such terms and conditions will be a breach of this condition of registration.	Y	n/a
Condition G3	The provider must pay: i. It's annual registration fee and other OfS fees in accordance with regulations made by the Secretary of State. The fees charged by the designated bodies.	Y	See appendix 6

New conditions

On 3rd July 2020 the OfS, in response to Covid-19 pandemic, introduced a time-limited Condition of Regulation: Condition Z3: Temporary provisions for sector stability and integrity⁸. This condition ended 30 September 2021. This condition allowed the OfS to take action against higher education providers that used offer-making practices that would not be in the interests of students and the wider higher education sector, during these exceptional circumstances (see appendix 7 for further information).

On 31st March 2021, the OfS introduced a new condition to *Protecting the interests of all students*. This condition (C4: Student Protection Directions) enables the OfS to intervene more quickly and in a targeted way when they consider there to be a material risk that a registered provider may cease the provision of higher education (see appendix 3 for further information).

⁸ <https://www.officeforstudents.org.uk/media/e2e8c6e5-b713-416a-8abc-cb40fbcd6947/regulatory-notice-5-temporary-condition-z3.pdf>

Conclusion

Assurance can be given that King's continues to meet the ongoing conditions of registration of the Office for Students.

Additionally, as Appendix 2 highlights, King's has the necessary quality assurance processes in place to enable it to set and maintain appropriately the standard of King's awards and to identify and act upon areas of the student academic experience that require improvement. Where such areas are identified, oversight of action taken is maintained through the institutional governance structure.

Appendix 1:

Condition A update: Access and participation for students from all backgrounds

The OfS approved the 2020/21-2024/25 Access and Participation Plan, which is automatically rolled over each year subject to satisfactory progress. The 2020-2025 APP OfS approval came with an 'enhanced monitoring' requirement. This is not a formal condition of registration, but is used when the OfS identifies a specific area that they expect to see further action or greater demonstrable progress in. A report on this area specifically is required in addition to the 'standard' light touch annual monitoring.

In February 2021 the Director of Fair Access and Participation (OfS) wrote to the Principal as Accountable Officer to confirm that the approval of our Access and Participation Plan will roll over for the 2021/22 academic year on the same basis as the previous approval. Should circumstances change during the academic year 2021/22, and/or subject to the monitoring completed for 2019/20 and 2020/21, then the OfS can revisit this decision. If their view of the risk of meeting commitments has changed then they may be unable to approve the plan for a further year and a new plan would be required.

In April 2021 we submitted the APP monitoring report for the year 2019/20. This covers our performance on Access (widening participation) and Student Success (continuation and attainment) targets and level of investment against commitments set originally with the Office for Fair Access over the period 2012/13-2019/20. We therefore have a picture of our long-term performance, and now turn to new strategic targets for the next five years. In addition to the targets and expenditure report, the OfS template required us to address the following questions:

1. What impact has the Covid-19 pandemic had on the delivery of the outcomes detailed in the 2019/20 access and participation plan?
2. What actions have you taken to mitigate the impact of Covid-19 on underrepresented students? Please note whether you have records of decisions made, and whether you consulted students on the actions taken.
3. What impact has the Covid-19 pandemic had on the delivery of the outcomes detailed in the 2020-21 onwards access and participation plan?

We were also asked to detail how we engaged students in changes made in 2019/20 and 2020/21 and whether we have adopted the recommendations from the Disabled Students' Commission.

We reported on significant widening participation successes in 2019/20, with all but one target successfully met or exceeded. The target on student attainment (awarding of Firsts to BME students) was not met but progress was in a positive direction. These targets have now been replaced with new ones covering 2020/21-2024/25.

Although the monitoring relates to 2019/20, the OfS are using the return to take a snapshot of the sector's mitigations for Covid-19 for 2020/21 as well to understand if the pandemic

has had any impact on the specific onward commitments made for 2020/21. This could in turn change their view of an institution's level of risk in terms of meeting targets.

In the letter approving King's College London Access and Participation Plan 2020/21-2024/25 (dated August 2019) the Office for Students identified the following specific information to be included in future monitoring. Although the approval letter applies to the APP from 2020/21 onwards, the OfS requested this information on work in 2019/20 to lead into the subsequent APP. This was therefore requested via the 2019/20 monitoring return.

Each section requested provides further detail on work done and outcomes/outputs achieved in 2019/20 as part of our APP governance and delivery, and to put us in as strong a position as possible to then deliver our APP 2020/21-2024/25. They are laid out as they are detailed in the August 2019 approval letter (page numbers refer to the APP):

- i) Conduct further analysis during the first year of this plan [2020/21], to clearly articulate how [IMD] interacts with POLAR and the OfS KPM relating to underrepresentation (p8)
- ii) Closely monitor PQ1 access performance... [and] at the end of 2022/23... establish whether we require an additional target focussing on PQ1 specifically and install this (p10)
- iii) Enhancing our approach to contextual admissions (p14)
- iv) Developing national work to target cold spots (p14)
- v) Expanding attainment raising activity (particularly post-16) (p14)
- vi) Conduct a research project, supported by a doctoral studentship, to research the use of financial incentives to attend university and to succeed while there (p29)

These are areas the OfS have identified when approving our five year APP as of strategic importance or where specific activity is needed to provide reassurance as part of the risk monitoring.

We expect to receive confirmation of our monitoring return in September 2021 and are moving into the delivery of the 2021/22 APP.

In line with OfS requirements, the APP is hosted on King's website here:

<https://www.kcl.ac.uk/study/widening-participation/ofs>

The Associate Director of Widening Participation has oversight of the Access and Participation Plan. Reporting is via the Senior Management Team for activity relating to Vision 2029 delivery and to Council for activity relating to academic policies and practice.

Appendix 2:

Condition B update: Quality, reliable standards and positive outcomes for all students

This part of the ongoing conditions continues to be demonstrated by the OfS conducting desk-based research, using public information such as HESA data, OIA complaints data, and NSS results to assess whether we continue to meet their benchmarks.⁹ If the OfS determine we are not meeting their benchmarks, or there is a concern in our meeting the conditions of registration, then they will ask the QAA to conduct a Quality and Standards Review. It is assumed that we will not be required to hold a review in the immediate future.

As noted above, OfS are consulting on the Conditions B, and the proposed revisions will change significantly if they go ahead. The proposed conditions will include research degrees and any Transnational Education (TNE) provision (currently not part of the Ongoing Conditions of Registration). The OfS will continue to use desk-based evidence to review whether we continue to meet these ongoing conditions, and next year's report will report on how we meet these ongoing conditions, but this is an illustration of how King's needs to continue to review its quality assurance processes to ensure we continue to meet OfS changing Ongoing Conditions of Registration.

Assurance can be given that King's does continue to review its quality assurance processes, ensuring compliance with external regulatory developments and the following work completed during 2020/21 demonstrates this commitment to continue to meet the conditions of Condition B: Quality, reliable standards and positive outcomes for all students:

Condition B1: high-academic experience and student's achievement is reliably assessed

Work continues on implementing the Education Strategy 2017 – 2022, which will provide our students with a high-academic experience and enable a student's achievement to be reliably assessed in future year. During 2020/21 the following updates were reported to College Education Committee and Academic Board (where appropriate):

- Flex conversations were relaunched with faculties in June/July. Proposals for minors and interdisciplinary modules will be submitted to the College in December 2021 for discussion by Curriculum Commission in January/February 2022.
- All PGT programmes (where required) have been harmonising their credit values to multiples of 15 (rather than the previous multiples of 20).

⁹ <https://www.qaa.ac.uk/reviewing-higher-education/quality-assurance-reports/King-s-College-London>

- The Curriculum Commission met in June 2021 to (a) receive an update on how Faculties are progressing with their implementation of outcomes from Curriculum Commission and (b) to make some further approvals from three faculties. The June meeting of Academic Board received the update from this meeting.
- Gateway to King's First Year has been approved in principle at College Education Committee (May 2021 meeting), where it was agreed that this module would be an additional 15 credits for students to take in their first year. Those programmes that would be able to incorporate the module into their existing 120 credits were welcomed to do this.
- The C2029 project board in July 2021 received an update on the research workstream and innovation modules.

Continued Covid-19 mitigation in 2020/21

In response to the continued impact Covid 19 was having on student learning the following was implemented:

Teaching and learning:

- Where possible at the start of the year hybrid learning was put in place, with lectures held online and small seminars held on campus. Where it was required, this teaching was pivoted to online learning, with November 2020 moving everything online due to the lockdown measures London was placed under. In the summer term, students who were unable to access laboratory facilities due to lockdown, were given the opportunity to come on-campus and access clinical work.
- To support staff and students, a webpage with dedicated resources to support online teaching was available.
- Continuing to work with KCLSU and faculties, student feedback was gathered throughout the year.
- To review action undertaken, the Academic Strategy Group has established a number of sub-groups. These sub-groups provided to the Academic Strategy Group lessons learned and identified any good practice to aid with teaching and learning in 2021/22.

Assessments

As with 2019/20, a set of principles was agreed to inform our approach to assessment:

1. Our priority is the wellbeing of both students and staff, and an approach which offers fairness and equity for all students across the university.
2. We are committed to the protection of academic standards and the quality of our students' education, as well as the integrity and standing of the degrees and professional training they will take from King's.

3. We will ensure that all assessments are inclusive and fair for all students and introduce an integrated package of enhanced mitigation arrangements to this end.
4. We will provide as much academic continuity as possible for our students and seek to support all students to progress as planned and to graduate on time.
5. Our approach should be guided by lessons we have learned from 19/20 in relation to the effectiveness and impact of particular measures.

Taking into consideration these principles, the following outlines the approach taken to mitigate against Covid-19:

- Academic Board agreed in June 2020 to continue to remove the first-year marks from the degree algorithm calculation. The aim was to take some of the pressure off of the first-year students without compromising academic standards, whilst also recognising the new degree algorithm, shortly to be introduced, had removed the first-year from the equation.
- Faculties continued to redesign assessment formats to ensure that the volume and formats of assessment were suitable for ensuring fairness, consistency and rigour in the context of the flexible academic model, with a much greater proportion of teaching, learning and assessment online.
- Students were supported with access to equipment and a suitable study environment, where able. This meant providing students with laptops and dongles and learning spaces when the College was able to re-open campuses. Students who had been unable to access clinical laboratories (due to lockdown measure) were given the opportunity during the summer to undertake clinical work.
- As with 2019/20, enhancing mitigating circumstances arrangements were in place. These measures included offering a streamlined process, with students not being required to provide evidence to their claim if it was Covid related.
- As with 2019/20, students were able to choose to defer one or more of their assessments if pandemic-related circumstances necessitated. Guidance was provided to make students aware of potential consequences of deferring e.g. impact on timings of progression and graduation.
- A new mechanism of 'cohort mitigation' for all years was introduced. This was in recognition of the overall impact of the pandemic, alongside any individual impact. A check was carried out at the end of the academic year, comparing the year's cohort profile of outcomes on each programme with previous years, and any necessary adjustments upwards was made to ensure comparability.
- Further enhancements to mitigation in borderline cases for UG and PGT students were introduced. Provisions made last year to apply enhanced mitigation at the point of award where a student's c-score fell in the 2% borderline zone between degree classifications were maintained, but this is now to be applied at the point of final award for all UG students currently in their second year and above.
- Progression modifications introduced in 2019/20 as a mitigation to the pandemic were maintained for 2020/21 i.e. if a student did not meet the minimum requirements but had up to 30 credits in the condonable range, the regulation that prohibits condoned fails from being included in the progression minimum was suspended to enable the student to progress carrying up to 30 deferred credits.

- The Principal authorized the continued use of the College's Emergency regulations as follows:
 - Marking: where marking was unable to be completed in accordance with the marking model assigned to a module then an alternative marking model could be used, with the Chair of Academic Standards Sub-Committee (ASSC) approving the following marking models to be used: double marking for all dissertations; single marking with retrospective sampling of at least 10% for all other work.
 - External Examiners: in the event that an External Examiner was unable to fulfil their duties, this would not impact the assessment process.
 - Assessment: in the event that student was unable to be assessed in the original format, the method of assessment of a module and/or relative weighting of the assessment component could be modified.
 - Assessment Sub-boards: in the event that the Assessment Sub-Board and/or the Assessment Board was inquorate, the Head of Faculty was able to ratify progression/results/awards.

Assessment Sub-Boards will be reviewing how these mitigations have impacted the students' assessment during the Board meetings, and Assessment Boards will report to the Academic Standards Sub-Committee in 2021/22 findings from this review.

Student's Academic Experience

Students' academic experience is monitored by King's via student surveys, including the National Student Survey, Postgraduate Taught Experience Survey and Postgraduate Research Experience Survey. The following outlines the response we had with these student surveys that ran during 2021:

Indicator	Result	Benchmark (average across Russell Group)	Benchmark against sector	RAG ratingⁱ
NSS 2021 overall satisfaction	73.4%	76.7%	75%	
PTES 2021 overall satisfaction	71%	72%	78%	
PRES 2021 overall satisfaction	79%	79%	80%	

National Student Survey (NSS) 2021

Although responses to the NSS showed a decrease in satisfaction from last year (4.1%), the rest of the sector also saw a decrease in satisfaction (sector decline was 7.1% and Russell Group was 6%). Therefore, King's can have assurance that our decline in satisfaction was not as severe as elsewhere. In fact, King's is just 2% below the sector average (last year we were 5.2% below the sector average) and is above 5 other universities in the Russell Group¹⁰ – which is the best position we have been in since 2011. We have moved from being categorised by the OfS as “*significantly below benchmark*” to “*not significantly different to the benchmark*”¹¹.

We also saw several other areas move from “*significantly below benchmark*” to “*not significantly different to the benchmark*”.

There does, however, continue to be some areas in the survey where the university's results are significantly below the OfS benchmark, as follows:

- Question on providing opportunity to apply what has been learnt
- All questions in assessment and feedback
- Questions on receiving sufficient advice and guidance of the programme (including guidance on making study choices)
- Questions on organisational management, student community, and student voice
- Questions on student community

Though it is disappointing that scores have declined, it is a testament to the hard work of staff that many reductions have been relatively small, and in some cases a smaller decrease than seen elsewhere in the sector. This is particularly evident in assessment and feedback (saw a 0.4% decline vs 4% decline in the sector), learning opportunities (0.9% decline vs 3.9% decline in the sector), teaching, (1.2% decline vs 3.9% decline in the sector), and academic support (1.7% decline vs 5.9% decline in the sector).

Postgraduate Taught Students Survey (PTES) 2021

Unfortunately, the opposite to the NSS occurred with the PTES. Although the sector saw a decline in student satisfaction, King's decline was higher than the sector (sector saw a 4% decline against King's 14%); however, King's was only 1% different to the Russell Group (but 7% different to London universities).

¹⁰ Manchester, Edinburgh, Birmingham, Newcastle and Cardiff

¹¹ Office for Students terms

We didn't run the survey in 2020, so comparisons are with results from 2019. We saw a decline in satisfaction in all sections of the survey, but particularly in overall student satisfaction and resources and services. Consideration is therefore required on why there has been such a substantial fall in satisfaction for postgraduate taught students.

Postgraduate Research Students Survey (PRES) 2021

Overall satisfaction has remained at 79%, which is on par with the Russell Group, and just 1% below the sector (King's is also on par with other universities in London). While King's has remained consistent with its satisfaction, the Russell Group has seen a decrease in satisfaction by 3% and the sector by 1%. Assurance can therefore be given that, while our satisfaction levels may not be where we want them to be, we haven't seen a significant drop in satisfaction, unlike with the Postgraduate Taught Experience Survey.

In addition, it should be noted that most question themes have seen an increase in satisfaction (but not all) for example, *supervision* increased by 1%, *responsibilities* increased by 2% and *opportunities* saw the biggest increase by 9%.

Condition B2: Support for all students

The following outlines the support made available to students during 2020/21 (in addition to the norm):

- To support students, a webpage with dedicated resources to support online teaching was available
- Working with KCLSU and faculties, student feedback was gathered on a range of issues, such as the impact of timetabling on online learning and assessment, and equity of access to laptops and Wi-Fi. A process was put in place to ensure students who needed them had access to laptops and Wi-Fi dongles.
- Personal tutors continued to meet with their students, with some tutors increasing the amount of contact with students.
- Many departments introduced activities to build and strengthen the student learning communities e.g. coffee mornings, presentation masterclasses, "lunch with lecturer" series, Study Café, where support is provided for continuous study support for students needing help with coursework, essay writing, analysis and revision, to name just a few activities.
- A digital capabilities programme (called Essential Digital Skills) was developed and made available to all students to help them learn the digital skills required to support their academic, professional, and personal development (4,373 students enrolled onto the programme).
- Enhanced range of work experience initiatives and other activities designed to improve student employability and build a sense of belonging and community were made available to students.

Condition B3: Successful outcomes for all students, recognized and valued by employers, and/or enable further study

We now have the results for a second year of the Graduate Outcome Survey (GOS) for the 2018/19 leavers. The initial impact of COVID on destinations would only have appeared for those 2018/19 graduates who were surveyed in the second half of the GOS survey year (i.e. with the census weeks after the first March 2020 lockdown). This is nearly all 2018/19 Undergraduates and over half of the Postgraduate Research responses. Employment figures below includes those graduates who were on furlough at the time of completing the Survey. The full impact of COVID on graduate destinations, especially on employment opportunities, isn't expected until the 2019/20 graduates survey results are available next year.

For the 2018/19 cohort, King's had an overall response rate of complete responses of 48% (only complete survey responses count towards the HESA targets). We met the HESA response rate targets for Overseas and Other EU sub-cohorts but failed to meet the targets for UK Full-Time (54% instead of target 60%), UK Part-Time (56% instead of target 60%) and Research Council funded (60% instead of target 65%). This destination survey is operated centrally by HESA, and we are explicitly forbidden to engage with graduates directly when the survey starts, so response rates are out of our control. Although, we didn't meet all the response rate targets in 2018/19 our response rates for all the target groups were above the Sector averages. In 2018/19 we also had higher response rates than 2017/18 for all the HESA Response Groups, except for Overseas domiciled students where we were 1% lower than 2017/18, but still above the HESA response rate target and the Sector average.

The key data below includes complete and partial responses. Please note that the 2017/18 data below may not match data previously reported, as HESA have since updated the final data provided to Universities (including using updated occupational coding of employment) and due to rounding the percentages may not match totals.

The destination outcomes of 2017/18 leavers have largely been maintained with the 2018/19 graduates, including the Reflections questions on how graduates feel about their destination activities. Unemployment has increased, especially for Undergraduates who were surveyed after the first COVID lockdown. Although, the Postgraduate Research unemployment percentage increase looks large, these are small numbers, so should be viewed with caution (the rounded numbers of unemployed for PGR are 5 in 2017/18 and 15 in 2018/19).

- Activity:
 - Full-time employment: 59% (58% in 2017/18)
 - Part-time employment: 7% (7% in 2017/18)
 - Employment unknown if full-time or part-time: 1% (1% in 2017/18)
 - Voluntary/unpaid work for an employer: 2% (2% in 2017/18)

- Full-time study: 10% (11% in 2017/18)
- Part-time study: 1% (below 1% in 2017/18)
- Combined employment and study: 11% (11% in 2017/18)
- Unemployment: 4% (3% in 2017/18)
- Other (includes those unemployed and due to start work/study): 6% (6% in 2017/18)
- Overall 90% are in work or study (91% in 2017/18)
- Unemployment by Level of Study:
 - Undergraduate First Degree: 6% (4% in 2017/18)
 - Postgraduate Taught: 3% (2% in 2017/18)
 - Postgraduate Research 4% (1% in 2017/18)

[UG Other has not been included, as the numbers are too small to be meaningful]

- Level of work:
 - High-skilled Work: 91% (90% in 2017/18)
 - Medium-skilled Work: 6% (7% in 2017/18)
 - Low-skilled Work: 3% (3% in 2017/18)
- Reflections:
 - Is your current activity meaningful?
 - 48% Strongly agree; 41% Agree (in 2017/18 49% and 40%)
 - Does your current activity fit with your future plans?
 - 43% Strongly agree; 41.% Agree (in 2017/18 46% and 39%)
 - Is your current activity utilising your skills?
 - 34% Strongly agree; 40% Agree (in 2017/18 35% and 39%)

For more information/data on the Graduate Outcomes Survey, please visit the Power BI App [here](#).

Condition B4: qualifications awarded to students hold their value at the point of qualification and over time, in line with sector recognized standards

King's keeps an overview of degree outcomes via its Academic Standards Sub-committee and an annual report on good honours degrees is submitted to the Committee at the beginning of the academic year for consideration. For 2019/20, the following table demonstrates how King's compares against the Russell Group:

<i>Indicator</i>	Result	Benchmark (average across Russell Group)	RAG ratingⁱⁱ
Percentage of good degrees 2019/20	91%	89.8%	

Though we are slightly above the average for the Russell Group, we are not that far above them, so we can be assured that we are on par with our peers for the awarding of good honour degrees, thus illustrating that amongst the Russell Group universities we are awarding good honours in parity with our contemporaries.

Although we have seen an increase in awarding good honours (in 2018/19 we awarded 86%), the same occurred across the sector, as a result of the mitigations put in place for Covid-19 pandemic. We should however keep this under review to ensure our awards do not result in grade inflation from unexplained reasons.

External examiners

King's continues to utilize external examiners in the ratification of awards, and as usual practice, external examiners are asked to submit an annual report, asking for their confirmation that academic standards have been met. The following table illustrates King's use of external examiners:

External examiner reports 2019/20		RAG rating
Undergraduate		
Percentage of external examiner reports received ⁱⁱⁱ	96% ¹²	
Percentage of external examiners who had received an induction ^{iv}	95% ¹³	
Confirmation of assurance that academic standards are met ^v	100%	
Percentage of external examiner reports which include a concern on academic standards ^{vi}	7% (14 out of 193 reports)	
Percentage of confirmation that Faculty made appropriate response to critical comments, approved by Chair of ASSC ^{vii}	100%	
Postgraduate		
Percentage of external examiner reports received ^{viii}	97% ¹⁴	
Percentage of external examiners who had received an induction ^{ix}	96% ¹⁵	
Confirmation of assurance that academic standards are met ^x	100%	

¹² Although slightly lower than usual, this is due to the Covid pandemic and some external examiners have been unable to submit their reports due to their workload at their own institutions

¹³ Two external examiners have not received induction due to admin staff shortages/changes due to Covid disruptions

¹⁴ Although slightly higher than usual, those missing reports are due to the Covid pandemic and some external examiners have been unable to submit their reports due to their workload at their own institutions

¹⁵ Three External Examiners have not received an induction due to administration issues as a result of the Covid pandemic

Percentage of external examiner reports which include a concern on academic standards ^{xi}	3% (8 out of 288 reports)	
Percentage of confirmation that Faculty made appropriate response to critical comments, approved by Chair of ASSC ^{xii}	100 ¹⁶	

External examiners continue to endorse King's academic standards as equivalent to as or higher than comparable programmes in other Russell Group Universities and confirm that they are in line with QAA's *Framework for Higher Education Qualifications*. No serious issues were raised in the external examiner reports included in this analysis.¹⁷

Of those external examiners whose 2019/20 reports noted comments impacting academic standards, no one required a separate letter to the external examiner from the Chair of Academic Standards Sub-Committee (ASSC). As with all reports that have raised a concern on academic standards, the Chair of ASSC reviews the comment and provides a response within the report that is then returned to the external examiner with the remaining comments from the programme team.

General themes across 2019/20 external examiner reports were:

- Marking practices: issues highlighted around anonymous marking, use of full range of marks, transparency and consistency between markers.
- Inaccuracies in mark sheets considered by Assessment Sub-Boards.
- Elevated level of high marks, which might lead to grade inflation

All external examiners were complimentary of the College's measures to mitigate against Covid-19 pandemic with many noting that even in the circumstances assessment practices were still rigorous and confirming academic standards of the programmes remained high, even considering the pandemic. Many external examiners also complimented the College on the introduction of the Safety Net, with one external examiner noting, "the safety net rules allow for students to not suffer too much by Covid-19 and I suspect reduced the level of stress in the cohort".

¹⁶ This is a vast improvement from last year, which was recorded at 53%

¹⁷ As noted in overview reports submitted to Academic Board in December 2020 (AB-20-12-09-09.1) and June 2021 (AB-21-04-28-09.2)

While reports were complimentary, there still remains concerns raised relating to award of high marks, with many external examiners linking the high marks to the type of online assessment introduced to mitigate against the pandemic. For example, one examiner has noted ‘[marks] was a real problem this year, because of the different assessment procedure forced by Covid-19. Some of the raw marks were evidently too high, and no totally satisfactory translation scheme was possible’, while another External Examiner noted the format of MCQ’s being open for 24 hour led to an increase in marks. These comments were deliberated when programme teams revised assessment for 2020/21.

Condition B5: deliver courses that meet academic standards as described in the Framework for Higher Education Qualifications at Level 4 or higher

All King’s programmes adhere to the *Framework for Higher Education Qualifications* (FHEQ), and this adherence is checked by Faculties at the time the programme is given final approval. Guidance on this can be found in the Quality Assurance Handbook¹⁸. Additionally, external examiners confirm in their annual reports that the programme under review adheres to the *Framework for Higher Education Qualifications*.

Condition B6: Participation in the Teaching Excellence and Student Outcomes Framework (TEF)

King’s submitted a TEF provider submission in 2016 and was awarded a Silver. All institutions were advised by the OfS on 10th June 2021¹⁹ that all current awards were extended “until publication of the outcomes of the next TEF exercise”. The expectation therefore is a new award will be granted in 2023.

¹⁸ <https://www.kcl.ac.uk/governancezone/governancelegal/quality-assurance-handbook>

¹⁹ <https://www.officeforstudents.org.uk/publications/letter-to-providers-tef-update/>

Appendix 3:

Condition C update: Protecting the interests of students

Since the initial registration, the following updates are noted for the *Protecting the interests of students* section of ongoing conditions:

Condition C1: policies, procedures and terms and conditions have due regard to relevant guidance about how to comply with consumer protection law

The Students and Education Directorate is confident that King's remains compliant with consumer protection law, which applies to the relationship between King's College London and prospective and current undergraduate students. The university adopts a similarly consistent approach to postgraduate and online study.

Material Information and Marketing: The university continues to provide programme information sheets to applicants. Standard offer letter templates are also reviewed annually, and advice is sought from legal compliance.

The General Terms and Conditions are reviewed annually with the General Counsel. The revised Terms and Conditions were approved by Academic Board Chair's Action during summer of 2021.

General information about the experience and status of staff is publicly available on the King's website.

Student Ambassadors are recruited annually for Open Days. This process is centralised and coordinated by the central Marketing team. For both on-campus and virtual events, training is provided to ensure everyone is confident in what to say to prospective students. For non-admissions staff based in the Marketing team or Wider Participation team, the Admissions team continue to run a two-hour training session covering how to use the telephone system and scripts to answer calls and deal with enquiries regarding course vacancies and meeting entry requirements.

Fees: King's is fully compliant with regard to fee publication. For prospective students, fees are published on course webpages. Students are notified by Registry Services how to access information on fees three months before they are due to enrol for their next year of study.

Complaints: Complaints at King's are managed through the Student Conduct and Appeals Office. Any CMA-related complaints are brought to the attention of the CMA Working Group by the Head of Student Conduct and Appeals. All timeframes, practices and principles recommended by the OIA are embedded within King's procedures and detailed in the G31 Regulation and associated appendix.

Any issues falling within the remit of the Advertising Standards Authority are routed through the Marketing team, but the CMA Working Group have oversight of any formal complaints.

Condition C2: co-operate with requirements of student complaints scheme run by the Office of the Independent Adjudicator for Higher Education, including the subscription requirements [new condition]

<i>Complaints and Appeals 2020/21</i>	RAG rating
Compliance with the OIA's good practice framework: handling student complaints and academic appeals	
Average time taken to turnaround complaints and appeals ^{xiii}	20
Number of complaints escalated to the OIA	21
Number of complaints escalated to OIA that were not justified (benchmarked against the sector)	22

The turnaround time for complaints and appeals is outside deadlines for Stage 1 and Stage 2 and Stage 3 complaints. However, for Stage 2 Appeals we are inside the turnaround times. The turnaround time for Stage 1 appeals maybe reflected by a year-on-year increase in numbers (from 844 to 992) in the last 5 year with the number of cases in 2020/21 almost double that of 2015/16. This may be impacting on Faculty Assessment Boards as they are taking longer periods of time in which to respond. Currently the process involves a number of resource intensive steps. It is recommended that the Stage 1 Appeals use the same system as the mitigating circumstances process as soon as possible to help alleviate some of the pressure caused by numbers. Further review of the increase in the numbers of cases is recommended.

²⁰ Academic Appeals. Regulatory timeframe for Stage 1: 42 days, average case turnaround time for Stage 1 (992 cases): 70 days. Regulatory turnaround time for Stage 2: 42 days, average case turnaround time for Stage 2 (39 cases): 41 days. Complaints. Regulatory timeframe for Stage 2: 35 days, average case turnaround time for Stage 2 (345 cases - including 175 Covid related complaints): 71 days. Regulatory timeframe for Stage 3: 28 days, average case turnaround time for Stage 3 (31 cases): 43 days

²¹ 32 cases were reported to the OIA in 2020/21. This is above the median for the number of complaints expected for Kings by the OIA which was 21 last year.

²² The benchmark for the sector is 14.5 and Kings is 10.

For Stage 2 complaints there are also delays in the turnaround times. Some of this can be reflected in the numbers of Covid related complaints we are receiving as well as the number of complex cases which require a lengthier investigation, and this continues to be the case from last year. The turnaround time for Covid 19 complaints is higher than the deadline and this was due in part to the university decision to wait until after the end of teaching and assessments before completing the investigation to ensure that any mitigations in respect of assessments could be considered effectively. For Stage 3 Complaints the delays are again due to the complexity of the cases which has resulted in lengthier investigations.

There has been an increase in the number of non-covid complaints (170 compared to 118 in 2019/20 and 87 in 2018/19), with a 44% increase compared to the 35% increase last year and numbers have nearly doubled in two years. There has been a slight increase in the number of cases sent to the OIA this year compared to last year (32 compared to 31). So, whilst this is still of concern, given the increase in the number of cases across the board the areas for review lie within the College as to why there are an increasing number of students engaging with our processes.

The number of complaints that were not justified was a smaller number than the median for the sector. However, it should be noted that the OIA's waiting times for dealing with complaints has increased and therefore we are still awaiting outcomes on 16 cases that are being considered by them which may be affecting the number of not justified cases.

The QAA also published an Academic Integrity Charter²³ in November 2020. King's signed up to the Charter and a working group of Academic Standards Sub-Committee reviewed the 7 principles of the Charter, confirming that King's met these principles, but also suggesting ways to enhance King's practice in meeting them. At its meeting on 24 March 2021, the Academic Standards Sub-Committee approved the findings and recommendations of the working group.

Condition C3: have published a Student Protection Plan which has been approved by OfS

There are no updates to be reported on relating to the content of the Student Protection Plan.

In line with OfS requirements, the Student Protection Plan is available online at: <https://www.kcl.ac.uk/governancezone/students/student-protection-plan>

²³ <https://www.qaa.ac.uk/about-us/what-we-do/academic-integrity/charter>

The OfS undertook a consultation on Student Protection Plan on 17th July 2020²⁴. The result from this consultation was the introduction of the new Condition of Registration:

[New] Condition C4: Student protection directions

This new condition came into existence in April 2021 and enables the OfS to intervene more quickly and in a targeted way when they consider there to be a material risk that a registered provider may cease the provision of higher education. As King's does not perceive itself to be in this position, we have yet to be demonstrating how we adhere to this new condition.

²⁴ <https://www.officeforstudents.org.uk/publications/consultation-on-student-protection-directions/>

Appendix 4:**Good governance update:**

Throughout 2020/21 there have been no updates to provide in relation to E1, E2, E3 and E5 (see above table for further information).

In relation to E4, the following reportable events have been made to the OfS during 2020/21, that would have affected the accuracy of the information in the provider's entry to the Register:

- Update to senior management team, following the departure of key senior management staff. This includes providing update to the President and Principal of the College.

Appendix 5: Information for students

Condition F1: Transparency information

The deadline for publishing our transparency information was 10th June 2021. This year's transparency information related to the number of students who attained a particular degree or other academic award, or a particular level of such an award, on completion of their course with us (previously the transparency information related to admission numbers).

King's published this information on 27th May 2021, and can be found here:

<https://www.kcl.ac.uk/aboutkings/quality/transparency-return>

Conditions F3 and F4: submission of information to OfS and Designated Data Body

Throughout the year there are numerous occasions where the College is required to submit information to the OfS (e.g annual financial information, Graduate Outcomes Survey contact details for students etc). Assurance can be given that we meet these timescales, with the following some examples to support this claim:

- Audited annual financial statements submission via OFS portal (deadline 01/03/21).

Process submitted 03 February 2021 10:23:37	
Completed	03 February 2021 10:24:33
Outcome	Success
Comments	The file 'Statements.pdf' has been submitted successfully. The processed file 'FinancialStatements2020_10003645_1_03FEB2021_1024.pdf' can be obtained from the successfully submitted files download.
Files	Statements.pdf

- Annual financial workbook submission via OFS portal (deadline 01/02/21).

Process submitted 29 January 2021 15:48:48	
Completed	29 January 2021 15:51:47
Outcome	Success
Comments	The workbook 'Workbook.xlsx' has been submitted successfully. The processed workbook 'FinancialReturn2020_10003645_2_29JAN2021_1549.xlsx' can be obtained from the successfully submitted files download.
Files	Workbook.xlsx

- Annual financial data commentary submission via OFS portal (deadline 01/03/21).

Process submitted 17 February 2021 15:46:15	
Completed	17 February 2021 15:47:47
Outcome	Success
Comments	The file 'Commentary.docx' has been submitted successfully. The processed file 'Commentary2020_10003645_1_17FEB2021_1547.docx' can be obtained from the successfully submitted files download.
Files	Commentary.docx

- Management letter from the external auditors submission via OFS portal (deadline 01/03/21).

Process submitted 03 February 2021 10:21:50	
Completed	03 February 2021 10:22:47
Outcome	Success
Comments	The file 'ExternalLetter.pdf' has been submitted successfully. The processed file 'ExternalAuditorsLetter2020_10003645_1_03FEB2021_1022.pdf' can be obtained from the successfully submitted files download.
Files	ExternalLetter.pdf

- Return sign-off by Accountable Officer (the Principal) submission via OFS portal (deadline 08/03/21).

Process submitted 19 February 2021 14:32:10	
Completed	19 February 2021 14:35:10
Outcome	Success
Comments	The file 'SignOff.xlsx' has been submitted successfully. The processed file 'SignOff2020_10003645_1_19FEB2021_1434.xlsx' can be obtained from the successfully submitted files download.
Files	SignOff.xlsx

Appendix 6:

Condition G update: Accountability for fees and funding

Assurance can be given that King's does not charge its students above the fee limit determined by the College's quality rating and its access and participation plan and complies with the terms and conditions attached to financial support from the OfS and UK Research and Innovation under sections 41(1) and/or 94(2) of HERA.

Annual registration fees

The annual registration fees for OfS, HESA (Designated Data Body) and the QAA (Designated Quality Body) were paid when requested: OfS was paid 21st July 2021 (the deadline was 1st August 2021); HESA was paid 29th January 2021 (for 3rd Feb 2021 deadline) and 28th July 2021 (for deadline 31st July 2021); and QAA were paid 27th May (deadline was 30th June 2021).

Appendix 7:

New time-limited Condition: Z3: Temporary provisions for sector stability and integrity

In response to Covid-19 pandemic, the OfS introduced a time-limited condition of registration that prohibits:

- The use of ‘conditional unconditional’ offers, where an offer is only unconditional if the applicant makes that university or college their firm choice.
- A university or college making false or misleading statements about other higher education providers in order to discourage prospective or current students from accepting offers or registering with them.

Other unconditional offers to UK students that could materially affect the stability and integrity of the English Higher Education sector could also be found to breach the condition.

Assurance can be given that King’s continued to comply with this new, interim, condition.

ⁱ Green: above average; Amber: below average but above lower quartile; Red: below average

ⁱⁱ Green: above average; Amber: below average but above lower quartile; Red: below average

ⁱⁱⁱ Green: 95% and above of reports received; Amber: 75 – 94% reports received; Red: below 75% reports received

^{iv} Green: 100% of new External Examiners received an induction; Amber: 75 – 99% of new External Examiners received an induction; Red: fewer than 75% of new External Examiners received an induction.

^v Green: 100% confirm standards are appropriate or above standard; Amber: 75 – 99% of reports confirm standards are appropriate or above standard; Red: fewer than 75% confirm standards are appropriate or above standard.

^{vi} Green: less than 10% reports had concern on academic standards raised; Amber: 11 – 15% reports had concern on academic standards raised; Red: 16% and above reports had concern on academic standards raised

^{vii} Green: 100% and above of reports confirmed response; Amber: 90 - 99% of reports confirmed response; Red: fewer than 90% of reports confirmed response

^{viii} Green: 95% and above of reports received; Amber: 75 – 94% reports received; Red: below 75% reports received

^{ix} 100% of new External Examiners received an induction; Amber: 75 – 99% of new External Examiners received an induction; Red: fewer than 75% of new External Examiners received an induction

^x Green: 100% confirm standards are appropriate or above standard; Amber: 75 – 99% of reports confirm standards are appropriate or above standard; Red: fewer than 75% confirm standards are appropriate or above standard.

^{xi} Green: less than 10% reports had concern on academic standards raised; Amber: 11 – 15% reports had concern on academic standards raised; Red: 16% and above reports had concern on academic standards raised

^{xii} Green: 100% and above of reports confirmed response; Amber: 90 - 99% of reports confirmed response; Red: fewer than 90% of reports confirmed response

^{xiii} RAG is judged against the timescales in the published regulations

Mitigating Circumstances Policy

Mitigating Circumstances Policy

Policy Category:	Academic
Subject:	Mitigating Circumstances
Approval Authority:	Academic Board
Responsible Officer:	Executive Director, Students & Education
Responsible Office:	Students & Education Directorate
Related Procedures:	Exemption Request Academic Appeals for students on taught programmes Mitigating Circumstances
Related College Policies:	Programme Specification Module Status Progression requirements Glossary Exemptions
Effective Date:	
Supersedes:	17 June 2020
Next Review:	March 2021/September 2021

MITIGATING CIRCUMSTANCES POLICY

Policy Category:	Academic
Subject:	Mitigating Circumstances
Approval Authority:	Academic Board
Responsible Officer:	Executive Director, Students & Education
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Related Procedures:	Exemption Request Academic Appeals for students on taught programmes Mitigating Circumstances
Related College Policies:	Programme Specification Module Status Progression requirements Academic Regulations MGlossary Exemptions
Effective Date:	September 2021
Supersedes:	17 June 2020
Next Review:	March 2024

I. Purpose & scope

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

2. Definitions - [Glossary](#)

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

3. Policy

- 3.1 The College considers mitigating circumstances to be recognisably disruptive or

unexpected events beyond the student's control that might have a significant and adverse impact on their academic performance.

- 3.2 It is the student's responsibility to declare any circumstances in accordance with the [mitigating circumstances process](#) and to provide [independent evidence](#) to support the circumstances.
- 3.3 **It is acknowledged that in exceptional cases it may be impossible for a student to provide independent evidence and in such instances the student's mitigating circumstances claim will still be considered.**
- 3.4 It is the College's responsibility to ensure that responses to mitigating circumstances claims are normally communicated within 7 calendar days of submission of the ~~supporting evidence.~~ request.
- 3.5 All students will be treated equally and fairly in the consideration of their mitigating circumstances regardless of their programme of study.
- 3.6 All students will have a consistent experience of the mitigating circumstances process. However, due recognition will be given to the specific challenges faced by off-campus programmes where the mode of assessment can lead to a different set of circumstances.
- 3.7 It is the College's responsibility to ensure that students meet the learning outcomes for module(s) affected by mitigating circumstances before the module can be passed.
- 3.8 Relevant College staff will have access to information students have willingly shared as part of the mitigating circumstances process, as relevant for their role in the process.

Eligibility

- 3.9 Mitigating circumstances requests will not be accepted after the publication of results.
- 3.10 A student who has experienced disruptive and unexpected events beyond their control that might have a significant and adverse impact on their academic performance may submit a Mitigating Circumstances Form (MCF). This form will only be eligible for consideration if it satisfies one of the following:
- The MCF is submitted any time before the affected date of assessment.
 - The MCF is submitted (normally) no later than 7 calendar days after the affected date of assessment.
 - Exceptionally, if the MCF is submitted after the 7-day deadline but the student is able to provide good reason and supporting evidence why they did not follow the correct procedure.

NB In all of the above cases the independent supporting evidence (**excluding students applying under 3.3**) must be submitted within 21 calendar days (14 days for King's online programmes) of the affected date of assessment(s).

Consideration

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

Outcomes

- 3.12 Under no circumstances will mitigation be grounds for adjusting marks awarded. However, if satisfied with the MCF and supporting evidence, the ASB Chair (or nominee) can select from the following outcomes. If the outcome requires an adjustment to College and/or specific regulations, an exemption must be sought and approved before the student is informed of the outcome.

- a. A student is granted a replacement opportunity to be taken at a later date;
- b. A student is granted an alternative assessment opportunity to be taken at a later date;
- c. A student is granted an extension to submit at a later date;
- d. The late submission penalty is suspended;
- e. An element of assessment will be voided, and the module mark re-scaled so that the overall mark is based only on the elements of assessment the student has completed:

NB This cannot be used if the element of assessment contributes more than 20% of the overall total OR the module has a qualifying mark.¹ Options a) to c) above should be considered first before deciding to void the assessment.

- ~~f. Apply for an exemption to Adjustment to College and/or course specific regulations~~

- 3.13 If the mitigation relates to a module that is a resit attempt, the [reassessment regulations](#) will apply, and the final module mark following reassessment will be capped at the relevant pass mark. If it is a first attempt the marks will not be capped

- 3.14 If the Assessment Sub Board Chair (or nominee) is dissatisfied with the MC and supporting evidence, the MC will be rejected, and the assessment attempt will stand. ~~there is no right of appeal against the outcome of an MCF.~~

Appeals

- 3.15 ~~A student has no right to appeal the outcome of a MCF request.~~ Following the publication of results a student can appeal following the [Stage One](#) appeal process.

¹ Exceptionally, an Assessment Board Chair may seek permission, from Academic Regulation, Policy & Compliance, to deviate from these requirements.

Review

3.16 The policy will be reviewed every three years.

Statement on Assessment Practice – Update for 2021/22

The Fair Assessment Policy (FAP), in place for the Academic Year 2020/21, expired on 31 August 2021. The principles/measures put in place under the FAP, in response to the pandemic, were reviewed by the Assessment Working Group (AWG) on 20 September and the AWG concluded that the majority do not require an extension. On 22 September the Academic Standards Sub Committee (ASSC) considered and endorsed the recommendations of the AWG, with the exception of the clause relating to the 2% rule at PGT level, and subject to a modification to the clause relating to evidence for mitigating circumstances claims. On 6 October College Education Committee (CEC) approved the ASSC recommendations, subject to communications around clause 5 clarifying that mitigating measures previously applied to continuing students would be retained. Full details laid out below.

The Fair Assessment Policy principles are reproduced in italics, with the AWG, ASSC and CEC responses below:

1. *Redesign of assessment formats:* *extensive work has already been undertaken through our academic strategy and planning process to ensure that the volume and formats of assessment are suitable for ensuring fairness, consistency and rigour in the context of the flexible academic model, with a much greater proportion of teaching, learning and assessment online.*

AWG/ASSC/response, approved by CEC: work on the redesign of assessment formats to continue as part of the academic strategy and planning process.

2. *Support for students lacking access to facilities and suitable study environments:* *we remain committed to doing everything within our power to support students without access to the equipment, facilities or conditions needed to undertake assessment.*

AWG/ASSC/response, approved by CEC: our commitment to supporting students remains.

3. *Enhanced mitigating circumstances arrangements for individuals:* *our processes have been redesigned to capture the wide range of challenges that students may face as a result of the Covid pandemic, offering a streamlined process and enhanced flexibility.*

AWG recommendation: the need for supporting evidence to be reinstated (this being the main feature of our enhanced mitigating circumstances arrangements).

ASSC modification to recommendation, approved by CEC: whilst ASSC agreed that the need for evidence should be reinstated as the default position, it was further agreed that on occasion it may be appropriate to accept requests without supporting evidence and that the mitigating circumstances procedures/policy should be revised to reflect this. Guidance would be produced on the different types of evidence that could support an application, and examples given of when it may be appropriate to accept an application without evidence. Moving forward, consideration would also be given to the Office of the Independent Adjudicator's guidance regarding evidence supporting MCF requests (called Requests for Additional consideration).

4. Enhanced possibilities for deferral of assessments: *students will be able to choose to defer one or more of their assessments if pandemic-related circumstances necessitate, with enhanced guidance to ensure they are aware of the potential consequences for the timing of progression and graduation where deferral proves necessary.*

AWG/ASSC recommendation, approved by CEC: return to pre-pandemic mitigating circumstances arrangements - students will be able to request a deferral but supporting evidence will normally be required.

5. A new mechanism of 'cohort mitigation' for all years: *so as to recognise the overall impact of the pandemic alongside individual impact, for all years checks will be carried out to compare this year's cohort profile of outcomes on each programme with previous years, and if necessary grades adjusted upwards to ensure comparability.*

AWG/ASSC recommendation: return to pre-pandemic award rules. No cohort mitigation.

Approved by CEC, subject to the following clarification: return to pre-pandemic award rules. No new cohort mitigation. Mitigating measures previously applied to continuing students to be retained

6. Further enhancements to mitigation in borderline cases for UG and PGT students: *we will maintain and enhance policy provisions developed last year to apply enhanced mitigation at the point of award where a student's c-score falls in the 2% borderline zone between degree classifications. Aside from being applied for this year's finalists, this provision will be applied at the point of final award for all UG students currently in the second year and above of their degree.*

AWG recommendation: no enhanced mitigating measures unless previously agreed under the Safety Net:

1) previously agreed that the 2% rule would be applied to all PGT students who were registered in 2019/20, regardless of when they graduated.

2) previously agreed, with regard to UG students who were in their first year in 2019/20, that if the C-score placed a student within a three percent borderline zone between classifications (47-49, 57-59, 67-69), consideration would be given to the inclusion of first year marks, and the higher degree classification awarded if the award requirements were met

ASSC recommendation, approved by CEC: ASSC supports the recommendation relating to UG students but will establish a working group to consider whether the 2% rule for PGT students should be retained. In January 2021 the Assessment, Boards and Awards Team reported to ASSC that there was grade inflation at PGT level of 9% in 2019/20. Assessment Boards reviewed the data and at the March meeting of ASSC it was noted that there were mixed views regarding the PGT 2% rule, with some faculties reporting that it was too generous, and others of the opinion that it should be retained permanently. The findings and recommendations of the working group will be reported to the next meeting of ASSC and CEC.

7. Removal of the first year from the degree algorithm for current first year undergraduates: *it has already been decided by Academic Board that, as in 2019/20, this year's first year*

undergraduates will not have their marks included in the calculation of their final degree classification.

AWG/ASSC response, approved by CEC: it has already been agreed that this measure will remain in place until the new Progression and Award Policy comes in in 2022/23.

8. Modification of progression requirements for first year UG students: *as in 2019/20, we will maintain the modification to progression requirements for first year students who do not quite meet the minimum requirement but have 30 credits in the condonable range.*

AWG/ASSC recommendation, approved by CEC: return to pre-pandemic progression rules.

9. Guidance to Assessment Sub-Boards: *we will continue to provide clear guidance to Assessment Sub-boards to ensure that all mitigation measures are applied fully.*

AWG/ASSC response, approved by CEC: our commitment to improved guidance and support for Assessment Boards and Sub Boards remains.

10. Invocation of emergency regulations: *to ensure the smooth running and completion of assessment periods in the context of external disruption.*

AWG/ASSC recommendation, approved by CEC: return to standard Academic Regulations. Emergency Regulations [\(G4.7 – G4.16\)](#) no longer in operation.

Student Feedback on Assessment Policy

STUDENT FEEDBACK ON ASSESSMENT POLICY

Policy Category:	Academic
Subject:	Assessment Feedback
Approving Authority:	Academic Board
Responsible Officer:	Vice-Principal (Education) and the Executive Director, Students & Education
Delegated Authority:	Assessment Working Group
Effective Date:	1 September 2021
Supersedes:	Policy for Students on Feedback (approved 22 April 2017) and Policy for Staff on Student Feedback (approved 22 April 2017)
Next review:	2021/22

I PURPOSE & SCOPE

The College's feedback provision aims to support the ambitions of the Education Strategy, specifically Principle 2 of the Assessment and Feedback principles:

Principle 2: Feedback will be an integral part of all learning. It will be clearly articulated, support forward learning, and will employ a variety of approaches. All feedback will be constructive and contextualised, and will be provided in a timely manner, with digital techniques used where possible to allow for instant feedback which will inform a student's next activity. Feedback, both specific and generic, will be provided in multiple ways, including peer feedback using the student as an educator, but must always be aligned with the relevant marking criteria. Guidance will be issued to students to enable them to gain an understanding of what feedback is, when it is being given, and how it should be used to help build the foundations for learning and improve their assessment literacy.

II POLICY

1. Introduction

- 1.1 Feedback is at the core of learning and teaching in the College. In its simplest form feedback is a conversation between student and educator, and students are encouraged to engage with feedback throughout their programme. The feedback students obtain will come in many different forms, both formal and informal, including assessment grades, comments on work, conversations with tutors, notes to an entire class, and discussion with other students. Feedback on summative written work (such as exam papers or coursework assignments) is the most common type of formal feedback students can expect to receive. However, it is equally applicable to other assessed activities such as when students are on a placement, in a laboratory, on a field trip, a ward or giving a presentation or performance.
- 1.2 Feedback occurs consistently throughout programmes of study in both formal and informal settings. This policy addresses only feedback provided in relation to assessments.

2. Effective Assessment Feedback

- 2.1 Whatever form feedback takes, it is a valuable tool to support a student's learning development for their next relevant piece of work/activity. Feedback aims to be insightful, critical, and enabling: an

exercise in learning rather than a quantitative measure of how a student has done in their last piece of work.

2.2 Effective feedback is:

2.2.1 Constructive - recognising strengths as well as weaknesses

- Feedback often concentrates on correcting errors, but it should also encourage students to understand what they have done right. Apart from the obvious benefits to students' morale and motivation, this helps them gain a full appreciation of why they did well, and what constitutes good work.

2.2.2 Forward looking

- It is recommended that a formative opportunity should precede a summative item of assessment, particularly in years one and two of undergraduate programmes. This provides a 'feed-forward' opportunity for students to understand what is expected of them on subsequent summative assignments.

2.2.3 Timely

- To be effective, feedback must be delivered promptly, while students still have a clear recollection of the assignment just tackled, and so that it can feed forward into the next assignment.

2.2.4 Comprehensible

- A student needs to understand feedback; it should be clear and unambiguous. In certain contexts, a glossary to explain any technical terminology may help a student's understanding.

2.2.5 Relevant/Specific

- Feedback should be related to the learning outcomes and assessment criteria for the task so that students are aware of what is expected of them.

2.2.6 Encouraging

- A student needs to know from the feedback they receive what they must do in future to improve the work that contributes to their degree.

3. Feedback Delivery

3.1 The importance of delivering timely and effective feedback means that a range of methods, appropriate to the different forms of assessment, are required. Traditionally, feedback is often associated with a one-on-one scenario with individual written comments, but there are other, equally effective (and often less time-consuming), methods of providing feedback:

- Generic/group feedback - useful for going over assignments and exam questions, highlighting the areas that were generally good and those that were not.
- Model answers/exemplars - particularly useful for examination feedback.
- Feedback sheets with marking criteria explained - useful for explaining what is required to achieve particular grades.

- Handout sheets - useful for summarising the areas covered in generic feedback.
- Self-assessment - useful for improving a student's use of self-reflection, specifically their evaluative judgement and their development of effective learning strategies.
- Peer assessment – useful for encouraging students to learn from each other and to use the discourse of the subject to promote a more independent approach to learning and deepen their understanding of the assessment criteria.
- Chair-side or bench-side feedback - particularly useful for clinical or practical situations as the feedback can be delivered almost immediately.
- Other options such as electronic and audio methods are effective too and can improve the timeliness of the feedback.

4. Key Feedback Principles for Faculties and Departments

4.1 The College expects all Faculties and Departments to:

- Deliver written feedback promptly, while students still have a clear recollection of the assessment just completed.
- Ensure all students have a clear understanding of when they will receive their feedback:
 - for coursework, this normally will be no longer than four weeks from the submission deadline (excluding College closure days and public holidays). Some forms of assessment such as dissertations, a taped case study, audio visual submissions, final laboratory reports, summative coursework submitted at the end of the module etc may require longer, and this must be made explicitly clear to students;
 - for written examinations, faculties must provide students with details of how and when they can access their scripts and feedback following ratification of their results;
 - the format of feedback and the latest date of return will be communicated to students in the module outline/syllabus/specification.
- Ensure students are able to benefit from their feedback and use it for upcoming assessment tasks.
- Relate feedback to the assessment criteria and descriptors where a module specific rubric has been used. Feedback should but need not be limited to the criteria listed in the module specific marking rubric as an opportunity to provide feedback that is constructive and developmental.
- Provide feedback in sufficient quantity, quality, and detail to enable students to understand how future, similar work might be improved.
- Facilitate accessibility of feedback and make reasonable accommodation where appropriate.

4.2 It is College Policy that each Faculty/Department can have their own subject or assessment specific marking criteria that will be framed by the College's generic marking criteria. Feedback on assessments should, where appropriate, make reference to the Faculty/College marking criteria.

4.3 Departments should endeavour to ensure that all feedback adheres to the principles outlined above and that there is consistency of feedback between markers.

Professional Statutory and Regulatory Bodies update: Faculty of Dentistry, Oral and Craniofacial Sciences

CEC noted the following updates from Professional Statutory and Regulatory Bodies within the Faculty of Dentistry, Oral and Craniofacial Sciences

- *General Dental Council (GDC) report from visit in May 2021.*

BY EMAIL

2 July 2021

BDS targeted inspection on 24 May 2021

Dear Professor Piper

We would like to thank you, the team and students for their cooperation and assistance with the targeted inspection (COVID-19 impact) for the King's College London BDS programme.

Following the inspection, the panel determined that Requirements 13 and 15 were met. We concluded that the programme assured us that the graduating cohort of students would be safe beginners; however, additional evidence will be required to triangulate the evidence received to date. This is detailed in the attached inspection report at page 10 "summary of actions" section.

The outcome of the inspection, as ratified by the GDC Registrar, will be confirmed in the inspection report. The report will shortly be published on the GDC website.

Please feel free to contact me directly if you need any further information or clarification of the outcome of this targeted inspection process.

Yours sincerely,



Ian Brack
Chief Executive and Registrar

General Dental Council

Education Quality Assurance Targeted Inspection 2021 Report

Education Provider/Awarding Body	Programme/Award
Kings College London	Bachelor of Dental Surgery

Outcome of Inspection
The Bachelor of Dental Surgery programme does assure us that students will be safe beginners (ongoing targeted monitoring during June and July 2021).

Full details of the inspection process can be found in Annex 1

Inspection summary

Remit and purpose of inspection:	A 2021 Targeted Inspection focusing on Requirements 13 and 15 in the <i>Standards for Education</i> to determine ongoing sufficiency of the award for the purpose of GDC registration as a dentist. The inspection is to seek assurance that that all GDC Learning Outcomes have been achieved and that all students have satisfied the criteria of safe beginner, paying particular attention to an appropriate level of clinical experience.
Learning Outcomes:	Preparing for Practice (Dentist)
Programme inspection date:	Monday 24 May 2021
Inspection team:	Katie Carter (Chair and non-registrant member) Gill Jones (Dentist member) David Young (Dentist member) Marlene Ledgister (GDC Education Quality Assurance Officer) Martin McElvanna (GDC Education Quality Assurance Officer)

Executive Summary

The purpose of this targeted inspection was to decide if the current graduating cohort of students will, at the point of graduation, meet the required standards expected of a safe beginner for registration with the GDC. The impetus for this targeted inspection was the COVID-19 pandemic and the effect it has had on the ability of education programmes to provide the requisite level of experience to their students both in terms of clinical and non-clinical skills.

The BDS programme (“the programme”) at Kings College London (“the School”) was inspected because the evidence gathered prior to the inspection did not assure the GDC that the current final year students would meet the standard of a safe beginner. The inspection sought to verify and clarify evidence provided, to gather new information and to recommend next steps.

Following the inspection, we determined that Requirements 13 and 15 were met. We concluded that the processes assured us that the graduating cohort of students in 2021 would be safe beginners.

The main areas of assurance were:

1. evidence presented that the School has a variety of interventions in place to ensure students can obtain the necessary clinical experience.
2. evidence of an effective approach to student feedback, reflection, and review to support achievement of the expected competencies.
3. receipt of further data to illustrate the process for sign-up.

The GDC wishes to thank the staff, students, and external stakeholders involved with the Kings College London BDS programme for their co-operation and assistance with the inspection.

Background and overview of qualification

Annual intake	143 students
Programme duration	X weeks over x months/years
Format of programme	e.g: Year 1: basic knowledge, clinic attendance, shadowing 2: knowledge and simulated clinical experience 3: direct patient treatment 4-5: direct patient treatment, clinic attendance, outreach, placements
Number of providers delivering the programme.	One

Outcome of Requirements

Standard Three	
13	Met
15	Met

Requirement 13:

To award the qualification, providers must be assured that students have demonstrated attainment across the full range of learning outcomes, and that they are fit to practise at the level of a safe beginner. Evidence must be provided that demonstrates this assurance, which should be supported by a coherent approach to the principles of assessment referred to in these standards. *(Requirement Met)*

Requirement 15:

Students must have exposure to an appropriate breadth of patients/procedures and should undertake each activity relating to patient care on sufficient occasions to enable them to develop the skills and the level of competency to achieve the relevant GDC learning outcomes. *(Requirement Met)*

Assessment of non-clinical skills

1. Assurance that students have attained the necessary level of Leadership, Communication and Professionalism Skills (Requirement 13).

Prior to the inspection, the School submitted documentary evidence to demonstrate student attainment of the requisite non-clinical skills. The panel were able to see a range of paperwork including student reflective logs and observation reports.

The School told the panel that central to assessment and sign-off are the competence-based Tutor Marked Assessments (TMAs). Examples of these had been submitted to the panel demonstrating evidence of student attainment in communication, management and leadership and professionalism. TMA documentation recorded that students must obtain a satisfactory or outstanding rating to pass the TMA. Feedback on these skills was also evidenced on sample clinical feedback forms. Once completed, these are uploaded onto the School's e-learning platform, KEATS.

The panel also had sight of examples of the School's Competence Assessment Form (CAF) showing evidence of student self-reflection, peer assessment, ratings for communication, management and leadership and professionalism, which are signed off by the tutor. This evidence was supported by the detailed CAF reflection and assessment criteria. The School demonstrated a holistic approach to student development covering clinical and non-clinical skills.

2. Assurance that students have worked with a satisfactory range of patients to ensure they have necessary patient management skills (Requirement 13).

We learnt that one of the tools to monitor student progression is the use of "faculty norms", which were explained by staff as average numbers of patients being seen at key progress points, based on previous cohort data. We were told, however, that these are used more as a guide to identify how much experience students are getting and to target support where experience is low. The School added that it employs a more holistic case-based approach to the attainment of clinical experience rather than relying on counting up single treatments as evidence to determine achievement.

The panel were told that these "faculty norms" look at pure clinical activity for each discipline providing a way of comparing if the range and breadth of clinical experience could be considered at a sufficient level for every student before they were signed up for finals. The School added that faculty norms were reviewed taking into consideration social distancing.

Staff and students said that the students' return to outreach had been positive, with a proactive targeted approach to ensure students are getting the best possible opportunities to achieve the requisite competencies. Prior to going back to clinics, extensive treatment planning learning opportunities were undertaken. Although the return to clinics was affected by the pandemic, the School confirmed that there was an adequate number of chairs in each of the four outreach clinics and sufficient patients to allow students to complete the required minimum number of TMAs expected to be undertaken.

We learnt that case presentations are submitted which show the management of patient care over a one to two year period and the OSCE examination has been replaced with clinical reasoning VIVAs. The School stressed that the case presentations must relate to real patients.

The panel were told that VIVAs are used for assessment, similar to an unseen case presentation. These are particularly useful in assessing a deeper knowledge, understanding and tests students' reasoning skills.

Assessment of clinical skills

3. Assurance of clear delineation between simulated and patient-based procedures (Requirements 13 and 15).

The panel were told that students have been working in pairs on simulated activity, with one in each pair taking on the nursing role. Students used haptics to support with hand-eye coordination prior to going back to treating patients. The School explained that the emphasis has been on ensuring that students have experience with a range of treatments. Simulation is utilised as a backup and marked to the same standard. The increase in simulation opportunities had been a key tool to keep students from deskilling and maintain their confidence and competence.

Documentary evidence provided by the School highlighted that the new CAF has been adopted across simulated practice and is marked to the same standard and criteria.

We were told that TMAs cover the assessment of competency and there are a couple of competencies that can be achieved with simulation, for example, crown and bridge. The School emphasised that where there are any TMAs signed off with simulation, the student will have previously completed the activity with a patient.

Students who met with the panel were positive about simulation stating that they had found it very useful and there is a clear line between simulation and clinic, with demonstration that this is being used to good effect and as a reflective tool. Students added that they can sit with their tutor afterwards to talk through treatments and find the use of reflection beneficial. The panel were assured that simulation is not wholly relied upon and instead has supported the students to maintain skills as they return to treating patients and move towards the safe beginner level.

The School have a total of 12 haptics with six more on the way.

4. Assurance that students have gained clinical experience around a full range of clinical procedures (Requirements 13 and 15).

The School uses a variety of mechanisms for recording clinical data. At present, for BDS5, data is recorded on paper forms which are collected and collated by staff at each site where clinical activity takes place. This system will be replaced by an ePortfolio which is in the process of being implemented across all years.

The School explained that students with low levels of clinical experience are discussed at Progress Committee meetings, support needs are identified and communicated to tutors who agree, with students, plans for obtaining the necessary clinical experience. Student Liaison Officers at each site assist in ensuring that patients/treatments are channelled to those students who need them.

Due to the pandemic, there has been a reduction in clinical experience, but this is being managed well by the School. The School explained the reference made to 'Hurdles' in the documentation. We learned that these are used to establish students' breadth of clinical experience and range of patients seen. There has been a decrease in some of the 'Hurdles' expected previously, but the School gave a good explanation why this was the case and citing again that the programme is competency-led.

At the inspection, the senior team explained to us that Progress Committee meetings essentially acted as sign-up meetings and are attended by all team leads who give individual feedback on students' clinical progress. The key approach at these meeting is to triangulate student data from a range of sources, starting with the progression of those students who were identified as needing support early on. TMAs and Reflective Practice Reviews must be completed and passed by all students to complete sign up.

The three indicators in this process are signed up, signed up with support, or not signed up. The School added that the next meeting in June 2021 will provide an update and recommendations on whether the majority of students can be signed up. The panel noted that the data showed some students with an amber rating, but the School provided assurance that these students should obtain the necessary clinical experience. The School confirmed that most students will be in clinics until the end of June 2021 with the Progress Lite Committee meeting scheduled for mid-June to review students' action plans, review progress, and make any further recommendations.

The School explained that the sourcing of micromotors has mitigated the need for AGP, but with some limitations on their usage, for example ultrasonic scaling. It added that students had rotations through outreach, with half of them attending Portsmouth and half attending West Norwood, supported by seminars and tutorial preparation.

Students explained to us the benefits of receiving feedback on clinical performance at the end of every session and that this helped with their confidence. They added that there has been much more focus on reflection and improvement this year and they are being encouraged by tutors to carry out more procedures. Extra clinics at Queen Mary's Sidcup have been useful and students reported working on busy clinics. We heard that the School would actively check whether students felt able to progress and hand over patients to other students to allow them to gain experience.

5. Assurance that students have received sufficient access to clinical experience to ensure a safe level of clinical competence (Requirements 13 and 15).

The panel considered that access to outreach has been important. The panel was given evidence that a variety of outreach centres are being used with a good system of rotations. The panel sought verification of the numbers of chairs available at each centre. There are 3 at Sidcup, 18 at Denmark Hill (not all are being used), 3-4 at Guys (oral surgery), 20 at Portsmouth (10 not used), 10 at West Norwood (5 not used). Of the 30 available Guy's chairs, 24 were used for UG patient treatment on the Guys rotas (6 dedicated to endodontics, 6 not used due to social distancing). Students told the panel that they had experienced busy clinics at Sidcup with up to 12 patients per day.

The School demonstrated that student access to patients was being well managed. We particularly noted the good supervision levels, with student to supervisor ratios cited as 1:4 and 1:2 in some instances. We were told that the outreach 'sign out' process requires students to have completed competency assessments and the requisite clinical experience before leaving clinics.

The School evidenced good and effective communications with students regarding opportunities to book in patients at available clinics, which are being extended to the end of June 2021.

Students told the panel that increasing their restorative experience has been very positive. They pointed out that there will be a shorter gap between graduation and commencement of their dental foundation year, which will mean less opportunity for degrading of skills. Students also felt reassured they will be taking their transcripts with them.

6. Assurance that those students who have required remediation gain sufficient support to enable them to progress (Requirements 13 and 15).

We were informed that the current graduating cohort of students have been prioritised and are being closely supervised, meeting with their tutors every 6 weeks to review portfolios and undertake action planning. Students are matched with a tutor who is familiar with them and their work. The School explained that the mechanisms for monitoring and tracking of students' attendance, engagement and performance give early indication of students of concern and areas of challenge for them.

Thresholds for student attendance are included in the School's Attendance and Engagement Policy, and issues are picked up at Progress Committee meetings. Mechanisms have been put in place to ensure that time is made up. The panel were told that students with high absence rates have taken up additional sessions offered at evening clinics on 2 days per week and can join consultations and treatment planning sessions. Documentary evidence made available to the panel included an example Professional Development Planning record, charting completed extra catch-up sessions with student reflections recorded.

The panel were told that it plans to increase evening clinics to 3 days restorative activity per week in June.

The School demonstrated a proactive approach to identifying where extra student sessions are needed. The panel were told that timetabling has been very agile to meet individual student needs. The School added that Reflective Practice Reviews include development planning with weaker students to address shortfalls.

Students confirmed in discussion that whilst the timetable stays the same, there is tailoring for individual students. Students added that sessions are available to catch up on oral surgery, and they can organise time with consultants, including using their own time, if they so wish. Students were very positive about the role of Student Liaison Officers in supporting them to gain access to more treatments where necessary. Progress Committee meetings are also attended by the Student Welfare chair.

Summary of Action

Requirement number	No.	Action required	Observations & response from Provider	Due date
13/15	1	Evidence to be submitted showing that all TMAs have been completed and passed with the full cohort list giving assurance that the process is complete.		July 2021
13/15	2	Progress Committee meeting minutes for June 2021 evidencing the numbers of students going through to June 24 Sign Up.		July 2021
13/15	3	Progress Committee meeting minutes for July 2021 regarding the students who had been extended (beyond June 24)		July 2021

Observations from the provider on content of report

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Recommendations to the GDC

Education associates' recommendation	The BDS programme does assure us that students will be safe beginners upon graduation.
Date of next targeted monitoring exercise	July 2021

Annex 1

Targeted Inspections 2021 purpose and process

1. As part of its duty to protect patients and promote high standards within the professions it regulates, the General Dental Council (GDC) quality assures the education and training of student dentists and dental care professionals (DCPs) at institutions whose qualifications enable the holder to apply for registration with the GDC.
2. The GDC has a statutory duty to ensure that only those students who have met the required learning outcomes as safe beginners can join the GDC Register.
3. The impact of the COVID-19 pandemic on primary dental education has been significant, particularly due to restrictions on patient access and clinical environments. As a result, the Education Quality Assurance team have developed a process to assure the Council and the public that we continue to only register individuals who are safe beginners.
4. During 2020 and 2021 we undertook a process of monitoring activity and meetings with providers of primary dental education. This included assurance of adequate provision of clinical experience for all students, particularly those expected to graduate in 2021.
5. Data gathered from this activity will inform decisions regarding the focus of education quality assurance inspection activity during 2021.
6. The targeted inspections in 2021 will focus on two Requirements from the GDC's Standards for Education: Requirements 13 and 15.
7. All providers of dental and dental care programmes with a final year cohort may be subject to an inspection if they do not provide evidence:
 - that satisfies the GDC that all Learning Outcomes have been achieved
 - that all students have satisfied the criteria of safe beginner, paying particular attention to an appropriate level of clinical experience.
8. Inspections will be focused on the assurance of the depth and breadth of experience of final year students. The decision to be made at the end of the inspection is whether students can be considered to have met the learning outcomes and have the requisite experience to be a safe beginner.
9. The education provider is requested to undertake a self-evaluation of against Requirements 13 and 15 under the Standards for Education and to provide evidence in support of their evaluation. The inspection panel examines this evidence, may request further documentary evidence, and gathers further evidence from discussions with staff. The panel will reach a decision on each Requirement, using the following descriptors:

A Requirement is met if:

"There is sufficient appropriate evidence derived from the inspection process. This evidence provides the education associates with broad confidence that the provider demonstrates the Requirement. Information gathered through meetings with staff and students is supportive of documentary evidence and the evidence is robust, consistent, and not contradictory. There may be minor deficiencies in the evidence supplied but these are likely to be inconsequential."

A Requirement is partly met if:

“Evidence derived from the inspection process is either incomplete or lacks detail and, as such, fails to convince the inspection panel that the provider fully demonstrates the Requirement. Information gathered through meetings with staff and students may not fully support the evidence submitted or there may be contradictory information in the evidence provided. There is, however, some evidence of compliance and it is likely that either (a) the appropriate evidence can be supplied in a short time frame, or (b) any deficiencies identified can be addressed and evidenced in the annual monitoring process.”

A Requirement is not met if:

“The provider cannot provide evidence to demonstrate a Requirement, or the evidence provided is not convincing. The information gathered at the inspection through meetings with staff and students does not support the evidence provided or the evidence is inconsistent and/or incompatible with other findings. The deficiencies identified are such as to give rise to serious concern and will require an immediate action plan from the provider. The consequences of not meeting a Requirement in terms of the overall sufficiency of a programme will depend upon the compliance of the provider across the range of Requirements and the possible implications for public protection”.

10. The Council of the GDC have delegated responsibility to the GDC Registrar to consider the recommendations of the panel. Should an inspection panel not be able to continue to recommend ‘sufficiency’ or ‘approval,’ the report and observations will be presented to the Council of the GDC for consideration.
11. The provider will be sent a written record of the inspection findings and next steps. There will be no opportunity for the provider to provide their observations or factual corrections as this inspection has been instigated under Section 11 of the Dentists Act 1984.

Professional Statutory and Regulatory Bodies update: Faculty of Life Sciences and Medicine

The Committee is asked noted the following updates from Professional Statutory and Regulatory Bodies within the Faculty of Life Sciences and Medicine

- *MPharm final report following accreditation event in February 2021 – continued accreditation confirmed with no conditions attached*
- *Health Education England (National School of Healthcare Science) – confirmed accredited as a training centre for STP in Medical Physics and Clinical Engineering (as part of the South London Consortium). Including accreditation certificates from the Institute of Physics and Engineering in Medicine – all for the programmes MSc Clinical Sciences (Medical Physics or Clinical Engineering*
- *General Pharmaceutical Council – continued accreditation confirmed for the Pharmacist Independent Prescribing programme with no conditions attached*

King's College London Master of Pharmacy (MPharm) degree interim - event report, February 2021



Contents

Event summary and conclusions	1
Introduction	2
Role of the GPhC.....	2
Background.....	3
Documentation.....	3
Pre-event.....	5
The event.....	5
Declarations of interest	5
Schedule.....	5
Attendees.....	6
Key findings	7
Standard 1: Patient and public safety	7
Standard 2: Monitoring, review and evaluation of initial education and training.....	7
Standard 3: Equality, diversity and fairness	8
Standard 4: Selection of students <i>and trainees</i>	9
Standard 5: Curriculum delivery and student experience	10
Standard 6: Support and development for students <i>and trainees</i>	11
Standard 7: Support and development for academic staff <i>and pre-registration tutors</i> .	12
Standard 8: Management of initial education and training	12
Standard 9: Resources and capacity.....	12
Significant pedagogic developments.....	13

Event summary and conclusions

Provider	King's College London
Course	Master of Pharmacy (MPharm) degree
Event type	Interim
Event date	12 February 2021
Current accreditation period	2020/21 - 2022/23
Relevant standards	Future pharmacists Standards for the initial education and training of pharmacists, May 2011
Outcome	Continued accreditation confirmed The accreditation team agreed to recommend to the Registrar of the General Pharmaceutical Council (GPhC) that the MPharm degree provided by King's College London should continue to be approved until 2022/23, at which point the provision will be accredited against the Standards for the initial education and training of pharmacists 2021.
Conditions	There were no conditions
Standing conditions	The standing conditions of accreditation can be found here .
Recommendations	No recommendations were made
Registrar decision	Following the event, the Registrar of the GPhC accepted the accreditation team's recommendation and approved the continued accreditation of the programme until 2022/23.
Key contact (provider)	Dr Sukhi Bansal, Head of Department of Pharmacy
Accreditation team	Professor Chris Langley (Team Leader) Professor of Pharmacy Law & Practice and Head of the School of Pharmacy, Aston University; Deputy Dean, College of Health and Life Sciences* Professor Barrie Kellam (Team member-academic) Professor of Medicinal Chemistry, University of Nottingham Sandra Hall (Team member-academic) Retired Head of Pharmacy Practice, Leicester School of Pharmacy, De Montfort University Gail Curphey (Team member-pharmacist) Pharmacy consultant Alex Moore (Team member-pharmacist recently registered) Teacher Practitioner University of Sunderland and community pharmacist at

	Whickham Pharmacy Fiona Barber (Team member-lay) Independent Member, Leicester City Council
GPhC representative	Damian Day, Head of Education, GPhC*
Rapporteur	Dr Ian Marshall (rapporteur) Proprietor, Caldarvan Research (Educational and Writing Services); Emeritus Professor of Pharmacology, University of Strathclyde
Observers	Ahmed Aboo (observer – accreditation panel member in training) Associate Professor in Pharmacy Practice, De Montfort University* Dr Hayley Wickens (observer – accreditation panel member in training) Lead Pharmacy Training Programme Director (South), Health Education England

*participated in pre-event videoconference on 22 January 2021

Introduction

Role of the GPhC

The General Pharmaceutical Council (GPhC) is the statutory regulator for pharmacists and pharmacy technicians and registered pharmacies and is the accrediting body for pharmacy education in Great Britain (GB). The GPhC is responsible for setting standards and approving education and training courses which form part of the pathway towards registration for pharmacists. The GB qualification required as part of the pathway to registration as a pharmacist is a GPhC-accredited Master of Pharmacy degree course (MPharm).

This interim event was carried out in accordance with the GPhC's 2011 *MPharm Accreditation Methodology* and the course was reviewed against the GPhC's 2011 education standards *Future Pharmacists: Standards for the initial education and training of pharmacists*.

The GPhC's right to check the standards of pharmacy qualifications leading to annotation and registration as a pharmacist is the *Pharmacy Order 2010* (<http://www.legislation.gov.uk/ukxi/2010/231/contents/made>). It requires the GPhC to 'approve' courses by appointing 'visitors' (accreditors) to report to the GPhC's Council on the 'nature, content and quality' of education as well as 'any other matters' the Council may require.

Background

The King's College London (KCL) integrated Master of Pharmacy (MPharm) programme was accredited by the Royal Pharmaceutical Society of Great Britain in 2004. Fundamental science was taught in the first year as the basis for integrated teaching in subsequent years forming the basis of an enhanced programme in 2009. This programme was accredited for five years with several commendations. Over the next few years, the science-into-practice theme for the MPharm programme was developed while incorporating flexibility to facilitate the changing portfolio of staff, and innovative modules were developed including *Emerging Therapeutics and Modern Medicine* incorporating the debate concept and a *Dragons' Den* exercise. In 2014, the MPharm programme was accredited for a full period with no conditions or recommendations. At the scheduled interim event in 2017 the following condition was set: Once the review of management in the Faculty of Life Sciences and Medicine in relation to Pharmaceutical Sciences has been completed, the University must submit formal documentation to the GPhC detailing how this will impact on the MPharm degree. This related to standards 2, 4, 8 and 9. The Head of Department confirmed to the GPhC the appointments to the headship of the Institute of Cancer and Pharmaceutical Sciences and the Department of Pharmacy in August 2020.

Documentation

Prior to the event, the provider submitted documentation to the GPhC in line with the agreed timescales.

1. Department of Pharmacy Staff List
2. MPharm Accredited Programme 2014
3. Proposed MPharm Programme 2021
4. MPharm Professional Portfolio
5. MPharm Fitness to Practise Guidance
6. MPharm Placement Handbook 2019-20
7. COVID Risk Assessment for MPharm Students
8. Personal Tutor Record-Keeping
9. FTP Summary of Reportable Cases
10. Pharmacy Department Committees
11. Role Description Module Organiser
12. External Examiners Report 2016-2020
13. Department of Pharmacy -Nation Student Survey Review
14. Focus groups, Students, Patients, Pre-reg, Employers
15. NHS Foundation Trust Pharmacy Placement Providers MOA
16. MPharm Placement Health and Safety Checklists

17. PSCAG Letter of Support 2014
18. Clinical Placement Student Feedback Form
19. MPharm Experiential Learning Overview
20. IPE Review and Presentation 2020
21. Module Evaluation Data
22. You Said We Did Pharmacy Poster
23. Raising Concerns -KCL Process
24. King's Together Application
25. BAME attainment gap of MPharm students 2014-2019
26. Medicines Discovery and Development [6BBP0361] Mini Projects Student Feedback Form Data
27. MPharm Research Outputs
28. MPharm to PhD
29. MPharm Assessment Strategy
30. BSUG Marking and Assessment Policy 2018-19
31. Marking Criteria King's College London
32. MPharm Year 4 Project Feedback Form 1
33. Pharmacy Student Champions and Tutees Illustrative Feedback
34. Performance Development Review Process King's College London
35. Mentor Guide King's College London
36. Peer Observation of Teaching Form King's College London
37. Academic Promotion Round Guidance for Education and Research Staff
38. Academic Promotion Round Guidance for Academic Education Pathway
39. Staff CVs
40. Consultation Skills Suite Clinical Pharmacy Lab
41. MPharm Year Handbook 2020-21
42. MPharm Programme Handbook 2020-21

The following documents were submitted after being requested at the prevent meeting:

Programme Regulations and Programme Specification

Business Plan

The documentation submitted was that already prepared for the scheduled full reaccreditation event due in 2021, but it was agreed by the GPhC that the documentation would be considered for the interim event. The documentation was reviewed by the accreditation team and was deemed to be satisfactory to provide a basis for discussion.

Pre-event

In advance of the main event, a pre-event meeting took place via videoconference on 22 January 2021. The purpose of the pre-event meeting was to prepare for the event, allow the GPhC and the University to ask any questions or seek clarification, and to finalise arrangements for the event.

The event

Due to the COVID-19 pandemic, the GPhC modified the structure of the event so that it could be held remotely. The event was held via videoconference between King's College London and the GPhC on 12 February 2021 and comprised a series of meetings between the GPhC team and representatives of the MPharm programme.

Declarations of interest

There were no declarations of interest.

Schedule

Day 1 – 11 February 2021

Meeting number	Meeting	Time
1.	Accreditation team leader meeting with GPhC representative	13:30 – 13:50
2.	Private meeting of the accreditation team and GPhC representative	14:00 – 15:45

Day 2 – 12 February 2021

Meeting number	Meeting	Time
3.	Private meeting of the accreditation team	09:00 – 09:30
4.	Progress meeting including presentation (Focusing on Standards 1,2,7,8 and 9)	09:30 – 11:30
5.	Private meeting of the accreditation team	11:30 – 11:45
6.	Admission, progression, monitoring and support meeting (Focusing on Standards 3, 4, 5 and 6)	11:45 – 12:45
7.	Private meeting of the accreditation team	13:30 – 13:45
8.	Significant pedagogical developments presentation (Focusing on Standards 5 and 10) Including presentation	13:45 – 14:30
9.	Student meeting	14:45 – 15:45

10.	Private meeting of the accreditation team	15:45 – 16:45
11.	Delivery of outcome to programme provider	16:45 – 17:00

Attendees

Course provider

The team met with the following representatives of the University:

Name	Designation at the time of accreditation event	Meetings attended
Professor Ajay Shah	Interim Dean of Faculty	4
Professor Helen Collins	Dean of Bioscience Education	4
Keith Newton	Chief Operating Officer Faculty of Health and Life Science	4
Professor Ben Forbes*	Head of Institute of Pharmaceutical Science	4, 6, 8, 11
Professor Graham Davies	Professor of Therapeutics	4, 6, 8
Dr Sukhi Bansal*	Reader in Chemical Biology & Head of the Pharmacy Department	4, 6, 8, 11
Dr Jignesh Patel*	Reader in Anti-coagulation & KHP Consultant Pharmacist	4, 6, 8, 11
Dr Richard Parsons	Senior Lecturer & Sub-Assessment Board Chair	6, 8
Janique Waghorn	Placement Coordinator	6, 8
Professor Khuloud Al-Jamal	Research Project Lead	
Dr Stuart Jones	Reader in Pharmaceutics	6, 8
Dr Driton Vllasaliu	Year 3 Lead	6, 8
Dr Anita Toscani	Senior Tutor	6
Dr Cecile Dreiss	Diversity and Inclusion Lead	6
Khilna Shah	Boots Teacher Practitioner	6
Rita Shah	KHP Link Pharmacist	8
Dr Miraz Rahman	Reader in Medicinal Chemistry	8
Helen Costello	Statutory Quality Manager	6
Jonathan Lopez-Real	Senior Quality Officer	6
Dr Paul Royall	Senior Lecturer in Pharmaceutics	6

* participated in pre-event videoconference on 22 January 2021

The team also met a group of students/pre-registration trainees, two students from each of Years 1-3, three students from Year 4 and three trainees.

Key findings

Standard 1: Patient and public safety

Standard continues to be met? Yes ☒ No ☐

The team noted that all first-year pharmacy students are introduced to professionalism as part of Induction. During the programme induction Fitness to Practise procedures and the concept of beliefs, culture and patient safety are also explained to students. Students must undertake Disclosure and Barring Service (DBS) checks at the start of the degree as a condition of any offer; further DBS checks are made at the start of each subsequent year. Students complete a starter health check and are assessed by Occupational Health, again as a condition of any offer. The roles and responsibilities of students while on placement are outlined, and further detail is provided in the MPharm Placement Handbook. Where any issues relating to student professional behaviour occur while on placement workplace supervisors will instruct the student to amend their behaviour or leave the clinical environment. Students are taught to deal with aspects of clinical capability and professional behaviour and are expected to adhere to the appropriate codes of conduct. All concerns are investigated and may be referred to the relevant Fitness to Practise Committee, if appropriate; students must sign a declaration that they have read and understood that Fitness to Practise is a part of their professionalism compulsory tasks. The team was told that there had been only a small number of low-level fitness to practise cases. The core competencies elements of the programme include issues relating to patient safety where any incident that causes patient harm results in a failed mark being recorded; each of these components must be passed individually at the specified higher level.

Standard 2: Monitoring, review and evaluation of initial education and training

Standard continues to be met? Yes ☒ No ☐

Pharmacy is a teaching department of the School of Bioscience Education within the King's Faculty of Life Sciences & Medicine. The Head of the Pharmacy Department is responsible for the academic activities within the Department. The management and coordination of the undergraduate MPharm programme in the Department is overseen by the Departmental Education Committee; during the COVID-19 pandemic this group has been meeting weekly for programme planning. The day-to-day running of the MPharm programme is the responsibility of module leads working in tandem with year leaders. The quality of the programme is evaluated at a number of levels from internal feedback mechanisms to proxy markers such as the results of the National Student Survey and the success of King's (KCL) graduates at the GPhC Registration Examination. Comments received from the External Examiners have been very positive, highlighting the quality of the students' experience and the integrated nature of the programme. The performance of KCL graduates in the GPhC Registration Examination has remained consistently high with first attempt pass rates normally above the national average. The National Student Survey results over the last five years have been generally satisfactory. Clinical teaching and placements are provided on the current programme, with extensive use made of the clinical environments within the Trusts that constitute King's Health Partners with health and safety procedures, including appropriate student supervision, liability

insurance, risk assessments of work practices, formal procedures for reporting incidents, in place at the community pharmacies and hospital pharmacy sites. Feedback is provided to students using a variety of formats. Students are supervised in all laboratory-based practical class and in the clinical environment. The team was told that student intake has remained constant at approximately 140 per annum over the last ten years, with a consistent home/overseas balance with approximately 15% overseas students, despite a shrinking applicant pool. The resource allocation model supports the delivery of the programme to this number, including provision for clinical teaching and placement experience. The team noted an unusually high attrition rate, particularly from Year 1 to Year 2, and most obvious from the current final year cohort. The provider's representatives were unable to explain satisfactorily clear discrepancies in the progression data presented but referred to lack of engagement as a potential primary cause; they agreed to investigate the issue as a matter of urgency. The team will expect to be presented with a more robust analysis of progression and attrition data at the next accreditation event. The quality of teaching, learning and assessment is monitored, reviewed and evaluated systematically in an institutional internal rolling review on a six-year cycle. The last review of the MPharm was undertaken in February 2015, shortly after the programme was last reaccredited fully by the GPhC. Module evaluations are undertaken on an annual basis and students are invited to complete an online survey relating to the content, teaching quality, assessments, clinical placements and structure of the course. Extensive consultation has been undertaken to inform the design of the MPharm programme; a number of focus groups were conducted with patients, mixed-year and final-year current students and pharmacists.

Changes due to the COVID-19 pandemic for the 2020-21 session include all lectures and small group work being delivered remotely, using a range of asynchronous and synchronous approaches. Laboratory classes are currently using simulations and data analysis to deliver the material until it is deemed safe for students to return to campus to undertake their practical work. Practical skill sessions will be delivered once the crisis is sufficiently controlled to allow this to be done safely. If this is not possible by the end of the academic year, simulation training will be provided and the programme adjusted for following years to ensure that students graduate with the required skill set. Students who could not travel to King's during the first semester had access to all material delivered which is either pre-recorded or recorded during a live online session. To support student learning there are timetabled additional weekly student catch-up sessions. Placements for the early years will be carried out remotely. Third and fourth-year placements take place guided by COVID-19 risk assessments. Thus, Year 3 placements were able to take place between October and December 2020 observing social distancing, but Year 4 placements are being carried out online. Where students are not able to be on campus, they will carry out activities remotely or near their locality. The provider did not consider that the students had missed the main elements of the placement experience. End of year assessments and OSCEs will be carried out online.

Standard 3: Equality, diversity and fairness

Standard continues to be met? Yes ☒ No ☐

Equality and Diversity training is compulsory for all staff and training courses are organised centrally by the College. Equality monitoring data for KCL students are collected upon registration and centrally by the Admissions team. Information about how the Department is performing in terms of meeting the widening participation targets is provided by the central Admissions Office and

supplied to the School annually. The Department operates a fair and transparent admissions process in partnership with the Admissions Office. All students are sent information about disability/dyslexia advice and are encouraged to speak to the Student Support Team in advance of the start of term so that the Department can make provision for any adjustment required. The Department has a policy on *Reasonable adjustments in teaching and assessment for students with specific learning difficulties* that has been developed in collaboration with the King's Equality, Diversity Office & Inclusion Committee. The submission noted that there are large disparities within the various ethnic groups on the programme. Analysis of data relating to the number of first-class honours degrees obtained by BAME students over a number of years remains mostly consistent whereas there is variability in the number of White students achieving first-class honours due to their low enrolment numbers. The team was told that there have been no major concerns about progression according to gender, age, ethnicity, qualifications or disability. Nonetheless, the team noted the lack of data presented to support this and will look forward to the outcome of the College-wide *Bridging the Attainment Gap – a Pathway to Equality in Healthcare* project, launched in March, that will include Pharmacy and will gather both quantitative and qualitative evidence to understand and address the root causes of any student attainment gap.

Standard 4: Selection of students *and* trainees

Standard continues to be met? Yes ☒ No ☐

Information about the course is available on the admissions website with details about the entry requirements, how to apply, non-academic entry requirements, and within the printed KCL prospectus. It is proposed to reinforce the current selection and admissions process by assessing the professional skills and attributes of applicants in addition to their predicted A-level grades. This selection procedure will be an interview, followed by a group questions and answers session, and including a visit to King's Health Partners locations at Guy's and St Thomas' Hospitals to help applicants understand the current role of a pharmacist. The admissions process is centralised through the Admissions Office and the Department of Pharmacy has an Admissions Tutor responsible for overseeing the process and organising the interview and open days. The standard A-Level offer is AAB which must include Chemistry and at least one of Mathematics, Biology or Physics, but applications will be considered from students predicted up to two grades lower than this, or who have already achieved one grade lower than this with AB in Chemistry and the other required subject. A personal statement is then assessed for knowledge, understanding and experience in pharmacy and or a healthcare-related field such as medicine or dentistry. Contextual offers are made to those applicants whose personal circumstances may have impeded their academic progress. Contextual offers are two A-Level grades or equivalent lower than the entry requirement. The team was told that the first year, consisting mainly of basic science subjects had been designed to bring the range of abilities in the entrants to a common level. The Department of Pharmacy also accepts students who have non-traditional qualifications, typically the Access to HE Diploma in Science, or a Foundation Diploma with a significant chemistry emphasis. In the majority of cases, no credit is given for prior learning or qualifications. All students must start the course at Year 1 of the MPharm degree course and must attend and complete all associated modules. The team was told that recruitment has not been impacted by the COVID pandemic with numbers normal for 2020-21 and with an increase for projected 2021-22 numbers although applicant numbers have decreased over the years.

Standard 5: Curriculum delivery and student experience

Standard continues to be met? Yes ☒ No ☐

The basic programme structure contains largely 30-credit modules with five basic pharmaceutical science modules leading into the teaching of science alongside practice in seven integrated modules, using key therapeutic areas as a focus in six of these, for example, *Nervous System*, *Cardiovascular and Renal Systems*, *Endocrine System and Cancer*, *Gastrointestinal System* and *Skin*. Additionally, in Year One a module *Principles of Clinical Care* introduces students to clinical care and draws on the relevant science in the decision-making process. Material specific to the professional role of the pharmacist is integrated within these therapeutic modules using a multi-disciplinary approach. In the final year *Clinical Decision-Making* focuses on the management of complex patients using an inter-disciplinary approach. In addition, there are four non-credit bearing professional modules in each year that incorporate the core competencies, including patient safety and legal compliance, calculations, clinical experiential learning and the MPharm professionalism checklist, with all these components being pass/fail. In the final year students apply their knowledge and skills to design and carry out a research project that spans the whole of Semester One in which they are expected to demonstrate their independence as they engage in the design, planning, analysis and presentation of their research findings.

Since the last full accreditation in 2014 the overall placement experience has been doubled. Clinical exposure develops from basic shadowing of pharmacists during the first year to focusing on the safe dispensing, information retrieval, problem identification and prioritisation in Year Two. Third and fourth year students undertake clinical problem-solving using evidence and guidance to inform their recommendations, recognising the impact of co-morbidities, and other factors, on the decision-making process. By the end of the final semester, they will work alongside a senior pharmacist from across King's Health Partners. Students complete a range of professionalism portfolio tasks for each year of study and submit these for approval by their personal tutor; academic staff members have received professionalism training to support this activity. In the first year during their inter-professional education students engage with simulated patients where the focus is on promoting patient safety through person-centred communication using a team approach. Second Year students further engage with simulated patients focusing on the skills required to consult with patients to elicit a medication history, along with consultations with hospitalised patients to focus on issues relating to the use of medicines in patients with respiratory, cardiac and mental health problems. In addition, students will spend the equivalent of 30 hours in a practice setting. In Year Three there is a hospital internship in which students engage with patients selected by their hospital supervisors and follow their journey as part of a multi-disciplinary team, along with a Socialisation internship to develop appropriate clinical empathy; the Department helped students who could not find suitable internships due to the pandemic with alternative essays to complete. In the final year, students spend a week working alongside a senior pharmacist to optimise medicines use in more complex patients. During the COVID-19 pandemic, London-based students are allocated to either Guy's, St Thomas' or King's College Hospitals for five consecutive days to review patients on the wards, a trans-disciplinary approach. Students not located in London will consult with patients remotely and discuss the cases with a pharmacist. The team was told that it was likely that online teaching would continue in the next academic year but that there was a desire to return to face-to-face practical classes and placements as soon as possible.

Diagnostic assessments feature prominently in the first year of the programme and all modules

contain formative assessments. All modules are assessed using a standard approach where the written examination contributes 60% and the coursework 40%. Normally, the majority of the written examination papers adopt a standard format using a multiple-choice question (MCQ) section, short answer questions and long answer questions, plus there is a variety of coursework assignments/assessments. Assessments include objective structured clinical evaluations, portfolios, oral examinations, demonstrations, written reports and critical essays. Patient-facing components where attainment above the normal academic level is required must be passed. Evidence of unsafe practice in a component of Core competencies results in a failure in patient-facing assessments in years 2 - 4. The team was told that the Department had reviewed the learning outcomes and their assessment in 2018, before the COVID pandemic but as a result of the pandemic there has been a redesign of the assessment format to include online assessments, including OSCEs. There is a fair assessment policy to ensure that no student is disadvantaged by COVID. Additionally, the Year One contribution to the degree classification, normally one eighteenth, has been removed. The team noted that long answer questions had been removed from the assessment schedule, a change that an external examiner suggested had led to some grade inflation in 2019-20. The team was told that the examinations had been open-book style online tests but that the College was investigating the introduction of online proctoring to improve the security of online assessments.

Standard 6: Support and development for students *and trainees*

Standard continues to be met? Yes ☒ No ☐

King's Academic Skills for Learning offers support to students to develop independent learning, focusing on key skills for learning, including writing, presenting, reading, evaluating information, academic integrity, and referencing and using technology for studying. Students are assigned to a Personal Tutor at Induction who is the first point of contact for all pastoral or academic issues with tutoring taking place at least three times a year, recorded centrally and followed up if necessary. For academic issues the student is expected to first contact the member of staff responsible for teaching that subject; students told the team that they are free to contact any member of staff and that staff members are very helpful. Students are provided with detailed information on the personal tutor system and staff members are provided guidance on maintaining their personal tutor records. In addition, the College has an extensive range of student support services all in one location and accessible via the VLE, plus there is a BPSA scheme available concerning student mental health. Students are required to complete Professionalism Portfolio each year which is monitored by the personal tutor. There is a Staff-Student Committee which students described as being effective and which feeds back the results of its deliberations. In terms of the attainment gap referred to under Standard 3 above, the team was told that there have been no gender differences in performance but that the Department has provided ambassadors to help with religious issues in relation to students interacting with clinical situations. Additionally, there have been changes made to timetables to provide flexibility to allow religious observance along with partial attendance at tutorials and practical classes. More live tutorials have been provided to support students with difficult studying conditions and spaces in the library can be reserved for quiet study. Students interviewed told the team that although the current COVID pandemic had proven stressful, they had been very well supported by the Department. Online teaching was described as being less effective than face-to-face teaching, but the students recognised that it was essential and that the Department had done as much as it could to provide an alternative approach to teaching and experiential learning, including arranging for actors to replace patients for consultations. Students

missed the opportunity to undertake laboratory work although they agreed that the Year 3 mini-project was a useful preparation for the final year project. The Department also provides information on job opportunities and students told the team that they valued the experience of working in pharmacies in their spare time

Standard 7: Support and development for academic staff and pre-registration tutors

Standard continues to be met? Yes ☒ No ☐

Staff development and training procedures provide guidance and support for staff, to improve communication within the Department and across disciplines, and to enable the College to ensure a high-quality teaching and research performance. There is a comprehensive induction programme for all new staff members. New staff members are appointed on the condition that they complete a Kings Academy training programme, which supports staff development with learning and teaching programmes, a graduate teaching assistant development programme, staff seminars and core workshops, and is recognised by the Higher Education Academy (HEA). Non-pharmacist academic staff members are supported to deliver contextualised teaching to ensure that teaching reflects current practice by each academic team responsible for a year of the MPharm programme containing a member of the clinical pharmacy practice teaching section. All staff is accountable to the Head of Department, but the day-to-day management is devolved to year leads and module leads with annual staff appraisal conducted by the research group lead and teaching head. Peer support of teaching is achieved through a School-wide peer-support system. The team was told that the COVID pandemic had been challenging for staff but that there was strong support from the College, allowing flexibility of working, extra administrative support for departments, and IT training to support online teaching.

Standard 8: Management of initial education and training

Standard continues to be met? Yes ☒ No ☐

Management of the Department of Pharmacy is vested in the Head of Department with the MPharm degree programme being the responsibility of the Department Education Committee, currently chaired by the Head of Department. Each year has a professional lead that has oversight of the professional elements of the year and a programme perspective, and who works with module leaders and teams to draw on the relevant expertise to deliver and assess the content. The MPharm programme has its own Sub-Assessment Board, which reports its decisions and degree classification recommendations to the Undergraduate School Assessment Board for ratification. The Senior Tutor chairs the Staff-Student Liaison Committee (SSLC) reporting to the Department Education Committee. Placements are managed by the Placement Monitoring & Review Committee, which reports directly to the Departmental Education Committee and is led by the Academic Placement Coordinator.

Standard 9: Resources and capacity

Standard continues to be met? Yes ☒ No ☐

The submission recognised that there could be significant change within the financial planning timeframe, should the MPharm move from a four- to a five-year model, but there is an ongoing

development in other aspects of the MPharm, such as the growth in clinical placement activity. The team was told that the College was in a good financial position and that its highest priority for funding was education with capital and research projects likely to be impacted by any shortfall before teaching; the team was told that there was no threat to pharmacy education. Key components of the business planning cycle from an education/academic perspective are staffing, non-pay resource and facilities. The MPharm intake for 2020-21 was 145 with a total MPharm population of 495, supported currently by 40 academic staff, representing 32.4 FTE, 25 of whom (16.4 FTE) are GPhC-registered, along with 8.5 FTE support staff. There are currently five academic staff vacancies with three appointments to be made in Spring 2021; the team was told that the recruitment would be from a broad range of pharmaceutical specialities. Non-pharmacist staff members provide specialist expertise, including clinical psychology, pharmacology, chemistry, microbiology, immunology and engineering. Physiology and pharmacology teaching is provided by expert staff from other teaching departments in the School of Bioscience Education. Staff members in the Department operate in a research-intensive environment where all staff members are involved in both undergraduate and postgraduate teaching so that both research and education are reviewed at the annual Professional Development Review meeting. All staff members have a line manager for teaching and research to support both activities. For teaching, the year modules' team with three modules leads, a year lead and a professional lead will support both pharmacist and non-pharmacist staff.

The Department of Pharmacy is based primarily on the fifth floor of the Franklin-Wilkins Building, Waterloo campus, which was subject to a major re-development 15 years ago and has since been modernised and upgraded, containing library, computing and social facilities together with classrooms, lecture theatres, teaching and research laboratories and specialist facilities such as the Dispensary Studio. The Clinical Pharmacy Education Centre is a clinical pharmaceutical centre, housing simulation equipment to educate pharmacy and other healthcare undergraduates on all aspects of medicines use in the future. A purpose-built Clinical Pharmacy Consultation Skills Suite is used to develop the skills of students with respect to consultation skills, near-patient testing, clinical skills assessment, as well as providing an environment to assess the clinical skills of students during OSCEs. A Clinical Pharmacy Skills laboratory provides facilities for teaching a range of essential pharmacy skills including dispensing skills, consultations, and responding to symptoms. The team was told that all these specialist pharmacy facilities were completed before the onset of the COVID pandemic.

Significant pedagogic developments

Four case studies were presented to the team.

Case Study 1 - MPharm 3 Hospital Internships

Background & Objective: Current clinical experiential learning opportunities for MPharm students do not provide the opportunity for students to follow patients through their treatment to fully understand the clinical decision-making process in clinical practice. The objective of this activity was to give students the opportunity to observe and begin to develop their clinical decision-making skills and professional socialisation through role-modelling by registered pharmacists.

Pedagogic underpinning: This placement encourages students to move up through the levels of Bloom's taxonomy by providing them with opportunities to apply their knowledge, analyse information and behaviours, synthesise holistic care plans and evaluate their practice.

Design: During their placement in clinical pharmacy teams at Guy's and King's College Hospitals, students attended wards for two hours every day for two weeks, where they were assigned no more than four patients to review each day. The placement enables students to follow a patient's journey and understand the rationale for clinical decisions and follow the outcome of the treatment. Students spend two hours a day for two consecutive weeks in the hospital ward in the first semester, and then to return for a further week (two hours a day) in the second semester. Students carry out workbook guided tasks to review patients, reflect for future practice and identify development needs.

Results: The results of the student evaluation indicated high student satisfaction and consistency regarding student-supervisor interactions, learning opportunities in the ward and the workbook tasks. Both students and supervisors indicated that placements were well organised and beneficial. Students carried out daily drug histories and patient reviews and observed the journey of patients from admission to discharge. Students had a significantly more enhanced opportunity than in previous years to care for and interact with a range of patients.

Conclusion: The overall perception of the placement experience was positive. The philosophy of the placement strategy is that time on placement is time well spent, so the focus from now will be addressing supervisor training challenges before any further increase in placement hours is considered.

Case Study 2 - Interprofessional Education

Background & Objective: Interprofessional education (IPE) is a collaborative pedagogical approach for preparing future healthcare professionals to be influential team members in the healthcare system to address complex medical issues. IPE has been introduced throughout the MPharm programme. A competency framework developed internationally has been adapted to shape interprofessional education provision within KCL.

Design: At King's College London, the Centre for Team-Based Practice & Learning in Health Care facilitates IPE with the health faculties to bring together students from differing disciplines to learn with, from, and about each other to enhance their ability to work in effective collaborative teams.

In the first year, IPE is focused on communication with members of the multidisciplinary healthcare team and understanding each other's role in caring for patients. In the second year, the focus shifts to the management of a particular therapeutic area – in this case, pain management – using virtual patients. This concept is further developed in the third year when patient educators who live with a mental health condition work with the students to develop care plans. In the final year, medication errors are discussed using 'real' medication incidents which have occurred in healthcare, and students undertake a root cause analysis and develop preventative strategies through collaborative working.

Results: All participants highlighted the benefits gained from IPE and the improvement in knowledge and skills of students when working with other healthcare professionals.

Conclusion: The IPE offering within the MPharm programme allows students to understand their

specific role within the wider healthcare team and develop their confidence in making contributions to patient care in a multidisciplinary context, preparing them for clinical practice. Additionally, in academic year 2020-21 an interactive 360° patient home environment is being piloted to facilitate the interprofessional learning project.

Related papers/conference-seminar presentations (including poster presentations)

An investigation into the use of an interactive 360° patient home environment to facilitate interdisciplinary learning. POSTER Presentation. 5th European Congress of the ER-WCPT on Physiotherapy Education; September 2020.

Case Study 3: Telling things: Ethnography of Pharmacy university students' recipe-like science laboratory classes

Background & Objective:

Science laboratory classes continue to be a significant component of a pharmacy university education despite the educational literature persistently questioning their effectiveness (Kirschner and Meester, 1998) in that the virtues of these interactions and how they facilitate student learning is not entirely understood. The aim of this work was to explore student interactions with the non-human entities in traditional 'recipe-like' laboratory MPharm science practical classes.

Method: This was an ethnographic study, which recorded students' talk and action with a tripod-mounted video-camera and two wireless lapel-microphones. Data were collected in six classes for 12 weeks. Audio transcription was made by a private-sector firm and then revised/corrected by the two authors/analysts working independently and then together.

Results: The 'telling' operations, i.e. the process of counting, measurement etc., that ties a name (or label) to the properties, which matter, to distinguish this 'thing' from another 'thing' was central to the practical. As a consequence, the final analysis of the data was presented as a series of 'telling' vignettes: telling weights and volumes; telling with machines and indicators; telling qualities and telling on the surface of the product. In this vignette, the students mobilise the properties of experimental products, learning to distinguish solvents, creams and emulsion-types. These telling operations included silent kinaesthetic elements and new cognition. Although the lab classes comprised human work, they also showed the agency of chemicals and suggested an apprenticeship to these non-linguistic products was an essential element to laboratory learning.

Conclusion: The solvents, creams and emulsions employed in the laboratory sessions appeared to become pedagogic entities that taught students, and this suggests that the non-linguistic side of science laboratories touches the development of human sensitivities, which alternative linguistic teaching approaches cannot.

Related papers/conference-seminar presentations (including poster presentations)

This study was presented at the Pharmacy Education Conference, Manchester, in 2019

Case Study 4: Medicine Discovery and Development Mini-projects for Students

Background & Objective: Students spend an entire semester on the Year Four MPharm research project in different settings to generate and analyse data and write up a research dissertation. The medicines discovery and development module mini projects in Year Three were designed to prepare the students for their independent research projects in Year Four and give them opportunities to develop their research and decision-making skills.

Pedagogic underpinning: The mini project enables the students to move up through the levels of Bloom's taxonomy by providing them with opportunities to apply their knowledge to research scientific databases, generate and analyse research data, evaluate the key findings, construct and summarise the results in a written report.

Design: The 6-day mini-project had four streams: making drugs, making proteins, making medicines, clinical pharmacology. During the mini-project, the students were required to independently design experiments, generate data and utilise products/data from their experiments for subsequent steps. They were required to interact with students working in other streams and go through learning materials to enable an understanding of concepts taught in different streams. Finally, they produced a research poster and a 3000-word report, which were assessed.

Results: The feedback from students suggested they enjoyed this new type of assessment. They found the projects well-structured, interactive, challenging and intellectually stimulating. They particularly commented on the positive influence of the mini-projects on their confidence to perform laboratory experiments independently. Their positive engagement with the mini-projects was reflected in their performance in the summative components, as the students scored on an average ~70% in each stream.

Conclusion: The mini-projects enhanced the learning experience of the students. The range of activities helped them to develop independence in performing practical work and tackle problems using their scientific knowledge and judgment in a laboratory setting.



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**National School of
Healthcare Science**
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B16 9RG



29th January 2018

Dear Gill,

**National School of Healthcare Science Work Based Training Provider Accreditation
(STP in Medical Physics and Clinical Engineering – London South consortium)**

The National School of Healthcare Science is responsible for ensuring the quality of workplace-based training for the Scientist Training Programme. Thank you for submitting the self-assessment questionnaire, based on our published accreditation standards, asking you to evaluate the quality of training you provide. We apologise for the delay in processing the self-assessment form. This is totally unacceptable on our part and we apologise sincerely for the delay in your department receiving an outcome. We have now reviewed the self-assessment and evidence supplied.

Overall, the self-assessment and supporting evidence demonstrated good evidence of the domains. However, there are some gaps in the evidence, notably the lack of training plans. We are now working more closely with the Health Education healthcare science commissioners. In particular this year's commissioning round has seen the introduction of a very robust quality review by expert panels, which closely follows the NSHCS accreditation standards and the HEE Quality Framework.

Regarding the trainees, we are aware of the case for five trainees in the South London consortium was reviewed and accepted by the expert panels and we are happy to accept the outcome.

Outcome

I am pleased to tell you that, based on the evidence and answers you provided, you are now accredited as a training centre for the STP in Medical Physics and Clinical Engineering. I should stress that the commissioning was agreed on the basis of a consortium, rather than individual trusts, and our accreditation is therefore specifically for "King's College as part of the South London Consortium".

Period of accreditation

Accreditation is for five years from the date of this letter.

Annual monitoring and review

We send all accredited departments an annual monitoring form. Completing it is a requirement for maintaining accreditation. We also review trainee feedback, outcomes and information from other sources. If anything gives us cause for concern we may contact you again. Any issues raised with us could ultimately lead to a panel visit to assess the training environment. Furthermore, we carry out a number of random visits each year for quality assurance purposes.

Change of circumstances

If there is any significant change in circumstances which could affect the quality of training (for example, structural or staffing changes) please download and return the change notification form from our website.

Further action

Please share the contents of this letter with your staff, trainee(s) and senior management in your organisation.

I am sending a copy to the healthcare science commissioning lead of your local Health Education England office for information.

If you have any questions, please contact us at NSHCS.Accreditation@hee.nhs.uk

Yours sincerely



Andrew Williams
Head of Accreditation

C.C: Claire Hardiman, Professional Lead for Physical Sciences (Medical Physics and Clinical Pharmaceutical Science), National School of Healthcare Science
Aarti Makan, Professional Lead for Healthcare Science, London ,Health Education England

CERTIFICATE OF ACCREDITATION

This is to signify that the

MSc Clinical Sciences (Clinical Engineering)

run by

King's College London

has met the educational standards and processes of the Masters Level Accreditation Framework, which ensures that graduates of accredited programmes are equipped with the knowledge and skills for the medical physics or biomedical engineering workplace, be that in industrial, healthcare or academic environments.

Accreditation is granted until the end of the
2022/2023 academic year



RA Lerski

Professor Richard Lerski
Chair, IPEM Course
Accreditation Committee

Stephen A. O'Connor

Professor Stephen O'Connor
IPEM President

2019-2021

CERTIFICATE OF ACCREDITATION

This is to signify that the

MSc Clinical Sciences (Medical Physics)

run by

King's College London

has met the educational standards and processes of the Masters Level Accreditation Framework, which ensures that graduates of accredited programmes are equipped with the knowledge and skills for the medical physics or biomedical engineering workplace, be that in industrial, healthcare or academic environments.

Accreditation is granted until the end of the
2022/2023 academic year



RA Lushi

Professor Richard Lerski
Chair, IPEM Course
Accreditation Committee

Stephen A. O'Connor

Professor Stephen O'Connor
IPEM President

2019-2021

Rebecca Chanda,
Clinical Senior Lecturer – Course Director
King's College London

by email: rebecca.chanda@kcl.ac.uk

18 August 2021

Dear Rebecca,

Reaccreditation event outcome of the pharmacist independent prescribing course provided by King's College London

Following the reaccreditation event on 30 June 2021, the General Pharmaceutical Council's (GPhC) accreditation team agreed to recommend to the Registrar that the pharmacist independent prescribing course provided by the King's College London should continue to be reaccredited until the end of the August 2024.

The Registrar of the GPhC has reviewed the accreditation report and considered the team's recommendation. The Registrar has accepted the team's recommendation and has confirmed that King's College London is reaccredited until the end of the August 2024.

I am therefore pleased to confirm that the course continues to be reaccredited until the end of **August 2024**.

The accreditation report will be published on the GPhC website shortly, I have enclosed a copy of the report for your records.

Congratulations to you and your colleagues on this achievement.

Yours sincerely



Chris McKendrick

Quality Assurance Officer (Education)

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King's College London independent prescribing course reaccreditation event report, June 2021



Contents

Event summary and conclusions	1
Introduction	2
Role of the GPhC.....	2
Background.....	3
Documentation.....	4
The event.....	4
Declarations of interest	4
Schedule	4
Key findings	5
Part 1 - Learning outcomes.....	5
Domain - Person centred care (outcomes 1-6)	5
Domain - Professionalism (outcomes 7-15)	5
Domain - Professional knowledge and skills (outcomes 16-20)	5
Domain - Collaboration (outcomes 27-32)	5
Part 2 - Standards for pharmacist independent prescribing course providers	6
Standards 1 - Selection and entry requirements	6
Standard 2 - Equality, diversity and inclusion.....	6
Standard 3 - Management, resources and capacity	7
Standard 4 - Monitoring, review and evaluation	8
Standard 5 - Course design and delivery	9
Standard 6 - Learning in practice.....	9
Standard 7 - Assessment.....	10
Standard 8 - Support and the learning experience	11
Standard 9 - Designated prescribing practitioners.....	12

Event summary and conclusions

Provider	King's College London
Course	Independent prescribing course
Event type	Reaccreditation
Event date	30 June 2021
Reaccreditation period	August 2021 – August 2024
Relevant standards	GPhC education and training standards for pharmacist independent prescribers, January 2019
Outcome	<p>Approval</p> <p>The accreditation team agreed to recommend to the Registrar of the General Pharmaceutical Council (GPhC) that pharmacist independent prescribing course provided by King's College London should be reaccredited for a further period of three years.</p>
Conditions	There were no conditions.
Standing conditions	The standing conditions of accreditation can be found here .
Recommendations	<ol style="list-style-type: none"> 1. It was a recommendation that King's College London (KCL), as part of best practice within the sector, develop a process whereby KCL check directly the DPP's registration and/or annotation prior to being permitted to act as a DPP. This is in relation to criterion 9.1.
Minor amendments	It is not made clear in the Additional Application Form (Appendix 3; pages 4 and 8) that the two years' appropriate post-registration experience in a relevant practice setting has to have been undertaken within the UK.
Registrar decision	Following the event, the Registrar of the GPhC accepted the accreditation team's recommendation and approved the reaccreditation of the programme for a further period of 3 years.
Maximum number of all students per cohort:	35

Number of pharmacist students per cohort:	35
Number of cohorts per academic year:	3
Approved to use non-medical DPPs:	Yes
Key contact (provider)	Rebecca Chanda, Clinical Senior Lecturer – Course Director
Provider representatives	Rebecca Chanda, Clinical Senior Lecturer, Course Director - Pharmacist Independent Prescribing Nicola Husain, Clinical Senior Lecturer, Course Director - Postgraduate Studies Graham Davies, Professor of Clinical Pharmacy & Therapeutics Rory Donnelly, Principal Teaching Fellow - Pharmacist Independent Prescribing Gillian Murray, Principal Teaching Fellow - Pharmacist Independent Prescribing Sharon Kitcatt, Teaching Fellow and Module Leader - Prescribing for Nurses and Midwives Helen Lofthouse, Quality Assurance Manager - Faculty of Life Sciences and Medicine (for 15:30 feedback session)
Accreditation team	Professor Chris Langley (event Chair), Professor of Pharmacy Law & Practice and Head of the School of Pharmacy, Aston University; Deputy Dean, College of Health and Life Sciences Parbir Jagpal, Director of Postgraduate Studies and Programme Director- Practice Certificate in Independent Prescribing, University of Birmingham Liz Harlaar, Independent Business Consultant
GPhC representative	Chris McKendrick, Quality Assurance Officer, GPhC
Rapporteur	Dr Ian Marshall, Proprietor, Caldarvan Research (Educational and Writing Services); Emeritus Professor of Pharmacology, University of Strathclyde

Introduction

Role of the GPhC

The General Pharmaceutical Council (GPhC) is the statutory regulator for pharmacists and pharmacy technicians and is the accrediting body for pharmacy education in Great Britain. The reaccreditation

process is based on the GPhC's standards for the education and training of pharmacist independent prescribers January 2019.

The GPhC's right to check the standards of pharmacy qualifications leading to annotation as a pharmacist independent prescriber is the Pharmacy Order 2010. It requires the GPhC to 'approve' courses by appointing 'visitors' (accreditors) to report to the GPhC's Council on the 'nature, content and quality' of education as well as 'any other matters' the Council may require.

The powers and obligations of the GPhC in relation to the accreditation of pharmacy education are legislated in the Pharmacy Order 2010. For more information, visit:

<http://www.legislation.gov.uk/ukxi/2010/231/contents/made>

Background

King's College London (KCL) was last reaccredited by the GPhC in 2017 to provide a course to train pharmacist independent prescribers, for a period of 3 years. In line with the standards for the education and training of pharmacist independent prescribers January 2019, an event was scheduled on 30 June 2021 to review the course's suitability for reaccreditation. At the 2017 reaccreditation event conditions were made in relation to criterion 5.4 (In any assessment, a failure to identify a serious problem or an answer which would cause the patient harm should result in overall failure of the course). These were specifically:

- a. A formal process must be developed to provide a mechanism to review and identify unsafe practice in assessment.
- b. The policy on resit attempts must be amended to state that a resit is not permitted if a student is deemed to have 'failed to identify a serious problem or given an answer which would cause patient harm'.
- c. The assessment regulations must also be amended to state that unsafe practice demonstrated during assessment will result in overall failure of the programme.
- d. The application of criterion 5.4 must be made clear to students and the DMPs within programme materials

All policies and procedures were revised to comply with these conditions and communicated to the GPhC in July 2017. These arrangements satisfied the GPhC that the conditions had been met.

The Practice Certificate in Independent Prescribing module is a level 7 single 60-credit postgraduate module, delivered over a 9-month period to registered pharmacists. In response to local commissioning imperatives the course was further developed in 2018 to enhance the physical assessment teaching and assessment alongside the essential prescribing elements of a traditional Independent Prescribing course. This led to the development of the 60-credit Postgraduate Certificate in Clinically Enhanced Pharmacist Independent Prescribing (CEPIP), the umbrella award for the 60-credit module. The additional teaching focus was approved by the GPhC prior to accepting students onto the course.

The team was told that the course team had reviewed the new GPhC Standards and undertaken a mapping exercise to identify overlap with the existing course provision and assessment along with areas that were missing; no major modifications were deemed necessary.

Documentation

Prior to the event, the provider submitted documentation to the GPhC in line with the agreed timescales. The documentation was reviewed by the reaccreditation team and it was deemed to be satisfactory to provide a basis for discussion.

The event

Due to the Covid-19 pandemic, the GPhC modified the structure of the event so that it could be held remotely. The event was held via videoconference between King's College London and the GPhC on 30 June 2021 and comprised meetings between the GPhC reaccreditation team and representatives of the KCL prescribing course.

Students who were currently undertaking the course, or who had completed it in the last three years, contributed to the event by completing a qualitative survey, responses to which were reviewed by the GPhC accreditation team.

Declarations of interest

There were no declarations of interest.

Schedule

The event

Meeting number	Meeting	Time
1.	Private meeting of accreditation team and GPhC representatives	09:30 – 10:30
2.	Meeting with course provider representatives	11:00 – 13:00
3.	Lunch	13:00 – 14:00
4.	Learning outcomes testing session	14:00 – 14:30
5.	Panel private meeting	14:30 – 15:30
6.	Feedback to course provider representatives	15:30 – 15:45

Managing the course during the Covid-19 pandemic

Provider's commentary

The submission described how, in light of the COVID-19 situation, the course team consulted quickly with a number of external organisations (London and South East Pharmacy [HEE]; various Trust non-medical prescribing leads; Chief Pharmacists within the catchment) and internally within

the College to agree the key actions required. The overriding imperative was to support NHS activity, keep students safe and ensure that students would continue to meet the GPhC learning outcomes. As a result all face-to-face teaching was suspended and material transitioned to online delivery, ensuring that all students and stakeholders were fully informed of the College's position and how students would be supported, introducing weekly student support sessions to manage expectations and concerns, including providing pastoral care to students, adjusting submission deadlines in line with individual student circumstances, as affected by COVID-19, using on-line written examinations with a timed access approach. Objective Structured Clinical Examinations were held using on-line real time assessment. The module was scheduled to be delivered in May 2020 (cohort 3) but, after consultation with HEE, local chief pharmacists and the head of department of pharmacy at the College, was cancelled to allow NHS pharmacists to focus on the impact of COVID-19.

Key findings

Part 1 - Learning outcomes

During the event the team reviewed all 32 learning outcomes relating to the independent prescribing course. To gain additional assurance the team also tested a sample of 6 learning outcomes during a separate meeting with the provider and was satisfied that **all 32 learning outcomes continue to be met** to a level as required by the GPhC standards.

The following learning outcomes were tested at the event: **2, 15, 16, 19, 23, 27.**

Domain - Person centred care (outcomes 1-6)

Learning outcomes met? Yes ☒ No ☐

Domain - Professionalism (outcomes 7-15)

Learning outcomes met? Yes ☒ No ☐

Domain - Professional knowledge and skills (outcomes 16-20)

Learning outcomes met? Yes ☒ No ☐

Domain - Collaboration (outcomes 27-32)

Learning outcomes met? Yes ☒ No ☐

Part 2 - Standards for pharmacist independent prescribing course providers

Standards 1 - Selection and entry requirements

Standard met? Yes ☒ No ☐ (accreditation team use only)

The team was satisfied that all six criteria relating to the selection and entry requirements will be met or continue to be met (The criteria can be found [here](#))

Applications to the programme are made initially through the College's centralised electronic admissions portal, 'King's Apply'. Additionally, applicants complete a programme-specific application form which allows the programme team to verify that the GPhC entry requirements are met. The applicant, the DPP and a manager from the supporting organisation are required to sign the programme-specific application form to verify the information and to confirm support for the applicant. The DPP must also declare that they meet DPP requirements, namely that they are appropriately registered with suitable experience and qualification to undertake the role. The Admissions Officers ensure compliance with all relevant legislation including that pertaining to equality and human rights, and all staff members involved in the selection process have undertaken equality and diversity training. The team was told that the recruitment to the course is anonymous in terms of protected characteristics, such as disability. If it is revealed from the programme-specific application form that the applicant has insufficient clinical experience to identify a scope of practice, then applicants will be provided with feedback on the reason for rejection and support on reapplying with an improved application. The team learned that most applications are for HEE-commissioned places, from secondary care, and usually exceed the available places, with around 45 applications for 30 places; in this case strong applications may be allocated a place in the subsequent cohort. The team was told that the course has received applications from pharmacists working in other areas including GP practice, community pharmacy and the prison service; the application parameters are used irrespective of background. The team noted that It is not made clear in the Additional Application Form (Appendix 3; pages 4 and 8) that the two years' appropriate post-registration experience in a relevant practice setting has to have been undertaken within the UK; this should be rectified.

Standard 2 - Equality, diversity and inclusion

Standard met? Yes ☒ No ☐ (accreditation team use only)

The team was satisfied that all five criteria relating to the equality, diversity and inclusion will be met or continue to be met

The implementation of King's Equality, Diversity and Inclusion strategic goals is overseen at the School level by a Lead in Development Diversity and Inclusion, who chairs a School-wide DDI committee, and reports to the School Executive. Cultural awareness and equality and diversity training is compulsory for all staff. Principles of inclusivity underpin all aspects of the IP course design and delivery and a variety of teaching modes is utilised to acknowledge students' varied learning styles and to promote accessibility. The team was told that the course team ensures

that case studies are not confined to white, middle-aged males and that images that are used reflect a range of backgrounds. Particular consideration is given to ensuring that physical assessment skills are taught in a manner that is inclusive and sensitive to students' physical, cultural or religious needs. The example was given of online OSCEs being performed at the student's home with a family member playing the part of a patient on screen; in such a case a female examiner might be necessary. Also in this respect, the team was told that students must meet the learning outcomes so that particular attention is paid to meeting the needs of disabled students including accessibility to physical assessment skills teaching. Recorded lectures include captioning, and all teaching rooms are equipped with hearing loops. Students are taught about their legal and ethical obligations regarding equality and human rights in relation to independent prescribing within the legal lecture and the consultations skills teaching. For students with specific learning needs, discussions will take place with the student and the DPP to ensure that, where appropriate, adjustments to learning in the workplace are facilitated. Students must meet all the course learning outcomes and are subjected to the same assessment process although, where appropriate, some students will have adjustments made to accommodate specific learning needs. For example, the team was told that through the King's Inclusion Plan a disabled student will be allocated a disability advisor who will help application for a Personalised Assessment Arrangement. The team was told that equality and diversity data are examined after each cohort and any necessary changes made for the subsequent cohort. It was stressed that the processes are fair throughout the course, from application to assessment.

Standard 3 - Management, resources and capacity

Standard met? Yes ☒ No ☐ (accreditation team use only)

The team was satisfied that all six criteria relating to the management, resources and capacity will be met or continue to be met

The course is led by a named course leader who oversees all aspects relating to the design, delivery, assessment and quality assurance of the course. As the course is delivered three times over the academic year the separate cohorts are led by different academic members of staff. During the learning in practice element of the course the Designated Prescribing Practitioner (DPP) takes responsibility for overseeing and assessing the student's skills development. The course is led by a prescriber (0.4 WTE) who works with a core team of two dedicated Principal Teaching Fellows (0.4 and 0.6 WTE) and a Clinical Senior Lecturer (0.2 WTE), all registered pharmacist independent prescribers, to manage and deliver all aspects of the student and DPP experience. Aspects of the teaching are also delivered by colleagues from the Faculty of Nursing, Midwifery & Palliative Care, especially those related to physical assessment skills at the Chantler Simulation and Interactive Learning (SaIL) Centre on the Guy's Campus. Students develop a learning contract to describe their scope of practice, including formulary, key assessments and the essential exclusion criteria. This is then used to identify specific learning needs, which are mapped against the course learning outcomes within the context of the student's scope of practice. The team was told that the COVID-19 pandemic had allowed reflection on the forward progress of the course including more support for DPPs. This had led to the instigation of an online DPP drop-in session that had been well-received and had opened a good line of communication. DPPs are provided with a DPP Handbook and have access a recorded webinar.

The team also learned that as a result of the pandemic teaching staff had enhanced their IT skills in order to use the resources available to them including recorded teaching. The team was also told that joint teaching with students on the nursing independent prescribing course had been successful with students enjoying online discussions with their nursing colleagues. Despite some initial trepidation, the current situation was said to have improved relationships with students, and it was emphasised the College work would not interfere with NHS work at this time.

Standard 4 - Monitoring, review and evaluation

Standard met? Yes ☒ No ☐ (accreditation team use only)

The team was satisfied that all six criteria relating to the monitoring, review and evaluation will be met or continue to be met

Initial approval for the Practice Certificate in Independent Prescribing course was gained from the College Quality Subcommittee of the School of Biomedical & Health Sciences Teaching Committee in January 2008. The quality assurance processes for the programme involves student feedback through liaison with the committee students' representatives and the department senior tutor. Detailed feedback from students is collected via the College module survey system and a module-specific feedback form. The team noted that feedback on the course had been mixed with some criticism of the College's e-Learning and Teaching Service (KEATS). The team was told that cases on KEATS are checked for being up to date and relevant but can go out of date between updates, the last of which was six months before the first lockdown. In this respect, the team was told that previously students had submitted their clinical cases quite late in the course, but now the submission date had been brought forward to allow the course team to review elements of students' coursework, and to encourage students to keep on top of their work and assessment. The views of the external examiner are sought on the content of written examination papers and assessment tasks, and they are consulted when modifications to teaching content, delivery or assessment are proposed. The Independent Prescribing Programme Steering Group, which brings together the management teams for the pharmacy and nursing independent prescribing programmes, meets annually to review programme delivery. An annual stakeholder meeting is held to gather views from local stakeholders including prescribers in practice, DPPs, Trust non-medical prescribing leads, pharmacy clinical service leads, the external examiner and service users (patients). Student outcome data including admission numbers, attrition rate, completion rate, time to completion, and marks achieved are collected for each cohort and reviewed regularly to monitor for parity and to investigate trends or anomalies. At module level, the course leader takes overall responsibility for quality assurance, working with the course coordinators to ensure all quality data is collected, analysed and reported in line with the Faculty requirements. External influences, such as legislative changes or clinical advances that may impact on teaching content, method of delivery or assessment, will be raised at programme management team meetings. The team was told that online teaching sessions are peer-reviewed to oversee quality and that individual teachers may be spoken to if there is unsatisfactory student feedback.

Standard 5 - Course design and delivery

Standard met? Yes ☒ No ☐ (accreditation team use only)

The team was satisfied that all ten criteria relating to the course design and delivery will be met or continue to be met

The documentation explained that the course adopts a blended approach to learning, comprising face-to-face instruction (75 hours) supported by e-learning material (120 hrs) and an extensive period of learning in practice (110 hrs). During the period in practice the student applies their learning to patients within a specific clinic environment, guided by an agreed learning contract and supervised by their DPP. The face-to-face teaching and e-learning provide the underpinning knowledge and skills essential to be a safe and effective prescriber, while the learning in practice requires the student to apply their learning to patients in their scope of practice to demonstrate competence in assessing patients and to reach a shared prescribing decision with the patient and an agreed management plan. Students are informed during the programme induction and within the student handbook of the expected behaviours and professional standards that must be upheld. These include maintaining patient confidentiality, using social media appropriately and avoiding bullying and harassment of others. A student will be contacted immediately and removed from the prescribing area should their DPP highlight aspects of poor or incompetent care resulting in patient harm; an investigation to determine all the relevant facts will be carried out. Where a change of DPP or clinical environment, or both, is required, the student must resubmit the additional application form to provide detail of the DPP, any changes required to the scope of practice and evidence that the change has the support of both the line manager and new DPP. The team was told that each year a stakeholder meeting, including students, trusts, DPPs, patients, and education and training leads, is held to determine if the course is meeting needs including patient expectation and service delivery. A service user is used currently in the consultation teaching session and will be joining the ethics teaching session. In addition, the course team is considering bringing expert patients into more teaching sessions. The team was told that the students are usually quite senior pharmacists, so the standard of their work is high with problems only arising generally due to mitigating circumstances. The course had experienced initial issues with competence in OSCEs and students have failed certain elements of the assessments, but in recent times there have not been overall fails of the course.

Standard 6 - Learning in practice

Standard met? Yes ☒ No ☐ (accreditation team use only)

The team was satisfied that all five criteria relating to the learning in practice will be met or continue to be met

The submission stated that students must undertake at least 110 hours of learning in practice in a patient-facing clinical setting that is appropriate and relevant to their area of prescribing practice. A minimum of 90 hours must be spent developing the behaviours, skills, knowledge and understanding required for independent prescribing and a minimum of 20 hours are

specifically for honing the skills required for enhanced patient assessment. Supervision of activities may be delegated to other practitioners such as another prescriber, but overall responsibility remains with the DPP. Students must provide an activity log of their learning in practice within their portfolio which must account for the full number of hours. Students are expected to detail the patient-facing activities that they undertook in practice and the skills that were achieved through each activity. The DPP must provide confirmation that the student has completed their learning in practice under their supervision. The requirement for students to prescribe only under the supervision of the DPP is clearly communicated to students and DPPs via the introductory teaching sessions. DPPs are informed of their responsibilities to oversee the learning in practice and to verify the student as being a competent pharmacist independent prescriber at the beginning of the course prior to the student commencing their learning in practice, including planning the experience, supervising practice, and assessing competence. The team learned that during the current COVID-19 pandemic access to patients has continued as normal in acute practice although is hampered occasionally by DPP illness, in which case another approved practitioner will take over the role or the learning in practice element will be delayed slightly. It was stressed that in such circumstances the learning outcomes must still be met; if it proves impossible to undertake a physical clinical assessment in the area of the scope of practice then the student should find another area in which they can demonstrate their skills. The team was told that remote consultation has been added to the teaching and that although such consultations were unusual initially, there is now more experience of them and that students can demonstrate their skills through such consultations.

Standard 7 - Assessment

Standard met? Yes ☒ No ☐ (accreditation team use only)

The team was satisfied all eleven criteria relating to the assessment will be met or continue to be met

The documentation explained that the assessment strategy is underpinned by a formative component whereby feedback informs individual student learning. This approach is focused on the skills acquisition within the course so that students are provided with an opportunity to develop their physical assessment capability through feedback during the taught sessions. During the learning in practice component of the course, the DPP provides on-going feedback using a range of workplace-based tools, such as Direct Observation of Practical Skills (DOPS), mini-PAT (Peer Assessment Tool) and the Medication-related Consultation Framework (MRCF). Summative assessments are focused on the ability of the student to demonstrate their underpinning prescribing knowledge and specific understanding of the drugs listed in their prescribing formulary, assessed by a written 2-hour examination paper and the submission of a Therapeutic and Risk Framework report. Their competence to perform a range of physical assessment skills, including an ability to effectively consult with patients, is assessed during the Objective Structured Clinical Examination, which requires all stations to be passed. In the real-world situation, student performance with patients in their scope of practice is assessed from a portfolio of evidence which is in the real-world situation, to patients in their scope of practice, by compiling a portfolio of evidence which is reviewed by a member of the course team and verified during the portfolio oral examination. The team was told that the oral examination will

concentrate on one of the student's cases, for example, reviewing red flags, particularly to check if a potentially weak student will be safe in practice. The team was assured that there had been few cases of unsafe practice and that the policy of early submission of coursework, five months into the course, allowed teaching staff to identify any potential unsafe practice and to propose a path to remedy it. In cases of unsafe practice, the mitigating circumstances framework will allow extra time for remedial purposes. All elements of assessment must be passed for the student to graduate from the course, and there is no compensation between any element of assessment. To meet the GPhC's learning outcomes, students are expected to provide evidence demonstrating competence against the RPS Competency Framework for All Prescribers. Any unsafe practice will constitute an automatic fail, with no re-sit opportunity, and the student will be withdrawn from the programme. Compulsory attendance is mandated for the direct taught elements of the course. If a student unavoidably misses a teaching session (e.g. through illness) they must meet with the course director to discuss how they will undertake the learning via a different format. Students are informed that their learning in practice must not commence until their learning contract has been signed by their DPP and approved by an academic member of the course team who will provide feedback to the student. It was stressed that students must engage with and manage the period spent with their DPP. Internal quality assurance systems require a review of the written examination paper and OSCEs by the Course Team prior to it being sent to the external examiner for comment, iteration and approval.

Standard 8 - Support and the learning experience

Standard met? Yes ☒ No ☐ (accreditation team use only)

The team was satisfied that all four criteria relating the support and the learning experience will be met or continue to be met

A comprehensive induction for students is delivered on the first day of the course delivered by members of the course management team; students are informed that, as a guide, a 60-credit module requires 600 hours of study of which at least 110 will be learning in practice. An academic personal tutor is allocated to each student to provide pastoral support during the course. Students are also made aware that the course leader or others within the management team are available for academic, personal or pastoral support or advice if required. Students are made aware of the College procedures for mitigating circumstances and the support that can be given if their studies are adversely affected by something outside of their control such as sickness or bereavement. In finalising their learning contract students are expected to agree a schedule of meetings with their DPP throughout the period of learning in practice; reflective accounts that must be completed at the mid-point and end of the learning in practice period require the student to scrutinise their progress and discuss any pitfalls with their DPP. If the student has a concern regarding the practice of the DPP or another healthcare professional, or about the quality of the course, they are advised to discuss it, in the first instance, with the course director. The team was told that the course had not experienced such problems but that students may need to change DPPs in the case of illness/injury of their DPP; a member of the teaching team had acted as a facilitator on an occasion when a student had to move to an alternative DPP. DPPs are directed to the GPhC's Guidance on tutoring pharmacists and pharmacy technicians within the DPP handbook, are referred to the RPS Competency Framework for Designated Prescribing Practitioners and are encouraged to self-assess against

the framework to identify areas for development. The team was told that the quality assurance of the DPPs, or delegated healthcare professional's assessment activity is by means of triangulation across the student's portfolio; the course team knows that who has signed off the student might be a clinical nurse specialist, but the ultimate responsibility lies with the DPP.

Standard 9 - Designated prescribing practitioners

Standard met? Yes ☒ No ☐ (accreditation team use only)

The team was satisfied that all five criteria relating to the designated prescribing practitioners will be met or continue to be met and one recommendation was made.

The team was told that an applicant would be rejected if they did not have a suitable DPP. The team also learned that the course currently does not have any non-medically qualified DPPs, but it is envisaged that nurse or pharmacist DPPs will be recruited in the future; it was acknowledged that such DPPs would probably require extra support. DPPs are assessed for suitability within the prospective student's application process which occurs before a student is offered a place, thus ensuring that only students who have a suitable DPP are offered a place on the course. The team was concerned that the course team told them that the DPP's qualification and standing with their regulator was not checked by the College. The provider assured the team that the DPP would need to be supported by their line manager but nevertheless, the team agreed that there would be a **recommendation** that King's College London (KCL), as part of best practice within the sector, develop a process whereby KCL check directly the DPP's registration and/or annotation prior to being permitted to act as a DPP. The role of the DPP is discussed further within the DPP training session that takes place at the beginning of the course. A DPP would normally only be allowed to supervise the training of one student at any given time with whom they should only have a professional relationship, and students must confirm that they do not have a personal relationship with their prospective DPP. The team was told that a training webinar is provided for DPPs at the beginning of the course, supplemented by a virtual 'drop-in' session facilitated by the academic programme team. DPPs are encouraged to contact the programme team directly if they have concerns about their student. The team learned that student feedback, relating to the engagement and capability of the DPP, will be collected and a summary of this data relating to the cohort, not an individual, will be made available to both students and DPPs. As part of the portfolio review, workplace-based assessments are checked to verify that DPPs have provided constructive feedback to students.



Academic Strategy Sub-Group Report: Evaluation

The ASG Evaluation sub-group met five times between May – July 2021 and undertook an institution-wide review of teaching, learning and the student experience during 2021/21. It used a wide range of data sources (including student surveys, KEATS data, student, and staff feedback). It focused on four main workstreams: teaching & learning; student experience & wellbeing; inclusive education & accessibility; and assessment & feedback. The subgroups developed research questions for their area, but all worked within a common framework of identifying: ‘what worked/best practice?’ ‘what did not work?’; ‘what should we invest further in/pilot?’; and provided ranked ‘recommendations’. The work highlighted a need for a more consistent approach to generating, storing, and using education data. Faculty practices and evaluation methods varied greatly. There is a need to consider how we revise our evaluation mechanisms to reflect the new modes of teaching (module evals, using analytics) and how we generate better feedback from students.

Many areas of education during the pivot online worked well and should be expanded and retained. Teaching scores were not negatively affected in most faculties and student feedback suggests the move suited many students. Elements of blended delivery (by design) should remain, but this should be pedagogically driven. In the area of student experience & wellbeing, blended approaches to delivery should also be considered, but efforts must be made both to address the experiences of returning students (Refreshers) and new students. The structural issues caused by the pandemic must also be addressed, and differing experiences of different groups considered. In terms of inclusive education, much good practice was surfaced, especially with the digital skills training programme and the use of captions. However, concerns were raised about an inconsistent take up of support by different student groups, concern over accuracy of captions, loss of sense of belonging due to online sessions, lack of study space and mixed views over the use of Hyflex. Finally, the evaluation of assessment and feedback is mixed. The shift away from in-person exams to remote methods was generally well received by students. The increased use of (online) formative assessment via KEATS was welcomed, and despite some concerns the level of grade inflation remained low. Concerns were raised about fairness of assessment, overload, poor guidance on remote exams, increase in plagiarism and collusion, and proctoring/remote invigilation was not popular at all.

1. Background

The ASG Evaluation sub-group was setup to report to ASG on an institution-wide review of teaching & learning and the student experience during the 2020/21 academic year, and to gather feedback, data and inform the approach for 2021/22. As part of the group’s remit, it was important to show what worked well, as well as where improvements could be made, having learnt from past experiences, with students as key stakeholders.

Members of the group were sought from academics and Faculty professional services staff to sit on the group alongside colleagues from SED and other central directorates, including King’s Academy, QSE, CTCL, Analytics, What Works, Analytics, King’s Online and the KCLSU.

The group met fortnightly during the period May – July 2021.

2. Data Sources

The research undertaken by the group utilised existing data and information from the following areas:

- Student & Staff Feedback
- Teaching & learning data (KEATS)
- Digital Education/Online Teaching evaluations
- E-Assessment metrics
- KCLSU Reports/Surveys

- Student Surveys

More detail can be seen in Appendix 1.

3. Evaluation Sub-Group Findings

The group concentrated on data analysis of four key themes around:

1. Teaching & learning
2. Student experience & wellbeing
3. Inclusive education & accessibility
4. Assessment & feedback

To ensure there was consistency in the approach, the group approached and analysed the four themes using the following overarching research questions:

- What areas of best practice have been identified, i.e. things which should be continued?
- What aspects did not work – and why?
- What should we continue to explore, pilot and invest in the future?
- Are there any specific Faculty/programme considerations?
- What overall recommendations can be made?

These were ranked, where appropriate, on a 10-point scale (10 = must be kept/1 = did not work).

3.1 Teaching & Learning

The group focused on the following research themes/data sets

- Module evaluation
- Learning analytics
- Faculty level initiatives

And evaluated the following data sources:

- Institutional Surveys (Wave 3)
- KEATS
- EvaSys data
- King's Education Award data
- Student survey data

The main challenge faced by the group for some of the data, was the lack of centrally available information and the differing approaches taken by Faculties to the analysis and storage of the data. The research indicates that some of the T&L pandemic measures had been beneficial for students, but more work needs to be done around module evaluations, supporting systems to provide effective data to ensure amendments can be made to teaching methods in a timely fashion, learning resources and more support for those on one-year programmes, and for more improvements around teaching on Teams to support student belonging.

Theme	What Worked/Best practice – to be continued?	What did not work?	To pilot/invest in?	Recommendations	Rating 10 = must be kept/1 = did not work
Learning Analytics		Student engagement with online teaching resources is limited due to the capacities of current systems to effectively record engagement, which can impact on how material is delivered.	More work is needed on supporting the systems to effectively provide effective data to ensure amendments can be made to teaching methods in a timely fashion.	<ul style="list-style-type: none"> • Further work to be carried out to understand how the data in the reporting systems should be interpreted. • The currently available reporting systems to be collated in one place and communicated to all staff (programmes intending to use the data should be open with students about this. KCL does not have a suitable policy in place yet but we will be adding it into module guides so that it alerts students to the reasons we might use this data (i.e. feedback on teaching and learning and to offer support). • Guidance and training to be provided with practical recommendations on how to effectively use the data to inform teaching on a module level, as well as a departmental and faculty level. • Reporting systems in development to be collated, indicating estimate timings on when the data sources will be ready. • Rather than measure how long students spend on activities to inform academics of bottlenecks and monitor student workload (analytics unlikely to be able to measure workload, but time on some specific tasks can be measured eg time on exams/tests) find ways to model workload at the start. 	10
Module Evaluation	In DPSL and KBS there was a minimal impact on student satisfaction for teaching and	The current module evaluation questions were not amended to	To review the questions to add questions on areas such as HyFlex teaching and online	<ul style="list-style-type: none"> • Survey questions to be adapted to reflect online and blended teaching. 	9

	some students reported that they wished to keep initiatives such as recorded lectures and the use of discussion boards going forward.	reflect the move to online teaching and assume a classic lecture delivery.	delivery methods to ensure feedback can be captured on the interim teaching methods and those used in the rapidly expanding suite of online programmes.	<ul style="list-style-type: none"> • Determine and include core data that is needed for a College-level evaluation to be carried out. • Programme leads to have access to module evaluations. • Programme leads to hold an annual session (in Semester 2) with their students to get qualitative feedback on the teaching and learning experience. • Nudge techniques to be introduced to achieve representative response rates. • Standardise module evaluation summaries (Faculty-level). 	
Faculty Level Initiatives	The digital skills survey run in DPSL enabled the TEL team to establish the current skills level of staff and to effectively target and develop training to meet the Faculty needs.	Faculties have varying practices in collecting qualitative data, which could be standardised.	A central process is needed to establish if there is sufficient support for the amendments required to support teaching and learning in 2021/22.	<ul style="list-style-type: none"> • A mapping activity to be carried out to collate Faculty level activities related to collecting data on T&L to achieve consistency of best practice across all Faculties. • Standardise regular feedback sessions with students, similarly to IoPPN25. 	8
Belonging		In all three waves of the Pulse survey, a high proportion of students indicated that they did not feel part of the class and did not find it easy to interact over Teams.		<ul style="list-style-type: none"> • Ways to improve interactions via Teams to be explored and training for staff to be provided. • Solutions to improve students' sense of belonging to be explored. Consider question of belonging on module evaluation so we can identify programmes that are supporting belonging effectively next year and try to identify what they're doing that's effective? 	8
Teaching Excellence	Winners of King's Education Awards show that 86% of winners were concentrated in 6 categories, including - Inclusive Education, Innovation in Teaching, Rising Star, Student Support, and		In the period 2017-2021, A&H, NMS and SSPP submitted the highest number of nominations, and A&H, IoPPN and SSPP had the most winners in the same period, so it would be worth investigating how the		

	Quality/Excellent Feedback.		process is communicated in these Faculties.		
Student Surveys: NSS	Teaching on course scored 80% (highest score) and Learning opportunities was the only theme to improve from 2020. The Covid questions on accessing learning resources = 78%.	Questions on Learning Resources decreased by -13% from the previous year. The Covid question on student satisfaction with delivery scored 42%.		<ul style="list-style-type: none"> Further work around the learning resources question decreased score compared to the Covid question score. 	5
Student Surveys: PTES		Question on T&L decreased by -8% from 2019, with Resources & Services decreasing by -24%.		<ul style="list-style-type: none"> Further work on supporting those on 1-year programmes. 	5
Student Surveys: PRES	Supervision questions improved by 1% from 2019 and questions on Opportunities increased by 15%.	Question on Resources & Services decreased by -5%.			

3.2 Student Experience & Wellbeing

The group focused on the following research themes

- Academic self-efficacy
- Return to campus
- Diversity – respect & inclusion
- Belonging
- Mental health & wellbeing

And evaluated the following data sources:

- Institutional Surveys (Wave 3)
- KCLSU Town Hall reports
- No Detriment Policy consultation survey
- KCLSU student survey
- KCL Check survey
- Student Survey Data

Some of the key findings show that students felt that some of the measures implemented as a result of the pandemic has been detrimental to their performance and experience. But many of the practices already in place were seen as beneficial and positive measures, with more work to be done in areas such as belonging and wellbeing, particularly for PG students.

Theme	What Worked/Best practice – to be continued	What did not work	To pilot/invest in	Recommendations	Rating 10 = must be kept/1 = did not work
Teaching	<p>Some evidence that students found online material more accessible, which was beneficial to those with particular needs, caring responsibilities etc.</p> <p>King's Online has evidence of increased sense of belonging for students working on collaborative assignments.</p>	Lack of in-person teaching hampered some students' perceived ability to connect with peers and staff in person during the pandemic.	King's Online have seen a link between collaborative assignments and improved sense of student belonging in 2019 student interviews (online PG courses) Further work should be undertaken to see if there is any evidence that this applies to UG courses as well.	<ul style="list-style-type: none"> • Ongoing use of online material where pedagogically appropriate to increase accessibility. • Work on connection (between students and between staff/students) is needed, considering both f2f and online. • 'Refreshers' Week' will be important for returning students to make connections with one another when they may never have met in person. • Identify and provide opportunities for exam support for students who have not had any exams at A-level or Year 1 due to COVID if we return to unseen closed book exams in future. 	10
Assessments	Some positive feedback from students re: online assessments – more	Some groups reported lower levels of confidence on their ability to succeed, and	Further work on longer term impact of centre-assessed grades for students taking	<ul style="list-style-type: none"> • Maintain some use of online assessments where pedagogically appropriate. • Continue monitoring of different groups' attainment, especially in light of pandemic. 	10

	accessible, easier to manage around other challenges.	referenced the impact of the pandemic on their grades.	university assessments over coming years.	<ul style="list-style-type: none"> • Identify opportunities for support in exams for students who have not had any exams at A-level or Year 1 due to COVID if we return to unseen closed book exams in future. • Faculties to draw on central resources (e.g. digital skills training) but also to monitor whether additional support and training is needed. 	
Diversity & Inclusion	<p>University seen as accepting of differences in personal identity.</p> <p>Students felt that King's was an environment free of harassment, that staff valued the importance of an ethnically diverse environment, and students felt safe sharing their views.</p>			<ul style="list-style-type: none"> • Maintain consideration of diversity and inclusion aspects of all decisions being taken. 	10
Wellbeing & Support	<p>The importance of a good relationship with Personal Tutors as a 1st point of contact was seen as beneficial for mental health.</p> <p>Wellbeing events and wellbeing hubs as being a positive and helpful resource.</p>	Uncertainty around the pandemic, the university position and financial issues caused anxiety for students, and impacted mental health etc.	Where possible to improve student interaction through student societies and groups, particularly for PG students.	<ul style="list-style-type: none"> • Importance of 'triangle' of student needs and ensuring that all levels are addressed as more students return to campus. • Importance of providing good 'structure' (e.g. financial advice and support) as part of 'whole university' approach to wellbeing. 	10
No detriment policy	<p>Seen as a supportive measure during pandemic.</p> <p>No detriment policy evolved into fair assessment policy to take into consideration continued challenges.</p>	Communication and language around fair assessment needs to be clear so that students fully understand it.		<ul style="list-style-type: none"> • Need for continued consideration of evolving circumstances of pandemic and potential for further fair assessment measures if situation calls for this. 	9

Being on campus	Various King's wellbeing services (e.g. counselling; King's Sport) have worked well at providing virtual alternatives to being on campus.	A number of factors did not make it viable for students to come to campus when the teaching was online/there was no guarantee of in-person learning.		<ul style="list-style-type: none"> • Maintain some level of online opportunity where possible for some services, where student feedback has been positive. • 'Refreshers' Week' will be important to develop links/familiarity with campus. • Very important that opportunities on campus beyond teaching are opened up as far as possible (libraries, study spaces, canteens etc). • KCLSU, KCL Sport, Residences should be asked to continue to provide online social activities – eg workout/yoga classes etc, where possible/as appropriate. Even when campus is open, students might go through periods of needing to isolate or feel uncomfortable at crowded events with no restrictions. Their isolation will be amplified if 80% of students are back on campus normally. 	9
Student Surveys: NSS		Student overall satisfaction decreased by -5% from 2020. The Covid question on support for mental wellbeing scored 33%, with the average for the Covid questions scoring only 58%.	Students requested more interactions with course peers and more in-person office hours with Personal Tutors.	<ul style="list-style-type: none"> • While being mindful of the fact that the Covid questions are not benchmarked, and wider data across the sector suggests that the King's score may not be out of line, we need to ensure that communication around what is available is clear to students. 	
Student Surveys: PTES		All questions decreased from 2019, with the Covid related questions scoring an average of 66.5%.		<ul style="list-style-type: none"> • Extremely low response rate – monitor but with caution. 	
KURF	KURF data indicates an increase of 114% in student applications from 2020 to		More promotion around initiatives like this and their value to the student experience.	<ul style="list-style-type: none"> • Encourage further participation in KURF or Faculty-based schemes (e.g. RES in Psychology). 	

	2021 and an increase of 235% in projects run from 2020 to 2021.			<ul style="list-style-type: none"> • Extend KURF scheme to allow remote fellowships, allowing students to apply who might not otherwise be able to do so. These could be associated with lower cost (if not travelling to campus etc). Would help increase research experience with its documented benefits but also be inclusive. Will also help staff if remote options are available. 	
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3.3 Inclusive Education & Accessibility

The group aimed to assess if the experience of inclusion varied with ethnicity, gender or disability, how inclusive extra-curricular activities were, and if inclusive teaching was recognised and valued by students. Within this context, the group's research questions were:

- RQ1: Did students have access to suitable study facilities?
- RQ2: Was university wide digital skills training effective?
- RQ3: Was Hyflex teaching effective?
- RQ4: Is the use of transcripts/captions helpful on lecture capture?
- RQ5: Does the experience of inclusion vary with ethnicity, gender or disability?
- RQ6: How inclusive are extracurricular activities?
- RQ7: Is inclusive teaching recognised and valued by students?
- RQ8: Do all groups of students feel the same strength of identity and connection with King's?

The group explored these questions using the following data sources:

- PowerBI, KEATS
- Institutional Surveys (Wave 3)
- Programme evaluation
- HyFlex report
- King's Together research data & King's Edge
- King's Education Awards
- Student Survey data
- Lecture capture research data

Some of the key findings show that initiatives such as digital skills training and captioning had been well received but needed further work, whilst others, such as HyFlex had been less successful. Belonging was seen as a key area of inclusivity, with a need for more activities to develop sense of identity in Home/White-British students in particular.

Theme	What Worked/Best practice – to be continued	What did not work	To pilot/invest in	Recommendations	Rating 10 = must be kept/1 = did not work
Digital Skills Training	<p>Good take up across university - students like HEAR accreditation incentive and report it easy to use, clear, organised and engaging. Around 800 students completed now.</p> <p>82% extremely or somewhat likely to recommend to friend.</p> <p>Positive reaction to training, with improvements in four core areas: confidence, proficiency and efficiency, awareness, digital footprints, and careers.</p> <p>Training seemed to be of biggest benefit to 1st year students.</p>	<p>Take up was not equally distributed: Lower representation from disabled students and males but good representation from BAME and they stick with it. First generation students start but looks less like they stay with it.</p>	<p>Individual differences need further investigation as data was not compulsory activity so might be survey differences rather than engagement.</p> <p>SSPP, KBS, FOLSM, IoPPN were main users, so more understanding of what engaged Faculties are doing (team in CTCL are looking at this).</p>	<ul style="list-style-type: none"> • Keep programme, get tips off more engaged faculties for increasing engagement and promote in a way that engages the lower engaged groups i.e. disabled, male and 1st generation. • Develop promotion material to encourage engagement. 	10
Inclusivity	<p>10% of students disagreed with the statement that they found it safe to share their views at King's.</p> <p>The surveyed questions on assessments, being part of a class etc suggest no significant differences between BME/White students or Male/Female students.</p>	<p>23% of students disagreed with the statement that all students were given the resources and opportunities to perform well in assessments.</p> <p>65% disagreed with the statement that they felt part of a class. This is a</p>	<p>It appears that lectures and seminars were helpful but many students found interacting on Teams difficult. This maybe suggests that learning is ok online but the social element is missing. Going forward, we may need to make</p>	<ul style="list-style-type: none"> • For Teaching Excellence Awards, maybe helpful to make clear what is meant by inclusive education and promote this category with best practice from A&H and SSPP. 	10

		<p>decline on the waves 1 and 2 and likely reflects online learning.</p> <p>In the Teaching Excellence Awards, Inclusive Education has the second to lowest proportion of nominations, indicating it may not be valued by students.</p>	<p>sure we build in a social element to teaching.</p> <p>For Teaching Excellence Awards, nominations for inclusive education are greatest in SSPP and A&H so these faculties may have best practice to share.</p>		
Captions & Transcripts	<p>Students believed the captions and transcripts helped them make more effective and better supported in their learning.</p> <p>Captions/transcripts made searching easier and hearing when audio was poor or language differences between student/staff.</p> <p>Students with access to captions and transcripts were more likely to recommend it to a friend.</p>	<p>Does not impact how much they use the capture during term time and note that captions must be accurate to be of use; no impact on research measure of performance.</p>	<p>Accuracy of automation is important. Also impact may be different post-covid as students have made better use of the different tools. Study also did not factor in revision period where impact may be bigger.</p>	<ul style="list-style-type: none"> • Legal obligation to caption but need further work on how to make this effective for all students - likely qualitative research to develop student 'top tips'. • Need to ensure all faculties are using the caption function and budget from the outset. 	10
Study Environment	<p>UG and PG had similar access to study space and this is easy for about 50% for all. And over 90% had access to internet. No Black and Ethnic Minority student differences. At UG level lack of access to textbooks was an issue.</p>	<p>Internet access was a slight issue for King's Foundation students.</p> <p>An issue for UG students was access to textbooks.</p> <p>For PG students the biggest issue was study space, particularly in DPSL.</p>	<p>Of the three issues (access to PC, access to internet and access to study space) - study space is the area showing the highest number of issues. Can faculties make extra study spaces available/bookable?</p>	<ul style="list-style-type: none"> • Faculties have bookable study spaces with and without access to PC/Laptop. 	8
Belonging	<p>Overall scores indicate that students feel moderate social identity to King's.</p>		<p>Difference by student status for social identity with home students having significantly lower social identity link to</p>	<ul style="list-style-type: none"> • Ensure opportunities for social interaction between students are facilitated by programme 	6

	<p>No differences by overall disability, but significant difference in connectedness for those with MH condition - they have greater connectedness.</p> <p>Trend towards those who are care leavers feeling less connected.</p> <p>No differences for first in family. No difference by academic area or level of study (UG/PG).</p> <p>There were no differences by gender.</p> <p>Comparing White British (WB), White non-British (WnB) and BAME.</p> <p>Online extracurricular events have seen more engagement with students as it works better for less travel (time and expense) when on placement and if students have personal/caring commitments.</p>		<p>university than EU and International.</p> <p>For social identity WB and B&ME were almost identical but WnB differed from WB which a greater sense of social identity attached to the university.</p>	<p>team. Collect data regarding disability and gender to get more information about male/female differences.</p> <ul style="list-style-type: none"> • Consider developing and evaluating activities to develop sense of identity in Home/White-British students - maybe look at student societies as well as programmes to support this. Some of these should be online. • Engage with care leavers more to understand how they can be supported to feel part of the community. 	
HyFlex	<p>Staff and students said they were technically ready for HyFlex, and HyFlex was felt to be slightly preferable to fully online learning.</p> <p>GTA support or team teaching - plentiful responsive AV support. Fostering plenary interaction between online and campus participants.</p>	<p>Both staff and students felt the most interactive elements were the least successful, while lecturing was felt to be most successful.</p> <p>From the sample surveyed, neither staff nor students would make strong recommendations to use HyFlex.</p> <p>Difficulties engaging the online cohort, attributed to not being</p>	<p>To what extent can an expanded repertoire of teaching strategies compensate for the tendency towards didactic methods?</p>	<ul style="list-style-type: none"> • Recommended only for smaller cohorts if interactivity needed or where distancing requirements mean online and in person didactic teaching. Should be staff/programme choice. Further evaluation may be helpful outside of emergency response. 	4

		<p>able to see them, absence of support, or students tuning out. Difficulties with the technology.</p> <p>Concerns that different pedagogic approaches needed for online and on campus and merging them made learning more difficult.</p>			
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Student Survey data – quick analysis					
Student Surveys: NSS		The data indicates that UK and BME students are less satisfied with their programme than other groups, with Asian students being the least satisfied group, as were those in POLAR quintile 4.		• See faculty actions plans on student attainment gap (increase circulation and awareness) and actions within REC teaching and learning chapter.	
Student Surveys: PTES		In terms of ethnicity, Arab students were least satisfied with the quality of their course (54%) compared to other groups, UK students were less satisfied compared to other groups 69% compared to 73% and white students less satisfied compared to BME students 68% compared to 71%.			
Student Surveys: PRES	The questions on Research Culture improved by 2%. The data indicates that UK, female, and white students are more satisfied with their programme than non-UK, male and BME students.		The questions on Research Culture show a score of only 33% for DPSL, indicating some work needs to be done on this area.		

3.4 Assessment & Feedback

The group's research questions were:

- RQ1 What does the NSS and PTES tell us about the student perspective on assessment and feedback over the past year?
- RQ2 Did moving the majority of assessments online lead to grade inflation?
- RQ3 Did more students fail as a consequence of events in the past year?
- RQ4 Was there a wider gap between higher and lower performing students?

The group evaluated the following data sources:

- Student Survey data
- 2019/20 Annual Report on Misconduct
- Module Evaluation (overall top line data)
- Student Feedback
- PowerBI, KEATS
- Institutional Surveys (Wave 3)
- King's Education Award nominations

Theme	What Worked/Best practice – to be continued	What did not work	To pilot/invest in	Recommendations	Rating 10 = must be kept/1 = did not work
Diversity of assessment (and inclusion)	The shift from in person exams to remote timed/24hour window exams was generally well received by students – continue the adoption of more take home/remote/coursework assessments to replace exams to meet learning outcomes.	Concern that disabled students (who would have had PAAs for exams) were disadvantaged when everyone received 24 hours and many students took more than the 2-3 hours allocated. Concern about numerical subjects where answers could be shared across module cohorts e.g. via WhatsApp.	Further implementation of assessment for learning (AfL) principles across programmes. Identify and support the development of assessment principles, methods and designs that reflect this in all faculties.	<ul style="list-style-type: none"> Plans on how to better implement assessment for learning (AfL) principles should be taken forward via the new Assessment Design and Guidance Working Group, under the Assessment Oversight Group. 	10
Central/automated assessment support and guidance	Modules that used FAQs on KEATS pages, peer guidance, i.e. ways to provide an immediate answers.	Reliance on emails to address concerns – they are not read, lost and there is no way other tutors can access if a member of staff is unwell.	Central information and FAQs on KEATS for modules. Peer support and guidance.	<ul style="list-style-type: none"> Address via AOG e-Assessment Design and Guidance Working Group. 	10
Blend of formative and summative assessments	Students welcomed formative assessment support (MCQs, peer and group sessions, early feedback) to help evaluate their own understanding and how well	Excessive tasks that needed to be completed online/KEATS – students felt overwhelmed with tasks and unsure of what was relevant and counted or not.	Explore ways to highlight what is formative and summative.	<ul style="list-style-type: none"> As per TOR, now should be taken forward via the new Assessment Design and Guidance Working Group. 	9

	they might do in the final (NSS, module evals, What Works Pulse survey).			<ul style="list-style-type: none"> Produce assessment maps (showing formative and summative assessments and their timing) for all programmes- provided to students at start of the year (perhaps utilising systems improvements via the breakthrough fund). 	
Student Survey assessment scores	<p>The A&F theme score remained consistent from 2020 for NSS. It remains low overall so this remains an area to be addressed – despite the pivot to more remote methods in 2021/21.</p> <p>But, when comparing the 2021 NSS & PTES results with the 2020 results against the other domains, A&F is the one area which was least impacted by the movement online in the past year.</p>	<p>PTES the A&F theme decreased by -5% from 2019.</p> <p>PRES the Programme & Assessment theme decreased by -1% from 2019.</p> <p>Concerns over inconsistency of marks, late feedback, lack of clarity on tasks.</p>	Overhaul of assessment approaches, strategy, and culture in KCL.	<ul style="list-style-type: none"> Given the efficiencies in running assessments digitally for the college particularly from an administrative perspective, consideration should be given to maintaining assessment and feedback online where possible. Should be taken forward via the new Assessment Design and Guidance Working Group, under the Assessment Oversight Group. 	8
Transition support to help with new assessment methods	Built in opportunities to develop academic literacy including the transition to university assessment models.	Introduction of assessment types without appropriate scaffolding, practice, and formative support. Some assessments were complex, not explained well and students struggled (NSS comments).		<ul style="list-style-type: none"> Assessment literacy (terms, approaches etc) to be better articulated with students. Take forward via Kings First Year/Digital Skills. 	8
Academic confidence with assessment design	Design with students – co-created.	Poor assessment design – some not linked to learning outcomes, some unable to complete in the time allocated, some not practiced.	Explore ways to ensure academic colleagues are appropriately supported in the design and delivery of	<ul style="list-style-type: none"> Should be taken forward via the new Assessment Design and Guidance Working Group. 	8

	Choice in assessment method/approach to provide more inclusive offering in assessment.		assessments using AfL principles – Working collaboratively with King's Academy.		
Misconduct	<p>Exam misconduct cases where students were given warnings, dropped from 120 to 11 – a decrease of -91% (NB: exams were online so that there were no face-to-face examinations in Period 2 or 3).</p> <p>The number of major misconduct cases decreased by -25%.</p>	In 2019/20 the College saw an increase in plagiarism and collusion cases (40%), disciplinary referrals, and related offences.	Increase range of assessment with personalised or controlled element (not proctoring).	<ul style="list-style-type: none"> To assess the impact of the Local Academic Misconduct Procedure, give Faculties the discretion to deal with first cases of plagiarism and collusion locally. Work should continue to improve our capacity to address issues of exam integrity for the future, and in strategic terms to ensure a healthy level of diversification (ASG paper). 	8
Grade Inflation	There was an expectation that moving assessments online might lead to further grade inflation given students have access to more resources and forms of communication than they would in more formal exam settings, but the data available via SITS suggests actually a reduction in the average mark when compared with the two years earlier. Of all faculties: Average of Av 2018/19 = 62.57, Average of Av 2019/20 = 64.36, Average of Av 2020/21= 60.43.			<ul style="list-style-type: none"> See ASG teaching plan paper under Assessment for recommendations. Maintain shift to online assessment techniques for examinations. Continue efforts to diversify assessment methods consistent with the Education Strategy. 	As above

	Overall award of good honours rose to 91% (from 86%). This was probably because students spread their assessments out over AP2 and AP3, as data suggest the Safety Net only impacted 1% of students (revised borderline cases saw an impact though).				
Assessment Performance		Given a reduction in the average mark in 2020/21 academic year, this opens the question of whether more students failed or required replacement exams. The data suggests that 2020/21 academic year saw over a doubling in the number of students needing replacement or failing exams across the college.	It is difficult to tell if this increase in replacement and failed exams is caused by a difficult year impacting studies linked more to the pandemic or an outcome of assessments moving online, but either way it does require further investigation.	<ul style="list-style-type: none"> Investigation should be taken forward via the new Assessment Oversight Group. Links to the Student Experience finding of lower confidence on their "ability to succeed". Explore whether the same groups had lower performance or whether it's purely a confidence issue. Students were generally comfortable with completing their assessments online? If so, is lower confidence & performance more likely to be due to issues studying/learning than the assessments themselves?). 	
Grading		In a comparison of mean grades of modules, in the past year there was a widening of the gap between average grade awarded on a module as compared with its	This may suggest there is a group of students performing less well with the movement online (eg learning online requires more self-discipline),	<ul style="list-style-type: none"> Capture and evaluate the number of exam offences committed e.g. plagiarism. This is based upon 	6

		department, which suggests a wider range of grades being used, with a fatter tail toward lower grades being awarded across the college.	however again, this might be linked to the pandemic (e.g. no suitable place to study lack of access to technology.	anecdotal evidence coming from exam board chairs that they felt there was a notable increase this year.	
Proctoring and remote invigilation	Students concerned about their peers cheating and it not being a fair process – some felt proctoring would make the process fairer and prevent cheating.	Not popular option at all (Kings 100). Universally agreed to not be inclusive – causes anxiety and concern	Explore alternatives to remote proctoring which (where required) include element of oversight and foster integrity of assessment - Faculty of Natural, Mathematical & Engineering Sciences raised particularly concerns here and may seek to trial methods.	<ul style="list-style-type: none"> • Need to build culture of integrity across the university. • e-Assessment group to research a systems solution for those programmes that require proctoring. Ensure any pilots from Faculty of Natural, Mathematical & Engineering Sciences for Semi-Automated Invigilation (CEC: 14 April 20/21: 62 are evaluated and reported - any semi-automated invigilation. 	4

4. Recommendations

Teaching & learning:

- Module Evaluation survey questions should be revised to reflect online and blended teaching, and to consider issues of belonging and inclusion.
- Guidance and training to be provided with practical recommendations on how to effectively use the data to inform teaching on a module level, as well as a departmental and faculty level.
- Standardise regular feedback sessions with students, e.g. model of IoPPN25/SSPP25/KBS20.

Student experience & wellbeing:

- Consider experience of returning as well as new students.
- Maintain some online opportunities for those who want this, but make efforts to offer as much on campus as possible beyond teaching.
- Maintain an awareness of disparities between different groups of students, and of structural/practical issues of Covid.
- Consider additional support around assessment for students who have not taken 'traditional' exams for up to two years.

Inclusive education & accessibility:

- Continue with university-wide digital skills training, monitoring engagement and tailoring promotion to under-represented groups.
- Develop student guidance for effective use of captioning and transcripts on videoed teaching resources.
- Ensure bookable study spaces are available within faculties as well as in central facilities.
- Promote inclusive teaching practices and raise awareness of this in students.
- Collect key data (e.g. ethnicity, care-leaver status) on students engaging with extra-curricular activities and work with these groups to improve engagement.

Assessment & feedback:

- Develop clear plans on how to better implement assessment for learning (AfL) principles. This should be taken forward via the new Assessment Design and Guidance Working Group (AOG).
- Produce assessment maps (showing formative and summative assessments and their timing) for all programmes- provided to students at start of the year (perhaps utilising systems improvements via the breakthrough fund).
- Work should continue to improve our capacity to address issues of exam integrity for the future, and in strategic terms to ensure a healthy level of diversification.
- Assess the impact of the Local Academic Misconduct Procedure, give Faculties the discretion to deal with first cases of plagiarism and collusion locally.

5. Conclusions

- The tight timeframe for the evaluation exercise made it difficult for the subgroup to fully engage with the many different data sources with the depth and focus it would have liked to have done given the seismic shift in educational practices in response to the pandemic.
- The move to more blended/flexible methods of delivery were undertaken as an emergency shift in many cases so there was little time to plan and design in adequate evaluation methods and measures of success – these need to be designed into our ongoing strategy e.g. module evaluations no longer adequately reflect our teaching methods and focus on inclusion and a more blended pedagogy.
- Many educational changes introduced were well received by students in terms of making learning more accessible (e.g. pre-recorded materials, remote assessments, and digital skills support) and the diversity of pedagogic methods, assessments and approaches should be retained and expanded.
- All four areas of focus would benefit from further investigation, embedding and investment, with immediate consideration given to areas ranked as priority 10. For example, the use and collection of

data, how we generate more useful and timelier student feedback, how we promote engagement with the digital skills programme, raise awareness of what is meant by 'inclusive education', offer more bookable study spaces, develop and implement Assessment for Learning principles and design mechanisms to foster assessment literacy.

- Data sources generally exist in isolation from each other. A project is needed to pull common themes together from across data sources to build a more consistent and focused view of education and student experience from across the College.

Appendix 1: Data Sources

Theme	Data Type	Format	Location	Data Level - will vary. Some may only be at Faculty level, some at prog/dept	Years of Data Available (compare over time eg back to when Digital Vision implemented - 2019/20) or note where this is a 1-off source of data	Detail	Owner	Quality of Data	Response Rate
Student Surveys & Panels	Pulse Survey	Quantitative	PowerBI dashboard available here https://app.powerbi.com/groups/me/apps/c428a390-1fa2-4d9d-812a-8059bf53632a/reports/beac9365-630f-4bce-86e0-f969093f0c9c/ReportSection187e884da4314467e529?ctid=8370cf14-16f3-4c16-b83c-724071654356		2020/21 only. Wave 4 will go out in July, so 1-3 available as data sources				Response rates have decreased from Wave 1 to Wave 3
	King's 100 Student panel	Qualitative	Minutes	Input from predominantly UG and PGT students					ARPC organised the Nov 2020 session on Assessments and Marking Schemes and Eirona has reports on these
Student Feedback	SSLCs	Qualitative	Faculty intranet sites SSLCs Reps KBS20/IOPPN25 etc	Varies - may be by programme/groups of programme or	Minutes of meetings held going back a number of years				

				by cohorts/cohort years		
Staff Feedback	King's 100 Staff panel	Qualitative	Minutes			
Teaching & Learning	Teaching Excellence Awards		Kings Academy			Student nominations, so provides an indication of how they value teaching
	Module Evaluations	Quantitative	Power BI (only accessible to managers as per policy so difficult to use for evaluation purposes)			Data problematic as will need to be anonymised for this work.
	Reading List engagement data		Library			
	Audits of Education/Teaching		Varied across faculties			IoPPN and KBS have done this
	Forward facing data - changes to modules for next academic year		OPAMA – with QA managers			Suggested that it would be better to get information from Assessment Boards on the changes made rather than going via OPAMA etc. We do have faculty reports to PDASC on this for this year, but may not provide the full detail required.
	External Examiner feedback		Verbal as many reports not in			Academic Board have received overview summary reports on UG and PGT reports for 19/20. 2020/21 reports aren't due in yet.
Digital Education/ Skills	Kaltura Video upload duration & engagement data					

	Digital Education Student Committee					Didn't run this year
	Synchronous elements of delivery					
	Digital Skills Training					
	Locally managed Digital Skills Surveys					Law currently running this
	HyFlex Evaluation					
Online Teaching	Information from Pearson's, including progs which have been through fast-track online design development					Particularly relevant to DL progs. To note: Pearson's typically reluctant to provide data when requested, but would be useful to compare feedback with progs which did not go down this route
	Student engagement with online teaching materials, KEATS analytics etc					Need to be clear how we are defining engagement
E-Assessment/Learning	E-Assessment Oversight Group/Platform Project	Quantitative & Qualitative			2021	Reports on student focus groups and their experience of the BetterExams and WiseFlow exam platforms and exam evaluation available from Assessment group.
	Student experience of					

	online assessment at IoPPN					
	King's Together					
KCLSU reports & surveys	KCLSU Town Hall Reports	Qualitative			2020/21	Events/surveys typically have a low response/attendance rate. Eirona wrote the response to the Covid report and co-authored the response to this latest Town Hall report for AB.
	Roar Student Survey		Roar News on Instagram: “👤 The results are in! We polled 160 King's students to find out how they feel about the past year at King's College London. From Covid-19...”			Some relevant questions on teaching
	KCLSU managed student surveys					
Student Issues	Student Complaints					
	MCFs					
	Requests for Assessment Deadline Extensions					Particularly relevant to DL progs
	Academic Appeals					

	Number of Student Opt-Outs/Withdrawals /Interruption of Studies					Particularly relevant to DL progs
Health & Wellbeing	KCL-Check				2020/21	Useful for staff data too
Miscel	Teams data/Teams meeting data					
	Student Services Online Queries	Quantitative				
	KURF					

Appendix 2: Student Survey Data

NSS					
Theme	2019	2020	2021	Change from Previous Year	% Change
Overall Satisfaction	80.0%	77.0%	73.0%	↓	-5%
Academic Support	72.0%	70.0%	68.0%	↓	-3%
A&F	63.0%	61.0%	61.0%	↔	0%
Learning Community	66.0%	66.0%	62.0%	↓	-6%
Learning Opportunities	78.0%	76.0%	77.0%	↑	1%
Learning Resources	85.0%	84.0%	73.0%	↓	-13%
O&M	67.0%	65.0%	60.0%	↓	-5%
Teaching on Course	82.0%	81.0%	80.0%	↓	-1%
Student Voice	67.0%	66.0%	60.0%	↓	-9%
Personal Development	76.0%	76.0%	70.0%	↓	-8%
Student Union	25.0%	28.0%	27.0%	↓	-4%
Course Delivery	79.0%	77.0%	74.0%	↓	-4%
Covid			58.0%	N/A	

PTES					
Theme	2018	2019	2021	Change from Previous Year	% Change
Overall Satisfaction	80.0%	85.0%	71.0%	↓	-16%
Engagement	78.0%	81.0%	70.0%	↓	-14%
A&F	71.0%	73.0%	69.0%	↓	-5%
Resources & Services	84.0%	86.0%	65.0%	↓	-24%
Skills Development	74.0%	78.0%	69.0%	↓	-12%
Teaching & Learning	82.0%	85.0%	78.0%	↓	-8%
O&M	73.0%	77.0%	70.0%	↓	-9%
Dissertation/Major Project	79.0%	81.0%	75.0%	↓	-7%
Support			67.0%	N/A	
Student Union	29.0%	35.0%	27.0%	↓	-23%
Covid			66.0%	N/A	

PRES					
Theme	2017	2019	2021	Change from Previous Year	% Change
Overall Satisfaction	83.0%	82.0%	80.0%	↓	-2%
Motivation & Development		78.0%	81.0%	↑	4%
Opportunities	56.0%	59.0%	68.0%	↑	15%
Professional Development	82.0%	79.0%	77.0%	↓	-3%
Programme & Assessment	80.0%	80.0%	79.0%	↓	-1%
Research Culture	67.0%	63.0%	64.0%	↑	2%
Research Skills	86.0%	84.0%	85.0%	↑	1%
Resources & Services	81.0%	79.0%	75.0%	↓	-5%
Responsibilities	80.0%	77.0%	79.0%	↑	3%

Supervision	85.0%	85.0%	86.0%	↑	1%
Support			71.0%	N/A	

Appendix 3: Data Analysis

More detailed information on the group findings can be found here:

- [Teaching & learning](#)
- [Student experience & Wellbeing](#)
- [Inclusive education & Accessibility](#)
- [Assessment & feedback](#)

Appendix 4: Evaluation Sub-Group Membership

Co-Chair	Professor Sally Everett (Vice Dean (Education), KBS)
Co-Chair	Professor Juliet Foster (Vice Dean (Education), IoPPN)
Strategic Officer	Eirona Morgan (Policy Manager – Education Transformation, ARPC)
Executive Dean, NMES	Professor Bashir Al-Hashimi
Associate Director, QSE	Lynne Barker
Senior Learning Technologist, CTCL	Philip Blake
Head of Assessments, Boards & Awards	Jas Chahal
Reader in Neuroscience, IoPPN	Dr Eleanor Dommett
Digital Education academic lead	Professor Kyle Dyer
VP for Education (Health), KCLSU	Ali Gibson
Senior Learning Technologist, CTCL	Sue Harrison
TEL Manager, KBS	Feliks Haz
Researcher, IoPPN	Dr Agnieszka Kepa
KCLSU staff	Amy Lambert
Research Associate, IoPPN	Dr Grace Lavelle
Quality Assurance Manager, FoLSM	Helen Lofthouse
Lecturer in Accounting & Finance Education, KBS	Dr Andrew McFaull
Evaluation Advisor, What Works	Tayler Meredith
TEL Manager, NMES	Aggie Molnar
Quality Assurance Manager, DPSL	Rachel Rice
Assessments, Boards & Awards	Frances Sellar
Instructional Design Manager, King's Online	Leonie Sloman
Lecturer in Nursing Education, FNFNMPC	Dr Susan Sookoo
Head of CTCL/Education Solutions, CTCL	James Toner
Senior Teaching Fellow, King's Academy	Mira Vogel
Teaching Fellow, NMES	Furqaan Yusaf

Academic Board

Meeting date 3 November 2021

Paper reference AB-21-11-03-07b

Status Final

Report of the Academic Standards Sub-Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. External Examiners Overview Report (Annex 1)	22 September 2021	Main	Approve	No
2. Amendment to Academic Regulation T44 (Annex 2)	30 June 2021	Consent	Approve	No
3. Amendment to Academic Regulation T43 (Annex 3)	30 June 2021	Consent	Approve	No
4. Academic Regulations amendments and corrections (Annex 4)	22 September 2021	Consent	Approve	No
5. KBS Supplementary Academic Regulations 2020/21 and 2021/22	22 September 2021	Consent	Approve	No
6. Undergraduate Progression and Award Policy (Annex 5)	22 September 2021	Consent	Approve	No

For approval

1. External Examiners Overview Report

Motion: That Academic Board approve the recommendations of the External Examiners Overview Report (**Annex 1**)

Background: ASSC endorsed the UG External Examiners Overview Report which details the main issues highlighted by external examiners in their annual reports with a focus on judgements made on academic standards within King's. The paper (attached) includes a number of recommendations for Academic Board to consider.

2. Amendment to Academic Regulation T44 to allow appeals for MCFs (*Consent*)

Motion: That Academic Board approve an amendment to [Academic Regulation T44](#) (**Annex 2**)

Background: ASSC endorsed an amendment to Academic Regulation T44 to allow students to appeal rejected mitigating circumstances applications. This was recommended by the Office of the Independent Adjudicator

3. Amendment to Academic Regulation T43 (*Consent*)

Motion: That Academic Board approve an amendment [Academic Regulation T43](#) (**Annex 3**)

Background: ASSC noted a clarification in T43, endorsed by Chair's Action on 24 May 2021, to clarify that a policy change applied to coursework with a submission deadline ten days or more after the coursework was set.

4. Amendments and corrections to the Academic Regulation *(Consent)*

Motion: That Academic Board approve amendments and corrections to the Academic Regulations. **(Annex 4)**

Background: The following amendments and corrections to the Academic Regulations have been endorsed by ASSC:

- [Correction to T04](#) – award rules for MBBS
- [Amendments to T43](#) to clarify that, for assessments with a one-day deadline, the deadline could not be extended.
- Amendment to [G02](#) to add [T43](#) (Mitigating Circumstances) to the list of Academic Regulations which supersede previous versions and apply to all students irrespective of their first year of registration
- A correction to a typing error in [G30](#)

5. KBS Supplementary Academic Regulations [2020/21](#) and [2021/22](#) *(Consent)*

Motion: That Academic Board approve the supplementary Academic Regulations for KBS 2020/21 and 2021/22

Background: ASSC endorsed the supplementary regulations for KBS approved by Chairs action on 24 August 2021. These regulations were developed in 2019/20 to enable KBS to deliver a pilot project on the King's first year in four UG programmes.

6. Undergraduate Progression and Award Policy *(Consent)*

Motion: That Academic Board approve the UG Progression and Award Policy **(Annex 5)**

Background: ASSC noted amendments to the policy to reflect the change in dates that provisions in the policy would be introduced and a correction to the award rules for MBBS.

External Examiner Reports 2020/21 – Undergraduate Programmes

1. INTRODUCTION

- i. The purpose of this report is to draw out the main issues raised in external examiners' reports during 2020/21 and to report on the judgements made by external examiners about academic standards. In instances where particular examples from Departments or Faculties (Institutes/Schools) are quoted this is often done to illustrate a point that could, or should, be applied generally across the institution.

2. NUMBER OF REPORTS RECEIVED

- i. The number of external examiner reports received for undergraduate programmes by Faculty (Institute/School) is as follows:

Faculty (Institute/School)	No of External Examiners	No of reports received	% return rate
Arts and Humanities	50	45	90%
Business School	12	11	92%
Biosciences Education	29	23	80%
Dentistry, Oral & Craniofacial Sciences	10	10	100%
Law	18	15	84%
Medical Education	8	8	100%
Natural, Mathematical and Engineering Sciences	17	17	100%
Nursing and Midwifery & Palliative Care	13	12	92%
Institute of Psychiatry, Psychology and Neuroscience	4	4	100%
Social Sciences and Public Policy	18	17	95%
Total	179	163	94%

- i. Those reports still to be submitted are being followed up by the Quality, Standards and Enhancement team and Faculty teams; this return rate has dipped from previous years, but communications have been held with those external examiners and Faculties who have yet to submit their reports¹

¹ It should be noted that the ongoing pandemic is still having an impact on the response rate of reports, with some examiner's confirming mitigating circumstances as reason for non-submission of reports. Faculties with low response rates have assured the QSE team that every effort will be made to improve their communications with external examiners going forward to ensure reports are submitted by the required timescale as laid out in the regulations

	2020/21	2019/20	2018/19	2017/18	2016/17
Number of External Examiners	179	191	192	195	207
Number of Reports received	163	169	189	194	205
Percentage Return Rate	94%	99.4%	98.4%	99.5%	99.0%

3. INDUCTION

- i. It is a requirement that all new external examiners receive an induction on taking up the role. The satisfaction with the induction process continues to be monitored via their first report and based on findings from 2020/21 reports assurance can be given that Faculties are providing their external examiners with appropriate orientation on commencement of their role.

4. ACADEMIC STANDARDS

- viii. Every year external examiners are explicitly asked to confirm that the academic standards of the programme(s) is in line with QAA requirements, whether the performance of students is comparable in relation to their peers on similar programmes, and whether the programme(s) is comparable to those of similar programmes nationally. Reports from external examiners indicated that academic standards continue to be endorsed at an equivalent standard than comparable programmes in other Universities and are in line with QAA standards. As an example, an external examiner within Social Science and Public Policy noted markedly “the standards of the modules that I examined in EIS at KCL are much higher than those of comparable modules nationally. The performance of the students on these modules also exceeded those of comparable modules nationally” and an external examiner within the School of Law, who raised a number of issues last year commented, ‘that standards ‘have returned to their usual very high level’ this year”.
- ix. A number of external examiners gave recommendations about how to improve academic integrity if online examinations continue in future years; many external examiners suggested the removal of multiple choice questions and to reduce the open book 24 hour examination to the standard time allowance for a normal exam, plus one hour for upload, rather than 24 hours, but other external examiners felt no measures would be adequate –with an external examiner in Chemistry noting “it is difficult (if not impossible) to fully protect and maintain academic standards through examination-at-a-distance”.
- x. Although some concerns were raised about academic standards, most external examiner reports noted either minor or no concern. In fact, some faculties, including Faculty of Nursing, Midwifery and Palliative Care and Social Science and Public Policy, had no issues raised under Academic Standards at all.
- xi. This absence of concern does not reflect a lack of engagement, since our external examiners have shown themselves willing to be critical where necessary. Where external examiners have identified an area that “impact[s] on academic standards”, discussions are held with the Assessment Board Chair and Chair of Academic and Standards Sub-Committee (ASSC) before a formal response to the recommendation is sent back to the External Examiner. In some circumstances a separate letter may

be required to be sent to the external examiner from the Chair of ASSC, but for 2020/21 reports there was no such requirement.

Grade inflation

- v. After a second year of assessment under Emergency (Covid) regulations, grade inflation has been mentioned as an area of concern across many external examiner reports, most notably how the use of online 'open book' examinations are exposed to cheating and plagiarism, and clearly needs to be considered for the next academic year if we do not return to invigilated, closed-book examinations fully. An external examiner in the Faculty of Natural, Mathematical and Engineering Sciences noted "The use of a 24-hour open book exam done at a distance regrettably allows for contract cheating services to be exploited to solve problems, as well as allowing for collusion between students."
- vi. Across the sector grade/mark inflation continues to be debated as the emergency regulations put in place for COVID have an impact on assessment. Some external examiners raised this as a concern on academic standards within their reports, for example an external examiner within Faculty of Natural, Mathematical and Engineering Sciences noted "I have a few concerns as to whether measures put in place in relation to COVID have enabled academic standards to be maintained across all aspects of the course," and another external examiner report within the Faculty of Life Sciences and Medicine (Bioscience Education) noted "Grade inflation is present and while difficult to manage there should be action on a programme level to understand how and why this is occurring".
- vii. Overall, our external examiners confirmed that grade inflation remained an issue across the sector, due to the mitigations put in place by institutions to manage the impact of the ongoing pandemic and recognised that this is not an issue exclusive to King's and will be alleviated to some degree as we return to in-person assessment methods.
- viii. In order to keep the awards of 1st and 2:1 degrees and high assessment marks under review, the following action has been taken:
 - Assessment Board terms of reference were revised for 2020/21 to include consideration of awarding of good honours degrees data. Many external examiners commented positively about the discussion of grade inflation at Assessment Sub-Boards and the data provided to aid the discussion, for example one report within King's Business School noted "I was impressed by the information provided and careful consideration of performance/outcomes/issues that was evident."
 - To assist the College with investigating and addressing the issues surrounding grade inflation, during 2020/21 the Academic Standards Sub-Committee (ASSC) agreed to two new roles: Faculty Chief Examiner and College Chief Examiner. The College Chief External Examiner role would be able to comment of any perceived grade inflation, comparing the perceived issue with other universities, whilst the Faculty Chief External Examiner role should harmonise these discussions at a more local level.
- ix. Overall for 2020/21, standards have been maintained and remain at the high level expected of a Russell Group and the issues raised in 2019/20 have been responded to and continue to be kept under review.

5. ASSESSMENT PRACTICE

- i. Examiners continue to comment on the types and variety of assessments practices used, with many reports noting the changes to reduce and diversify assessment types as positive developments. For example, one external examiner within Social Science and Public Policy commented 'There is strong degree of diversity and innovation and assessment methods across SSPP'. The use of online

assessment methods, including video presentation was also highlighted across many reports, with an external examiner within Faculty of Life Sciences and Medicine (Bioscience Education) noting “the flexibility of design and assessment towards online formats was excellent”, whilst another external examiner from Nursing, Midwifery and Palliative Care commented “Technology has been utilised well in order to manage assessments that would be normally held face to face. For example, a VIVA was undertaken as a method of assessment using Microsoft Teams. The recordings were made available to me and were beneficial to review.”

- ii. However, there were some external examiners who were less favorable with assessment formats within Faculties, particularly the use of multiple-choice questions and open book examinations, in some reports external examiners strongly advised to reduce the reliance on these types of assessment going forward.
- iii. Observations throughout external examiners reports indicate that high quality assessment methods are used to the benefit of the learning experience for students, with an external examiner from Faculty of Natural and Mathematical Sciences commenting that “ the quality of the assessments remains high, with a basis in real-word problems that the students are likely to encounter in their working life”, and another external examiner within King’s Business School noting “The assessment methods were varied and included both tasks involving the demonstration of practical skills and research-related activities”

6. Feedback and Marking

- i. External examiners continue to make comments regarding marking schemes and feedback, with many external examiners commenting favourably on the quality of markers’ feedback and marking schemes. An external examiner from Arts & Humanities commented that ‘I was again very impressed by the fair and consistent marking both within and across modules. The feedback referred closely to the published assessment criteria. I would like to flag again the clear, helpful, extensive and in my view often exemplary feedback students get regarding content, structure and presentation,’ while an external examiner within King’s Business School commented that ‘The length and the content of the written feedback to students (even individual assessments in very large classes) were very detailed and constructive’. An external examiner from Social Science and Public Policy noted “I commented last year that students who attained very highly tended to be given less feedback than those who had not done so well – this year, the quantity of feedback was consistent across the degree classifications.”
- ii. However, there were some external examiners who were less favourable with the consistency of feedback to students with one external examiner in Natural, Mathematical and Engineering Sciences noting that ‘The staff: student ratio in relation to project marking is worryingly high and is at risk of lowering standards. Feedback from the second marker is often minimal’. While in Faculty of Life Science and Medicine (Bioscience Education), an external examiner noted that ‘there were instances of exam Qs which had no feedback, and/or no evidence of any second marking’. Within the School of Law, the practice of not providing individual written feedback was criticised in many reports, with one external examiner commenting “This seems well out of line with sectoral best practice, which emphasises the need for provision of *timely* feedback, which enables students to identify where they specifically went wrong and what they could do to ameliorate it.”²
- iii. Some external examiners have commented on the need for clearer marking criteria to work further on marking harmonisation across programmes, and between first and second markers. The Academic Standards Sub-Committee have been working on reviewing marking practices (marking framework and

² It should be noted that the School of Law have identified written feedback to be consistently included on scripts as a key theme for the relevant Assessment Sub-Board to take forward in 2021/22.

marking criteria) over the last couple of years and final recommendations will be presented during 2021/22. These revisions are hoped to resolve comments raised by external examiners in recent years.

- iv. A Feedback Working Group has been established as part of Academic Standards Sub-Committee remit, and recent discussion has been held on feedback practices for summative assessment (specifically examination scripts). In the Faculty of Arts and Humanities external examiners have specifically queried the practice on examination scripts. It is therefore recommended that a review is undertaken on feedback practices for summative assessment to ensure a standardised approach is undertaken across the College.

7. OPERATION OF ASSESSMENT SUB-BOARDS

- i. In general, external examiners are positive in their comments surrounding operations of Assessment Sub-Boards, with one external examiner within King's Business School highlighting "the effective and professional manner in which the Assessment Board was run", with detailed discussions about any issues brought to the attention by external examiners. An external examiner from the Faculty of Life Science and Medicine (Bioscience Education) commended the "Transparency, rigour and collegiate nature of ASB discussions." Many reports praised staff for providing clear and comprehensive information about marking and appeals processes to external examiners ahead of the board, which was useful in ensuring academic standards were maintained.
- ii. The high number of mitigating circumstances received in 2020-21 due to the emergency COVID regulations, which removed penalties for late submissions without students needing to submit evidence, was mentioned throughout external examiner reports. This led to discussions at Assessment Boards surrounding the potential danger of this rule being abused and used for time-management purposes, rather than in extenuating circumstances only, as well as the burden placed on staff to deal with the increase this causes in workload. An external examiner from Nursing, Midwifery & Palliative Care commented that this has "increased the number of deferrals for modules and has increased the assessment workload on module teams." It should be noted that many reports confirmed that cases of mitigating circumstances were still managed fairly and appropriately; an external examiner in Dentistry, Oral & Craniofacial Sciences commended "The process was fair and robust and given the ongoing pandemic it was good to see that all mitigating circumstances claims were looked upon sympathetically."
- iii. The continuation to hold Assessment Sub-Boards online via Teams was viewed favorably by external examiners with recommendations for this to be considered as normal practice in the future, with one external examiner in Arts & Humanities noting they were "impressed by the effectiveness of the process – efficient and fast while still taking the time needed to look at specific cases."
- iv. In contrast, there are some external examiners who are less favorable with the operation of the Boards, in particular access to information ahead of the board and time to review exam scripts/papers was mentioned. Several external examiners in Natural, Mathematical and Engineering Sciences expressed their concern regarding the accessibility of information, marks and scripts and the fact that there was no unified system in place to better facilitate their role. Whilst in Social Science and Public Policy, an external examiner recommended "more advance communication with External Examiners, marks and assessment need to be provided earlier".

8. GOOD PRACTICE

- i. There were many areas of good practice that were noted across the reports including the impressive ability to adapt to the challenges of the ongoing pandemic, the presentation and quantitative analysis of the module statistical reports (in particular, the use of Power BI) and the support provided by administrative staff and Sub-Board Chairs to both students and external examiners on the use of KEATS.
- ii. There were many external examiners across multiple faculties that praised the innovative and excellent adaptations to teaching and assessment methods made for the purpose of online delivery; one external examiner within the Faculty of Natural, Mathematical and Engineering Sciences commented that the “move to online delivery had led to more innovative teaching methods which in turn had led to increased student satisfaction”, whilst in Arts & Humanities an external examiner noted “the remarkable capacity shown by the members of the staff to adapt within a very short period of time, to new demands, and formats of teaching that have enhanced the learning experience of students despite remote delivery this year’.
- iii. The support that students received was highlighted as an area of good practice across multiple Faculties. An external examiner in Faculty of Life Sciences and Medicine (Bioscience Education) noted they were ‘Impressed by the amount of support that is being given to students, which is exemplary”, while another external examiner within Social Science and Public Policy commented that “Students were very well supported by departments in light of the extremely challenging conditions posed by the pandemic.”

9. RECURRING THEMES

The following themes emerged from scrutiny of external examiners reports. Some themes have appeared in previous year’s reports too:

- Open-book, online examinations as a threat to the maintenance of academic standards.
- Diversification of assessment so there is less reliance on exams and essays.
- Marking criteria and more consistent feedback.
- Grade Inflation to be kept under review and closely monitored.
- Develop and enhance communication with external examiners.
- Volume of mitigating circumstances requests and appeals. The trend was already moving towards increasing before the pandemic, but has significantly increased in 2020/21.

10. EXTERNAL EXAMINER REPORTS

- i. The number of external examiner reports with ‘Issues that Impact Academic Standards’ is deemed reasonably low (4% of reports received). This has decreased from 2019/20 ‘Issues that Impact Academic Standards’ (9% of reports received) and 2018/18 ‘Critical Comments’ (12% of reports received).
- ii. It has been recognised in the past that external examiners raised ‘critical comments’ that were deemed not critical, for example the use of pencil for marking. The comments ‘impacting on academic standards’ that have been reviewed by the Chair of the Academic and Standards Sub-Committee were not highlighted as inappropriate, examples of those comments were, ‘The process of agreeing marks for final year projects is in need of review’ and ‘Tightening up the use of ‘mitigating circumstances’ by students.”
- iii. Previously, external examiners across Faculties highlighted that they did not receive responses to their reports within a reasonable time. The move for the Quality Standards and Enhancement Team to return all external examiners reports via a SharePoint site, once the programme and faculty have responded to the report, appears to have resolved this concern and has proven to be an efficient process.

11. RECOMMENDATIONS

Taking the above into consideration it is therefore requested that Academic Board agree to the following:

1. The College continues to keep under review the awarding of 1st and 2:1 degrees to ensure concerns regarding grade inflation are being addressed, asking Assessment Sub-Boards to investigate possible reasons why there has been grade inflation once identified, using Chief External Examiner roles to aid discussions.
2. External examiner comments are included in the review of student feedback, as part of the measure of responding to the 2020 NSS results around assessment and feedback.
3. To improve communications with external examiners, particularly for faculties with a low report response rate and provide required information in a timely manner before Assessment Sub-Boards.
4. When designing assessment consideration is given on the type of assessment, and whether, for example, an open book MCQ 24-hour examination is appropriate or whether in-person invigilated examinations can be resumed.
5. The Academic Standards Sub-Committee to review feedback practices for summative assessment, recommending standardized practice going forward.
6. Mitigating circumstances to be kept under review and investigated if cases continue to increase exponentially.

Proposed Amendment to Academic Appeal T44

See proposed new section for insertion in Appeal Section T44. The purpose is to embed the current practice of allowing students to submit academic appeals for rejected mitigating circumstances (mcfs) once they receive their published results. The Office of the Independent Adjudicator (OIA) recommends that students are allowed to appeal rejected mcfs. The grounds for appeal for rejected mcfs fall within the suggested grounds given by the OIA as set out in their Guidance on Requests for Additional Consideration (which is their term for mitigating circumstances).

T44.13 Students who are dissatisfied with the outcome of the Mitigating Circumstances process, may submit an academic appeal once their results have been ratified 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 submission of the mitigating circumstances form and that sufficient evidence remains that their mitigating circumstances warrant further consideration;

b) that evidence can be produced of significant procedural error on the part of the College in the consideration of the mitigating circumstances, and that sufficient evidence remains that the original mitigating circumstances warrant further consideration.

Proposed Amendment to Academic Regulation T43

See proposed replacement for T43, to clarify the application of policy to coursework with a submission deadline ten days or more after the coursework was set.

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.

- T43.1 The College considers mitigating circumstances to be recognisably disruptive or unexpected events beyond the student's control that might have a significant and adverse impact on their academic performance.

Replaced with [Coursework](#)

- T43.2 A student who either fails to submit coursework for assessment or submits after the deadline, and has not made a request for an extension, or who has not satisfied the Chair of the Assessment Sub-Board that their mitigating circumstances offer valid reasons for submitting late work, will have an automatic penalty applied:

- [For coursework where the submission deadline is 10 working days or more after the coursework is set: work submitted within 24-hours of the deadline will be marked but 10 raw marks will be deducted from the coursework mark. If the deduction takes a student below the pass mark, the coursework mark will be capped at the pass mark. Work submitted after the 24-hour deadline will receive a mark of zero. In such instances a student may, at the discretion of the relevant Assessment Sub-Board, be permitted to attempt the coursework again if the regulations for the programme permit such reassessment.](#)
- [For coursework where the submission deadline is 9 or fewer working days after the coursework is set: work submitted within 24-hours of the deadline will be marked but students who pass the coursework will have the coursework mark capped at the pass mark. Work submitted after the 24-hour deadline will receive a mark of zero. In such instances a student may, at the discretion of the relevant Assessment Sub-Board, be permitted to attempt the coursework again if the regulations for the programme permit such reassessment.](#)

Additional clause [Examinations](#)

- [T43.3 Students must take and submit the examination within the permitted timeframe. Examinations not submitted within the permitted timeframe will receive a mark of zero. In such instances a student may, at the discretion of the relevant Assessment Sub-Board, be permitted to attempt the examination again if the regulations for the programme permit such reassessment.](#)

Deleted: <#>A student who either fails to submit coursework for assessment or submits after ¶ the deadline, and has not made a request for an extension, or who has not ¶ satisfied the Chair of the Assessment Sub-Board that their mitigating ¶ circumstances offer valid reasons for submitting late work, will have an ¶ automatic penalty applied. Work submitted within 24 hours of the deadline will ¶ be marked, ~~but the mark awarded will be no greater than the pass mark.~~ 10 raw ¶ marks will be deducted from the coursework. If the deduction takes a student ¶ below the pass mark, the coursework will be capped at the pass mark. Work ¶ submitted after the 24-hour deadline will receive a mark of zero. Such a student ¶ may, at the discretion of the relevant Assessment Sub-Board, be permitted to ¶ attempt the coursework again if the regulations for the programme permit such ¶ reassessment. ¶

Academic Regulation Amendments and corrections

(i) Insert the following new clause Regulation T43.5:

T43.5 For assessments with a deadline within 24 hours of the assessment being set,
the deadline will not be extended.

(ii) Correct spelling in Academic Regulation G30.

(iii) Correction to Academic Regulation T04 from:

Bachelor of Medicine and Bachelor of Surgery (MB BS)								
	FHEQ	Minimum overall credits	Range of credit levels	Highest level required	Minimum credits at highest level	Lowest level permitted	Maximum credits at lower level	
Bachelor of Medicine and Bachelor of Surgery (MB BS - four-year programme)	7	Take 705 Pass 675	4-6	6	465	4	75	All core credit to be passed with a mark of 50, all non-core must be passed with a mark of 40
Bachelor of Medicine and Bachelor of Surgery (MB BS - five- and six-year programme)	7	Take 780 Pass 750	4-6	6	465	4	225	All core credit to be passed with a mark of 50, all non-core must be passed with a mark of 40

to:

Bachelor of Medicine and Bachelor of Surgery (MB BS - four-year programme)	7	675	4-6	6	135	4	510	All core credit to be passed with a mark of 50, unless it is a project module when the module must be passed with a mark of 40
Bachelor of Medicine and Bachelor of Surgery (MB BS - five- and six-year programme)	7	780	4-6	6	120	4	510	All core credit to be passed with a mark of 50, unless it is a project module when the module must be passed with a mark of 40

Undergraduate Progression and Award Policy

Undergraduate Taught Awards Progression and Award Policy	
Policy category	Academic
Subject	Credits, pass marks, compensation, condonement, reassessment, deferral, progression and award
Responsible officer	Director, Students & Education
Delegated authority	Associate Director, Academic Regulations, Policy & Compliance
Related university policies and regulations	Academic Regulations
Related procedures	N/A
Approving authority	Academic Board
Date of approval	17 June 2020
Effective date	1 September 2022
Supersedes	N/A
Expiry date	N/A
Review date	November 2025

Purpose & Scope

This policy outlines the minimum and maximum number and level of credits that a student may take each year; the way in which results are calculated and combined to determine whether a student can progress from one year of study to the next; and the rules that are applied to determine the classification of the degree awarded at the end of their programme.

It applies to all students on undergraduate taught awards who started the first year of their programme in 2022/23.

Direct entrants to year 2 of a programme in 2022/23 should refer to the 2021/22 regulations for details of the regulations that apply to them.

Students taking an intercalated degree and direct entrants to year 3 of a programme in 2022/23 should refer to the 2020/21 regulations for details of the regulations that apply to them.

Section A	General <ul style="list-style-type: none"> • Module types • Module status • Module values • Module pass marks • Credit and mark transfer
Section B	Year one <ul style="list-style-type: none"> • Compensation • Reassessment • Deferral
Section C	Year two and above <ul style="list-style-type: none"> • Condonement • Reassessment • Substitute modules • Deferral
Section D	Credits required for award: <ul style="list-style-type: none"> • One-year Honours degrees • Three-year Honours degrees, including programmes with a year abroad • Four-year Honours degrees, including programmes with a semester or year abroad / year in industry • Integrated Masters programmes • Bachelor of Dental Surgery (BDS) • Bachelor of Medicine, Bachelor of Surgery (MB BS)
Section E	Progression
Section F	Awards
Section G	Exit awards
Section H	Aegrotat awards
Section I	Posthumous awards

Section A: general

This section outlines the difference between core and non-core modules; provides details about module status and value; explains the mark required to pass a module component and an overall module; and outlines the circumstances under which marks and/or credit can be transferred.

Module types

There are two types of module, core and non-core.

[Programme specifications](#) will outline whether modules are core or non-core.

Core modules

Core modules are those that must be taken and passed to demonstrate that the learning outcomes of a programme have been met.

Core modules cannot be condoned.

Non-core modules

Non-core modules can be either discipline specific or flex.

Flex modules do not form part of the minimum requirement of discipline specific modules required for award.

Students must attempt the assessment for all non-core module taken, but a mark below the pass mark may be compensated or condoned under the circumstances outlined below.

Module status

[Programme specifications](#) may define discipline specific and flex modules as having special status. Special status modules include:

- Prerequisite
- Compulsory
- Optional
- Introductory
- Professional practice
- Study abroad
- Substitute

[Programme specifications](#) will outline whether special status modules are core or non-core and whether conditions apply.

Module credit values

All undergraduate modules at levels 4-6 have credit values in multiples of 15, with the exception of level 4 modules in the King's Business School.

Level 4 modules in the King's Business School have credit values in multiples of 10.¹

All level 7 modules have credit values in multiples of 15, with the exception of some modules in Law, Arts & Humanities and Social Sciences & Public Policy.

Level 7 modules in Law, Arts & Humanities and Social Sciences & Public Policy have credit values in multiples of 15 and 20.²

[Programme specifications](#) will outline the credit value of all modules.

Pass marks and qualifying marks

In order to complete a module a student must undertake the prescribed period of study, which may include reaching a pass mark or qualifying mark for components of the module.

To be awarded credit the whole module must be passed. Credit for a module cannot be divided.

All assessments are marked out of 100 in accordance with the generic marking criteria; discipline specific criteria where issued; and the stepped marking scheme in the pilot areas.

All overall module marks shall be rounded up (≥ 0.5) or rounded down (< 0.5) to the nearest integer.

Modules at levels 4-6

The overall module pass mark is 40.

The pass mark for each module component is 40 unless a qualifying mark has been set.

[Programme specifications](#) and/or [module specifications](#) will outline conditions relating to qualifying marks.

¹ With the exception KBS, from 2022/23 all modules at Levels 4-6, will have credit values in multiples of 15. In November 2020, the College Education Committee approved the request for KBS to grant a one-year postponement of credit harmonisation of KBS Level 4 until 2023/24

² From 2022/23 all level 7 modules, including those in Law, Arts & Humanities and Social Sciences and Public Policy, will have credit values in multiples of 15.

Modules at level 7

The overall module pass mark is 50.

The pass mark for each module component is 50 unless a qualifying mark has been set.

[Programme specifications](#) and/or [module specifications](#) will outline conditions relating to qualifying marks.

Qualifying marks

A minimum level of attainment (a qualifying mark) may be required for a specific element of assessment within a module. In such instances, achieving the qualifying mark is a pre-requisite of passing the module.

Medicine (MB BS) and Dentistry (BDS)

The mark schemes for the MB BS programme can be found [here](#).

The mark scheme for the BDS programme can be found [here](#).

Credit and mark transfer

Students taking modules at other University of London Colleges can transfer marks and credits, and the marks for level 5-7 credits will contribute to the degree classification score.

Students taking level 4-5 credits at institutions other than the University of London can transfer credits only.

On condition that a mark translation scheme has been approved by the Academic Standards Sub-Committee, students taking level 6-7 credits at institutions other than the University of London can transfer marks and credits, and the marks will contribute to the degree classification score.

Section B: year one

This section explains how failure in a limited number of level 4 modules can be compensated; and outlines the reassessment, deferral, and progression rules in year one

Compensation in year one

Students must engage with all level 4 modules.

Students must achieve a pass mark in all core modules and must achieve a pass mark in a minimum of 90 credits overall.

Students who meet these conditions will be compensated and will be awarded 120 credits, on condition that they have attempted the assessments for the remaining modules.

Reassessment in year one

Students will be offered a single reassessment opportunity in failed core modules, but reassessment opportunities will not normally be offered in non-core modules if the compensation rules above can be applied.

Deferral in year one

Students who defer between 15 and 30 credits will be able to progress to year two on condition they achieve a pass mark in the remaining 90-105 credits.

Students in this position will, where possible, be offered replacement assessments at the earliest opportunity and will not normally be expected to carry deferrals into the following calendar year.

Section C: year two and above

This section outlines the maximum number and level of credits that may be condoned each year and at programme level; the reassessment, deferral, and progression rules in years two and above, and the rules surrounding substitute modules.

Condonement in years two and above

Students who do not achieve a pass mark in a non-core module may be awarded credit under the conditions below.

The overall condonable credit volume permitted on a three-year programme will not exceed 30, across levels 5 and above.

The overall condonable credit volume permitted on a four-year programme where the final year consists of level 7 modules will not exceed 45, with no more than 30 credits to be condoned at levels 5 and 6 combined, and no more than 30 credits to be condoned at level 7.

At levels 5 & 6, condonement will normally be granted after the first attempt, where a student has achieved a mark of between 1-39 in a non-core module.

For undergraduate students taking level 7 modules, including those on Integrated Masters programmes, condonement will normally be granted after the first attempt where a student has achieved a mark of between 40-49 in a non-core module. For specified modules in the departments of Mathematics, Informatics and Physics alternative condonement arrangements may apply and will be detailed in the programme specification.

Students can opt to resit a failed non-core module if they wish, and if successful will achieve a capped pass mark. Students will be granted a single resit opportunity for each module.

Once a module has been condoned, a student cannot elect to be reassessed at a later stage. If a student fails a module after having exhausted all condonement opportunities, they will be considered for an exit award.

Students who have reached their limit of condoned credits will not be able to register on further modules to achieve a better exit award.

Reassessment in years two and above

General

Students will be granted one reassessment opportunity if they:

- fail to obtain a qualifying mark in a module component;
- fail any module with an overall mark of zero;
- fail to achieve a pass mark in a core module.

Alternative rules may apply to a module component defined as a core competency.

Non-core modules

Students will not normally be offered a reassessment opportunity in a failed non-core module if they have achieved a mark in the condonable range and they have not reached the overall condonable credit volume permitted.

Students will not normally be offered a reassessment opportunity in a failed non-core module if they meet the requirements for award.

Students can opt into a reassessment opportunity in a failed non-core module if they wish, and if successful will achieve a capped pass mark.

Attendance

Where a student has been offered a reassessment opportunity, the Assessment Sub-Board will determine whether the student is required to sit the assessment with or without further attendance.

Timing of reassessment

With the exception of cases where a student is required to resit the assessment with attendance, all reassessment attempts will be held prior to the start of the next academic session. Formal written examinations following failure in examinations held during Examination Period One or Two will take place during Examination Period Three.

Substitute modules

Where a student fails a module at the first attempt with a mark of zero, a Programme Director may permit a student to register for a substitute module, subject to provision within the programme specification.

Students will be allowed one attempt only at a substitute module.

Final module marks following reassessment

When a student is reassessed in a module component, individual assessment marks will be recorded uncapped on the student record.

The final overall module mark will be capped, unless covered by the core competency clause below.

If a student fails to achieve a pass mark at reassessment, the highest mark of any attempt will be recorded on the student record and the transcript.

Joint honours programmes

Programme specifications will clarify the responsibility for offering reassessment to students on joint honours programmes.

Method of reassessment

Module and programme specifications will stipulate how students are to be reassessed and any conditions that apply to determine whether the learning outcomes of the module have been achieved, taking into consideration that the final module mark will be capped at the relevant pass mark.

Core competency

If a module component is defined as a core competency, students are required to achieve a minimum acceptable standard in that activity as part of their professional portfolio. A student who fails to achieve the minimum acceptable standard in a core competency module component will be allowed a prescribed number of further attempts, with a numerical mark for the element of assessment only being awarded once the minimum acceptable standard has been achieved. The numerical mark awarded for the element of reassessment will be capped at the pass mark, however this will not result in the overall module mark being capped.

Deferral in year two and above

Students who defer between 15-30 credits will be able to progress on condition they achieve a pass mark in the remaining 90-105 credits taken that year and they meet the minimum progression requirements.

Students in this position will be offered replacement assessments at the earliest opportunity and will not normally be expected to carry deferrals into the following calendar year.

Section D: credits required for award

This section outlines the minimum and maximum number and level of credits that may be taken each year on the following programmes:

One-year honours degrees³

General

Students must take a minimum of 120 and a maximum of 150 credits as part of their programme.

Students must take a minimum of 90 discipline specific level 6 credits. A further 30 credits at level 5 or 6 must be taken, as a minimum.

Students may be permitted to take an overall maximum of 30 additional credits at level 5 or above as part of their programme, which will contribute to the degree classification.

Additional credits over and above 150 can be taken on a stand-alone basis and will not contribute to the degree classification.

Students should not take level 4 credits, unless taken on a paid for stand-alone basis. Such credits will not contribute to the degree classification.

Students will not be able to substitute additional credit modules taken on a standalone basis for any taken as part of their degree programme.

All modules and credits will appear on the student record and on transcripts, including those taken on a standalone basis.

Professional, Statutory and Regulatory Body (PSRB) requirements may apply to some programmes. Further details can be found in the programme specification.

Programme specifications will provide full details of:

- credit and module options including the number of discipline specific credits that must be taken and whether modules are core or non-core.
- any additional non-credit requirements necessary to meet the requirements for award.
- conditions that apply to additional credits.
- any level 7 modules that can be taken.

³ Students taking an intercalated degree and direct entrants to year 3 of a programme in 2022/23 should refer to the 2020/21 regulations for details of the regulations that apply to them. This policy will not apply to students commencing an intercalated programme until 2024/25.

Three-year honours degrees, including programmes with a semester or year abroad

General

Students must take a minimum of 360 and a maximum of 390 credits as part of their programme.

Additional credits over and above 390 can be taken on a stand-alone basis and will not contribute to the degree classification.

Students must take a minimum of 120 credits per year, of which a minimum of 75 must be discipline specific.

Students must take a minimum of 255 discipline specific credits over three years.

Programme specifications will provide full details of:

- credit and module options including the number of discipline specific credits that must be taken each year and whether modules are core or non-core.
- any additional non-credit requirements necessary to meet the requirements for award.
- conditions that apply to additional credits.
- any level 7 modules that can be taken. If level 7 modules are taken, they will be weighted 2 if taken in year two and weighted 3 if taken in year three.

Students will not be able to substitute additional credit modules taken on a standalone basis for any taken as part of their degree programme.

All modules and credits will appear on the student record and on transcripts, including those taken on a standalone basis.

Professional, Statutory and Regulatory Body (PSRB) requirements will apply to some programmes. Further details can be found in the programme specification.⁴

Single honours (major)

Year one

Students must take 120 credits at level 4 in year one.

Students will not be expected to take additional credits in the first year. In exceptional circumstances and with the agreement of the Programme Director, it may be possible for a student to take additional level 4 credits on a standalone basis on condition that in doing so their main discipline is not compromised.

⁴ From 2024/25, programme specifications will allow for 105 credits of flex over three years, Professional Statutory and Regulatory Body (PSRB) requirements permitting.

Year two

With the exception of those taking an LLB, students must take a minimum of 90 credits at level 5 in year two. A further 30 credits at either level 5 or level 6 must be taken, as a minimum.

For students on an LLB programme, all credits taken in years two and three will be level 6.

Students should not take level 4 credits in year two, unless taken on a paid for stand-alone basis. Such credits will not contribute to the degree classification.

Any additional credits at level 5 or above taken as part of a programme will contribute to the degree classification. Students may be permitted to take an overall maximum of 30 additional credits at level 5 or above, across years two and three.

Programme specifications will provide full details of module and credit options and will outline conditions that apply to additional credits.

Students taking a semester or year abroad in year two can transfer credit only at level 5. For modules at levels 6 or 7 marks and credits can be transferred using annually approved mark translation schemes. Full details will be provided in the programme specification.

Year three

Students must take a minimum of 90 level 6 credits in year three. A further 30 credits at level 5 or 6 must be taken, as a minimum, except for LLB programmes where all credits taken in years two and three will be level 6.

Students are not permitted to take level 4 credits in year three, unless taken on a paid for stand-alone basis. Such credits will not contribute to the degree classification.

Students may be permitted to take an overall maximum of 30 additional credits at level 5 or above, across years two and three. Any additional credits at level 5 or above taken as part of a programme will contribute to the degree classification.

Programme specifications will provide full details of module and credit options and will outline conditions that apply to additional credits.

Single honours with a supporting discipline ('with' degrees)

The general rules apply, and programme specifications will provide full details of module and credit options including the minimum number of credits from each discipline that must be obtained each year.

The programme title will be the main subject **with** the supporting subject, on condition that the student has obtained a minimum of 255 credits in the main discipline and a minimum of 90 credits in the supporting discipline.

Joint honours ('and' degrees)

The general rules apply, and programme specifications will provide full details of module options including the minimum number of credits from each discipline that must be obtained each year

The programme title will include discipline A **and** discipline B, on condition that the student has obtained a minimum of 120 credits in each discipline and an overall minimum of 255 credits across both disciplines.

Four-year honours degrees, including programmes with a semester or year abroad / year in industry

General

For four-year honours programmes the minimum number of credits that must be obtained over the programme can vary from 360 to 480. Full details, including the maximum number of credits permitted, will be found in the [programme specification](#).

Additional credits over and above the maximum permitted can be taken on a stand-alone basis and will not contribute to the degree classification.

For study undertaken at King's, students must take a minimum of 120 credits per year, of which a minimum of 75 must be discipline specific.

Programme specifications will provide full details of:

- credit and module options including the number of discipline specific credits that must be taken each year and whether modules are core or non-core.
- the number of discipline specific modules that must be taken over the course of the programme.
- any additional non-credit requirements necessary to meet the requirements for award.
- conditions that apply to additional credits.

Students will not be able to substitute additional credit modules taken on a standalone basis for any taken as part of their degree programme.

All modules and credits will appear on the student record and on transcripts, including those taken on a standalone basis.

Professional, Statutory and Regulatory Body (PSRB) requirements will apply to some programmes. Further details can be found in the programme specification.

Single honours programmes

Year one

Students must take 120 credits at level 4 in year one.

Students will not be expected to take additional credits in the first year. In exceptional circumstances and with the agreement of the Programme Director, it may be possible for a student to take additional level 4 credits on a standalone basis, on condition that in doing so their main discipline is not compromised.

Year two

Students must take a minimum of 90 level 5 credits in year two. A further 30 credits at level 5 or 6 must be taken, as a minimum, except for LLB programmes where all credits taken in years two and three will be level 6.

Students should not take level 4 credits in year two, unless taken on a paid for stand-alone basis. Such credits will not contribute to the degree classification.

Any additional credits at level 5 or above taken as part of a programme will contribute to the degree classification. Students may be permitted to take an overall maximum of 30 additional credits at level 5 or above, across years two, three and four.

Year three

With the exception of students taking a semester or year abroad, or a year in industry, students must take a minimum of 120 credits at level 5 or above in year three, except for LLB programmes where all credits taken in years two and above will be level 6.

Students should not take level 4 credits in year three, unless taken on a paid for stand-alone basis. Such credits will not contribute to the degree classification.

Any additional credits at level 5 or above taken as part of a programme will contribute to the degree classification. Students may be permitted to take an overall maximum of 30 additional credits at level 5 or above, across years two, three and four.

Full details of conditions applying to students on study abroad or year in industry programmes will be found in the [programme specification](#).

Year four

With the exception of students taking a semester or year abroad, or a year in industry, students must take a minimum of 90 credits at level 6 or above in year four. A further 30 credits at level 5 or above must be taken, except for LLB programmes where all credits taken in years two and above will be level 6.

Students should not take level 4 credits in year four, unless taken on a paid for stand-alone basis. Such credits will not contribute to the degree classification.

Any additional credits at level 5 or above taken as part of a programme will contribute to the degree classification. Students may be permitted to take an overall maximum of 30 additional credits at level 5 or above, across years two, three and four.

Full details of conditions applying to students on study abroad or year in industry programmes will be found in the [programme specification](#).

Single honours with a supporting discipline ('with' degrees)

The general rules apply, and programme specifications will provide full details of module and credit options including the minimum number of credits from each discipline that must be obtained each year.

The programme title will be the main discipline **with** the supporting discipline, on condition that the student has met the requirements outlined in the [programme specification](#) in terms of the minimum number and level of credits required in the supporting discipline.

Joint honours ('and' degrees)

The general rules apply, and programme specifications will provide full details of module options including the specific number of credits from each discipline that must be taken each year

The programme title will include discipline A **and** discipline B, on condition that the student has met the requirements outlined in the [programme specification](#) in terms of the minimum number and level of credits required in each subject.

Integrated Masters

General

For four-year Integrated Masters programmes, the minimum number of credits that must be obtained over the programme is 480. Details of the maximum permitted can be found in the programme specification.

Additional credits over and above the maximum permitted can be taken on a stand-alone basis and will not contribute to the degree classification.

Students must take a minimum of 120 credits per year, of which a minimum of 75 must be discipline specific.

Programme specifications will provide full details of:

- credit and module options including the number of discipline specific credits that must be taken each year and whether modules are core or non-core.
- the number of discipline specific modules that must be taken over the course of the programme.
- any additional non-credit requirements necessary to meet the requirements for award.
- conditions that apply to additional credits.

Students will not be able to substitute additional credit modules taken on a standalone basis for any taken as part of their degree programme.

All modules and credits will appear on the student record and on transcripts, including those taken on a standalone basis.

Professional, Statutory and Regulatory Body (PSRB) requirements will apply to some programmes. Further details can be found in the programme specification.

Year one

Students must take 120 credits at level 4 in year one.

Students will not be expected to take additional credits in the first year. In exceptional circumstances and with the agreement of the Programme Director, it may be possible for a student to take additional level 4 credits on a standalone basis, on condition that in doing so their main discipline is not compromised.

Year two

Students must take a minimum of 90 level 5 credits in year two. A further 30 credits at level 5 or 6 must be taken, as a minimum.

Students should not take level 4 credits in year two, unless taken on a paid for stand-alone basis. Such credits will not contribute to the degree classification.

Any additional credits at level 5 or above taken as part of a programme will contribute to the degree classification. Students may be permitted to take an overall maximum of 30 additional credits at level 5 or above, across years two, three and four.

Year three

Students must take a minimum of 90 credits at level 6 in year three. A further 30 credits at level 5 or 6 must be taken, as a minimum,

Students should not take level 4 credits in year three, unless taken on a paid for stand-alone basis. Such credits will not contribute to the degree classification.

Any additional credits at level 5 or above taken as part of a programme will contribute to the degree classification. Students may be permitted to take an overall maximum of 30 additional credits at level 5 or above, across years two, three and four.

Year four

Students must take a minimum of 120 credits at level 7 in year four.

Bachelor of Dental Surgery (BDS)

The minimum number of credits that must be passed over the programme is as follows:

Three-year programme:	525 credits, all of which must be at level 6
Four-year programme:	675 credits, all of which must be at level 6
Five-year programme:	795 credits, of which 675 must be at level 6, with the remaining 120 credits to be at level 5.

Further details can be found in the [programme specification](#).

Bachelor of Medicine, Bachelor of Surgery (MB BS)

The minimum number of credits that must be passed over the programme is as follows:

Four-year programme:	675 credits of which a maximum of 135 can be at level 4 and a minimum of 510 must be at level 6.
----------------------	--

Five-year programme: 780 credits of which a maximum of 120 can be at level 4 and a minimum of 510 must be at level 6.

Students may be permitted to take an overall maximum of 30 additional credits at level 5 or above as part of their programme. Further details can be found in the [programme specification](#), including condonement rules relating to the additional credit over and above the minimum credits required for award.

Section E: progression

This section outlines the criteria that students must satisfy to progress from one year of study to the next.

In order to progress, students must meet the minimum progression requirements specified below (deviations from or additions to minimum progression requirements are detailed in programme specifications):

Year 1 to year 2: 90 credits excluding modules that have been compensated.

Year 2 to year 3: 210 credits excluding modules condoned in year two.

Year 3 to year 4: 330 credits excluding modules condoned in year three.

Students who defer between 15-30 credits will be able to progress on condition they achieve a pass mark in the remaining 90-105 credits taken that year.

Progression will only be permitted if it remains possible for a student to obtain the minimum number of credits required for their intended award. Students will not be permitted to progress beyond year two, or enrol on further modules, if they have 30 condoned modules at level 5 or above and fail a further module.

Students will be offered a single reassessment opportunity in failed core modules, but reassessment opportunities will not normally be offered in condonable modules.

Section F: award

This section explains how the degree classification score is calculated and how this is translated into a degree classification.

General

The marks from modules taken in the first year will not be used to calculate the final degree classification score. Only marks achieved from modules taken in year two and above will be included in the calculation.

Unless credit only has been awarded, the marks from all modules taken from year two and above will be included in the degree calculation. This will include any modules taken over and above the minimum required for award, up to the maximum permitted.

Module weighting will apply to the year of the initial registration on a module, rather than to the module level.

The module weighting of substitute modules will be the year of the initial registration on the module that has been replaced, rather than the year the substitute module was taken, if different.

Module levels will normally be aligned to the year of study. Exceptions may apply to optional modules and details will be included in the programme specification.

The overall degree classification score will be rounded up (≥ 0.5) or rounded down (< 0.5) to the nearest integer before the final classification of award is made.

A 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

One-year honours degrees

To be considered for award a student must:

- achieve between 120 and 150 credits at level 5 and above
- pass, with a mark of 40 or greater, a minimum of 105 credits overall, of which a minimum of 90 credits must be at level 6.

Any additional conditions that apply will be included in the programme specification.

The degree classification score is calculated as follows:

- the weighted average of all individual module marks where each module is weighted by its credit volume.

For students who achieve a minimum of a Third-Class Honours and who fall within 2 per cent of a higher classification band, an upgrade will be applied automatically on condition the student obtains 60 credits or more at level 6 in a higher range.

Examples of degree classification scores and the classifications awarded can be found [here](#).

Three-year honours degrees, including programmes with a year abroad

A weighting of 0:2:3 will be applied to the following three-year degrees:

Bachelor of Arts (BA)
Bachelor of Science (BSc)
Bachelor of Engineering (BEng)

Bachelor of Laws (LLB)
Bachelor of Music (BMus)
Bachelor of Science (Engineering) (BSc (Eng))

To be considered for award a student must:

- achieve between 360 and 390 credits
- achieve no more than 120 credits at level 4
- achieve between 240 and 270 credits at level 5 and above
- pass, with a mark of 40 or greater, a minimum of 210 credits at level 5 and above, of which a minimum of 90 credits must be at level 6

For students on a three-year degree who study abroad for a full year in year two, the final degree award will be calculated using the final year marks only and the scheme outlined above will be adjusted accordingly.

For students who study abroad for a single semester in year two, only the marks gained from modules taken at King's will be included in the degree algorithm and the scheme outlined above will be adjusted accordingly.

The degree classification score is calculated as follows:

- the sum of the weighted marks from modules taken in year two (module mark x relevant credit volume x 2) divided by the sum of the overall credit volume x 2, *plus*
- the sum of the weighted marks from modules taken in year three (module mark x relevant credit volume x 3) divided by the sum of the overall credit volume x 3

For students who achieve a minimum of a Third-Class Honours and who fall within 2 per cent of a higher classification band, an upgrade will be applied automatically on condition the student obtains 60 credits or more at level 6 in a higher range in their final year.

Distinctions in oral languages are offered on some programmes where the criteria have been met. Details will be included in the programme specification.

Examples of degree classification scores and the classifications awarded can be found [here](#).

Four-year honours degrees with a full year abroad/year in industry

A weighting of 0:2:0:3: will be applied to the following four-year degrees:

Bachelor of Arts (BA)
Bachelor of Science (BSc)

To be considered for award a student must:

- achieve between 360 and 510 credits
- achieve no more than 120 credits at level 4
- achieve the required volume of credit in the year abroad or in industry

- achieve between 240 and 270 credits at level 5 and above from modules taken at King's
- pass, with a mark of 40 or greater, a minimum of 210 credits at level 5 and above from modules taken at King's, of which a minimum of 90 credits must be at level 6

For students on a four-year degree who study abroad or in industry for a full year in year three, the final degree award will be calculated using the second and final year marks only. For students who study abroad or in industry for a single semester in year three, only the marks gained from modules taken at King's will be included in the degree algorithm. The scheme will be adjusted accordingly for students who study abroad or in industry in year four.

The degree classification score is calculated as follows:

- the sum of the weighted marks from modules taken in year two (module mark x relevant credit volume x 2) divided by the sum of the overall credit volume x 2, *plus*
- the sum of the weighted marks from modules taken at King's in year three (module mark x relevant credit volume x 2) divided by the sum of the overall credit volume x 2, *plus*
- the sum of the weighted marks from modules taken in year four (module mark x relevant credit volume x 3) divided by the sum of the overall credit volume x 3

For students who achieve a minimum of a Third-Class Honours and who fall within 2 per cent of a higher classification band, an upgrade will be applied automatically on condition the student obtains 60 credits or more at level 6 in a higher range in their final year.

Examples of degree classification scores and the classifications awarded can be found [here](#).

Four-year honours Bachelor of Laws (LLB)

Details of the scheme that applies to four-year LLB degrees can be found in the programme specification.

Integrated Masters degrees

A weighting of 0:2:3:4 will be applied to the following four-year degrees:

Master of Engineering (MEng)
Master of Pharmacy (MPharm)
Master in Science (MSci)

To be considered for award a student must:

- achieve between 480 and 510 credits
- achieve no more than 120 credits at level 4
- pass, with a mark of 40 or greater, a minimum of 90 credits at level 5 in year two
- pass, with a mark of 40 or greater, a minimum of 90 credits at level 6 in year three
- pass, with a mark of 50 or great, a minimum of 90 credits at level 7 in year four

The degree classification score is calculated as follows:

- the sum of the weighted marks from modules taken in year two (module mark x relevant credit volume x 2) divided by the sum of the overall credit volume x 2, *plus*

- the sum of the weighted marks from modules taken in year three (module mark x relevant credit volume x 3) divided by the sum of the overall credit volume x 3, *plus*
- the sum of the weighted marks from modules taken in year four (module mark x relevant credit volume x 3) divided by the sum of the overall credit volume x 4

For students who achieve a minimum of a Third-Class Honours and who fall within 2 per cent of a higher classification band, an upgrade will be applied automatically on condition the student obtains 60 credits or more at level 7 in a higher range in their final year.

Examples of degree classification scores and the classifications awarded can be found [here](#).

Bachelor of Dental Surgery (BDS)

The BDS is awarded without classification.

Students who satisfy the examiners with distinction in specific parts of the BDS programme may be awarded a BDS with honours. Full details of distinctions, merits and the award of honours can be found in the [programme specification](#).

Bachelor of Medicine, Bachelor of Surgery (MB BS)

The MB BS is awarded without classification.

Within the MB BS a merit is available at each stage and distinctions are available for the programme. Full details will be found in the [programme specification](#).

Section G: exit awards

This section outlines the exit awards that are available to students who fail to meet the requirements for award on the programme for which they registered but who have completed a meaningful period of study and have satisfied the examiners that they have met identifiable learning outcomes. Exit awards must adhere to the College's agreed standard level of learning outcomes as detailed in the Quality Assurance Handbook.

Where a student has failed to satisfy the examiners in one or more modules at level 5 or above and has exhausted all reassessment and condonement opportunities, or where a student has terminated their studies early, an exit award will be available under the conditions specified below, unless a waiver to the exit award provision has been granted.

An Assessment Board may request a waiver to the requirement to award exit awards. All such requests must be approved by the Academic Standards Sub-Committee. Programme specifications will provide full details of the exit awards available.

The title of the exit award will reflect the pattern of study completed successfully by the student and will be detailed in the programme specification.

Undergraduate Certificate (level 4 exit award)

To be considered for an undergraduate certificate exit award a student must:

- achieve between 120 and 235 credits
- pass, with a mark of 40 or greater, a minimum of 120 credits of which a minimum of 90 credits must be at level 4.

Exit awards at level 4 are not classified.

Examples of undergraduate certificate exit awards can be found [here](#).

Undergraduate Diploma (level 5 exit award)

To be considered for an undergraduate diploma exit award a student must:

- achieve between 240 and 295 credits
- achieve no more than 120 credits at level 4
- pass, with a mark of 40 or greater, a minimum of 105 credits at level 5 or above.

Exit awards at level 5 are not classified.

Examples of undergraduate diploma exit awards can be found [here](#).

Ordinary Degree (level 6 exit award)

To be considered for an Ordinary degree exit award a student must:

- achieve between 300 and 355 credits
- achieve no more than 120 credits at level 4
- pass, with a mark of 40 or greater, a minimum of 150 credits at level 5 or above, of which a minimum of 60 credits must be at level 6 or above

Ordinary degrees are not classified.

Examples of ordinary degree exit awards can be found [here](#).

Dental Studies BSc (level 6 exit award)

To be considered for a Dental Studies BSc exit award a student must:

- pass a minimum of 450 credits
- pass no more than 120 credits at level 5
- pass a minimum of 330 credits at level 6

Dental Studies BSc exit awards are not classified.

Examples of Dental Studies BSc exit awards can be found [here](#).

Medical Science BSc (level 6 exit award)

To be considered for a Medical Science BSc exit award a student must:

- pass a minimum of 405 credits
- achieve no more than 180 credits at level 4
- achieve a minimum of 165 credits at level 6 Medical Science BSc exit awards are not classified.

Examples of Medical Science BSc exit awards can be found [here](#).

Section H: aegrotat awards

This section outlines the circumstances under which a student may be eligible for an aegrotat degree.

Where a final year undergraduate student has completed the full period of study but is absent from the final examinations or is unable to submit the final assessments, through illness or other cause judged sufficient by the relevant Assessment Sub-Board, they may be eligible for consideration under the aegrotat provisions

Aegrotat provisions do not apply to the following degrees which have a mandatory professional practice component:

- MB BS
- BDS
- MPharm
- BSc Physiotherapy
- BSc Nutrition and Dietetics
- All Nursing, Midwifery and Specialist Community and Public Health programmes with/leading to registration

A student or their representative may apply for the award of an aegrotat if they fail to satisfy the requirements for the award of a degree. The application should be made to the relevant Assessment Sub-Board accompanied by a medical certificate or other statement of the grounds on which it is made, as soon as possible and in any case within six weeks from the last date of the assessment to which the application refers.

The Assessment Sub-Board will consider whether there is sufficient evidence to suggest that had the student completed the final assessment in the normal way, they would clearly have reached a standard which would have qualified them for the award of the degree. If the Assessment Sub-Board determines that the student meets the criteria for award of the Aegrotat degree, it will make the recommendation to the Assessment Board or will approve the award if responsibility for ratification has been delegated.

If an Assessment Sub-Board determines that the student does not meet the criteria for an Aegrotat Degree, it will then consider the student for any relevant exit awards.

A student who has been awarded an Aegrotat degree will not be eligible thereafter to re-enter for the examination for a classified degree.

Aegrotat degrees will be awarded without distinction or class.

Section I: posthumous awards

Based on the credits attained, the highest-level exit award or an Aegrotat may be awarded posthumously.

Academic Board	
Meeting date	3 November 2021
Paper reference	AB-21-11-03-07.2
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	23 September 2021	Consent	Note	No

For note

1. Chair and Director's Report (*Consent*)

This report sets out an update on the main areas of work in the central Service team and through our partners, since the last College Service Committee meeting in June 2021.

1. Refugee Sponsorship
2. Service-learning and King's First Year
3. Community Organising Training
4. King's Volunteering
5. Building the Service ethos into research for better outcomes
6. Social Impact Data Stocktake
7. Research Impact Stocktake

See full report in **Annex 1**.

Chair and Director's Report - September Service Committee

1. Refugee Sponsorship

Over the past two years, King's has worked together with the Home Office, the United Nations Refugee Agency (UNHCR), community organising charity Citizens UK and Southwark Council to develop and pilot a unique version of the [UK Refugee Community Sponsorship scheme](#). Working closely with our partners, the King's refugee sponsorship scheme will be the first time that a Higher Education institution will act as the sponsoring community. This work is led by Professor Bronwyn Parry and Dr Leonie Ansems de Vries (Senior Lecturer in International Relations), with support from the King's Resettlement Support (KRES) team.

An appropriate five-bedroom house in the Forest Hill area of Lewisham has now been found. The property has been approved by Lewisham Council and the Home Office. The tenancy will start on 1 September 2021. Once the final bureaucratic details have been finalised, the Home Office will grant full approval of our sponsorship application and the arrival date of the family can be arranged. The arrival date will likely be mid-November 2021. A few members of the KRES team will collect the family from the airport and a wider team of volunteers will support them in their first weeks and months in the UK.

Whilst the family will likely arrive after the start of the new academic year, it should be just in time for the final registration date, meaning that the eldest daughter will be able to start her BSc Computer Science degree in the 2021/22 academic year. She has just completed her first year BSc at a university in Lebanon, which will make the transition to King's easier. To make the transition to King's as smooth as possible, the Department of Informatics will assign a student buddy (a 2nd/3rd-year BSc student) to support the eldest daughter throughout her degree. KCL STAR (student society) will also offer support. The Department of Informatics has agreed to offer a full fee waiver for the BSc degree (at home fee level).

A meeting will be organised with all KRES volunteers to allocate tasks for the next few months. The first group, the Housing Team, will get the house ready for the family's arrival. The house is in an excellent state and will not require renovations. The housing team will focus on furnishing the house and will run a fundraising campaign for furniture if required. The second group, the Arrivals Team, will greet the family at the airport and bring them to their new accommodation and the final group, the broader Welcome Team, will support the family to settle in, register with relevant services and organise social outings at the appropriate time.

A broader, ESRC IAA-funded, university refugee sponsorship project seeks to encourage and support other UK HEIs to take up community sponsorship with the aim of scaling this initiative across the sector. The project is run in collaboration with Citizens UK. Since February 2021, the project team have been in contact with 26 UK institutions through a series of workshops and bilateral meetings. Around 10 UK HEIs are seriously interested in developing a refugee community sponsorship programme based on the King's model. An online Senior Leadership workshop was held on 14 September 2021, with the aim of introducing refugee sponsorship to senior management at UK HEIs and to convince them to support such initiatives at their respective institutions. This was exceptionally well received and six universities (Bath, Leicester, Sterling, QMUL, UEA and Aberystwyth) have already expressed keen interest in following our model.

2. Service-learning and King's First Year

The King's First Year (KFY) team has made significant progress since receiving agreement in principle at the College Education Committee in April 2021 for developing further the outline for a 15 credit, pass/fail module that will bring the level 4 credit total to 135 credits. This includes listening exercises with President and Principal Professor Shitij Kapur, consultations with faculty Senior Leadership Teams, and focused workshops on the academic themes of cultural competency, community organising and disruption and creative changemaking (modules that were part of the scaled Service-learning offer that was endorsed by College Education Committee

in January 2021). There have also been consultations with the Sustainability Team and the AKC to discuss how KFY can complement and incorporate their work.

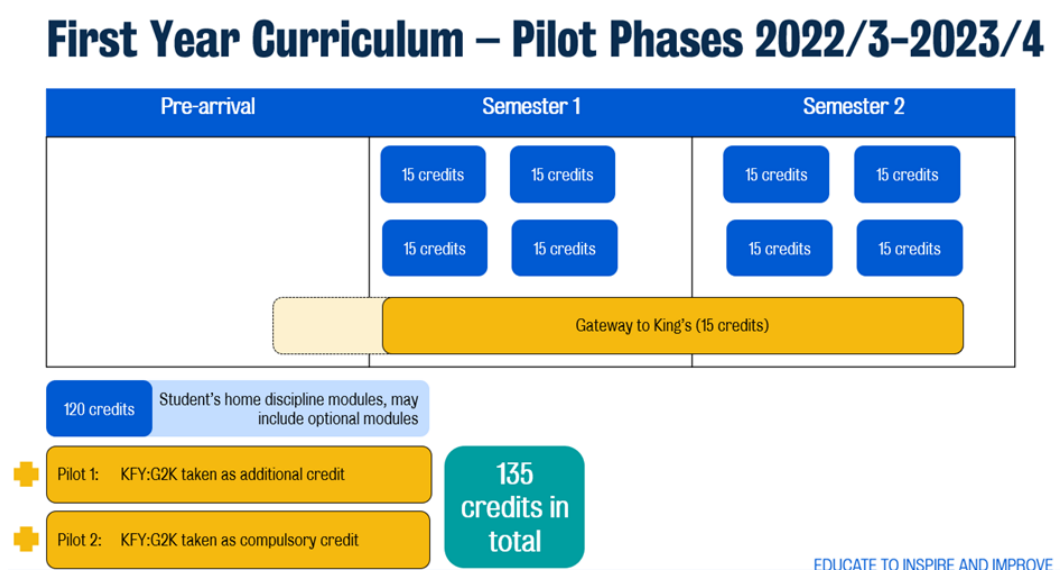
A new academic lead, Dr Alison Snape, Reader in Bioscience Education in the Faculty of Life Sciences and Medicine was appointed in August. Alison is leading on the development of the Module Approval Form which is expected to be submitted to College Education Committee in October for final approval.

Faculties are now being approached to put forward programmes which will take part in pilot 1 of the module, due to run in September 2022. We are seeking 500-1000 students from programmes in 2-3 faculties, ensuring there is a good mix of disciplines.

We are now in consultation with Citizens UK, scoping how they could potentially support the design and delivery of the module, given its prominent Service elements. It is envisaged that the curriculum which Citizens UK delivers for the Civic Leadership Academy could be incorporated into the module, fusing with the other core elements of cultural competency and disruption and creative changemaking to make a cohesive learning experience for students. We have also discussed with Citizens how the module can adopt their train the trainer method to support staff facilitating live sessions.

An operating model for Pilot 1 is being scoped with colleagues from the Programme Management Office, Registry Services and King's Academy. Resource has been approved in principle to support the module administration of the King's First Year for 22/23 delivery.

Since the Service Committee, the October 2021 CEC formally approved the module for development for Pilot 1. Programmes from KBS and SSPP have confirmed their willingness to take part with the hope at least one STEM subject will also confirm soon.



3. Community Organising Training

Three sessions on the Principles of Community Organising were delivered online in collaboration with King's College London's university-wide strategic partner Citizens UK from late May to end of June 2021 as part of King's Edge, a programme of extracurricular initiatives and events available to all students aimed at enhancing employability. Students who completed this training were invited to take part in three follow-up masterclasses in July – Storytelling, Power and Taking Action – designed to further develop the skills needed to take action and become more effective community leaders.

The masterclasses were designed specifically with King's in mind in order to explore how students can utilise the university's power to bring about positive change in their communities. Through these masterclasses, students

were encouraged to develop and build their own ideas, thereby helping to create an impactful social movement around Service at King's.

To capture the impact of the training, attendees were asked to complete a feedback survey. The below figures are based on data provided as part of this survey.

Highlights from the Community Organising training 2021:

- 60 students participated in the Principles of Community Organising training and following the sessions, 29 then registered for the masterclasses.
- Though students from every faculty signed up to the training, Arts & Humanities and Social Science & Public Policy students made up the majority of registrations.
- Student composition across postgraduate and undergraduate students was even and the majority of students were in their first or second year of study.
- All students said they were "likely" or "very likely" to recommend the training to others.
- Attendees reported appreciation for the community-building aspect of the training and the "cutting edge and enlightening" practical tools taught to tackle the issues that matter to them.
- Survey respondents also highlighted the role-playing exercises and small group discussions as some of the most enjoyable aspects of the training.
- We polled students at the start of the training sessions and at the end and the majority of students improved their confidence in applying the skills they learned and in taking forward the topics after the training.

Some student testimonies include:

"I have worked in community organizing for the past few years, so I already had a basic understanding of it and its importance. I signed up for the training to add to my existing knowledge. I must say that the perspectives and tools shared by Citizens UK and Kings for Change have not only done that but inspired me to take action now."

"It has been very interesting attending the sessions and I hope to see more sessions like this in the future. It would be great to see more effective community leaders around to help make a positive difference to the world we live in."

"The training gave a really good insight into community organising as a whole and the trainers were incredibly engaging and curious to hear about our thoughts and ideas. Overall, it was amazing to be part of such an open space and be surrounded by people whose big passion is to make the world a better place."

There are several recommendations that we will use to improve the offering, and the opportunity to sign up to 2021/22 training will be advertised during Welcome Week 2021.

4. King's Volunteering

As reported in paper SC-21-03-17-01 from the March 2021 Service Committee, the volunteering team has been established and a significant amount of work has since taken place, which is summarised below. A fuller update can be provided at a future committee.

The new King's Volunteering service will centralise and coordinate volunteering across the university and make it easy for staff, students (and eventually alumni) to access opportunities. To be able to offer this breadth of opportunities at scale, the service will be underpinned by a digital platform.

Market analysis was conducted to identify the leading providers of third-party digital volunteering platforms, bespoke for the higher education sector. A preferred digital platform, Open Campus, has been selected, based on extensive consultation with several Higher Education institutions as well as feedback from internal stakeholders (King's Sport, Alumni, Sustainability, KCLSU, Arts and Humanities, students) and external stakeholders (community partners) following a demonstration of the product. An IT Project team has been assigned to support

the procurement and implementation of the platform and work is underway to verify the suitability of the platform.

KCLSU has been supportive of a consolidated and centralised volunteering offer, enabled by the new digital platform, and an agreement has been reached for KCLSU to cease offering community volunteering opportunities and for KCL Volunteering to start to manage their community partnerships. It is anticipated that KCLSU community partners will be invited to 'opt in' to join KCL Volunteering from October.

It is expected that the platform will be launched in early 2022 and the aim is that the supplier can be awarded a contract and that configuration work can begin in October or November. Between November and January, new and existing community partners, KCLSU and KCL departments will be invited to join the digital platform as providers, to list their volunteering opportunities. Meanwhile, work is underway in collaboration with Legal Services, Information Governance and KCLSU to create robust Volunteering policies and processes, ensuring that all volunteering opportunities brokered by KCL Volunteering are safe, inclusive and of good quality, and that there is a clear system for the escalation of issues.

Alongside implementing the digital platform, the Volunteering team will focus on the following priority areas over the autumn term:

- Establishing a baseline of student and staff volunteering
- Generating ideas for a suitable Reward and Recognition scheme
- Conducting internal engagement to encourage the use of Service time and the launch of the digital platform
- Creating evaluation frameworks to be able to capture robust data that paints a sophisticated picture of the social impact made through volunteering
- Developing forums for regular feedback and testing of the platform and the service, such as a Volunteering Sounding Board of internal colleagues, a Student Advisory board and a Charity Sounding Board.

5. Building the Service ethos into research for better outcomes

Stephani Hatch (SH), Professor of Sociology and Epidemiology, leads the Health Inequalities Research Network ([HERON](#)) and is the EDI lead for the IOPPN. Stephani presented to the Committee how Service has been embedded into every aspect of their work, and why this leads to better research outcomes and better public engagement.

This ethos aims to apply notions of reciprocity and sustainability beyond simple methodological and ethical design. The idea is not to 'helicopter' a project into a community and then disappear when data collection is completed. This is particularly true when looking at health inequalities for example. SH explained that EDI principles are crucial in this endeavor. SH also insisted on two important notions:

- 1) The co-creation and co-development of projects, and;
- 2) The systematic monitoring and evaluation of impact (by opposition to outputs).

Different initiatives through which this ethos is put into practice were shared, including:

- 1) Service & Engagement through HERON
- 2) Tackling Inequalities and Discrimination Experiences in Health Services
- 3) Marginalized Communities Programme
- 4) Religion, religious coping and mental health among Black ethnic groups

Clear recommendations on how to support the culture of Service in Research across King's were presented. Those recommendations include:

1. *At a systems level (internal and external):* cultural change (recognition for what is required; level and depth of conversation); strengthen existing/create new policies; support relationship building and calculated risks

2. *At a practice level:* define your ethos; allocate time; clear expectations (that may change); relationship and trust building; manage expectations; resources (e.g. wellbeing funds); training opportunities for upskilling; agile working
3. Improve embeddedness of EDI:
 - Diversity is the bare minimum
 - Inclusion as a practice – in leadership at all levels
 - Transparent processes, monitoring and accountability as a basic expectation

6. Social Impact Data Stocktake

One of the ambitions of the Service strategic framework was to be able to evaluate Service activity and its impact on the communities with which we engage, as well as being able to compare and benchmark what we do against other universities. One project aimed to commission an independent study to assess the overall economic and social impact of King's. Due to the pandemic, this consultancy project was cancelled, but we were able to commission academics in SSPP to undertake a Social Impact Data Stocktake exercise in preparation.

Dr Robyn Klinger-Vidra, Dr Adam Chalmers and Tehminah Malik in SSPP conducted a detailed analysis of King's social impact data and how we currently measure this work, alongside an external scan of other methodologies and frameworks and university approaches.

The analysis found that best practice and the best performing universities:

- 1) have dedicated "social impact" or "sustainability" or "SDG" webpages that provide a window into the breadth of the university's projects and activities
- 2) engage Global Reporting Initiative (GRI) Standards as a reporting practice for measuring and reporting on their impact and sustainability work
- 3) publish annual reports and visualise metrics associated with prioritised SDGs online is emerging as a best practice
- 4) collect metrics based on the 'triple bottom line' (TBL) approach; reporting to THE Impact Rankings, Balanced Scorecard, and GRI
- 5) have dedicated teams responsible for the measuring and reporting social impact; specifically focused on the reporting function.

The recommendations specifically for the Times Higher Impact Rankings are being implemented now before the next submission in November 2021. The remaining recommendations will be picked up in the next few months, in collaboration with colleagues from across King's. If colleagues are interested in seeing the full report and recommendations, please contact robyn_klinger.vidra@kcl.ac.uk.

7. Research Impact Stocktake

Professor Nigel Pitts, Director of Dental Innovation and Impact and Professor of Dental Health, presented the findings of the stocktake exercise and how it is relevant for those colleagues engaged in Service. The report and findings have not been included here to avoid duplication with other subcommittee reports. If you would like more information, please contact renuka.fernando@kcl.ac.uk.

Academic Board

Meeting date 3 November 2021

Paper reference AB-21-11-03-07.3

Status Final

FOI exemption None

Report of the Academic Board Operations Committee

Contents	Meeting at which considered	Main or Consent agenda	Academic Board action	Reserved item?
1. College Education Committee Terms of Reference [Annex 1] and Membership [Annex 2]	Email circulation 15 October	Consent	Approve recommendation to Council	No
2. College Research Committee Terms of Reference [Annex 3]	Email circulation 15 October	Consent	Approve recommendation to Council	No

Approval

1. College Education Committee (CEC) Terms of Reference and Membership [Annexes 1 and 2] (Consent)

Motion: That the Academic Board recommend to Council that amendments to the Ordinance concerning the CEC Terms of Reference, shown in track changes in Annex 1, be approved.

Background:

The amendments are minor and largely reflect changes in subcommittee and staff structures. The consequential membership for 2021-22 is included for information at Annex 2.

2. College Research Committee (CRC) Terms of Reference and Membership [Annex 3] (Consent)

Motion: That the Academic Board recommend to Council that the amendments to the Ordinance concerning the CRC Terms of Reference, shown in track changes in Annex 3, be approved.

Background:

The amendments are minor and reflect changes in subcommittee and staff structures.

**College Education Committee,
Committee of Academic Board**
(Ordinance Appendix B, 23 November 2021)



Terms of Reference

1. Authority

The College Education Committee will provide strategic leadership of education for the College. It will ensure that the College's academic taught provision aligns with national expectations for quality and academic standards and enhances students' learning experience. The Committee will promote:

- risk-management approaches in relation to quality assurance, providing oversight of the quality and academic standards of students' learning opportunities and learning experience, advising Academic Board of any issues and areas of good practice
- enhancement in learning, teaching, and assessment
- an ethos of students as co-creators of the education experience

2. Duties

On behalf of Academic Board, the College Education Committee will:

- 2.1 Monitor and review the implementation of the College's Education Strategy 2017 - 2022
- 2.2 Oversee the implementation of Faculty education strategies and the monitoring of performance indicators
- 2.3 Develop and maintain oversight of the College's strategies and policies relating to the full life-cycle of students' education (recruitment, retention, progression, and degree outcomes) and ensuring institutional compliance with external requirements
- 2.4 Monitor and report on the quality assurance and quality enhancement framework, taking into account both the internal and external context as they apply to taught education provision, including collaborative, flexible and distributed and distance learning provision
- 2.5 Maintain oversight of the programme and module approval, amendment and withdrawal procedures, and receive reports on proposals for new programmes and/or withdrawal of existing programmes (and short courses) from the Programme Development and Approval Sub-Committee
- 2.6 Promote enhancement in learning, teaching, assessment, and the student experience through the identification and dissemination of good practice
- 2.7 Have oversight of the quality of students' learning opportunities and learning experiences, advising Academic Board of any rising issues or areas of good practice

2.8 Have oversight and responsibility for the College's approach to the Teaching Excellence and Student Outcomes Framework (TEF) and monitoring the on-going conditions of registration with the Office for Students.

2.9 Receive reports from the Academic Standards Sub-Committee on the:

- monitoring and evaluation of processes to assure the Committee of the academic standards of taught programmes
- analysis of relevant performance indicators in relation to student performance and achievement

2.10 Receive regular reports from the following areas:

- Collaborative Provision Sub Committee (CPSC) – to provide updates on the conduct of the College's collaborative arrangements with partner institutions and for the strategic development of policies relating to collaborative provision
- Education & Students Transformation Board – to provide updates on the status of transformation projects and their impact
- King's Academy Advisory Board – to provide updates on the work and activities of the King's Academy
- King's College London Student Union (KCLSU) – to provide updates on the work and activities of the KCLSU Officers

2.10.11 Champion inclusive education and monitor the equality and diversity dimensions of learning and teaching provision

2.11.12 Oversee Faculty governance structures for education, receiving regular reports from Faculty Education Committee on their areas of business and any issues that need to be raised at CEC

2.12.13 Receive annual overview reports of:

- UG/PGT external examiners reports
- ~~UG/PGT programme enhancement reports~~
- Activities within the Education and Students Function
- Faculty Education Committee governance

2.13 In support of these duties, the Committee will:

2.13.1 form subcommittees, working groups and task and finish groups as needed, including:

- Academic Standards Sub-Committee
- Collaborative Provision Sub-Committee
- Programme Development and Approval Sub-Committee

2.13.2 review the relevance and value of its work on an annual basis

2.13.3 review its terms of reference on an annual basis.

3. Composition

3.1 The College Education Committee shall be appointed by Academic Board and shall comprise:

3.1.1 Vice President & Vice-Principal (Education) (in the chair)

- ~~3.1.2~~ One Faculty Member and one alternate per faculty.
~~3.1.23.1.3~~ ~~One Member and one alternate from the King's School of Professional & Continuing Education~~
~~3.1.3~~ ~~Senior Vice President (Academic)~~~~Dean for Education (English Language Centre)~~
~~3.1.4~~
~~3.1.5~~ Vice President & Vice-Principal (~~Global Engagement~~~~International~~)
~~3.1.6~~ Vice President and Vice-Principal (Research)
~~3.1.43.1.7~~ Digital Education Academic Lead
~~3.1.53.1.8~~ Postgraduate Taught Lead
~~3.1.63.1.9~~ Chair of the Academic Standards Sub-Committee
~~3.1.73.1.10~~ Chair of the Collaborative Provision Sub-Committee
~~3.1.83.1.11~~ Chair of the Programme Development and Approval Sub-Committee
~~3.1.93.1.12~~ ~~Executive~~ Director of Students and Education
~~3.1.103.1.13~~ Director, Library and Collections
~~3.1.113.1.14~~ Strategic Programmes Director, Education & Students Directorate
~~3.1.123.1.15~~ Strategic Directors, Education & Students Directorate
~~3.1.133.1.16~~ Associate Director, King's Academy
~~3.1.143.1.17~~ KCLSU President or nominee (for unreserved business only)
~~3.1.153.1.18~~ KCLSU Vice-Presidents for Education (for unreserved business only)
~~3.1.163.1.19~~ KCLSU Vice-President for Postgraduate (~~for unreserved business only~~)

- 3.2 There shall be a Deputy Chair, nominated by the Vice President and Vice-Principal (Education) from amongst the members of the Committee
- 3.3 The following shall have the right to attend meetings of the Committee, but are not members of the Committee:

- 3.3.1 Associate Director, Academic ~~Regulations and Policy Compliance~~
3.3.2 ~~Vice President & Vice-Principal (Research)~~Associate Director, Education Transformation
3.3.3 Associate Director, ~~King's Academy (Quality, Standards & Enhancement)~~
3.3.4 Head of CTCL/Education Solutions
3.3.5 Executive Director, King's Online
3.3.6 Director of Brand and Marketing
3.3.7 College Secretary
3.3.8 Communications Business Partner
3.3.9 Two Associate Directors (Education) – one from the arts and sciences faculties and one from the health faculties
~~3.3.43.3.10~~ Other officers of the College may also be permitted by the Chair to attend the College Education Committee either permanently or for particular meetings.

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- 3.4 The College Secretary or his/her designate shall act as Secretary to the College Education Committee.

4. Frequency of Meetings

The College Education Committee will meet at least six times in each year.

5. Reporting Procedures

The College Education Committee will report to the Academic Board at least annually.

CEC Membership 2021-22

Composition		Membership 2021/22
Chair, Vice President & Vice-Principal (Education)		Professor Adam Fagan (interim)
Deputy Chair, nominated by the Vice President and Vice-Principal (Education) from amongst the members of the Committee		Darren Wallis
Faculty Members: (one Faculty Member and one alternate per Faculty)		
Arts & Humanities	Member	Professor Helen Brookman
	Alternate	New Pro Vice-Dean (Academic Portfolio) to be appointed in Sept
Dental, Oral & Craniofacial Sciences	Member	Professor Kim Piper
	Alternate	TBC
Dickson Poon School of Law	Member	Professor James Lee
	Alternate	TBC
King's Business School	Member	Professor Sally Everett
	Alternate	Dr Claire Wardell
Life Sciences & Medicine: Bioscience Education	Member	Professor Helen Collins
	Alternate	Dr Deena Gibbons
Medical Education	Member	Professor Nicki Cohen (interim)
	Alternate	TBC
Natural & Mathematical Sciences	Member	Professor Michael Kolling
	Alternate	Professor Samjid Mannan
Nursing, Midwifery & Palliative Care	Member	Professor Louise Barriball
	Alternate	Dr Andrea Cockett
Institute of Psychiatry, Psychology & Neuroscience	Member	Professor Juliet Foster
	Alternate	Dr Cathy Fernandes
Social Science & Public Policy	Member	Professor Rachel Kerr
	Alternate	Dr Robert Francis
King's Education	Member	Nina McDermott
	Alternate	TBC
Ex-Officio Members:		
Senior Vice President (Academic)		Professor Mike Curtis (interim)
Vice President (Global Engagement)		Professor 'Funmi Olonisakin
Vice President (Research)		Professor Reza Razavi

Executive Director, Students & Education	Darren Wallis
Digital Education Academic Lead	Professor Kyle Dyer
Postgraduate Taught Lead	Dr Jaqualyn Moore
Chair of the Academic Standards Sub-Committee (ASSC)	Anette Schroeder-Rossell
Chair of the Collaborative Provision Sub-Committee (CPSC)	Lynne Barker
Chair of the Programme Development and Approval Sub-Committee (PDASC)	Professor Adam Fagan
Director, Library & Collections	Elisabeth Hannon
Strategic Programmes Director, Education & Students	Sarah Jillings
Strategic Director, Education & Students	Joy Whyte
Strategic Director, Education & Students	Liv Roberts
KCLSU: (unreserved business only)	
KCLSU President or nominee	Zahra Syed
KCLSU Vice-President for Education (Arts & Sciences)	Hamza Lone
KCLSU Vice-President for Education (Health Schools)	Fatimah Patel
KCLSU Vice-President for Postgraduate	Rebecca Seling
In attendance:	
Associate Director (Academic Regulations & Policy Compliance)	Kathryn Connor
Associate Director, Education Transformation	Dr Rebecca Browett
Associate Director, King's Academy	Lauren Cracknell
Head of CTEL/Education Solutions, CTEL	James Toner
Executive Director, King's Online	Nick Worthington
Director of Brand & Marketing	Helen Litvak
College Secretary	Irene Birrell
Communications Business Partner	Annie Lordon
Two Associate Directors (Education) - one from Arts & Sciences & one from the Health Faculties	
Other officers of the College may also be permitted by the Chair to attend the College Education Committee either permanently or for particular meetings, along with those presenting papers to the Committee at specific meetings.	
Secretariat:	
Policy Manager - Education Transformation, ARPC	Eirona Morgan

College Research Committee, Committee of Academic Board

(Ordinance Appendix B, ~~23 November 2021~~ August 2019)



Terms of Reference

1. Authority

The primary responsibility of the College Research Committee is to advise the College through Academic Board on the development of College strategy and policy affecting research and on quality assurance and regulatory issues and on the sharing of good practice.

2. Duties

- 2.1 To advise the College through Academic Board on the development of College strategy and policy affecting research.
- 2.2 To advise the College through Academic Board on quality assurance and regulatory issues and on the sharing of good practice
- 2.3 To provide a forum for problem-solving and the sharing of best practice in research and research management.
- 2.4 To identify and facilitate opportunities for interdisciplinary research and inter-departmental, inter-School and inter-institutional co-operation.
- 2.5 To liaise with Faculty Research Committees (or their equivalent) and other bodies as appropriate.
- 2.6 To consider research policy initiatives from Research England, UKRI, and other external bodies and the College's response to them.
- 2.7 To allocate such resources in support of research as the College may from time to time make available to the Committee.
- 2.8 To monitor the implementation and effectiveness of the College's strategy and policies on research, including its submission for the Research Excellence Framework.
- 2.9 To oversee the College's strategy on research impact including IP and licensing and commercialisation of research.
- 2.10 To oversee the College's strategy and policies on postgraduate research students.
- 2.11 To keep under review the support structures in place for research.
- 2.12 In support of these duties, the Committee will:
 - 2.12.1 form subcommittees, working groups and task and finish groups as needed, including the following:

College Research Ethics Committee
Postgraduate Research Students Subcommittee
King's Open Research Group Initiative
Metric Tide Working Group.

2.12.2 review the relevance and value of its work on an annual basis;

2.12.2 review its terms of reference on an annual basis.

3. Composition

3.1 The College Research Committee shall be appointed by Academic Board and shall comprise:

3.1.1 Vice President & Vice-Principal (Research) (in the chair)

3.1.2 Senior Vice President (Academic)

3.1.3 Faculty ~~Pro~~Vice-Deans for Research/Impact and/or Innovation

3.1.4 Chairs of Faculty Research Committees (or equivalent)

3.1.5 Senior Vice President, Quality, Strategy and Innovation
Director of Research Strategy and Development

3.1.6 Director of Research Strategy Delivery

3.1.7 Director of Research Grants and Contracts

3.1.8 Director of IP and Licensing

3.1.9 Director of Research Development (Health)

3.1.10 Director of Research Development (Arts and Sciences)

~~3.1.23.1.11~~ Director of eResearch

~~3.1.3 Vice President / Vice-Principal (Education)~~

~~3.1.43.1.12~~ Director of Research Talent

~~3.1.53.1.13~~ Operations Director (Research & Researchers)

~~3.1.63.1.14~~ Head of Research Operations

~~3.1.73.1.15~~ Head of Open Research

3.1.16 Director of Libraries and Collections

3.1.17 Director of Research Governance, Ethics and Integrity

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3.1.18 REF/KEF Director

3.1.19 REF Delivery Director

3.1.20 Dean of Doctoral Studies

3.1.21 Director of Library Services and Employability (or nominee)Chair of College Research Ethics Committee

3.1.40Chair of Research Staff Representative Committee

3.1.11

3.1.123.1.22 Head of the Arts and Sciences Research Office

3.1.133.1.23 Two research student members

3.1.143.1.24 Two postdoctoral researchers

- 3.2 The Committee may co-opt additional staff members as necessary.
- 3.3 Where members of the Committee are not able to attend a particular meeting, they are encouraged to send a replacement. In the case of members of the Committee from Faculties the replacement members should also be a member of academic staff. Permanent invitees may also send replacements when they are not able to attend.
- 3.4 Officers of the College may also be permitted by the Chair to attend the College Research Committee either permanently or for particular meetings.
- 3.5 The College Secretary or his/her designate shall act as Secretary to the College International Committee.

4. Frequency of Meetings

The College Research Committee will meet at least four times in each year.

5. Reporting Procedure

- 5.1 The College Research Committee will report to the Academic Board at least annually.
- 5.2 Papers for meetings will be circulated electronically to members, ~~and permanent invitees and to the following officers for information: Deans of Faculties, Faculty Directors of Administration, and Faculty Research Support Managers (of equivalent).~~

Academic Board	
Meeting date	3 November 2021
Paper reference	AB-21-11-03-08.1
Status	Final



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 appropriate 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) Since my last report, we have run an open and competitive recruitment process for the post of Chaplain to the St Thomas' & Waterloo Campuses (0.8FTE), combined with the role of Vice-Dean (0.2FTE), and [as announced in September](#) we are very pleased that the Revd Sarah Farrow has now taken up this post from 1 October. Sarah has been part of the Chaplaincy team for the last couple of years as Lutheran Chaplain, and we are now delighted that she is taking on this larger role as one of our campus Chaplains. If you are based on either of the two campuses under her care, and you haven't yet met Sarah, do let me know and we can set something up. There will be a formal Licensing and Welcome Service in due course (date to be confirmed).
- b) We were delighted to welcome the Bishop of London, the Rt Revd Dame Sarah Mullally, to preach at the Opening of Year Service in the Strand Chapel at the end of September, and formally to install both the Principal and myself in our appropriate places in the Chapel.

2. AKC (Associate of King's College)

- a) This semester's lecture series on "Spirituality and the body: what can our bodies do?" has started well. At the time of writing, the first two lectures have been made available to those taking the course (everything remains online-only in the first semester this year, aiming to deliver material in a blended mode next semester), starting with Professor Joan Taylor of the Department of Theology & Religious Studies on 'What did Jesus look like?', followed by Renasha Khan, a PhD student in TRS, on 'Muslim Women's Bodies: Self and Spirituality on Instagram'. Details of all this semester's lectures are on [the AKC webpages](#), and all staff and students are encouraged to enroll for access to the lectures via KEATS.
- b) As of 8 October, 4,329 people were enrolled on the course across the three years required to complete it, which includes about 2,000 new first years, and shows that the increase in people enrolling last year has been sustained with re-enrollments for this year. This total also includes 74 alumni, and we are pleased to see that there continues to be demand for this option.
- c) Next semester's lecture series on "Radical Religion" is already provoking some responses before it has started, which we hope will lead to good conversations and engagement.

3. Chaplaincy

- a) We had a full programme of welcome events, both online and in person, including afternoon tea in both Chapels, which were very well attended. Chaplains were also part of welcoming new and returning students to King's as part of the centrally-organised events, and it was especially good to have a stall at the Welcome Hub in Marlborough Gardens.
- b) We are now back into a regular pattern of Chapel services and other events, although we have taken advantage of the necessary disruption of the last eighteen months to reassess some of our activities, seeing if we can understand better where the need may be. Some times of prayer are continuing online, and the mindfulness sessions via Teams each week continue to be well received.
- c) The Opening of Year Service (see 1b above) was then followed at the start of October by a special service of Choral Evensong to mark the 90th birthday of Archbishop Emeritus Desmond Tutu, one of our best-known and best-loved alumni. There was an opportunity after the service (which was watched on the livestream by the Arch and his wife, Leah, in Cape Town) for students, staff and

guests to record birthday messages – these and the service can be watched back on [the Choir's YouTube Channel](#) (the audio starts from 4.36, although the pictures start from the beginning).

4. Chapel Choir

- a) After a difficult year when the Choir worked wonders to keep going via online rehearsals, and taking part in services individually from their homes (either live or recorded), it has been very good to have the Choir back at full strength and in person. They have certainly hit the ground running, as in addition to the Opening of Year Service and the Evensong for Archbishop Tutu, in the first couple of weeks of term they were also involved in recording Christian Aid's biennial service of thanksgiving, which is always a big occasion.
- b) As well as the regular services, the Choir will be singing the Duruflé *Requiem* for the Service in a Time of Remembrance on Tuesday 9 November, and we are already starting to look ahead to the Advent Carol Services on 1, 2 and 3 December. We are intending to have in-person services for Advent this year, having not done so last year, but ticket numbers will be drastically reduced, to allow for distancing in the Chapel. The links to book tickets will be available from the end of October, via the individual entries for the three services [on our webpages](#).
- c) The Choir were able to complete two separate recording sessions in the summer, and the first of these CDs was officially released on 15 October on the Delphian record label ([available to buy on the College e-store](#)). 'Say it to the still world' is a collaboration with the guitarist [Sean Shibe](#), performing works by the composer [Liam Paterson](#), some of which were written specifically for this CD.

Ellen Clark-King
Dean of King's College London
15 October 2021

Academic Board	
Meeting date	3 November 2021
Paper reference	AB-21-11-03-08.2
Status	Final
Access	Members and senior executives
FOI release	Restricted due to Data Protection Act requirements
FOI exemption	TBD – potentially s.43 commercial interests or s.40 personal information



Election of Associates of King's College

Action required

- ☒ For approval
- ☐ For discussion
- ☐ To note

Executive summary

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

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

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

These pages have been redacted

Academic Board	
Meeting date	3 November 2021
Paper reference	AB-21-11-03-09
Status	Final



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 14 July 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 14 July 2021

Principal's Report

Council received an update that the Bush House Report Implementation was in its final stages, and that while there was more work to be done in embedding the report's recommendations in practices throughout the university, this particular piece of work had now been completed. Council discussion on other items in the Principal's report included: the increase in both undergraduate and postgraduate applications; the pensions situation; safe return to campus and the use of health and safety legislation in the absence of Covid-19 legislation; and managing the expectations of international students.

Report of the Governance & Nominations Committee

Council approved the process for selection the second student member of Council once the second seat is approved by the DfE and the necessary Statute amendments approved by the Privy Council. The second student seat will be an ex-officio position filled by the KCLSU Vice-President (Postgraduate), assuming the KCLSU President is an undergraduate student representative. The arrangement will be included in the next five-year review of the effectiveness of Council. Until such a time as the Statute amendment decision is received from the Privy Council, the Vice-President (Postgraduate) has been invited to attend Council meetings as an observer.

Council also discussed a petition (and subsequent submissions received by the Chairman and the Principal) which had proposed (in summary from the collected correspondence) that Council should be comprised of a majority of staff and student members and that all members, including independent members, should be elected. Council did not agree with the petition and further proposals and considered the following:

- The Council's responsibilities go far beyond the needs and desires of current students and members of staff. To insist that the majority of members be current students and staff and that those constituencies make the ultimate decision as to who sits on Council disregards Council's broad accountability to society at large and its responsibility for stewarding of the future of the College.
- King's adheres to the CUC Higher Education Code of Governance which states the following:
 - The majority of the members of the governing body must be independent and external.
 - The governing body must establish a Nominations Committee (or similar) to advise it on the appointment of new members and the terms of existing members as well as the perceived skills balance required on the governing body.
 - There is an expectation that governing bodies will contain staff and student members and encourage their full and active participation.
- King's is a large, complex institution with an annual turnover approaching £1b. The decisions taken by Council require significant business and professional expertise and with just 12 independent members, seats need to be filled with due consideration for the skills needed at any given time.
- The current configuration of the staff seats, established in 2018, provides an appropriate balance between executive expertise and other staff voice. The three elected staff members on Council are elected by their peers: first through their election to the Academic Board, which is an election at-large within faculty and staff constituencies, and second by election from within the Academic Board itself.
- Council member composition was time-tested across the UK and elsewhere, despite the selective comparators cited by the petitioners.
- It was suggested that, while the current composition was time-tested and worked, it might not always be the best balance in future. The regular five-year review of Council could revisit composition at its next cycle.

- It was acknowledged that the newly elected staff members of Council had added value. One of the staff members noted that joining Council had in turn provided a clear view of how it operated and that better ways of reporting this back to Academic Board and the wider King's community needed to be found. Council membership had provided insight into how important it was to have members from a wide spectrum of expertise.
- It was noted that staff as well as students did not, on the whole, understand the role of the Council. It was suggested that many of those who had signed the petition had perhaps felt aggrieved by decisions made by management not by Council. The incoming Chair of GNC and the College Secretary had met recently with the Director of Communications to discuss how to improve understanding of and engagement with the King's community.

Report of the Finance Committee

Council discussed and approved the operating budget plan for 2021/2022, which had been prepared by the Executive based on a recognition that the university was beginning to emerge from the COVID-19 pandemic and the impact this had had on the overall university including its immediate and prospective finances. The President & Principal would be considering how to manage the many pressures on the horizon through size and shape and ways of working. The university was cash strong now but most of it was committed, and borrowing had been taken to the maximum. Pressures on the horizon included: the pandemic continuing; infrastructure ambitions; climate change cost impacts; getting efficiency right; investments needed; ambitions for growth in STEM subjects; challenges to drive the surplus; and potential industrial action.

Council also discussed research overheads. The Finance Committee had been asked to note a report summarising the changes that are being implemented to address the growing levels of financial subsidy for research, and the Committee asked that further work be carried out to explain how this was going to be achieved

Report of the Audit, Risk & Compliance Committee

Council approved the Fundraising Operations Annual Report and the Fundraising Ethics Review Group Annual Report and noted the External and Internal audit updates and the risk presentations the Committee had received.

Report of Academic Board

Council noted the report of the previous meeting of Academic Board which included the following items for note: Online Professional education, Community Charter, Cultural Competency, Equality, Diversity & Inclusion, student Terms & Conditions 2022-2023.

Report of the KCLSU President

Council received a report from the outgoing KCLSU President which reflected on what the KCLSU had achieved over the past year, in spite of the challenges of the pandemic.

COUNCIL AWAY DAY, September 2021 – STRATEGY REFRESH

Council attended a series of sessions led by the vice-principals for education, research and global engagement and engaged in Q&A and round-table discussions. Following this event, the Principal would be engaging with the King's community on how to realise Vision 2029 in this next era. Council expects to receive more detailed proposals at its meeting in January 2022.

KCLSU President's Report

Action required

- ☐ For approval
☒ For discussion
☐ To note

Executive summary

The King's College London Students' Union (KCLSU) Sabbatical Officers have the opportunity and platform to implement changes they felt were needed after their own experiences of studying at King's. They sit on various high-level KCL committees to provide a student voice and perspective on several critical issues that will affect the wider student body and are trustees of KCLSU. Objectives are identified based upon personal areas of interests but also the constantly changing needs of students. There are a broad range of priorities that can be summarised into categories, as outlined below; however, a more in-depth view of the objectives for the year is available in the Officers' report (**Annex 1**).

The 2021/22 Officer Team:

President – Zahra Syed (ZS)

VP Community and Welfare – Muhammed Daniyal Ubaidullah (DU)

VP Education (Health) – Fatimah Patel (FP)

VP Education (Arts and Sciences) – Hamza Lone (HL)

VP Postgraduate – Rebecca Selling (RS)

VP Activities and Development- Arsalan Zafar (AZ)

'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 the Academic Board. This paper includes the projects of all Officers, not solely those on the Academic Board, for purposes of transparency.

KCLSU President's Report

Summary of Annex 1 [Officers Report]

The student experience is an evolving entity, which has led to an evolution in the priorities of the KCLSU sabbatical officers to ensure that objectives are in line with the needs of students. In addition, the unique challenge of the covid-19 pandemic further strengthens the condition of the student's voice to be heard and recognised. To ensure that these challenges are captured effectively, the Officer's report is broken down into three key sections, which articulate emerging issues, strategic issues, and specific issues pertinent to the role of the sabbatical officer. The student experience includes academic study but also the non-academic areas which students participate in.

Section One

Section one of the report highlights tactical yet critical issues that students have raised as part of their student experience with the start of term. Section one is an evolutionary area that will be updated to highlight the student experience alongside the student life cycle and their interactions during the term. The below highlights summary of some of the issues raised:

Increased student numbers: KCL's success in attracting more UG students choosing KCL as their preferred choice brings challenges of accommodating such large student numbers. Some specific concerns are, Common Year One i.e., sufficient clinical and lab space provision for our students. But critically, this is the second year that KCL is welcoming a significantly higher number than expected of UG students, so it is essential to fully understand the impact this has had on the student experience.

Timetabling: KCLSU has gathered from emails and conversations several cases of students not receiving their timetables. For instance, KCLSU received several communications from FoLSM, Common Year One students who said that they have not received their timetables on time despite the commitment to all students that these would be accessible on the 16th of September. Additionally, there have been issues with the timetabling software not working and having intermittent accessibility issues, i.e. students cannot log onto the site.

Keep it real / Face to Face teaching: Face-to-face learning has become an essential requirement for students and the demand for such has resulted in the Keep it Real campaign. The strongest criticism from the student body comes from a marked difference in their experience. i.e. students from one programme can have more face-to-face interactions than those in comparison to other programmes.

Student Identity card: Student ID cards for UK home students were posted to their home addresses. However, despite this, there were several UK- home students who did not receive their student ID cards. Furthermore, students that did not get their ID cards, were not aware of how to get them and complained about being moved from one campus to another.

Face covering and consistency: There seems to be a discrepancy in how KCL central communication is pushing for a strongly encouraging approach for face coverings vs. how it is being implemented locally. For instance, certain academics are stating that this is mandatory and certain locations e.g. KCL Libraries have stated that students are expected to wear face-coverings and turning students away upon not meeting the guidelines. This, in turn, has led to be a force for confusion for many students.

Visa and Immigration Concerns: International students are experiencing issues as they try to arrive on campus by the 18th October deadline, due to high student numbers, the backlog of UKVI cases because of Covid, and regional issues (i.e. backlog in Malaysia). These delays mean that although students might want to come to the UK, they are not able to as failure to arrive by the deadline infringes their Student Visa status.

Section Two

Section two of the Officer's report highlights seven strategic projects that KCL and KCLSU will jointly work on that map across the various strands of KCL and KCLSU's strategy, these projects have been listed below:

Academic Representation and Academic Societies: There is a need to review how academic representation operates within both KCL and KCLSU in light of the SUMS review. There are a variety of different academic representation platforms that exist across KCL with various degrees of engagement. It is important to understand how best we could strengthen these voices to increase the academic experience of students. Equally, it will be good to see how existing models of student engagement such as academic societies could be utilized to further enhance the academic experience.

Partnership and Co-Creation (Advice Services): There have been roles, areas, and functions that seem to create a challenge of impartiality for students, i.e., housing advice concerning KCL accommodation being provided by KCL housing advice. In addition, there seems to have been roles created that duplicate activity that KCLSU is doing, i.e. KCL staff roles that have clear requirements to support student activities. It will be good to address these issues and ensure that we understand how we would tackle impartiality and overcome duplication areas of our services.

Wellbeing and Mental Health: Well-being and mental health are key issues of focus for KCL and KCLSU, and with covid, these issues have become more prevalent. There is a need to understand these issues and ensure a joined-up approach to properly address well-being and mental health issues.

PG Experience: PG students form over 50% of KCL's student body, however, levels of engagement with PG students are limited. This is more acute for PGR students. Henceforth, it is of pertinence to have an agreed approach towards increased PG student engagement which ultimately would result in a positive student experience.

Freedom of Expression: Freedom of Expression (FoE) is a topical issue. With the government looking to legislate FoE, it is important KCL and KCLSU understand the implications so that students are provided with guidance to comply with new legislation and express their views. This is likely to impact a large number of societies that KCLSU facilitates and will require KCLSU to review its position on its safe space policy.

Anti-Harassment: KCLSU and KCL have a zero-tolerance stance towards all forms of harassment. Two key areas need reviewing:

- (i) How KCL and KCLSU message their position and educate our community on harassment and its impacts.
- (ii) How we ensure confidence within our student body to encourage and support those that have been victims of harassment to report and in turn receive an adequate level of support.

Careers: There is a need to understand how KCL careers and the activities KCLSU provides can best support our students to increase employability. Equally, with the increasing number of Russell Group graduates, there is a need to distinguish a KCL graduate from the rest of the competition.

Contents

<i>Summary</i>	<i>2</i>
<i>Key</i>	<i>3</i>
<i>Section 1: Student Experience</i>	<i>4</i>
<i>Section 2: Collective Projects</i>	<i>7</i>
<i>Section 3: Officer Projects</i>	<i>10</i>

Summary

This report is broken down into three sections,

Section 1: highlights the academic issues that have been raised by students to the sabbatical officer team or the Students' Union. In turn, these matters have been raised to the respective colleagues at KCL to resolve.

Section 2: 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 KCLSU members.

Section 3: highlights the campaigns of each sabbatical officer, which stem from their manifestos.

The method for depicting progress is done on an academic year basis and broken down into 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 – Zahra Syed (ZS)

VP Activities and Development- Arsalan Zafar (AZ)

VP Education (Arts and Sciences) – Hamza Lone (HL)

VP Education (Health) – Fatimah Patel (FP)

VP Postgraduate – Rebecca Selling (RS)

VP Community and Welfare – Muhammed Daniyal Ubaidullah (DU)

'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

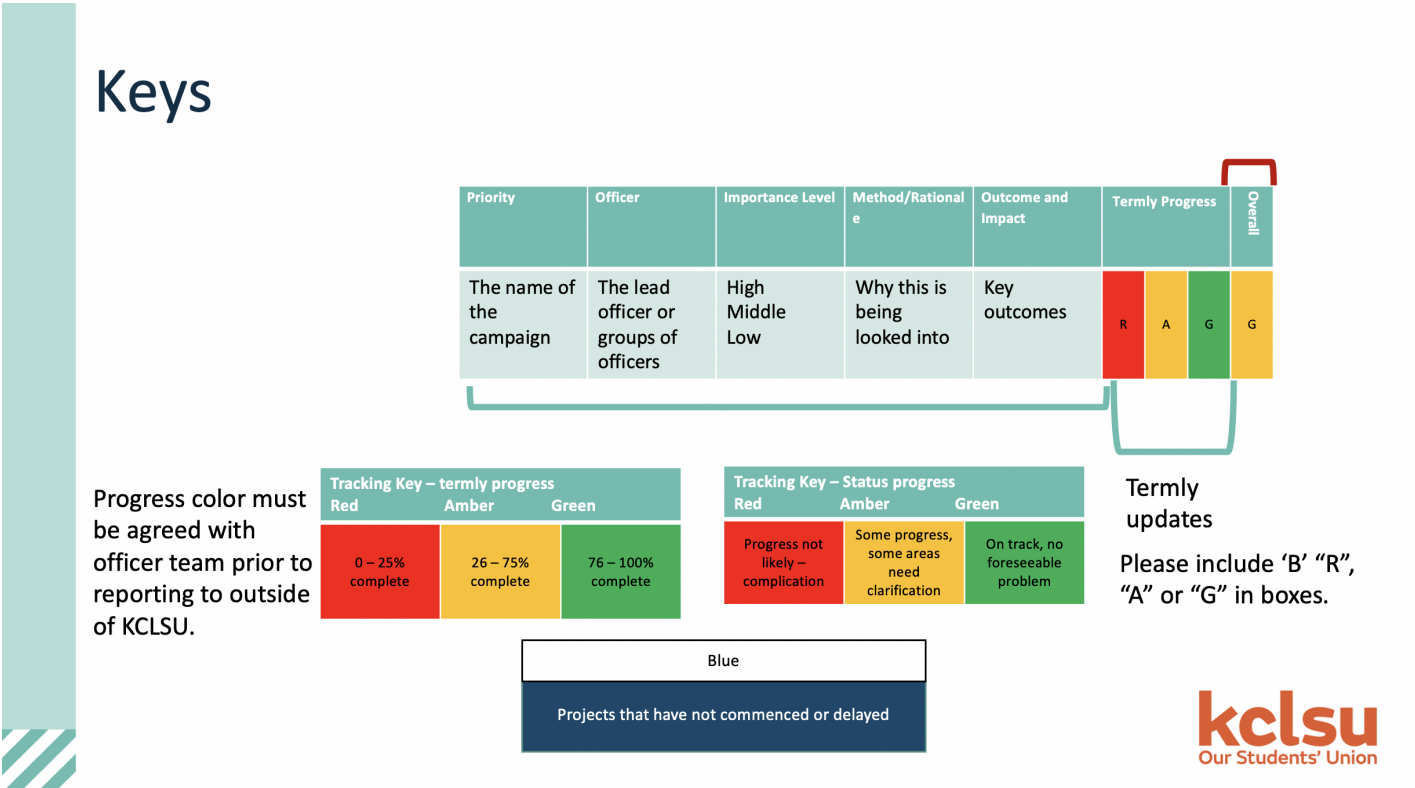


Figure 1: depicts the progress on each of the objectives and clarifies the meaning of each colour and column

Section 1: Student Experience

The sabbatical officer team has been speaking to students on the ground and have been able to identify a series of issues that have been raised in terms of their experience. Table 1 captures issues affecting student experience and shows the steps taken by the sabbatical officer team.

Table 1: Student Experience

No	Issue	Detail	Update	Next steps
1	Increased student numbers	<p>KCL's success in attracting more UG students choosing KCL as their preferred choice brings challenges of how to accommodate such large student numbers. Some specific concerns are:</p> <ul style="list-style-type: none">• common year one <p>* sufficient clinical and lab space provision for our students.</p> <p>Critically, this is the second year that KCL is welcoming a significantly higher than expected number of UG students, so it is important to fully understand the impact on the student experience.</p>	<p>KCLSU President and CEO were placed on the Tiger Team, to understand the issues at hand. Furthermore, both KCLSU President and CEO are on MRAG to understand student numbers.</p>	<p>Review student impact via student voice channels and feedback back to appropriate committees.</p>
2	Timetabling	<p>We have gathered from emails and conversations, several cases of students not receiving their timetables. For instance, KCLSU received several communications from FoLSM Common Year</p>	<p>The issue has been raised with SED and has been made aware</p>	<p>Liaise with SED colleagues and understand how we can best</p>

		One students who said that they have not received their timetables on time despite the commitment to all students that these would be accessible on the 16th of September. Additionally, there have been issues with the timetabling software not working and having intermittent accessibility issues i.e. students not being able to log onto the site.	that third-party software is being used for timetabling. The officers believe that this is a recurring issue, so will be keen to see a permanent solution.	negate such experiences in the future.
3	Keep it real / Face to Face teaching.	<p>Face to face learning has become an extremely important requirement for students and the demand for such has resulted in the Keep it Real campaign</p> <p>The strongest criticism from the student body comes from a marked difference in their experience. i.e. students from one programme can have more face to face interactions than those on other programmes.</p>	The student leader for the campaign has appeared in the media shared their experience, including Sunday Times and BBC Radio 4	<p>Discuss how face to face will look over the remainder of the year and ensure student teaching on campus increases where possible.</p> <p>Obtain information on several face to face sessions being provided and across which programmes.</p>
4	Student Identity card	Student ID cards for UK students were posted to their home addresses. Despite this, there were several home UK students who did not receive their student ID cards. Furthermore, students that did not get their ID cards were not aware of how to get them and complained about being moved from one campus to another.	The issue was raised and now the information is available on the KCL website informing students of what to do to collect their student cards.	Liaise with SED on how best to approach this for the coming year.

5	Face covering and consistency	<p>There seems to be a discrepancy in how KCL central communication is pushing for a 'strongly encouraging approach for face coverings message vs. how it is being implemented on a local level.</p> <p>For instance, certain academics saying this is mandatory or locations e.g. KCL Libraries saying that students are expected to wear face-covering and turning students away who do not wear the covering.</p>	The issue was raised with SED as well as with Library services.	Ensure clear communication is provided to students, and ultimately aim to increase students to wear face-covering without penalising students.
6	Visa and Immigration Concerns	<p>International students are experiencing issues as they try to arrive on campus by the 18th October deadline, due to high student numbers, the backlog of UKVI cases because of Covid, and regional issues (i.e. backlog in Malaysia)</p> <p>These delays mean that although students might want to come to the UK, they cannot because failure to arrive by the deadline infringes their Student Visa status.</p>	The issue was brought to light by the Visa Advice team, and raised with SED.	Allow for individual mitigation if necessary by consulting with SED and individual faculties. Liaise with UKVI to expedite larger delays that affect multiple students. Ensure students from red-list countries can confirm Visas in time for arrival in January.

Section 2: Collective Projects

The projects listed in Table 2 have been identified as areas of priority and deemed to be of strategic importance for KCLSU. They have also been factored into the Relationship Agreement and work is being done via the Relationship Agreement Working Group (RAWG), to progress on these issues.

Outcomes and impacts for each of the projects as well as their importance levels are yet to be determined but will be done via RAWG.

Table 2: Collective Officer Projects

No	Projects	Officer Lead	Importance Level	Method/Rationale	Outcome and Impact	T 1	T 2	T 3	Status
1.	Academic Representation and Academic Societies	FP HL	TBC	There is a need to review how academic representation operates within both KCL and KCLSU in light of the SUMS review. There are a variety of different academic representation platforms that exist across KCL with various degrees of engagement. It is important to understand how best we could strengthen these voices in a way that increases the academic experience of students. Equally, it will be good to see how existing models of student engagement such as academic societies could be utilised to further enhance the academic experience.	TBC				
2.	Partnership and Co-Creation (Advice Services)	DU		There have been roles, areas, and functions that seem to create a challenge in impartiality for students i.e. Housing advice concerning KCL accommodation being provided by KCL housing advice. Equally, there seems to have been roles created that duplicate activity that KCLSU is doing, i.e. KCL staff roles that have clear requirements					

				to support student activities. It will be good to address these issues and ensure that we have an understanding of how we would tackle impartiality as well as overcome areas of duplication of services.					
3.	Wellbeing and Mental Health	DU		Wellbeing and mental health are key issues of focus for KCL and KCLSU, and with covid, these issues have become more prevalent. There is a need to understand these issues and ensure a joined-up approach to properly address wellbeing and mental health issues.					
4.	PG Experience	RS		PG students form over 50% of KCL's student body, however, levels of engagement with PG students are limited. This is more acute for PGR students. It will be important to ensure that an approach is agreed upon and acted upon to increase PG student engagement and ultimately deliver on providing them with a positive experience.					
5.	Freedom of Expression	ZS		Freedom of Expression is a topical issue and with the government looking to legislate FoE, it is important KCL and KCLSU understand the implications so that students are provided with guidance to comply with new legislation as well as allowing them to express their views. This is likely to impact a					

				large number of societies that KCLSU facilitates and will require KCLSU to review its position on safe space policy.					
6.	Anti Harassment	ZS		KCLSU and KCL have a zero-tolerance stance towards all forms of harassment. Two key areas need reviewing: (i) How KCL and KCLSU message their position and educate our community on harassment and its impact and (ii) How we encourage and support those that have been victims of harassment to come forward and present cases.					
7.	Careers	AZ		There is a need to understand how KCL careers, as well as the activities KCLSU provides, can best support our students to increase employability. Equally, with the increasing number of Russell Group graduates, there is a need to distinguish a KCL graduate from the rest of the competition.					

Section 3: Officer Projects

Table 3 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 3: Officer Projects

No	Priority	Officer	Importance Level	Method/Rationale	Outcome and Impact	T1	T2	T3	Status
1.	Tackling harassment	ZS	High	Prior to my role as a Sabbatical Officer, I was the co-president of the Intersectional Feminist Society at KCLSU. We used to receive a plethora of complaints, for which we were unequipped to handle. Last year, within my capacity as Co-President of IFem Soc, we took action to share our challenges with the SU. This resulted in the development of an anti-harassment oversight group at King's (chaired by Joy Whyte) and an equivalent at KCLSU (chaired by Caroline Crawford). Although the measures at King's are reaching	To create a culture change champions scheme. The scheme will include a list of pledges for student leaders to tackle and challenge harassment within their spaces. Furthermore, the scheme will be accompanied by a number of events which showcase the impact of harassment.	A			G

				a satisfactory standard, the issues surrounding student culture are continuing to impact student safety and well-being.				
2.	Improving mental health	ZS	High	My second objective is dedicated to creating an effective listener scheme at KCLSU, whereby we can train and support our students to be kinder to one another. I have	The outcome of this project will be working closely with KCLSU positive peers to foster a more positive and welcoming environment at King's. Furthermore like the first objective - it will be accompanied by a series of well-being events throughout the year.	A		G
3.	Bidet Showers/ Douches	DU	High	A huge chunk of KCL students come from cultures and nationalities where toilet paper is not the norm of usage in the toilets. This means that thousands of students at KCL are accustomed to the usage of water in toilets and switching to paper creates cultural, religious and personal comfort challenges for these students. I am also focusing on the sustainability and net-zero carbon target related goals that	As such I have been working very closely with the estates team and obtained their informal green signal for installing water based arrangements in toilets across campuses. I am currently working on collecting the numbers of students on each campus that will benefit from such changes, so we can think about the number of such facilities that might be required.	R		G

				paper-free toilets might help us in getting closer to.				
4.	Individual Venue Booking System for Event Organising	DU	High	<p>In summary, I am looking to give individuals the power to book venues, external speakers and organise events. This could be achieved by closely replicating the procedure that societies follow.</p> <p>The idea germinates from the realisation that many students find it difficult to organise events, and engage other students in conversations on subjects that are too niche or narrow for a society to cater to.</p> <p>Consequently, these conversations never take off as event organising and venue booking rights are reserved for ratified societies only.</p>	Areas of the initially-proposed agenda were identified to fall outside of some pre-existing KCLSU processes. We are in the process of adapting and reviewing best practices for the individual booking system, identifying what changes need to be made before implementation.	R		G
5.	Improving Student Representation	FP	High	Before I was elected to become a Sabbatical Officer, I was an Academic Representative throughout the entirety of my	The goal of this is for students to feel empowered in their ability to connect with students in their	R		A

				<p>degree. Representatives felt there was a lack of awareness of the support provided by KCLSU, as well as a lack of support from King's on how to collaborate with staff to improve the educational experience.. On top of this, there was a lack of feedback from the university on what changes have been implemented based on the issues raised by the representatives, making it difficult to track progress.</p> <p>Now, I am looking to improve the support provided to Representatives where we could provide more regular training and increase contact with KCLSU. I am also looking to close the feedback loop between Academic Reps (with the students they represent) and the university. Finally, I want to create more spaces for students to be involved in decision making alongside senior staff at KCL.</p>	<p>cohort and feedback to the university.</p> <p>So far, I have also sat on the interview panel for the Representation and Campaigns Manager role for KCLSU and was involved in the decision making on who should be appointed. This role will oversee current representation channels and campaigns at KCLSU.</p> <p>I also liaised with Benjo Taylor (Head of Community Engagement at KCLSU) and Tony Logan (Deputy of Chief Executive) about having the Education Officers involved in the training and relationship building of Academic representatives.</p>				
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6.	Decolonising the Curriculum	FP	Medium	King's has a diverse population of students from different regions of the world, however, the curriculum limits students to understanding their disciplines through a eurocentric, Western lens. There are a multitude of ways to approach this objective, and we can start by looking at what is already being done at KCL. Some of the suggestions I have made (based on the	Decolonising the curriculum allows for the experiences of people from different racial backgrounds to be at the forefront of education. Had a 121 meeting with Funmi Olonisakin (VP International) on the development of the Decolonising Working Group Forum. 'Funmi has invited me to a meeting with her, Jen Angel	R		G

				<p>background of my education at KCL and within my remit as VP Education (Health)) would be:</p> <ul style="list-style-type: none"> - To give students an opportunity to understand decolonisation in the context of Medicine and Biomedical research - To provide more resources which incorporate images/diagnosis of different racial groups - To review and give advice on how KCL can support black/PoC researchers into academia/teaching at a university level 	(Director of International Strategy and Planning), Adam Fagan (Interim Vice President (Education)) to have a conversation on what decolonisation could look like at a college wide level.				
7.	Exam Support	HL	Low	Currently, exam support and feedback to students on performance is incredibly inconsistent. On one hand, some academics and examiners would provide access to past papers and feedback in extensive details, which has proven to be extremely useful in improving student performance and	Create a minimum standard of exam support which faculties and departments across the Arts & Sciences must follow. This will involve detailed marking schemes, access to past papers and qualitative exam feedback.	R			A

				understanding of the content. On the other hand, some students have received very little to no support, thus limiting the opportunity for students to identify areas of improvement.				
8.	Go Fund Yourself Campaign	RS	High	<p>The Covid pandemic has impacted the entire economy severely. However, in the UK, we see a system of education financing emerging, leaving students in a vulnerable position as they don't have a lifetime of savings to pay these large sums at a relatively young age. Additionally, tuition fees (particularly for international students and PGTs) are increasing dramatically year-on-year.</p> <p>To combat these underlying trends, KCLSU will lobby the university to change the way in which students pay tuition fees (have three installments), and campaign nationally to cap tuition fee growth.</p>	<p>Implement support structures that allow particularly self-funded students to receive support in light of the circumstances coming out of the pandemic, and generally improving their experience in paying tuition fees.</p> <p>Start a national push for stopping increases in tuition fees that are not protected by the UK government.</p> <p>Finances are a significant challenge for most of our students. Having such protective measures in place ensures accessibility to HE and stops the marketisation of the education sector.</p>	R		A

				It has been agreed among the officer team that this campaign will become more inclusive to better reflect the needs of the student body. We are currently organising a student consultation exercise to accomplish this.				
9.	PG Engagement Opportunities	RS	Medium	<p>Within Student Unions across the Higher Education Sector, there's been difficulties in getting PGTs and PGRs engaged with their representative body. In particular, SUs do not create services, such as events or societies, with the Postgraduate population in mind.</p> <p>Hence, I will be creating opportunities for Postgraduates to engage with their representative (VP Postgraduate) more widely through lecture and seminar pop-ins, as well as creating more bespoke events and spaces.</p>	<p>Improve King's PGs awareness of support available at King's.</p> <p>Increase Postgraduate's sense of belonging at King's, thus reducing the need for mental health support, and creating a more enjoyable student experience.</p>	R		G
10.	Careers' Service	AZ/H L	High	The objective is to enhance the career opportunities available to students by providing them better networking opportunities and making them more	This will help us improve the skills of our students in a highly competitive job market.	A		G

				<p>competent. Here are some of the updates:</p> <ul style="list-style-type: none"> -Have developed an initial outlay of the whole careers week. -For the first time, KCLSU will be doing something related to enhancing career opportunities for our students. -We have decided to partner with KCLSU societies to organise the whole careers week and spread it to a wider network. -During the careers week, students will be able to access drop in CV, Cover Letter, and application feedback sessions rather than waiting for a week to get feedback through the available facilities. - The evenings will be covered by the networking sessions (both in person and online) 	<p>By working closely with King's career services and KCLSU career related societies, we are bridging the gap between KCLSU and King's Career services.</p> <p>This will help improve the relation between KCLSU career related societies and KCLSU, as it will help us provide them better access to our resources.</p> <p>This will help us create a better network between our alumni and our current students.</p> <p>This will be the first of a kind careers fair which will be run by Student Union among universities in London universities (LSE, UCL, and Imperial).</p>				
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				<p>-At in person sessions, students will be allowed to develop informal conversations with our guests.</p> <p>-We are aiming to have networking sessions for Banking, Consulting, Law (Criminal and Corporate), HR, Entrepreneurship, Marketing, Biomed among other industries in our first edition of careers week.</p> <p>-At the end of careers week, there will be a competition hosted among the regular participants, and the top performers will get fast tracked to interview with our partner firms.</p>					
11.	Providing culturally competent student experience	AZ	Medium	We are focused towards making the best use of our hugely diversified student body and equipping them with a USP of having a global and culturally competent mindset which will give them an edge in all of their future endeavors. This year, we have decided to host a mega	<ul style="list-style-type: none">- All the cultural student societies are getting a chance to be part of the Flagship event by KCLSU this year.- Societies will get to represent their own cultures by showcasing	R			G

				<p>event in order to provide students a platform to engage with students from different backgrounds.</p> <ul style="list-style-type: none"> - We have had a meeting with the staff leads and given them a brief on our plan for the cross cultural ball - Currently, we are in the process of finding the most suitable venue. - On 11th October, we had a meeting with around 40 committee members representing 20 societies at Vault to get them on board with the planning and organisation. - We have had confirmation from 25+ cultural societies that they are willing to be part of Cross Cultural Ball 	<p>their cultural performances</p> <ul style="list-style-type: none"> - This event is aimed to be as inclusive as possible, therefore we will be including our students in the promotional videos and marketing aspects of the event as well. - Any student can volunteer to perform or be part of the process of planning the event. - The tickets will be sold out at discounted prices to societies to encourage the students to buy the memberships of the societies 				
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				<ul style="list-style-type: none"> - It is planned to be hosted by the end of January <p>This event is planned to be hosted annually starting from January next year as it aligns with the aim of KCLSU and King's to provide a culturally competent student experience.</p>				
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